



Notting Hill Preparatory School

3.4 Policy for Special Educational Needs and Learning Difficulties and Disabilities (Incorporating the SENDA document) (EYFS & KS1-3)

Reviewer responsible:	Deputy Head (academic) Head of Lower School	Date of last review:	09/16
Reviewed by:	MM HS	Date of next review:	09/17

Policy for Special Educational Needs

Definition of Special Educational Needs

The following definition is taken from the 2014 *Children and Families Act* (Section 20:1-4)

1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
3. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
4. A child or young person does not have a learning difficulty or disability solely because the language in which he or she is or will be taught is different from a language which is or has been spoken at home.

Categories of Special Educational Needs

According to the Children and Families Act 2014, children's needs may fall within one or more of the four broad areas listed below. The needs which fall under these headings will be addressed by NHP in the following ways:

- Cognition and Learning
 - Dyslexia/dyspraxia friendly classrooms
 - Employing suitably qualified support staff to implement specialist teaching strategies and training
- Communication and Interaction
 - Input based on guidance from Speech and Language Therapists
 - Guidance taken from Educational Psychologists, implementing action points as advised
 - Involvement of the Autism and Early Years Intervention Team
- Social, Mental and Emotional Health (see **Pastoral Care Policy/Managing Behaviour policy**)
 - Liaison between SEN and Pastoral Departments
 - Training on counselling
 - Mentor schemes and circle times
- Sensory and/or Physical Impairment
 - Reasonable adjustments made (see **School Accessibility Plan**)
 - Following Occupational Therapy programmes
 - Liaison with Local Authority (LA) when EHC plan in place

The involvement of specialists need not be limited to children on the Learning Support Register. Please refer to **Pastoral Care Policy** for further details.

Education Health and Care Plan (EHC)

An EHC plan is a document drawn up by the Local Authority (LA) after completing a formal assessment of a child. It will be written once the LA has concluded that the special educational provision necessary to meet that child's needs cannot reasonably be provided within the resources

normally available to mainstream schools within the area. It will state the required provision which the LA monitors through an annual review process.

Non-educational needs will be agreed by the school pastoral team in conjunction with health and/or social services. Funding will be based on the level of provision needed to meet the outcomes.

Overall Aims of Special Educational Needs provision at NHP:

- To identify child's special educational needs as early as possible
- To monitor progress through continued observation and assessment
- To actively involve children in the process of their learning
- To involve parents at every stage in supporting their child's education and to incorporate their experience, knowledge and views
- To provide equal access to the curriculum and equality of opportunities in all aspects of school life for children with Special Educational Needs
- To ensure that children feel valued and supported within the school community, and have a positive self-image irrespective of their need

Identification of Special Educational Needs

A child's educational need is identified and monitored through:

1. Class Teacher Observation
2. Standardised tests and gathering of work samples
3. Consultation with and observation by the SENCOs after his/her teacher has submitted a concern sheet
4. Parental observations and input
5. Internal psychometric assessments carried out by SENCOs
6. Involvement of external support agencies when appropriate

The triggers for intervention are when a child:

- Makes little or significantly less progress relative to their peers even when classroom-based teaching approaches are targeted at a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematical skills that result in poor attainment in some curriculum areas
- Presents persistent emotional and/or social difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

Structure of the SEN Department at NHP

There is a SENCO for each of the two buildings which currently house the Lower and Upper School. The two SENCOs co-lead the department. They are supported by a team of specialist SEN teachers, who provide 1:1 support or in-class support dependent on the level and content of a child's needs.

The SENCOs work closely together as one team to ensure the smooth transition of children from one building to another, as well as providing ongoing information, advice and support for parents through regular meetings, curriculum evenings and workshops.

Provision:

"All teachers are teachers of pupils with special educational needs. Teaching such students is therefore a whole-school responsibility, requiring a whole-school response."

(In line with Section 76 of Children and Families Act, 2014)

It is the Class/Subject teacher's responsibility to monitor a child's progress and to plan and deliver lessons that are accessible to every child, making reasonable adjustments where necessary. The SENCOs offer additional advice and targeted strategies to help implement differentiation. The SENCOs are also responsible for providing regular INSET training sessions for staff to raise awareness and skills in supporting children with specific educational needs. These sessions cover topics such as working memory, speech disfluencies, processing, and occupational therapy.

The SENCOs organise the following provision within NHP:

- Small group intervention including:
 - Comprehension/spelling/reading/Maths
 - Social skills
 - Personal organisation
 - Motor movement
 - Handwriting workshops
 - Enrichment
- 1:1 'top ups' (10 minute targeted sessions for Reception to Year 3)
- Teaching Assistant (TA) support
- 1:1 lessons with NHP SEN specialist teachers, usually 30-60 minutes per week during the school day (at extra cost)

The SENCOs also coordinate the following outside agencies for further assessment and provision:

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- Behavioural Optometrists
- Audiologists
- Early Years Intervention Team/Behaviour Intervention Team
- Touch Typing Tutors
- ASD specialists

When reviewing a child's progress, if it is felt that despite concentrated support, the child makes "*little or no progress over a long period*," or is still significantly behind the academic expectations of their year group, a review meeting with parents/carers will be arranged. External services, who provide more intensive focused support than NHP can provide, may be recommended.

In cases where a child is falling significantly behind their peers and they are young for their year (a July or August baby), it may be recommended that they repeat a year. Such a decision will only be taken after a detailed investigation of the facts, consultation with the parents and a thorough examination of the pastoral impact upon the child. (See **Policy for Able Children**)

Should there ever be circumstances in which NHP has made all reasonable adjustments and exhausted all appropriate strategies but remains unable to meet the child's needs, the school may, following consultation with parents, recommend they withdraw their child for the latter's welfare. In this instance, an alternative schooling environment will be more suitable in meeting the child's needs.

Registers and record keeping

Confidential records are maintained centrally for every SEN child by the SENCOs. These are available to all relevant teachers, although permission must be sought from parents before the SENCOs are able to release to teachers findings from Educational Psychologist reports commissioned by parents.

Centralised SEN records ensure that teachers can tailor every child's learning to meet his/her needs so that he/she can access the curriculum fully. They also allow teachers to track progress easily and measure the efficacy of the intervention in place.

Children receiving 1:1 SEN support are listed on the NHP Learning Support Register which is updated regularly. In addition, a Monitor Register is kept which lists children who have experienced difficulties at some point but no longer warrant withdrawal from class.

Admission arrangements for students with SEN

All parents are required to state any special educational need on the school's admission forms (see **Appendices 1.1 and 1.2** (we will invoke the **Policy for English as an Additional Language (EAL)** should parents refer to EAL on either of the forms). Information can also be gathered via reports sent from previous schools.

The school operates a selective admissions policy for entry from Year 2 onwards (see **Appendices 2.1 and 2.2**). Each case is considered on its merits. If a child with an EHC plan in place can be accommodated by the school, the SENCO in the relevant part of the school will work closely with the child's parent/carer to facilitate any needs. Children offered a place will sometimes be invited back for SEN screening to ascertain how best their needs can be met *before* they start. The SENCO will undertake further specialist training, if needed, to gain a greater practical understanding of the child's needs and learning requirements. Please refer to the **School Accessibility Plan**.

Transition Arrangements

When children with SEN leave NHP, the relevant SENCO will liaise with the ongoing school, passing on information about the child's special educational needs (including access arrangements) and completing transfer documentation as required. This information is often sought by senior schools when they request references about children.

Access Arrangements for examinations

We strongly advise parents to take into account JCQ (Joint Council Qualifications) regulations when extra time in exams is recommended in their child's educational psychologist's report (EP report).

Although - technically - JCQ only regulate access arrangements for public examinations (GCSE and A2), their strict rules have led many senior schools to apply the extra time regulations in their entrance exams. NHP is reluctant to allow children to become reliant on extra time while at NHP, if this arrangement will not be permitted at a later stage.

Currently, JCQ awards 25% extra time to candidates with 'below average' reading or writing speeds or with measures of cognitive processing abilities which impact on speed of working. 'Below average' means at least one relevant standardised score of below 85 or at least two scores below 90. The discrepancy between the different scores is no longer a factor.

When a child qualifies for extra time, it is given in all relevant NHP examinations. Teachers are also required, where possible, to give extra time in significant tests to allow children to get used to the accommodation. The Upper School SENCO is required to collate evidence for ongoing schools to demonstrate that extra time has been consistently given and used productively.

NHP facilitates laptop dispensation when it is recommended in an EP report. The rapid acquisition of touch typing proficiency is encouraged in this instance, to give the child sufficient time to benefit from working this way whilst at NHP. Children need to 'graduate' to the required level of touch typing proficiency for an NHP classroom (see **Appendix 3** below).

Once 'graduated', parents provide personal laptops for their child's exclusive use at home and school. Children will be expected to bring their laptop to every lesson, ready for use; it is essential to be able to demonstrate to senior schools that this is the child's normal method of working for them to get the same dispensation in school entrance exams.

In exceptional circumstances, laptop use in lessons is allowed *without* an EP report. In these cases, internal diagnostic assessments will be carried out to measure the child's speed and legibility of handwriting. Evidence is gathered to demonstrate that this is the child's preferred method of working (in line with JCQ regulations) However, parents should be warned that without an EP report, there is

less certainty that ongoing schools will permit the use of a laptop in entrance examinations (although they may be inclined to allow it if we can prove that using a laptop has become a child's customary way of working).

Role of Governors, Head and Senior Management

In consultation with the Head and the Heads of Upper and Lower School, the Governing Body will determine the School's general policy and provision for children with SEN and maintain overall responsibility for this.

Appendix 1.1 Personal information form**PERSONAL INFORMATION**

Set out below is the information we currently hold on the school data base. Please amend as necessary and complete any fields which are blank. Thank you.

Child's name:

Date of birth:

Religion:

Place of birth:

Nationality:

Ethnic origin:

First language:

Other languages:

Siblings (and dates of birth):

Names and addresses of previous nursery/school attended (with dates):

Home address:

Home phone:

Father's name:

Address
(If different from
above)

Mother's name:

Address
(If different from
above)

Occupation

Daytime phone

Mobile phone

Email address

Occupation

Daytime phone

Mobile phone

Email address

Other emergency contacts :

Signed (father) _____

Signed (mother) _____

Date _____

Date _____

Appendix 1.2 EYFS information form**EYFS INFORMATION**

Name:	
Nursery/Early Years provider (ie current school):	
Teacher/Key worker:	
Siblings:	
1.	Age:
2.	Age:
3.	Age:
Predominant language (spoken at home):	
Other languages (in order of fluency):	
Religion:	
Nationality:	
Vision: date of most recent eye test?	Outcome:
Hearing: date of most recent hearing test?	Outcome:
Can you child use a knife and fork?	
Can your child dress themselves?	
Is your child able to use the bathroom by himself/herself?	
Nanny/Childminder details:	
Name:	
Telephone number:	
Any other information you feel might be useful:	

Appendix 2.1 – Assessment Form for Children seeking entry into Years 2-4

NOTTING HILL PREPARATORY SCHOOL

95 LANCASTER ROAD, LONDON W11 1QQ
 TELEPHONE 020 7221 0727 FAX 020 7221 0332
 ADMIN@NOTTINGHILLPREP.COM



Name of child:

Date of birth:

Current school:

Entry Assessments into Lower School			
<p>Any child joining NHP into Years 2, 3 or 4 will be invited into school to be assessed by the Head of Lower School. This assessment process will provide the school with a clear picture of the child's learning needs and will ensure that appropriate learning support can be put in place if necessary. This form will be completed during the assessment, observations will be noted and results recorded. This will then be kept on file and used to inform the class teacher and Learning Enrichment Department.</p> <p>Interview and Tour (1hour): The child will also be given a tour of the school and will have an informal interview with the Head.</p>			
Synopsis of reports from previous school			
EAL stage or SEN - any notes from previous school?/general observations			
Reading and comprehension- Oxford reading tree benchmark test (20 mins)	Reading level: Comment:		
SWST (15 mins)	Raw:	Standardised score:	Spelling age:

Writing - 'My Life' (15 mins)			
Maths (30 mins)	Rising star (2 x tests of 10 questions for most recent term):	MEP audit result:	General comments:
General comments/attitude to learning			
Social interaction in classroom/at play			
Recommendations and Outcome			
Additional tests if time/if required: (move this row of results onto first page if tests are done)	Mental maths (/30) Schofield and Simms	VR/NVR (/12) Year 3/4	General comments:

Appendix 2.2 - Assessment Form for Children seeking entry into Years 4-8

NOTTING HILL PREPARATORY SCHOOL

95 LANCASTER ROAD, LONDON W11 1QQ
 TELEPHONE 020 7221 0727 FAX 020 7221 0332
 ADMIN@NOTTINGHILLPREP.COM



Name of child:

Date of birth:

Current school:

Entry into Year:

Entry Assessments into Upper School Year 5-8			
<p>Any child joining NHP into Years 5-8 will be invited into school to be assessed by the Head of Upper School and/or the Special Needs Coordinator JCB. This assessment process will provide the school with a clear picture of the child's current progress and learning needs and will ensure that appropriate learning support can be put in place if necessary. This form will be completed during the assessment, observations noted and results recorded. This will then be kept on file and used to inform the form and subject teachers.</p> <p>Interview and Tour (1hour): The child will also be given a tour of the school and will have an informal interview with the Head.</p>			
Synopsis of reports from previous school			
EAL stage or SEN - any notes from previous school?/general observations			
Reasoning (Verbal and Non Verbal):	Raw: VR – NVR –	Standardised score: VR – NVR -	Comments:

English Comprehension:	Mark: Comments including likely set placing and 11+ or 13+ predictor if possible:
Maths	Mark: Comments including likely set placing and 11+ or 13+ predictor if possible:
General comments/attitude to learning	
Social interaction including from social task	
Interview feedback	
Recommendations and Outcome	

Appendix 3

CRITERIA FOR TOUCH TYPING GRADUATION

Before full graduation we need to ensure that laptop users are properly prepared in order to maximise their learning. It is important that in addition to proficient touch typing, children can organise their documents and files as well as manage all aspects of their work independently, including saving and emailing documents. If a child is worrying about the practicalities of computer use he/she will not be able to concentrate fully on the content of the lesson, which could mean that rather than enhancing his learning, the laptop compromises it.

Before full 'graduation', laptop users should be able to consistently demonstrate that they can:

1. Touch-type accurately (without looking or stopping frequently to correct errors) at a confident speed of 20-25 words a minute
2. Open up and use their template document and SAVE AS the relevant title
3. Create and access their Folders easily
4. Save their work in the correct subject folder
5. Email documents to their teachers
6. Print their documents
7. Prove organised with their printouts, sticking it into the correct book without losing it etc.