Habs

HABERDASHERS'
ELSTREE SCHOOLS

Individual Needs and SEND Policy

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Reviewed by	Head of Individual Needs
Approval Committee	Teaching and Learning Committee
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1 Related Information

1.1 Availability of Statutory Policies

All statutory policies are available on the School's website.

1.2 Statutory Guidance

This statutory policy has been reviewed in accordance with the following guidance:

2(1)(b)(i) the written policy, plans and schemes of work – take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and 32(3)(b) The information specified in this sub-paragraph is— (b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language. **EYFS** 3.68 Provision for SEND and outcomes

1.3 Supporting Documents

The following related information is referred to in this policy:

Access Arrangements Policy
Admissions Policy
Anti-Bullying Policy
Curriculum Policy
Children and Families Act 2014
Disability Access Policy
Education Act 1996
Equality Act 2010
Provision of English as an Additional Language Policy
Safeguarding Policy
SEN Code of Practice 2015

1.4 Terminology

Head means the Headmistress of Haberdashers' Girls' School and/or Headmaster of Haberdashers' Boys' School.

Parents includes one or both Parents, a legal guardian, or education guardian.

School means Haberdashers' Boys' School and/or Haberdashers' Girls' School which are operated by the Haberdashers' Aske's Elstree Schools Limited, the Schools Trustee of Haberdashers' Aske's Charity.

Student or **Students** means any student or students in the School at any age.

2 Introduction

The School is an academically selective independent day school for Students aged 4 to 18. The School values and encourages diversity, recognising that some Students may be affected by circumstances which impinge upon their educational progress. It is the responsibility of each teacher to understand the individual needs of each Student, whether they are general or specific learning differences, physical and sensory impairments or social and emotional issues. The School will make reasonable adjustments for Students with special educational needs and disabilities (SEND) to ensure that they are included in all aspects of School life.

Aims:

It is the overall responsibility of the Head of Individual Needs to ensure that appropriate provision is made for Students with SEND across the School. However, it is acknowledged that **all teachers are teachers of children with special educational needs** and, as such, supporting Students with SEND is a whole School responsibility. Academic and pastoral staff are expected to be familiar with the Individual Needs of their Students and to make their best endeavours to provide reasonable adjustments through scaffolding, adaptive teaching, additional resources and subject-specific support.

The Individual Needs department work collaboratively with academic and pastoral staff to:

- Ensure full access to classroom learning and co-curricular activities for Students with SEND.
- Provide high quality classroom teaching so that Students reach their full potential and have high self-esteem and self-advocacy.
- Identify Students who have difficulties with learning, which are significant and persistent compared to their peers.
- Communicate with Students and their Parents outlining additional support required and take into consideration the views and feelings of the Student and their Parents.
- Meet the needs of Students with SEND with appropriate in-school resources.
- Monitor the progress of SEND Students through classroom accommodations and additional support.

It may sometimes be necessary to advise Parents to seek specialist assessment outside of school. Parents are expected to meet the cost for additional assessment.

<u>Reasonable Adjustments:</u>

The Individual Needs team work in collaboration with staff and the Student to implement appropriate of reasonable adjustments and guide Students about how best to use them. They may include seating plans, prompts, laptop use, 25% extra time in tests, rest breaks, microphones for hearing aids, larger font materials, differentiated work, colour overlays, assistive technology such as reader pens.

<u>Access Arrangements:</u>

The Exam Access Arrangement Coordinator first gathers evidence to establish a clear picture of need and to demonstrate that the arrangement reflects the Student's normal way of working, drawing on evidence from class teachers and everyday practice. From Year 9 onwards, this

picture of need must be supported by formal assessments, alongside internal assessments where appropriate. In some cases, relevant medical or specialist evidence may also be required. Once sufficient supporting evidence is in place, the Coordinator submits applications to JCQ and Cambridge International Education via their online systems.

Educational, Health and Care Plans:

Where a student may require provision that is additional to or different from that which is ordinarily available, the Head of Individual Needs will work in partnership with the student (where appropriate), parents/carers, relevant staff, and external professionals to review the evidence gathered through the graduated approach. Where this indicates that the student's needs cannot be met through the school's resources, consideration will be given to requesting an Education, Health and Care (EHC) needs assessment from the relevant Local Authority.

Teacher support in the classroom:

The SEND Code of Practice (2015) acknowledges that all teachers are teachers of children with SEND. Teachers are trained to deliver quality-first teaching for all Students and to meet the needs of Students in the classroom through:

- Using data and pastoral information to support the early identification of SEND.
- Planning, delivering and monitoring targeted support in the classroom.
- Reporting back to the Student, their family, the Individual Needs department, Phase Leaders and the Pastoral Team.

Ethos:

Classroom teachers and department teams are central to providing the best teaching and learning for all Students. Academic and pastoral staff work together to provide a safe and secure environment for learning in which individual differences are recognised, accommodated and celebrated.

Staff have high expectations for all children including those with SEND and strive to achieve success for Students in the school.

The revised National Teaching Standards, covering all aspects of the profession which came into effect in September 2012, also made clear the responsibility of teachers to: 'Adapt teaching to respond to the strengths and needs of all Students' (Standard Number 5) and requires them to:

- Know when and how to differentiate appropriately, using approaches which enable Students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit Students' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support Students' education at different stages of development.
- Have a clear understanding of the needs of all Students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.'

3 Definition

The School adopts the definition of Special Educational Needs and Disability (SEND) as set out in the SEN Code of Practice (20154) and the Equality Act 2010.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND (SEND Code of Practice 2015, paragraph 6.23)

A Student is considered to have special educational needs

- if they have a significantly greater difficulty in learning than most of their peers or
- if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. (Section 6), Equality Act 2010. The Equality Act 2010 refers to 'Hidden' impairments such as Autism and ADHD, which may qualify as a disability.

The above definition includes sensory impairments such as those affecting sight or hearing. Long term health conditions may also impact a child's development and learning profile.

The SEND Code of Practice 0-25 (2015) identifies 'four broad areas of [special educational] need and support':

- Communication and interaction e.g., speech and language / Autistic Spectrum Condition
- Cognition and learning e.g. Dyslexia, Dyspraxia, Dyscalculia
- Social, emotional and mental health e.g. self-harm, eating disorders, depression and/or anxiety, substance misuse or physical symptoms which are medically unexplained, Attention Deficit Hyperactive Disorder (ADHD) and Attention Deficit Disorder (ADD)
- Sensory and/or physical needs e.g. physical disability, vision impairment (VI), hearing impairment (HI).

We recognise that Students may have two or more learning difficulties or disabilities, known as 'co-occurring' difficulties.

The school will support Students' learning needs by using adjustments within reasonable limits, as set out by the Equality Act (2010).

A child must not be regarded as having SEND solely because the "language or medium of communication of the home is different from the language in which he or she is or will be taught." (Education Act 1996, Section 312(1), (2) and (3)) (see Provision of English as an Additional Language Policy).

4 Aims and Objectives

Admissions ask Parents and feeder schools about applicants' individual needs and provide reasonable adjustments in the 4+, 7+, 11+ and 13+ exams for Students who are disabled within the Equality Act 2010. The Individual Needs department then contacts the Parents and current school to discuss needs and support for these exams.

The school is not a specialist provider for special educational needs and does not offer specialist teaching on a regular basis for special educational needs. It is important, therefore, to assess the ability of the School to meet any special educational needs at the point of entry.

If a Student is in the process of an EHC Needs Assessment, or has an EHCP, this must be stated and shared during the application process and prior to entry assessment. Parents of a child who has any disability or special educational need must provide the School with full written details at point of application. It is important for the School to have access to any documentation which may help staff to understand the Student's specific need and to consider implications for teaching, learning and any reasonable adjustments which are required to be made.

Where access arrangements and/or reasonable adjustments may be required for the entrance examinations, documentation (e.g., educational psychologist assessments/medical letters) must be submitted by the deadline given by the School. Access arrangements may not be provided if this deadline is missed.

5 Identification and Assessment of Students with SEND

5.1 Identification of SEND

Early identification is important to ensure Students with SEND receive the appropriate support to reach their potential. Identification may occur through one of three routes:

5.2 Diagnosis Prior to Joining the School

In the case of those students arriving with SEND, the Head of Individual Needs will review the Student's needs and consider appropriate classroom accommodations, support and any reasonable adjustments they made require. In line with JCQ regulations, access arrangements can only be approved where a Student's need is clearly demonstrated as part of their normal way of working over time, rather than based on historic information alone. When a Student joins our School setting, we are required to build an up-to-date and accurate picture of how their needs present in lessons, and assessments. Establishing this picture over time helps us make fair, compliant and well-informed decisions that are in the best interests of the student.

5.3 Difficulties Identified Through Screening

The School carries out screening tests for all Students in Years 3, 7 and 9, and all new joiners to Year 12 or any other occasional joiners in other year groups. The tests which are used are not diagnostic tests t, and they are not infallible. The purpose of the tests is to detect circumstances which may need further investigation, a formal assessment or the provision of supportive strategies for class and home. The cost of screening tests is included in the tuition fees.

Further assessments may be carried out by the Specialist Teacher and there may be occasions when Parents are advised to consider a more in-depth assessment to be carried out by an external assessor, the cost of which would be borne by the parents.

Teachers will liaise with the Head of Individual Needs to fully support the Student and put in place appropriate and reasonable report recommendations and review these on a regular basis.

5.4 Referral to Individual Needs Support

There are different routes to identifying Students with SEND. These include:

- From Staff
- From a Student (self-referral)
- From a Parent

The above are in addition to the screening tests.

Staff may refer when a Student is not making progress in learning despite in-class strategies and after departmental support. Staff may also refer when a pattern of need emerges from:

- Monitoring of assessments by Teachers, Phase leaders and Heads of Departments
- Monitoring of reports by Class Teachers and Form Tutors.
- Monitoring of baseline screening tests by Heads of Section and the Individual Needs Department.

Parents may be encouraged to enlist the advice of an educational psychologist, or another appropriate professional agency.

The School will only accept external psychologist and specialist assessor reports if the Head of Individual Needs is satisfied the author is suitably qualified, with evidence of qualifications, and that sufficient liaison with the School takes place before the assessment. All costs for professional services will be met by the Parents. Parents are strongly advised to share specialist reports with the Schoolin order to discuss how the Student can be best supported in the School environment. .

Once a need has been identified information and teaching strategies will be shared with staff and progress monitored. Regular discussion about progress takes place between academic staff and the Student in order to fine tune classroom accommodations. Information about Students' learning needs and strategies to be used will be stored on iSAMS to ensure consistency of support by teaching staff who can access the information.

6 EYFS

The goal of the Early Years Foundation Stage ('EYFS') is to provide a secure foundation through planning for the learning and development of each individual child and assess and review what they have learned regularly. At this stage of a child's learning journey, it is particularly important that parents and teachers work in partnership to support the development of skills.

A delay in learning and development in the early years may or may not indicate that a child has additional needs. Where a child appears to be behind age related expectation, or where a child's progress gives cause for concern, the School will work closely with parents to consider all the information about the child's learning and development from within and beyond the setting. Teachers will consider the child's progress in all areas of their development and learning.

If a child has a barrier to learning that means they have different needs and require particular action staff will take account of these requirements and make provision, where necessary, to

support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. All teachers are responsible for helping to meet a student's needs through ongoing monitoring and adaptive teaching and are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

If staff believe that a child may have additional needs, for example where there are early indications that the child is not making the expected progress, the School will do all that is reasonable to report and consult with parents to help determine the action required including whether any additional support is needed and whether referral on to outside professionals is an appropriate course of action. If parents and/or carers have any concerns that their child may have additional needs, they should speak to the child's class teacher in the first instance who will collaborate with the Individual Needs department to determine the next course of action. The School will help families to access relevant services from other agencies as appropriate. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about support in school.

For children whose home language is not English, teachers will provide opportunities for children to develop and use language in play and learning and to reach a good standard in English language during the EYFS. When assessing communication, language and literacy skills, teachers will assess children's skills in English. If a child does not have a strong grasp of English language, the School will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

7 Monitoring and Support of SEND Students

7.1 School Support and Monitoring

Support for Students with SEND is delivered primarily through quality-first teaching and bespoke differentiation in the classroom. The School employs a graduated approach to support Students with SEND.

7.2 Individual Needs Monitoring

Teachers will take responsibility to implement appropriate strategies to differentiate learning, put in place and monitor reasonable adjustments in planning, lessons, and homework.

If, after trialling in-class strategies, a Student is still not making progress in a subject, the Teacher will liaise with the Phase Leader/ Form Tutor and Head of Department and work together with them to support and monitor progress.

Where persistent and significant needs are demonstrated, a referral to the Individual Needs department may be made and an individual programme of support may be provided.

7.3 Individual Needs Support

Individual Needs Support is where a need has been identified (such as ADHD or dyslexia). Some 1:1 or small group teaching will be provided where appropriate. Students may be asked to attend support sessions at lunchtimes, before and after School. Helpful strategies,

adaptations, and access arrangement will be considered as appropriate. . Parents should share any reports by external professionals with the School as soon as possible in order to discuss where, and how, the School can be involved in considering any recommendations shared . If recommendations cannot be addressed within School appropriate strategies will be discussed with Parents.

Professional recommendations for specialist provision, resources or equipment (i.e. physical or practical aids, e.g. a laptop computer) will need to be considered and discussed with the School. If it is not possible to offer provision in School, any additional cost will be agreed with and met by the Student's Parents.

Code of Practice: The Schools' approach to the detection and management of learning difficulties will be guided by the Special Educational Needs Code of Practice (DFE-00205-2013), or any substituting or amending Code of Practice issued from time to time by the Department for Education (DfE). In general, the Schools approach will be cautious so as to avoid the risk of a Student being labelled "dyslexic" when a later assessment might result in a different explanation for the difficulty.

Students with SEND will be monitored by the School's tracking and reporting systems (e.g. progress grades and end of term reports) and overseen by Form Teachers in the Prep/Pre-Prep, Junior and Heads of Section in the Senior School. All Students with SEND are listed on the Reasonable Adjustments' Register.

Monitoring of support takes place through review meetings, learning walks, observations, book looks and discussions with Teachers and Students.

8 SEND (Educational Health and Care (EHC) Plan – formerly known as a Statement)

Parents have the right under Section 36 of the Children and Families Act 2014 to ask the Local Authority to conduct an education, health and care needs assessment for a child or young person aged between 0 and 25. The School also has the right to ask the Local Authority to arrange an assessment. The School will always consult with Parents before exercising this right. If the Local Authority refuses an assessment, the Parents (but not the School) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

Where a prospective Student has an existing EHC Plan or on a pathway for an education needs assessment, the LA will consult the School providing and sharing all up-to-date documentation regarding the Student's needs. The parents should also share any other relevant information with the school. The School as part of a consultation process, will review the paperwork and decide whether needs can be met and the provisions specified in the EHC Plan can be delivered by the School. The School will co-operate with the Local Authority to ensure that relevant reviews of EHC Plans are carried out as required.

Subject to the School's obligations under the Equality Act 2010 to provide reasonable adjustments, including auxiliary aids and services, any additional services that are needed to meet the requirements of the EHC Plan will need to be charged either directly to the Parents or to the Local Authority if the Authority is responsible for the fees and the School is named in Part 4 of the Statement.

9 Arrangements for Public Examinations

9.1 Examination Access Arrangements (GCE & GCSE)

The Heads of Individual Needs are responsible for managing applications for access arrangements for public examinations.

The School follows the current Joint Council for Qualifications (JCQ) and Cambridge International Exams regulations and guidance for examinations issued at the beginning of each academic year. This includes offering Students opportunities to rehearse specified arrangements throughout their courses, e.g. allowing extra time during internal School examinations, regular use of a word processor. Recommendations for access arrangements derive from an identified, documented educational need evidenced in an existing specialist repot recognised and approved by the School. This must be supported by historical evidence of the need.

Appendix A

Responsibilities in the Boys' Senior School:

Heads of Departments responsibilities:

The HoD/will have overall responsibility for guiding teachers in meeting the needs of Students in the classroom and in using intervention before referring Students. The HoD may delegate this responsibility to another member of the department. However, the HoD must retain oversight.

Teachers, supported by HoDs, will:

- use data and pastoral information to support the early identification of SEND
- take responsibility to implement appropriate strategies to differentiate learning, put in place and monitor reasonable adjustments in planning lessons, and homework for Students not making the expected progress

Pastoral Team responsibilities:

Form Tutor will:

- support students
- liaise with teachers
- Collaborate and guide Parents on how to support their son.

Head of Section will:

- use data to track progress of Students across the section and identify possible SEND
- keep Form Tutors, teachers, HoDs and the Individual Needs department up to date about Student concerns
- support Students with organisational skills.

Heads of House will:

- support Heads of Section as needed.

Deputy Head of House will:

- work with the Individual Needs department to collate Referral Forms
- monitor Students with SEND through Pastoral and Academic Monitoring (PAM) or Individual Needs Profile (INP).

The Individual Needs department will:

- support colleagues in all the above / deliver training and guidance
- provide intervention sessions and resources to Students with SEND
- track Student progress using INP and learning walks
- assess for some Access Arrangements for public exams
- gather teacher evidence for Access Arrangements and apply online
- liaise with Parents and external specialists
- communicate with staff by email, calling case conferences, attending departmental meetings and other meetings.

Co-teaching in Sixth Form – Boys' School and Girls' School

Where students are taught together in either school, concerns will be communicated in the first instance to the Head of Individual Needs in their respective schools.

Appendix A

Responsibilities in the Boys' Pre-Prep and Prep School:

Class teacher responsibilities:

- Provide targeted in-class support for pupils with identified special educational needs and/or learning differences.
- Support and direct Learning Support Assistants (LSAs) and Teaching Assistants (TAs) to ensure appropriate and effective in-class support.
- Collaborate with teaching staff across the curriculum to share effective strategies and promote inclusive, high-quality teaching practice
- Set, monitor, and review targets within Individual Needs Plans (INPs), ensuring progress is tracked and interventions are adjusted accordingly.
- Work collaboratively with parents, communicating regularly to inform them of pupil progress and agreed in-class support strategies.
- Liaise with Phase Leaders to plan, implement, and review effective in-class support strategies.

Teachers, supported by Phase Leaders

- Use data and pastoral information to work collaboratively with the individual needs team and the phase leader to support the early identification of SEND

- **Phase Leader responsibilities:**
- Liaise with teachers to raise and address any concerns about individual pupil needs
  - Work in collaboration with the Individual Needs department to collate and review referral documentation.
  - Maintain oversight of any interventions implemented within their phase, ensuring these are appropriate, effective, and regularly evaluated.
  - Monitor and support the process where further assessment is being considered or recommended by the Individual Needs department.

Deputy Head Pastoral and Academic responsibilities:

- Use data to track progress of SEN Students and identify any anomalies.
- Keep class teachers, phase leaders and the Individual Needs department up to date about Student concerns.

The Individual Needs Department will:

- Provide guidance, training, and support to colleagues to ensure effective implementation of inclusive teaching practices.
- Deliver targeted interventions, including individual and small-group sessions, and provide appropriate resources for pupils with SEND.
- Monitor and track pupil progress through Individual Needs Plans (INPs), learning walks, and other assessment measures.
- Gather and evaluate teacher evidence and, where appropriate, carry out assessments to support applications for Access Arrangements.
- Liaise with parents and external professionals to ensure a coordinated and supportive approach to each pupil's needs.
- Communicate effectively with staff through email, case conferences, and attendance at phase and other relevant meetings to ensure a shared understanding of provision and progress.

- Ensure that the IN register is up to date.
- Organise and lead annual reviews for pupils with EHCPs, including the timely preparation, collation, and submission of statutory documentation to the Local Authority.
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Appendix B

Responsibilities in the Girls' Senior School:

Heads of Departments responsibilities:

- The HoD will have overall responsibility for guiding teachers in meeting the needs of Students in the classroom and in using intervention before referring Students. The HoD may delegate this responsibility to another member of the department. However, the HoD must retain oversight.

Teachers, supported by HoDs, will:

- use data and pastoral information to support the early identification of SEND
- take responsibility to implement appropriate strategies to differentiate learning, put in place and monitor reasonable adjustments in planning lessons, and homework for Students not making the expected progress.

Form Tutors will:

- support students
- liaise with teachers
- collaborate and guide parents on how to support their daughter.

Head of Year and Head of Section will:

- use data to track progress of Students over the course of the academic year and identify possible SEND
- keep Form Tutors, teachers, HoDs and the Individual Needs Dept up to date about Student concerns
- support Students with organisational skills.

The Individual Needs Department will:

- support colleagues in all the above / deliver training and guidance
- provide intervention sessions and resources to Students with SEND
- track Student progress using Academic Monitoring and progress grades
- assess for Access Arrangements for public exams
- gather teacher evidence for Access Arrangements and apply online
- liaise with Parents and external specialists
- communicate with staff by email, , attending meetings, organising annual reviews (for EHCP students only).

Co-teaching in Sixth Form – Boys' School and Girls' School

Where students are taught together in either school, concerns will be communicated in the first instance to the Head of Individual Needs in their respective schools.

Responsibilities in the Girls' Junior School:

Class teacher responsibilities:

- Provide targeted in-class support for pupils with identified special educational needs and/or learning differences.
- Support and direct Learning Support Assistants (LSAs) to ensure appropriate and effective in-class support.
- Collaborate with teaching staff to share effective strategies and promote inclusive, high-quality teaching practice
- Monitor and review targets within Individual Needs Plans (INPs), ensuring progress is tracked and interventions are adjusted accordingly.
- Work collaboratively with parents, communicating regularly to inform them of pupil progress and agreed in-class support strategies.
- Liaise with Phase Leaders to raise and address any concerns about individual pupil needs
- Use data and pastoral information to work collaboratively with the individual needs team and the phase leader to support the early identification of SEND

Phase Leader responsibilities:

- Maintain oversight of any interventions implemented within their phase, ensuring these are appropriate, effective, and regularly evaluated.
- Monitor and support the process where further assessment is being considered or recommended by the Individual Needs department.
- Liaise with teachers to raise and address any concerns about individual pupil needs
- Use data and pastoral information to work collaboratively with the individual needs team and teachers to support the early identification of SEND

Deputy Head Pastoral and Academic responsibilities:

- Use data to track progress of SEN Students and identify any anomalies.
- Collaborate with class teachers, phase leaders and the Individual Needs department up to address Student concerns

The Individual Needs Department responsibilities:

- support colleagues in all the above / deliver training and guidance
- provide intervention sessions and resources to Students with SEND
- track Student progress using Academic Monitoring and progress grades
- input to Pupil Progress meetings and follow up on agreed actions
- monitor Access Arrangements for end of term assessments
- carry out initial assessments and screeners and advise parents about pursuing formal assessments

- liaise with Parents and external specialists
- communicate with staff about SEN pupil needs, support the implementation of reasonable adjustments, attend meetings, organise annual reviews (for EHCP students only).
- Support teachers with creating and evaluating Individual Needs Profiles (INPs) and collaborate with parents about academic and personal targets identified in the INPs
- Ensure that the IN register is up to date.

Appendix C

How do teachers support students with SEND at Habs?

- Have a discussion with the Student about what they are finding difficult and why
- Speak to HoD and Form Tutor
- Look at Quest, MidYIS, Lucid, Progress Grades on Habs Elstree Dashboard . Ask for advice if needed
- Try in-class strategies for an agreed period of time to try and improve the area of difficulty
- Consider referral to Head of Section or Phase Leader for support with organisation
- Refer to the Head of Individual Needs using Individual Needs referral form if needed.

Referral to Head of Individual Needs

Staff refer a Student to the Head of Individual Needs department when a Student is having significant and persistent difficulties in learning and in-class strategies have been t exhausted to help the student make progress.

Staff may also refer when a pattern of need emerges from:

- monitoring of assessments by Teachers and Heads of Departments
- monitoring of reports by Form Tutors and Heads of House or Heads of Year
- monitoring of baseline screening tests by Heads of Section / Heads of Year and the Individual Needs Department.

A Parent or student may self-refer to the Individual Needs department to discuss any concerns, support or strategies to help them.

How do I know if a Student has SEND?

- SEND Students are starred in the online teacher mark book.
- The Individual Needs department will notify staff of any Students who are added to the SEND register, or any updates to a Students specific needs.

The Individual Needs' Register is an up-to-date list of all Students with SEND on iSams. Where sixth form lessons are co-taught, information about SEND students will be shared via iSams to those students' teachers at the start of the academic year and updated if there is a change of teacher.

What do I do if I teach a Student who is on the Individual Needs register?

- The Individual Needs register will have full details of specific needs, register summary and reasonable Adjustments that must be made for each Student with SEND.
- The Individual Needs department will communicate with staff when there are changes to Reasonable Adjustments or support and suggest resources to support teaching.
- Class Teachers must monitor the progress of Students with SEND carefully, provide evidence of use of Access Arrangements and report back when needed, especially on the PAM.