



SEND POLICY

The 'School' refers to all staff and students in Abbot's Hill School, which includes the Early Years/Foundation Stage (EYFS), the Pre-Prep, Prep and Senior School.

The term 'parent' refers to those who have a parental responsibility for a child.

MONITORING AND REVIEW

Person Responsible	Head of Senior School
Reviewed with	SENDCo's
Final Signatory	Head
Frequency of Review	Annually
Date of Last Review	September 2023
Date of Next Review	June 2024

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Introduction

In line with our mission to foster a community in which all individuals are happy and inspired to live purposeful and fulfilling lives, Abbot's Hill School seeks to ensure any pupil (current and prospective), including learners with difficulties and/or disabilities, are not treated less favourably. The school aims to maximise the potential of every pupil and, as such, Abbot's Hill School provides a curriculum and teaching through which all students, including those with special educational needs/ disabilities or who are identified as EAL, have the opportunity to learn and make good progress, according to their age and need.

In line with our Equal Opportunities (Inclusion) policy, the school's practices are informed by the Children & Families Act (September 2014). This Policy is also informed by the SEN and Disability Code of Practice 0-25 years 2015 (SEND Code 2015), the DfE document entitled 'English proficiency of pupils with English as an additional language' and the DfE document entitled 'Health and Safety: responsibilities and duties for schools'. Abbot's Hill School is fully committed to ensuring that the application of the SEND Policy (Including English as an additional language) is non-discriminatory, in line with the UK Equality Act (2010).

This Policy Should be read in conjunction with the following documents:

- Equal Opportunities (Inclusion Policy)
- Accessibility Plan
- Safeguarding Policy
- Admissions Policy
- Promoting Positive Behaviour Policy
- Supporting Pupils at School with Medical Conditions Policy
- Anti-bullying Policy

This document is reviewed annually by the SENDCO for both Prep and Senior or as events or legislation change requires. The next scheduled date for review is September 2023.

SENDCOs

Miss Claire Bradley is the Senior School SENDCO and is responsible for managing the provision for children and young people with SEND at Abbot's Hill Senior School. Miss Bradley has the following qualifications BA (Hons), QTS, MA Ed, NASENCO, Certificate in Psychometric Testing Assessment and Access Arrangements (Level 7), DSL (Level 3) and is a qualified Youth Mental Health First Aider.

Contact details – cbradley@abbotshill.herts.sch.uk 01442 839141

Mrs R Enock is the Prep School SENDCO and is responsible for managing the provision for children and young people with SEND at Abbot's Hill in the Prep and Pre-Prep Schools. Mrs Enock has a BA (Hons) in primary education, a Masters in inclusive education and Level 5 diploma in SpLD. Mrs Enock is currently working towards her Level 7 qualification in Cognitive Assessment.

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It is the responsibility of all teachers to support children with SEND.

Aims

The aims of this policy are:

- To create an environment that supports all pupils through Quality First Teaching
- To ensure that the needs of pupils are identified, assessed and provided for where it is reasonably possible
- To make clear the expectations of all involved in this process
- To identify the roles and responsibilities of staff in providing for all pupils
- To enable all pupils to have full access to all elements of the school curriculum
- To ensure that parents are able to play their part in supporting their child's education
- To ensure that our pupils and their parents have a voice in this process

By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEN and/or disabilities.

We recognise that all pupils with English as an additional language will have differing degrees of difficulty with language at some time in their school career and that provision for this need is on a continuum. We regard the pupils' self-esteem to be of vital importance to their learning and intend that pupils should not feel stigmatised by the fact that they do not have English as their first language. Teachers aim to ensure that all pupils for whom English is a second language have the chance to achieve their maximum potential.

Defining SEND

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the SEN Code of Practice (2015), a child of compulsory school age or a young person has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children will not be regarded as having a learning difficulty solely because their first or home language is different from the language in which they will be taught.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for but we identify the needs of the whole pupil in order to establish what provision is required to meet their primary need, not just by the category in which they are placed. Abbot's Hill School will take into account pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

Identifying SEND

Every pupil's skills and attainment will be assessed on entry to Abbot's Hill from reception. At the same time, the school will consider whether a young person has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made.

The progress made by all pupils is regularly monitored and reviewed as part of high quality, differentiated teaching. Where concerns are raised about a pupil's progress or if they fall behind their peers, additional support will be provided under the guidance of the class teacher. This information may be shared with parents as and when appropriate, for example at progress evening.

Where concerns are raised about a pupil's progress, despite support and high-quality teaching information should be gathered on pupil progress from baseline assessments and standardised screening or assessment, and information from parents, teachers and the pupil.

Slow progress and low attainment will not automatically mean a pupil has SEN. However, where the School reasonably considers that a pupil may have a learning difficulty, for example, where there are early indicators that a pupil is not making expected progress, the School will do all that is reasonable to support and consult with the parents and pupil as appropriate. This consultation will help to determine the action required, including whether any additional support is needed. We may also draw on the knowledge of outside professionals and agencies.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

'Disability' is defined in the Equality Act 2010 as: 'a physical or mental impairment' which has a 'substantial and long-term adverse effect on' a person's 'ability to carry out normal day-to-day activities'. It includes not only physical disabilities but also learning disabilities and mental health. There is a threshold in terms of impact on 'normal day-to-day activities' ('substantial' means 'more than trivial') and length of time ('long-term' is defined to mean 'lasting or likely to last more than one year').

A Graduated Approach to SEND Support

Where a pupil is identified as having SEND, action should be taken to reduce and/ or remove the barriers to learning. This support should take a four part cycle. This is known as the 'graduated approach'. The four parts to the cycle are: Assess, Plan, Do and Review.

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or outside agencies. High quality teaching, differentiated for individual pupils is the first step in responding to a pupil who may have SEND. Abbot's Hill School adheres to the principle that 'every teacher is a teacher of SEN' and will use its best endeavours to ensure that the necessary provision is made for any pupil who has SEN and/or a disability.

All pupils receiving SEND provision, pastoral support or those with medical needs will have a Learning Passport. The Learning Passport documents the graduated approach for each pupil with SEND. It is highly personalised and records the nature of difficulties and learning preferences of each pupil. This document advises teachers as to how they can best meet the pupil's needs. The Learning Passports are stored centrally on the school intranet.

Where a pupil continues to make less than expected progress due to SEN, despite the use of an evidence-based approach and well-matched interventions, we will consider referring to a specialist, either through the Local Authority or other outside agencies. We may also ask parents to make contact with their GP. Parents will always be fully involved in this referral process.

Learning Support is provided within the normal fee structure where the school deems the support necessary for progression to be made. School will decide on the most appropriate level of support and groupings in order to facilitate this progression. Assessment and/ or specialist support by outside professionals is funded by the parent.

Where despite a school having taken the relevant action to identify, assess and meet the needs of a pupil, the pupil has not made expected progress, the school and parents should consider applying for an EHCP. The purpose of an Education, Health and Care Plan (EHCP) is to make special educational provision to meet the SEND of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

Applying for an EHCP will generate an EHC needs assessment by Local Authority. An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school can meet the child or young person's needs without an EHC plan. If the local authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal. The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the local authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the local authority if the local authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances, charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010.

The SEND Register

The SEND register is managed through School Base (the school's MIS) and the pupil support area of the intranet, all staff can access up to date information for all of their classes. The SEND register is a working document which is updated regularly according to a pupil's current or emerging needs. Pupils who have SEND will have an alert displayed on their School Base profile.

The decision to place a pupil on the SEND register will be made by the Prep and Senior SENDCOs in conjunction with parents and professionals involved in the assessment process.

In line with the SEN Code of Practice (2015) there are two categories: SEN Support and EHCP. Being placed in the SEN Support category means that the pupil is having something extra or different to the usual curriculum offered and to their peers. Being placed in the EHCP category means that the pupil has an EHCP. Whilst a student is under investigation for SEND, they may be placed on the SEND register for monitoring purposes.

Identifying EAL

We aim to assess a pupil's language level as soon as possible. When a new pupil, defined as having EAL, arrives, tests are carried out to ascertain the pupil's level of proficiency in the four skill areas of reading, writing, listening and speaking. Where possible, the pupil is then placed in classes according to their linguistic ability. The results of the initial diagnostic test are made known to all subject teachers so that they are aware of any difficulties the pupil may encounter within their classroom.

If it becomes apparent that a pupil requires additional EAL input, every effort will be taken to ensure that their needs are met as appropriate. Class teachers and subject teachers work in liaison with the Learning Support department.

The EAL Register

The EAL Register is managed through School Base (the school's MIS) and all staff can access up to date information for all of their classes. A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English. The EAL register identifies where a pupil is currently working in relation to English proficiency using the stages of acquisition. The stages of acquisition are outlined in Appendix 1. We recognise that pupils for whom English is an Additional Language may also be classed as 'most able' and therefore may appear on both registers simultaneously.

SEND and EAL provision

The provision offered to pupils requiring SEN Support will differ from pupil to pupil. A list of non-exhaustive examples include:

- An individual learning programme (for example, only studying one MFL)
- Evidence based interventions (for example, Numeracy Ninjas, Lexia, Accelerated Reader)
- Additional support from The Rose Bud (Prep) and The Rose Garden (Senior)
- Different materials, resources or equipment
- Working within a small group
- Use of alternative technologies (for example, Text Help as a reader and the use of a Chrome Book, Surface Pro or Ipad)
- Learning Passport
- Access Arrangements where appropriate
- Parental meeting where necessary either in person or virtually
- Careers advice for KS4 through the Pathways lead

The provision offered to EAL pupils will differ from pupil to pupil. A list of non-exhaustive examples include:

- Use of a bilingual dictionary
- Buddy system for new arrivals
- Access arrangements where appropriate
- Additional support from The Rose Bud (Prep) and The Rose Garden (Senior)
- Working within a small group
- Differentiated resources or materials
- Parental meeting where necessary either in person or virtually
- Careers advice for KS4 through the pathways lead

We regularly evaluate the provision made for all children in the school by learning walks, lesson observations, questionnaires and book scrutiny. We also welcome feedback from pupils and parents in relation to SEND or EAL provision.

Supporting pupils with Medical Conditions

Pupils with medical conditions should be properly supported so that they have full access to education, including school trips and Physical Education. Individual Medical Plans drawn up by the School Nurse allow us to support the needs of the pupils in the school with medical conditions. If a child has additional SEND this will also be mentioned in the Learning Passport and therefore close liaison is needed with the Prep or Senior SENDCO.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that they play an active part in their child's development, the School endeavours to provide parents with the relevant information so they can reinforce learning in the home. At Abbot's Hill School, we endeavour to support parents so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making process about special educational provision.
- Parents/carers of a child with SEND support will have the opportunity to meet with the class teacher during Progress' Evenings.
- Parents can use a nominated person to act as translator in Parents' Evenings and consultations with the pupil's teacher. They can also nominate a primary contact for written communication from the school, if specifically requested.

Access to out of classroom activities

Abbot's Hill School will, wherever possible, make reasonable adjustments to allow SEND/ EAL Pupils to access the full educational and learning experiences that the school provides. However, under the reasonable adjustments duty the school also has to consider:

- The need to maintain academic, musical, sporting and other standards

- The financial resources available to the school
- Health and safety requirements (SEND does not override the school's duties under Health and safety Legislation).
- The interests of the other pupils and persons who may be admitted to the school as pupils.

In the event that a pupil's co-curricular or recreational activities are limited by their SEND profile, alternative opportunities will be made wherever possible. To this end, there is a close liaison between the SENDCO and Physical Education Staff.

Storing and Managing Information

Documents are stored securely on the school Intranet and School Base. Documents are stored with appropriate security levels and in line with GDPR regulations. Printed copies of any confidential information will be shredded when no longer required. Staff are encouraged not to print confidential documentation in relation to SEND/ EAL.

Training

Staff can seek advice from The Rose Bud (Prep) or The Rose Garden (Senior) when necessary. Electronic Information sheets and articles are shared with staff regularly. All teaching and support staff will be provided with general or specific training on meetings the needs of pupils with SEND or EAL. Occasionally specialist training will be necessary to support the needs of a particular pupil. All staff who received SEND/ EAL training will disseminate their knowledge to others to benefit all working in the school. The SENDCO provides INSET to new or trainee teachers on the staff.

Admissions

Abbot's Hill School welcomes pupils with a wide range of skills and talents. Our selection procedures are designed to identify pupils who are likely to achieved Grade 4 or above at GCSE in a reasonable number of subjects including the core subjects. We aim to enable all pupils to achieve their full potential in all aspects of school life but we recognise that some pupils are challenged by specific learning difficulties and disabilities.

Abbot's Hill School is able to support pupils with mild to moderate learning difficulties, but is not a special school with Specialist Resourced Provision and therefore it can only offer a limited level of support. Pupils in the Senior School are allowed to study one less foreign language if this is deemed appropriate; this will be decided on an individual basis and a study programme will be followed instead with the aim of boosting basic literacy and numeracy skills.

Abbot's Hill School accepts pupils who have an identified SEND on the basis that the pupils needs can met within the framework of reasonable adjustments. The school will not offer a place if, after all reasonable adjustments have been made, the school will not be able to provide adequately or appropriately for the child's physical and/ or educational needs.

Suitability of the structure of school buildings and their limitations for each pupil have to be considered in this context. This is carried out in consultation with each pupil, with parents and with any appropriately qualified person, as necessary. Abbot's Hill School is on a large site which is not uniformly flat, and recognises that any child with impaired mobility will face

difficulties in moving around the grounds. While reasonable adjustments will always be made, the site is not suitable for children with severe physical impairments or disabilities.

The parents/ guardians of all pupils with a diagnosed Specific Learning Difficulty (SpLD) or any other SEND should give the school an up to date Educational Psychologist's report and/ or other relevant medical reports so that appropriate and feasible support can be discussed and put in place.

If following the offer of a place, it is discovered that the school has not received full disclosure of information relating to the child's SEND and the school is not able to provide adequately or appropriately for the child's physical and educational needs and/or disabilities, then the school may withdraw the offer of a place, or ask the parents to withdraw a child who is already a pupil.

Where a parent requests confidentiality regarding a SEND this request would limit what the school could provide in making reasonable adjustments. Under these circumstances the school has the right to decide the balance of confidentiality against reasonable adjustments for inclusion.

Access Arrangements

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act (2010) to make reasonable adjustments. At Abbot's Hill School we do our best to ensure that those pupils who require access arrangements receive them. This is based on diagnostic testing as well as history of need and normal way of working. The SENDCO works closely with all teaching staff and the Examinations Officer in order to make sure that exam access arrangements are appropriate and trialled in end-of-year or mock exams.

Access arrangements are agreed before an exam or assessment. They allow candidates with specific needs, such as SEND, EAL or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. In order to qualify for access arrangements there must be a clear justification with substantial and extensive evidence.

The key principle is that the SENDCO can show a history of need, support and provision that is the pupil's normal way of working. Evidence must be gathered of the normal way of working over a substantial duration of the course. The arrangement cannot suddenly be granted to the candidate at the time of their examinations. Approved access arrangements, or provisional access arrangements are put in place for internal school tests and mock examinations.

All applications must be processed using Access Arrangements Online and the JCQ Guidance. All Access Arrangements remain provisional until ratified by JCQ. There is no course of appeal to JCQ in the case of an Access Arrangement being denied. The quality of the evidence needed to support an Access Arrangement is paramount so the earlier an assessment is carried out, the more evidence is available to support the application.

Bullying

The school as a whole aims to teach the value of integrity, morality and a concern for others and to develop pupils' self-confidence and independence so that they are well-equipped to

play an active role in society. The School Values (Appendix 2) explicitly state that pupils should be kind, respectful and inclusive. All members of the school community, pupils or staff, should be free from the fear of bullying. Everyone should feel able to speak out and report any concerns about bullying in the knowledge that they will be listened to and that the matter will be investigated. Bullying will not be tolerated at Abbot's Hill School. Further advice can be found in the Anti-Bullying Policy and Positive Behaviour Policy.

Dealing with Complaints

Parents who have concerns about any aspect of their child's SEND/ EAL provision should contact either Miss Bradley (SEND/CO, Senior) or Mrs Enock (SEND/CO, Prep) in the first instance

If this issue is not resolved, parents should follow the school complaints policy.

Issue Date: September 2023

Review Date: September 2024 or earlier if major change



Head

Appendix 1: English Proficiency

A: New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B: Early acquisition: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C: Developing competence: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D: Competent: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

E: Fluent: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

N: Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency.

English proficiency of pupils with English as an additional language, DFE (2010)



CODE OF CONDUCT

There is one rule for all of us at Abbot's Hill: adults and pupils act with courtesy and consideration for others.

We support our school values in the following ways:-



Be kind



Be authentic



Be involved



Be curious



Be challengers

Code of Conduct



There is one rule for all of us at Abbot's Hill: adults and pupils act with courtesy and consideration for others.

We support our school values in the following ways:-

Be kind

- We are respectful and inclusive to all and celebrate the diversity of our community
- We show humility at all times
- We empower others: always trying our best to encourage and enable one another to succeed
- We care about each other and are considerate of other people's feelings
- We respect ourselves, others and our environment

Be authentic

- We are unique. Proud of ourselves and our individuality.
- We are sincere in the way we interact with others and show integrity in the way we behave in all aspects of life
- We are true to our feelings and beliefs in the way we reflect on our actions and learn from them
- We take pride in our responsibilities

Be involved

- We work hard as part of the school and contribute to the community beyond Abbot's Hill
- We are proud of the school, its history and tradition
- We always give our best and embrace opportunities
- We celebrate other people's successes and achievements
- We are positive role models

Be curious

- We love to learn, create and use our imagination
- We are inquisitive: we explore new opportunities
- We ask questions about the world around us
- We embrace calculated risk and seek adventure

Be challengers

- We persevere in the face of challenge: we are resilient
- We are self-motivated, ambitious and determined to develop and improve through work and play now and into the future
- We prioritise our physical and mental wellbeing
- We have the freedom to speak out and to voice our own ideas
- We have the courage to test our ideas, to fail and to adapt as we prepare for life beyond school
- We have fun