



SEND Policy

1. Introduction

1.1 This policy applies to all pupils and staff of Abbot's Hill, including EYFS

1.2 This policy should be read in conjunction with the English as an Additional Language Policy, Educational Equal Opportunities Policy, Most Able and Talented Policy and the Inclusion Policy.

1.3 This policy is provided in accordance with the Children and Families Act 2014 and relates to children and young people with special educational needs and disabilities (SEND). The policy refers to the Children and Families Act 2014 and associated regulations.

1.4 This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0-25 September 2014
- SEND Code 2015
- Schools SEN Information Report Regulations 2014 and the Special Educational Needs and Disability Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions Sept 2014
- The National Curriculum in England Key Stage 1-4
- Safeguarding Policy
- Accessibility Plan
- Teachers standards 2012

2. SENDCo

2.1 Mrs B Manning 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 Mrs Manning has a BEd, The level 7 National SENCo Award (NASENCO), a diploma in SpLD – dyslexia and a level 7 Certificate in Psychometric Testing, Assessment and Access Arrangements.

2.2 Contact details – bmanning@abbotshill.herts.sch.uk 01442 240333

2.3 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 and a Masters in inclusive education. She is currently studying for her level 5 diploma in SpLD.

3. Aims and Objectives



3.1 Abbot's Hill welcomes pupils with a wide range of skills and talents. Our selection procedures are designed to identify pupils who are likely to achieve 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.

3.2 Abbot's Hill is able to support pupils with learning difficulties but is not a special school with Unit facilities 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 languages prove difficult for them and it is possible to keep one GCSE option block 'free' for study, thereby reducing the pressure of work. This extra time is supported by a member of teaching staff and can be used to reinforce work done in lessons, spend more time on prep, undertake extra reading and research or to have individual specialist support lessons.

3.3 The parents of all pupils with a diagnosed Specific Learning Difficulty (SpLD) should give the school an up-to-date Educational Psychologist's report in order that we may best meet the pupil's needs.

3.4 Some pupils may have a condition other than a SpLD, e.g. Attention Deficit Disorder (ADD), Autistic Spectrum Disorder (ASD) which will require some form of support and monitoring. Any background information, reports from specialists, information relating to previous help should be provided so that we can provide effective support and enable your child to make progress. It is the responsibility of the parents to supply this information and not the previous school.

3.5 The school aims to meet the special needs of all children within the school as they arise. Many children will have a special need at some time during their school life. These should be identified and diagnosed and effective learning strategies or support put in place.

3.6 The school aims to operate a 'Whole-School' policy of intervention so that all pupils can fulfil their potential and can maximise the educational facilities on offer. In order to do this we:

- Identify and provide for pupils who have special educational needs and additional needs
- Work within the guidance provided in the SEND Code of Practice 2014 and 2015 updates
- Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- Provide support and advice for all staff working with special educational needs pupils

4. Identifying Special Educational Needs

4.1 Definition of Special Educational Needs and Disabilities:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties



- Sensory and/or physical needs

4.2 A pupil has a learning difficulty or disability if he or she:

- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age
- Has a significantly greater difficulty in learning than the majority of pupils of the same age

4.3 Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as having a disability will require this provision.

4.4 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.

4.5 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 and specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupil who have or may have SEND. Subject teachers' regular assessment of pupils will help identify those who are making less than expected progress. Reviews of the quality of teaching should include teachers' understanding of strategies to support pupils.

4.6 In deciding whether a pupil has SEND, information should be gathered on pupil progress from baseline assessments and standardised screening or assessment, and information from parents, teachers and the pupil.

4.7 Any decision on whether SEND provision is required must start with the desired outcomes, including the views of the pupil and the parents. This should then determine the support that is needed. We may also draw on the knowledge of outside professionals and agencies.

5. A Graduated Approach to SEND Support

5.1 Where a pupil is identified as having SEND, action should be taken to 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.

5.2 A Pupil Passport (previously an Individual Educational Plans (IEPs)) documents the graduated approach for each pupil with SEND. It clearly records the nature of difficulties and learning preferences of each pupil. Advice is given for all teaching staff to help them plan for the pupil's needs. Targets are set for all work done in Learning Support lessons and in class where appropriate. These targets are drawn up by the Learning Support teacher in the Senior School and by the class teacher (overseen by the Prep SENDCo) in the Prep School in collaboration with the pupil, subject teachers and parents.



5.3 In 2018 we began to phase in Pupil Passports to replace IEPs. Pupil Passports present the same information as an IEP in a slightly more pupil-centred way. Pupil Passports, in the same way as IEPs meet the SEN Code of Practice's guidance, known as 'the graduated approach' of the Assess, Plan, Do, Review cycle.

5.4 A Pupil Passport will also help build a picture and history of need for any pupil for whom we are applying for Access Arrangements for public examinations.

5.5 All pupils receiving extra provision have a Pupil Passport.

5.6 Electronic copies of these are found on the T drive which is available to staff on the school network. Occasionally the pupil will have an information Pupil Passport which does not have targets.

5.7 Reviews of Pupil Passports take place at the end of each term. Pupils are consulted and parents are invited to comment on the progress made.

5.8 Pupil Passports are put into action for all pupils on the SEND register and targets are monitored through book scrutiny, lesson observations, reports, learning walks and departmental tracking as well as discussion with subject teachers. There are also Pupil Passports for pupils who need some differentiation or adaptation to the curriculum but are not necessarily on the SEND register.

Involving specialists

5.9 Where a pupil continues to make less than the expected progress due to a SEND, despite the use of an evidence based approach and well-matched interventions, we will consider referring to specialist staff, either through the Local Authority or other outside agencies. At any point of a proposed change in provision or discussion regarding a changed course of action, parents will be fully involved in the process.

Education, Health and Care plans

5.10 Education, Health and Care plans (EHCP) are the replacement for Statements of Special Educational Needs.

5.11 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/carers should consider applying for an EHCP.

6. Managing Pupils' needs on the SEND register

The Register

6.1 The SEN register is managed through SchoolBase (the school's MIS) and all staff can access an up to date, tailored register for each class/group they meet. The register is updated daily by the SENDCos with details all of the pupils' educational needs. The decision to place a pupil on the SEND register will be made by the SENDCo in conjunction with parents and professionals involved in the assessment process. If support is to be provided, parents will be informed and a clear date for reviewing progress must be set.

6.2 Pupils are recorded in the following categories:-



A SEND alert – is used for all pupils who have an SEND need, or a particular adaption or differentiation is needed that teachers need to be aware of.

SEND Register – shows a pupil who is on the SEND register at the last census

SEND Referral form received– shows we have had a referral from a teacher, parent or the child themselves.

SEND Monitor–shows that a teacher, parent or pupil themselves has raised a concern and is monitoring this concern and should have regular dialogue with the Learning Support teachers until a point where a decision is made for this to proceed to the next stage or cease to be a concern. An end date entered shows that a child was being monitored and a decision was made that it is no longer necessary to monitor beyond the school's normal practices.

SEND Observation – shows that a member of the Learning Support team has carried out an observation of that pupil in class or in social activities,

SEN Test– SEND Testing category shows that a formal referral has been made by a teacher/parent/pupil to the SEND department and the decision was reached for the pupil to be tested/observed. An end date entered shows that a child was tested and a decision has been made to either monitor, offer support or refer.

SEN Support– The pupil is usually placed on the SEND register and a Pupil Passport is written to meet the pupil's needs. An end date shows that support has been offered to the child and is no longer necessary. The child will be monitored for a period of time.

SEND Refer - Where we feel that a pupil is not making reasonable progress further assessment may be required either in school or by an external professional. This decision will be made in collaboration with parents, pupils and teachers. Referral may be made for the local authority to carry out an Educational, Health and Care needs assessment. During the course of this assessment, the local authority must gather advice from relevant professionals about the pupil's education, health and care needs, desired outcomes and provision required to meet the identified needs and achieve desired outcomes.

SEND Specialist Report Received – from an external professional – report usually on SchoolBase – if not visible has some secure information on it.

SEND EHCP – refers to a pupil who has an active Educational Health Care Plan

Any SEND action we have taken will be also recorded on daybook under Learning Support including parent meetings.

EHC Plans–We will ensure that the school makes reasonable provision for the child and review the EHCP annually as well as reviewing the Pupil Passport at least termly.

7. Supporting Pupils and Families

7.1 Parents and pupils are kept informed of progress through termly Pupil Passports and through discussion at Parents' Evenings. They are encouraged to discuss and contribute towards targets and to comment on the Pupil Passport and be part of the cycle of assess,

plan, do and review cycle of support. EHC plans/Statement Reviews will be held annually for all professionals involved with the pupil to come together to discuss progress and future support.

7.2 The department operates an “open door” policy, allowing both parents and pupils to come into the Rose Garden to discuss their concerns before and after school. Video meetings can also be arranged.. For parents an appointment is necessary for parents to ensure availability and sufficient time is given.

7.3 We always take into consideration the views of the pupils in forming targets and the recommendations for subject teachers. These views are formally recorded on the Pupil Passport.

7.4 A range of suitable careers advice will be given to Senior pupils as part of the PDE programme and we are continually updating our knowledge regarding suitability of courses and providers for post 16 education.

8. Supporting pupils at school with medical conditions

8.1 We recognise that 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 and Director of Pastoral Care, allow us to support the needs of pupils in the school with medical conditions. If a child has additional SEND this will be also mentioned in the Medical Plan and therefore close liaison is needed with the Prep or Senior SENDCo.

9. Monitoring and evaluation of SEND

9.1 We regularly evaluate the provision made for all children in the school by learning walks, lesson observations, questionnaires and book scrutiny. Particular focus is included in all of these processes of the needs of those children with SEND.

10. Training and Resources

Cost for Learning Support

10.1 Learning Support lessons are 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.

Training

10.2 School staff can drop into the Rose Garden (the Learning Support base), or The Rose Bud (in the Prep School) to seek the advice of our specialist staff. We have a library of information books that can be borrowed and electronic information sheets are also held on the T drive. Observations of pupils in class can be requested and advice given to teachers as appropriate.



10.3 The Learning Support team take part in cluster group meetings with other independent and maintained schools and regular training is provided with groups such as the Helen Arkell Dyslexia centre. Department meetings each term include short presentations by the each member of the team disseminating information gained through courses or reading.

10.4 All teaching staff and support staff, who work with pupils in the school, will be provided with general or specific training on meeting the needs of pupils with SEND. Occasionally, specialised training will be necessary to support the needs of a particular pupil. This will be provided to those staff most directly involved with the pupil. Training may be delivered in school, by specialist services working with a particular pupil.

10.5 All staff who receive any SEND training will disseminate their knowledge to others to benefit all working in the school.

10.6 The school recognises the needs for staff INSET on issues of SEND provision and incorporates this within the plans for full staff INSET. In addition an awareness of SEND issues is part of all new staff induction and addressed appropriately at regular staff and pupil assessment meetings.

10.7 The SENDCo also provides INSET to trainee teachers on the staff.

11. Roles and Responsibilities

SENDCo - Mrs B Manning

Prep SENDCo – Mrs Rebecca Enock

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

11.2 Roles and responsibilities within the Learning Support department are detailed in the SEND information report which is updated at least annually.

11.3 The implementation of the SEND policy is reviewed by the Governors' Education Committee.

12. Storing and Managing Information

12.1 Documents are stored securely on our network or SchoolBase. Documents are stored with appropriate security levels. Printed copies of any confidential information, including SEND registers etc. will be shredded when no longer required. Staff are encouraged to access information on screen rather than making printed copies.

13. Reviewing the policy

13.1 This policy will be reviewed annually or more frequently if required.



14. Accessibility

Admissions

14.1 Abbot's Hill School accepts pupils who are dyslexic and who have other Specific Learning Difficulties (SpLDs), including DCD (dyspraxia) and dyscalculia and those for whom English is not their first language (EAL). The school also offers places to pupils who have other difficulties such as physical disabilities, motor co-ordination problems, ADD/ADHD, visual impairment, auditory impairment, Autistic Spectrum Disorder and emotional difficulties.

14.2 Suitability of the structure of school buildings and their limitations for each pupil has 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.

14.3 The school Admissions process makes provision for the disclosure of SEND. At all times the commitment of the school, to deal appropriately and supportively in the admissions assessment procedure is emphasised to parents. Applications are considered on the basis that all reasonable adjustments have been made by the School in order to cater for the child's special educational need and/or disability. 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 educational needs or promote the child's well-being.

14.4 If, following the offer of the place, it is discovered that the school has not received full disclosure of information relating to the child's special educational need and/or disability and the school is not able to provide adequately or appropriately for the child's physical and educational needs or promote the child's well-being by making reasonable adjustments for those special 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.

14.5 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 and possible and reasonable adjustments for inclusion.

Appointment of Staff

14.6 The school is committed to an equal opportunities approach to employment and ensures both in the advertising and promotion of posts and in selection procedures that appropriate measures are taken to ensure that discrimination does not take place.

Education and associated services

14.7 The school has a duty to ensure that less favourable treatment does not occur in the following areas:

- curriculum
- teaching and learning
- timetabling, classroom and school organisation and setting
- homework
- serving of school meals
- interaction with peers, school clubs and activities
- assessment and exam arrangements



- school discipline
- exclusion/suspension procedures
- preparation of pupils for their next phase of education

14.8 All of these are bound by the limits of reasonable adjustment as detailed in the Equality Act 2010.

14.9 We endeavour to ensure that all subjects are available to each pupil but do on occasions allow a modified curriculum (such as the omission of foreign language study) in response to the needs of an individual's learning profile.

Access to out of classroom activities

14.10 Abbot's Hill School will, wherever possible, make reasonable adjustment to allow SEND pupils to access the full educational and learning experiences that the school provides.

14.11 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
- the 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.

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

Educational Ethos

14.13 Abbot's Hill School is an educationally inclusive school, where the teaching and learning achievements, attitudes and wellbeing of every pupil matter.

14.14 Through appropriate curricular provision, we recognise that pupils have different educational needs and abilities. They learn and acquire knowledge in different ways and at varying rates. Accordingly, teaching provision is adapted to the individual's needs, including those with disabilities, those with special educational needs, those from all cultural backgrounds and pupils with English as an additional language. Parents are fully involved in the education of their children and are fully informed when special educational provision is made for their child.

14.15 Appropriate alternative communication methods are implemented if necessary and in response to individual need. This could include, for example, access to enlarged print texts and examination papers, modified conditions or special equipment for pupils with a hearing impairment in oral examinations and in the examination hall, Braille materials etc. All staff are expected to differentiate their lesson plans and materials to accommodate children with particular communication needs or other special educational needs.



Most Able and Talented Pupils

14.16 The school recognises gifted and talented pupils as having Special Educational Needs, and individual teachers and tutors differentiate their work in response to the needs of this group. The school has a Gifted and Talented Co-ordinator and a separate policy which supports the interests of the gifted and talented.

Accessibility Strategies: Buildings and Site

14.17 Under SEND the school has a planning duty to audit access to buildings and facilities. Such access audits are incorporated in the school's plans for future development.

14.18 We have considered the implications of a large site which is not uniformly flat, and recognises that any child with impaired mobility will face some difficulties in moving around the grounds. While reasonable adjustment will always be made, the site is not suitable for children with severe physical impairments or disabilities.

Review

14.19 Abbot's Hill School is committed to reviewing annually both admissions procedures and policies and issues of access to learning to ensure that a continuous responsibility is exercised. Other areas of policy and provision should in addition where appropriate be reviewed with SEND in mind.

15. Dealing with complaints

15.1 Parents who have concerns about any aspect of their SEND provision should discuss these in the first instance with the pupil's Learning Support teacher, the appropriate SENDCo.

15.2 If the issue is not resolved, parents should follow the school's Complaints Policy

16. Bullying

16.1 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 Behaviour Code explicitly states that pupils should show courtesy, respect and consideration for others. 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 has not been and will not be tolerated at Abbot's Hill School.

16.2 Vulnerable learners at the school have a nominated adult in the Learning Support department that leads their provision. The very small teaching groups for this provision are centred round an individualistic approach and this nurturing relationship should also develop the pupil's confidence to alert staff to situations which are not in line with the ethos of the school.

16.3 Opportunities in assemblies and PDE are taken to address individual needs of pupils and pupils will talk openly about their difficulties and steps they have taken to overcome



these. Our Learning Support Captains are chosen carefully so that they can help mentor pupils that are having difficulty in accepting their individual needs.

Issue Date: October 2021

Review Date: October 2022 or earlier if any changes or major legislative change

Jean Ross

Chairman of the Education Committee



Appendix

SEND Information Report 2021-22

Introduction

This SEND Information Report is the detail of how we implement our SEND policy.

Abbot's Hill is a happy and thriving community in which our pupils are encouraged to aim high, to grasp opportunities, enjoy learning and make lasting friendships. We offer an all-round education for girls aged 4-16 years. Our Day Nursery & Pre-School caters for girls and boys from 6 months.

Abbot's Hill welcomes pupils with a wide range of skills and talents. 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. We are able to support pupils with learning difficulties, but we are not a special school with Unit facilities and therefore can only offer a limited level of support.

1. What kinds of SEND are provided for at AHS?

The school aims to meet the special needs of all children within the school as they arise. Many children will have a special need at some time during their school life.

A pupil has a learning difficulty or disability if he or she: has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age or has a significantly greater difficulty in learning than the majority of pupils of the same age.

Some pupils with disabilities may have learning difficulties that require special educational provision. However, not all children defined as having a disability will require this provision.

Pupils at Abbot's Hill may have a range of difficulties including:-

- communication and interaction, for example high functioning Autistic Spectrum Condition (ASD/ASC)
- cognition and learning; for example, dyslexia or dyspraxia
- social, emotional and mental health difficulties
- or sensory and/or physical needs, for example, a mild hearing impairment

2. Who should I contact to find out about how Abbot's Hill supports pupils with SEND?

Mrs B Manning is the school's SENDCo and is responsible for managing Abbot's Hill's response for the provision we make for Senior pupils with SEND.

Contact details – bmanning@abbotshill.herts.sch.uk 01442 240333

Mrs R Enock is the Prep School's SENDCo and is responsible for managing Abbot's Hill's response for the provision we make for Prep Pupils with SEND.

Contact details – renock@abbotshill.herts.sch.uk 01442 240333

The implementation of the SEND policy is reviewed by the Governors' Education Committee. We have a designated SEND governor.

3. What should I do if I think my child may have a special educational need or disability?

If you have concerns regarding your child's progress then in the first instance, please contact your child's Form Tutor (Senior) or Class Teacher (Prep).

4. How does our school know if a pupil needs extra help?

The skills and attainment of every pupil will be assessed on entry to Abbot's Hill. 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.

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 and specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have Special Educational Needs.

Class and subject teachers' regular assessment of pupils will help identify those who are making less than expected progress. Reviews of the quality of teaching should include teachers' understanding of strategies to support pupils.

We regularly assess reading, spelling, maths and science using nationally standardised tests to help us track progress.

In deciding whether a pupil has SEND, information is gathered on pupil progress from baseline assessments and standardised screening or assessment, as well as information from parents, teachers and the pupil.

Pupils with a recognised need are given access arrangements in Key Stage 3 and all pupils are screened at the end of Key Stage 3 (normally in the Spring Term of Year 9) for access arrangements according to the Joint Council for Qualifications examination regulations.

Where a pupil is identified as having SEND, action is taken to remove the barriers to learning as far as reasonably possible. 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.

5. What does the SEN (SEND) Code of Practice say?

At different times in their school life, a child may have a special educational need.

The Code of Practice 2014 defines SEND as follows:

"A child or young person has SEN (SEND) if they have a learning difficulty or a disability which calls for special education provision to be made for him or her."

A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others the same age, or
- has a disability which prevents or hinders him or her from making use of facilities generally provided for others the same age in mainstream education

6. How will our school staff support my child?

Our approach to teaching pupils with SEND

Our teachers have high expectations of all pupils. Individual needs are highlighted to all relevant staff and reinforced on the Pupil Passport and on the School Management of Information System. Recommendations for teaching staff are clearly outlined on the IEP/Pupil Passport for staff and regular consultation at staff briefings (Senior)/staff meetings (Prep) takes place.

School staff can drop into the Rose Garden or the Rose Bud (Learning Support Centres) to seek the advice of our specialist staff. We have a library of information books that can be borrowed and online information sheets are also held on the school network. Observations of pupils in class can be requested and advice given to the teachers as appropriate.

Matching the curriculum to a child's needs

Abbot's Hill School is an educationally inclusive school, where the teaching and learning achievements, attitudes and well-being of every pupil matter.

Through appropriate curricular provision, we recognise that pupils have different educational needs and abilities. They learn and acquire knowledge in different ways and at varying rates. Accordingly, teaching provision is adapted to the individual's needs, including those with disabilities, those with special educational needs, those from all cultural backgrounds and pupils with English as an additional language. Parents are fully involved in the education of their children and are fully informed when special educational provision is made for their child.

Appropriate alternative communication methods are implemented if necessary and in response to individual need. This could include, for example, access to enlarged print texts and examination papers, modified conditions or special equipment for pupils with a hearing impairment in oral examinations and in the examination hall etc. All staff are expected to differentiate their lesson plans and materials to accommodate children with particular communication needs or other special educational needs.

7. How will I, and my child, be involved in discussions about and planning the education s/he receives?

Pupils and parents are at the heart of creating a Pupil Passport for a pupil with SEND. Pupil Passports are created with an emphasis on pupil voice, and include input from parents. They are very popular with teachers and allow them to ensure we work with the pupil's own views on what helps them in their learning.

A Pupil Passport encapsulates the 'assess, plan, do, review' cycle of support and is a 'person-centred' approach.

Pupil Passports include:

A pupil profile, in their own words, expressing:

- The things people like and admire about me
- What I would like teachers to know about me (strengths and weaknesses) and how this impacts my learning
- What is important to me
- What the teacher can do to support me in class
- What I will do to support myself

They also include termly 'SMART' (Specific, Measurable, Achievable, Realistic and Timed) targets that are reviewed with input from the child, the parents and the teacher.

Occasionally (usually for a medical need) the pupil will have an information only Pupil Passport which does not have targets but outlines adjustments that need to be provided for within the classroom.

The department operates an "open door" policy, allowing both parents and pupils to come into the Rose Garden or Rose Bud (Learning Support Centre) to discuss their concerns. An appointment is necessary for parents to ensure availability and sufficient time is given.

We always take into consideration the views of the pupils and parents in forming and reviewing targets and the recommendations for subject teachers.

8. How will I know that my child is making progress?

(Arrangements for assessing and reviewing pupils' progress towards outcomes, including opportunities to work with pupils and parents as part of this assessment and review)

- You may have communication with teachers through study diaries and emails raising reasons to celebrate as well as concerns to draw to your attention
- You will be able to discuss your child's progress at Parents' Evenings
- You will receive regular written reports or Grade Cards
- Appointments can be made to see your child's Class Teacher/Form Tutor
- Progress of a child with SEND receiving extra provision is tracked through their Pupil Passport. Pupils review targets termly with their Class Teacher (or learning support teacher), parents are invited to contribute towards this review. Pupils and parents are encouraged to be part of the 'assess, plan, do and review' cycle of support
- Pupil Passport targets are monitored through book scrutiny, lesson observations, academic reports, learning walks and departmental tracking as well as discussion with subject teachers and class teachers
- Parents of pupils who have a Pupil Passport will be offered additional meetings when termly targets are reviewed.
- Education, Health and Care Plan (EHCP) reviews will be held annually for all professionals involved with the pupil to come together to discuss progress and future support.

9. How will the learning and development provision be matched to my child's needs?

All pupils at Abbot's Hill, whatever their ability, are taught at a level that is both challenging and realistic for each individual. Generally, this takes place within the usual working environment and children are not segregated according to needs.



When concerns are raised about a pupil's progress a four stage process: Assess, Plan, Do and Review will be adopted to give further identified support and assistance.

- Assess: the pupils needs, taking in all information from parent, class teachers and assessments, this may be screening carried out by the Learning Support Department or advice may be sought (funded by parents) from external professionals
- Plan: identifies the barriers to learning and plans the learning
- Do: provide the support;
- Review: Measure the impact of the support and consider whether changes need to be made. All involved contribute - the pupil, parents, teacher, and if necessary the SENDCo will decide on the next steps.



Pupil Passport reviews will determine the level of provision we can offer to support the pupil. The decision is based on evidence of need and impact. Support is also decided on what the school can provide as 'reasonable' adjustments.

Additional Support available – staff, equipment and adaptations

We have an experienced team of staff to support pupils and address additional needs they may have. These include the Learning Support teachers, Teaching Assistants and School Counsellors. Support for pupils is allocated where there is a particular need and suitable intervention would benefit the individual. We are only able to provide 'reasonable support' within our school structure.

This support may be through in-class support, a short term intervention or Learning Support/ Study sessions in the Rose Garden.

The Rose Garden is a designated Learning Support base in the heart of the school grounds. It comprises offices for use by department staff, two fully equipped classrooms with SMART boards and a suite of laptops. The base is open from 8am to 5pm daily so that pupils and teachers can access specialist teachers, facilities and the wide variety of resources.

If appropriate, specialist equipment may be loaned to the pupil e.g. reading pens, writing slopes, wobble/concentration cushions or pen/pencil grips, or specialist provision may be made e.g. consideration of: their seating position, ability to copy from the board, length of time concentration is required or, pre-teaching vocabulary.

Appropriate alternative communication methods are implemented if necessary and in response to individual need where it is possible and reasonable to do so. This could include, for example, access to enlarged print texts and examination papers, modified conditions or special equipment for pupils with a hearing impairment in oral examinations and in the examination hall etc. All staff are expected to differentiate their lesson plans and materials to accommodate children with particular communication needs or other special educational needs.

10. What happens if my child needs more specialised support?

We access a range of services including Child and Adolescent Mental Health Service (CAMHS) Educational Psychology Service; Connexions; Speech and Language Service; Hearing Impairment Advisory Service.

11. What expertise is there and what training have the staff had or having to support pupils with SEND?

Learning Support team

The SENDCo (Mrs B Manning) is part of the Senior Leadership Team. She is a qualified and experienced teacher (BEd), specialist dyslexia teacher (Diploma level 4) and assessor (level 7). She has also completed the National SENCO award.

The SENDCo has 20+ years' experience in the field of SEND. She has taught from Reception up to GCSE. She has taught in a number of different schools in Hertfordshire and Hertfordshire County Council in specialist provision.

The Prep SENDCo (Mrs R Enock) is....

The SENDCos are supported by the Pastoral Deputy Head who also has 25 years' experience in the field of SEND, the Teaching and Learning Deputy Head and an experienced team, including two specialist teachers, one of whom is also a specialist assessor.

The Learning Support team take part in cluster group meetings with other independent and maintained schools and regular training is provided with groups such as the Helen Arkell Dyslexia centre. Department meetings each term include short presentations by each member of the team disseminating information gained through courses or reading and also sharing good practice

All staff:

School staff can drop into the Rose Garden or Rose Bud to seek the advice of our specialist staff. We have a library of information books that can be borrowed and online information sheets are also held on the School's network. Observations of pupils in class can be requested and advice given to the teachers as appropriate.

In addition an awareness of SEND issues is part of all new staff induction and addressed appropriately at regular staff meetings. The SENDCos also provides INSET to Trainee teachers and Newly Qualified Teachers on the staff.

Occasionally, specialised training will be necessary to support the needs of a particular pupil. This will be provided to those staff most directly involved with the pupil. Training may be delivered in school, by specialist services working with a particular pupil.

The School recognises the needs for staff INSET on issues of SEND provision and incorporates this within the plans for full staff INSET. Recent training delivered to staff related to SEND:

- How to support pupils with dyslexia
- ASD and girls
- Working memory
- Spelling strategies
- Reciprocal reading
- Dyspraxia/DCD
- Revision strategies – for parents and pupils!

12. What support is available for improving the emotional, mental and social development of pupils with special educational needs?

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 the Code of Conduct explicitly states that pupils should show courtesy, respect and consideration for others.

Vulnerable learners at the school have an adult in the SEND department that leads their provision. The very small teaching groups for this provision are centred around an individualistic approach and this nurturing relationship should also develop the pupil's confidence to alert staff to situations which are not in line with the ethos of the school.

Opportunities in assemblies and PDE are taken to address individual needs of pupils and pupils may choose to talk openly about their difficulties and steps they have taken to overcome these.

There are quiet areas and buddy benches provided at lunchtimes for those children who need a quieter and calmer environment.

We have a system of pupil mentors available to support pupils - this includes our Learning Support Captains who are chosen carefully so that they can help mentor pupils that are having difficulty in accepting their individual needs.

The Rose Garden is open daily before school, at lunchtime and after school for pupils to drop into. Someone is always on duty and available to pupils at those times.

The Rose Bud (Prep School) is also available for drop-ins for pupils arranged with their teacher, depending on the age of the child.

Our counselling service allows pupils to seek individual expert support when they are experiencing difficulties with issues that are more complex.

13. How does the school evaluate the effectiveness of its provision for SEND pupils?

- With pupils through discussion and reviews of their Pupil passports. More widely we gain 'pupil voice' through our Learning Support Captains and the School Council.
- With parents – we actively seek parental views, via feedback at Pupil Passport reviews, with school reports and surveys
- With teachers we have regular pupil progress review meetings and discussion
- Within Learning Support we regularly assess pupils to establish a baseline and see the impact of provision. Provision for SEND pupils is monitored through book scrutiny, lesson observations, reports, learning walks and departmental tracking as well as discussion with subject teachers or class teachers.

14. Are all extra-curricular activities available to pupils with SEND alongside pupils who do not have SEND?

A broad range of academic and extra-curricular clubs are available at Abbot's Hill. They are open to all pupils, including pupils with SEND.

The Rose Garden & The Rose Bud (our Learning Support centres) are open from 8-5 (8-4.00 Prep School) daily for all pupils to drop in to seek additional support.



How can my child and I find out about these activities?

The Extra-Curricular timetable is available in the school calendar which is published to parents termly. Printed timetables can be found in tutor bases and in the Common Rooms.

How will my child be included in activities outside the classroom, including school trips?

All pupils in the school are encouraged to take part in activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.

15. How accessible is the school environment? What adaptations are made to the school environment for pupils with SEND?

Under SENDA the school has a planning duty to audit access to buildings and facilities. Such access audits are incorporated in the School's plans for future development.

We have considered the implications of a large site which is not uniformly flat, and recognise that any child with impaired mobility will face some difficulties in moving around the grounds. While reasonable adjustment will always be made, the site is not suitable for children with severe physical impairments or disabilities.

At present facilities include:

- Ramps and wheelchair access to buildings where possible
- A lift between floors in Dickinson and the new junior block
- Adapted toilets for users with disabilities
- A hearing loop in the theatre and a number of classrooms
- Some ceilings adapted for acoustics

16. Who do I contact if I have a complaint?

Parents who have concerns about any aspect of our SEND provision should discuss these in the first instance with the pupil's Learning Support teacher and the SENDCo

If the issue is not resolved, parents should follow the school's Complaints Policy

<https://www.abbotshill.herts.sch.uk/wp-content/uploads/2020/01/A14-E7-Complaints-Policy-Procedure-For-Parents-1.pdf>

<https://www.abbotshill.herts.sch.uk/wp-content/uploads/2020/01/A14-E7-Complaints-Policy-For-Pupils.pdf>

17. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We liaise closely with feeder schools and provide additional transition support both before your child starts and afterwards, if needed.

Transition events are held for each year group in the Prep school and opportunities to work in their next classroom, with new teachers or on a different playground.

The SENDCo and Head of Year 7 visit the feeder schools to meet with the children and their teachers to gather information and answer any questions they may have.



An induction day is held in June each year where the pupils have taster lessons, a family picnic is held on the last Sunday of the Academic School Year. An induction afternoon is held at the beginning of the academic year which is supported by our Year 11 Prefects. Additional visits will be arranged where required.

Pupils starting at other entry points will have two days in school for assessment and taster purposes.

Transition events are held in the Spring and Summer Terms to help our Year 6 pupils transition into secondary education - for example visits from drama companies exploring the issues that are raised.

Two evenings are held to help pupils transition to their post 16 education. A Sixth Form Forum is held each September so girls can look at the range of schools, colleges and other institutions. An Information Evening is held and attended by visiting speakers from different providers.

A range of suitable careers advice will be given to pupils as part of the PSHCEE programme and we are continually updating our knowledge regarding suitability of courses and providers for post 16 education. We have excellent links with a wide range of local schools and colleges.

We aim to give the pupils impartial help and guidance regarding future choices for post 16 education. They complete Morrisby testing at the end of Year 10 which gives them suggested career paths and they can choose to have the follow up Morrisby Interview. All girls have a practice interview with the Career department on successful completion of their Personal Statement and CV.

18. Contact details of support services for parents of pupils with

<http://www.hertsparentcarers.org.uk/category/education> is the Hertfordshire local offer

The Local Offer lets parents and young people know what special educational needs and disabilities services are available in Hertfordshire, and who can access them.

<https://www.hertssendiass.org.uk/home.aspx> is The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). SENDIASS offers impartial information, advice and support for parents of children with SEN and for children and young people with SEN or disabilities aged 0-25, and their parents, about education, health and social care.

<https://www.sendgateway.org.uk/index.cfm> Is the SEND gateway hosted by nasen- the one-stop shop for all things SEND.

<http://www.dacorumdspl.org.uk/> is information about support and services for children and young people with SEND (not all will be applicable to independent schools)

<https://www.hertsparentcarers.org.uk/> HPCI is an independent parent carer led organisation which aims to improve services for children and young people aged 0-25 years who have special educational needs and/or disabilities.