



South Hampstead High School

SEN/ALN Policy

UPDATED BY	DATE OF ISSUE	NEXT REVIEW DATE
Deputy Head, Academic	September 2022	September 2023

STATEMENT OF VALUES

Enabling all pupils to participate in the full range of school life and activities, and to succeed to their individual potential, forms the underlying principle upon which our provision of support for learning is based and is a core part of South Hampstead High School and the GDST's values.

Our school is committed to creating a positive learning environment which promotes a belief in what may be possible and a view of ability that is flexible, not fixed. We believe in a growth mindset. This whole-school ethos reflects the value we place on diversity and respect accorded to all individuals. Support for a variety of needs is a collective whole-school responsibility – all teachers are teachers of pupils with individual needs.

This policy operates within a wider national and local policy framework, which includes:

- The Education Act 1996
- The Equality Act 2010
- The Children and Families Act 2014
- SEND Regulations 2014
- SEND Code of Practice 2015
- GDST Inclusion Policy
- GDST Equal Opportunities (Education) Policy
- GDST Accessibility Strategy
- GDST and South Hampstead High School's Admissions Policies
- GDST Exclusion Policy
- SHHS Safeguarding and Child Protection Policy
- SHHS Behaviour Policy
- SHHS Anti-Bullying Policy

This policy and the school's SEN provision are informed by the SEN and Disability Code of Practice 2015. Where required the school will have due regard to the Code.

The policy will be reviewed every year by the Head of Academic Support and Mentoring (HASAM) and Deputy Head (Academic), informed by consultation with other staff, parents and pupils.

DEFINITIONS

Disability is defined under the Equality Act 2010. A person has a disability if s/he “has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

Special Educational Needs are defined in the Children and Families Act 2014:

“20.1 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.

20.2 A child of compulsory school age or 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 or mainstream post-16 institutions”

South Hampstead High School is academically selective, and we have a relatively small proportion of pupils who would be considered to have special educational needs as defined by the Act.

Additional Learning Needs (ALN) is the designation used by the school for pupils who do not have SEN as defined by the Act, but are nevertheless hindered in accessing the full curriculum and fulfilling their potential without tailored recognition of their needs and individual provision.

Pupils may have either a disability or SEN/ALN or both. Not every pupil with SEN will qualify as disabled under the statutory definition; this will depend on the severity or extent of her needs. Children may have a disability/SEN/ALN either throughout or at any time during their school career, and may have SEN/ALN in one or in many areas of the curriculum.

Slow progress and low attainment do not necessarily mean that a child has SEN/ALN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

English as an Additional Language (EAL)

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. These children however are likely to have additional needs of a different kind and may well receive learning support for their language development.

SHHS has a proportion of students for whom English is not their home language. However, only very rarely do we have students who are not fluent in English. For those pupils who have EAL

needs (see separate EAL Policy) provisions made by the SEN department for all pupils may well be appropriate. Support with their vocabulary, spelling, and extended writing sessions, alongside the small group reading which is overseen by the librarians, may all be helpful.

The Four Areas of Need

The SEN Code of Practice 2015 outlines four broad areas of need which can help with identification:

“Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over

time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi--sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.”

Needs may cut across some or all of these areas and may change over time. Any assessment should ensure that the full range of a pupil’s needs is identified, not simply the primary need.

AIMS AND OBJECTIVES

The aims of this policy are that:

- The school will accept and value each individual and their differences, and will ensure it is accessible and no pupil will be discriminated against
- Children and young people with SEN/ALN will engage in school activities alongside pupils who do not have SEN/ALN
- All pupils will have their needs identified in order to support progression and good mental health and wellbeing
- Every pupil will have access to a broad and balanced education
- Every pupil will participate in lessons fully and effectively
- Every pupil will experience success in their learning and achieve to the highest standard possible
- The school will promote positive outcomes in the wider areas of personal and social development

These aims will be achieved through the following objectives:

- All lessons to contain high quality scaffolding, modelling and properly formatted resources to make our standard provision as accessible to all students as possible.
 - Expecting all staff to promote equality, mutual respect and appreciation of diversity and difference through the curriculum, the PSHE programme, other school activities and their relationships with pupils, parents, other staff and members of the wider community; and to actively challenge barriers to inclusion such as discrimination, stereotyping, and indifference
 - Ensuring that early identification, support and monitoring is available for all pupils causing concern
 - Ensuring all pupils with SEN/ALN are able to access the curriculum by providing differentiated teaching and learning opportunities, extra support or additional resources where appropriate in order to overcome barriers to learning
 - Ensuring suitable pastoral care and support is available for all pupils so that they may develop in all areas and build a strong sense of self-esteem
 - Ensuring support and regular professional development opportunities are available to enable staff to fulfil their responsibilities
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- Involving pupils actively in the decision making process regarding their education
- Working in partnership with parents/carers so that they can take an active role in their child's education
- Working with outside agencies to meet the needs of individual pupils

WORKING WITH PUPILS AND PARENTS

Pupils

At South Hampstead High School, our ethos, organisation and culture supports pupil participation, and encourages pupils to take responsibility for their own learning.

We recognise that children with SEN/ALN have a unique knowledge of their own needs and circumstances. The school will seek their views and include them in the decision-making processes that affect their education – from identification to assessment, decisions on provision and reviewing progress and the success of interventions.

Parents

The relationship between the school and parents has a crucial bearing on the progress of pupils, particularly those with SEN/ALN. We actively seek to work with parents as partners and value their contribution. Teachers, HASAMs, pastoral and other staff all have an important role in developing positive and constructive relationships with parents.

- The SEN Policy is available on the school's website and parents are welcome to comment on SEN/ALN provision at any time
- The school offers parents regular information evenings, including sessions which specifically address how to support their child academically and emotionally
- The school seeks to engage parents of pupils with SEN/ALN at an early stage – ideally prior to admission – in order to get a full picture of the pupil's needs and make suitable provision
- Parents of pupils identified as potentially having SEN/ALN will be informed
- Decisions regarding provision, monitoring and review will be made in consultation with parents
- There is at least one formal parents' evening for each year group where parents meet with all their daughter's teachers, form tutor and Head of Year to discuss their progress in the school. Informal contact between form tutor, HOY and/or the HASAM is likely to be much more frequent, depending on the individual pupil's needs.

IMPLEMENTATION

Roles and Responsibilities

The Head

The Head takes overall responsibility for the school's policies and procedures in relation to areas of SEN, ensuring that these accord with the principles and aims of the Trust's Inclusion Policy, and that all staff are aware of their responsibilities in this area.

The SEN Champion on the School Governing Board

In GDST schools the School Governing Board is not the proprietor of the school and, as such, has no executive authority or legal responsibility for its performance. The SEN Champion on the SGB has no formal responsibility but has been established to champion SEN issues and concerns on the SGB, and provide constructive input and an external perspective to the strategic development of SEN at the school. Given recent changes to the members of the SGB, the nomination of the SEN Champion is currently pending.

Mary Sansom is the point of contact with the GDST at Trust Head Office.

The Head of Academic Support and Mentoring (HASAM):

Whilst the HASAM is in charge of the day-to-day operation of the SEN/ALN provision of the school, SEN/ALN is a whole-school issue and can only be successfully addressed if all the members of the school community: teachers and support staff and pupils are involved in making the school a SEN/ALN friendly environment.

The HASAM is responsible for the day-to-day implementation of the SEN policy, and managing provision. This encompasses:

- Overseeing identification, referral and assessment of additional needs;
- Developing and coordinating support systems;
- Maintaining records and ensuring relevant information is communicated to other staff, particularly at transition points;
- Tracking and monitoring pupil progress;
- Advising and supporting staff, and contributing to INSET;
- Working with the Examinations Officer to ensure appropriate access arrangements are in place for external assessment;
- Working with parents;
- Liaising with external agencies;
- Monitoring and evaluating the impact of policy and provision;
- Keeping up to date with relevant legislation, research and current good practice, and revising policies and procedures as necessary;
- Working closely with the Head and SLT to advise on policy development and relevant aspects of whole school planning.
- Working with the Deputy Head (Academic) to evaluate the performance of students with SEN/ALN to ensure they are making expected progress
- Ensuring that SEN/ALN records are entered onto SIMS and kept updated

The HASAM is supported by an Assistant HASAM, who currently leads on aspects of provision related to Years 7 to 9.

On a regular basis the HASAM and the Assistant HASAM liaise with Heads of Year, Heads of Department, Form Tutors, Teachers, the School Nurse, the pupil and their parents so that the individual girl's needs can be met as quickly and as fully as possible. The HASAM also, when relevant, meets with outside professionals (e.g. Educational Psychologists, Psychiatrists, Occupational Therapists, CAMHS etc.).

The HASAM and her assistant meet with girls when necessary. The SEN department acts as the pupil's advocate. The HASAM liaises with the School Nurse on a regular basis (generally every fortnight) to ensure that pupils with temporary or long-term health issues are able to access the full curriculum. The HASAM also liaises with the ICT Department for those pupils using laptops in the classroom and in examinations to ensure they are fully supported.

At the appropriate time in the school year, the HASAM liaises with the Examination Officer and relevant Heads of Year to ensure proper provision is made for pupils with SEN/ALN in their public examinations. She liaises with the Heads of Years 7, 8 & 9 to ensure provision is made for those with SEN/ALN in the end-of-year examinations and in other formal tests such as MidYIS and Maths Challenge.

The HASAM liaises with Junior School SENCO, particularly with regard to the transition from Year 6 to Year 7 as well as with feeder schools when pupils with identified SEN/ALN issues are entering the school.

Whilst the school aims to support all our pupils and ensure they make progress, the school is not resourced to offer specialist assessment or teaching to girls with Special Educational Needs. The exception to this is assessments which can be made to support Exam Access Arrangements, which are conducted by our internal assessor. Referrals for other assessments are made to outside specialists.

Heads of Department

Subject leaders are expected to oversee and monitor SEN provision within their particular remit. This will involve:

- Ensuring schemes of work include adjustments for SEN/ALN and are free from discrimination or bias
- Ensuring opportunities are open equally to pupils with and without SEN/ALN
- Ensuring SEN and the needs of individual pupils is regularly discussed within department meetings and using procedures (classroom observation, work scrutiny etc.) to ensure effective provision is in place for all pupils
- Keeping up to date with new approaches/resources which may be particularly appropriate for pupils with SEN/ALN in their subject area and reviewing practice in line with this.

Teaching and support staff

Each pupil who is identified with a special educational need or an additional learning need is on our SEN/ALN register which provides a summary of the barriers to learning of the individual along with strategies to support the pupil within the classroom. Subject teachers differentiate within the classroom, by providing scaffolding for those who need extra support and challenge for those who are able to go further and faster.

All teaching and support staff are expected to provide for diverse pupils' needs, maximising their access to the whole educational offer, and enabling them to succeed. This will involve:

- Being involved in the development of the school's policies relevant to inclusion and fully aware of the procedures for identifying, assessing and making provision for pupils with SEN/ALN
- Being aware of which pupils in the school have SEN/ALN
- Having a clear understanding of the physical, social and intellectual development of children at different stages and the needs of all pupils, including those with SEN/ALN, and being able to personalise their approach in order to overcome barriers to learning and engage and support them
- As practitioners responsible and accountable for the progress and development of the pupils in their class, planning and delivering an individualised programme and differentiating their teaching and resources to take account of the different and individual learning needs of those they are teaching
- Assessing and monitoring the progress of pupils with SEN/ALN and recording and reporting relevant information
- Developing constructive relationships with parents
- Liaising with the HASAM about support and progress

Support from teaching staff may include:

- Ensuring a variety of forms of instruction are employed (e.g. verbal, visual, written)
- Considering the seating plan (e.g. placing a student at the front or next to another student who can act as a buddy/support)
- Careful organisation of paired and group work
- Providing resources at size 12 font, Sans Serif and 1.5 line spacing.
- Ensure PowerPoints and other resources have significantly large text and are accessible to students.
- Giving lists of important spelling in advance
- Ensuring that resources are available on Teams or Firefly before the lesson
- Scaffolding and Modelling new concepts so that they are accessible to all.
- 'Chunking' information
- Giving handouts of information
- Allowing some students to use a laptop within lessons and for homework
- Encouraging pupils to talk through visual problems
- Using an individual marking system (e.g. a separate mark for spelling and understanding in MFL)
- Experimentation with different methods of organising material (e.g. notes, lists, spider diagrams, pictures etc.)
- Trialling different methods of learning information in end of unit / topic / vocab tests
- Giving modified homework (e.g. every other question in mathematics)
- Giving extra time in timed tests and examinations where required.

Each pupil is an individual and each pupil will need different support and the support may vary from lesson to lesson. For most individuals on the SEN register their needs will be fully supported by well planned, clearly executed lessons with well structured resources. For students whose needs go beyond this teachers should refer to and act upon the information held within the SEN Register.

In addition to support within lessons, and occasional additional support from teachers on a one-to-one basis, pupils may also benefit from support from a peer mentor, either in one subject or in general.

SHHS does not employ special needs teachers or other professionals to work with pupils outside of lessons. If additional support is recommended by an Educational Psychologist or other professional beyond that which a teacher can provide within the classroom or one-to-one at break or lunch time, this must be provided by a professional outside of school and at the cost of the parent.

INSET and support for staff

Support for SEN/ALN pupils comes from our teaching staff within the classroom and in co-curricular clubs and activities. In order for staff to be able to support pupils with learning needs the HASAM provides inset in full staff meetings.

In addition the HASAM is happy to attend department meetings and to work with individual teachers who are supporting pupils within the classroom.

IDENTIFICATION AND ASSESSMENT

South Hampstead recognises the importance of early identification of any learning needs and that, with academically able pupils, it is not always possible to identify pupils with SEN/ALN in the early years and that this needs to be a process that continues throughout their education.

Pupils joining the school with an Identified Need

Once a pupil has accepted a place at the Senior School, where there is an identified special educational or additional learning need, the HASAM will contact the parents and/or the previous school to get as much information regarding the support needed by the pupil as possible. This information will be placed in the SEN/ALN Register and communicated to all staff along with suggested strategies to be used within lessons to support the pupil

How do we collect data?

1. Liaising with the primary/previous school before a student joins SHHS.

This is done through-

- School visit
- HASAM completing and sending a transition questionnaire
- Meeting with the parents at the beginning of academic year

2. Assessment at the point of entry.

How this is done?

- All the students appear for MIDYIS and Lucid Rapid at the point of entry
- SEN Baseline assessment is then conducted by the HASAM to identify needs. Areas assessed are- Spelling, reading comprehension, Visual Processing and Writing

3. Tutor referral

- If tutors are concerned about a student who has not been flagged up they complete the SEN referral form and send it to the HASAM.

4. Self-referral

- Students can self-refer by completing talking to their form tutor and then completing the self-referral form

5. Parent referral

- Parents can raise their concern either by emailing the form tutor or the HASAM directly.

What happens after the student has been identified?

1. Parents are informed of the findings
 2. SEN register is updated with all the relevant information regarding the findings and classroom strategies that can be put in place to ensure Quality First Teaching is evident.
 3. Termly review of the pupils progress is conducted and if there is a persistent concern, then parents are contacted and further support in the form of intervention and some more internal assessment is offered to the student.
 4. During the next review if the concern still exists then the parents are contacted and then referral to appropriate external professional is made.
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Does all the students identified are placed on SEN register?

Not all the students identified at initial screening will be automatically need additional support, so these students are placed on the register and identified as 'Monitoring'. If at the point of admission they have a professional report with a diagnosis or detailed information about their needs they'll be placed on the SEN register from the beginning.

Once they have been assessed by the HASAM using standardised assessments and the findings are indicative of difficulties, their entry on the SEN register will be updated and parents will be informed. If students identified as 'Monitoring' achieve their targets over two consecutive terms and tutors and parents are in agreement over their progress, then they'll be removed from the SEN register. If the tutors remain being concerned and want the student to be assessed by the HASAM, then they'll be assessed and placed on the SEN register if appropriate.

Year 7

Pupils who enter SHHS at Year 7 are assessed using MidYIS in their first term in the Senior School. This information is discussed by the Director of Studies, the Head of Year 7 and the HASAM. Anomalies or "spiky" profiles are noted and investigated.

A standardised spelling test is administered to pupils in Year 7 by their English teachers within the first two terms – this can also be used to support identification. During the first two terms in Year 7 all pupils are screened for dyslexia using Lucid Rapid and Lucid LASS.

At the end of Autumn term, a "tick list" is issued to all teachers of Year 7 to get feedback on all pupils. Teachers are asked to comment on all pupils on areas such as social skills, ability to transfer information from board or book to page, speed of handwriting, disparity between verbal and written attainment etc. This is collated by the HASAM.

Years 8 - 13

The HASAM meets termly with the Heads of Year, who bring any pupil who has difficulties accessing the curriculum (through for example lack of organisation, difficulty completing tasks under timed conditions, disparity between verbal contributions and written work, etc.) to the attention of the HASAM.

Individual teachers also bring pupils they are concerned about to the attention of the HASAM throughout the year. This is perhaps the most important method of identification of pupils with a special educational or additional learning need as the teachers see the pupils in the classroom, see them at work and see their progress, particularly in comparison with their peers.

The HASAM also accesses CPOMS so that they can monitor pupils who are struggling in case there is an underlying learning need, which might be causing poor behaviour.

For all years

Following mock or end-of-year examinations, teachers are asked to give scripts of pupils about whom they have a concern, such as inability to complete a paper, poor handwriting, unexpectedly poor performance etc. to the HASAM.

Should a pupil be flagged up, their progress is monitored extremely carefully. If academic progress is not being made, or if access to the curriculum seems to be not as easy as it should

be, further information is sought from their subject teachers. The school may feel that there may be some block to learning and further action needs to be taken.

A meeting will take place between the parents, and the HASAM (and perhaps the Head of Year) where the school's concern is discussed. There may follow a suggestion for a referral to an external agency. The school may not have the ability to assess a child fully. It is important that a professional assess the pupil. This person will vary depending on the concern e.g. Educational Psychologist, doctor, MOSAIC etc. and may be accessed through the NHS or privately at the cost of the parent. The HASAM will provide the professional with whatever records or information that they need in order to proceed with their assessment

Access Arrangements

From Year 9, students already on the SEN register, and those who are causing concern academically, in particular where there is a discrepancy between work completed under timed conditions and that completed for homework, may be assessed by the Examination Access Assessor. The assessor, employed by the school, assesses whether a pupils meets the requirements stipulated by JCQ for Access Arrangements, such as extra time. If they do, from Year 9 onwards this is put in place.

COMMUNICATION AND COORDINATION

Once a child has been identified as having a special educational or additional learning need they are added to the SEN/ALN Register, which can be accessed on in the Staff area on Firefly.

If a pupil is added to this register during the academic year, their teachers will be emailed to inform them of their strengths and weaknesses so that they can support them in lessons.

All students with specific educational needs are also flagged on SIMS, with the HASAM maintaining accurate records on our management information system.

What is put on the register and what is said to the classroom teachers is discussed with parents and pupils. Communication between school, home and pupil is key for the successful support of our SEN/ALN pupils. Meetings between HASAM and parents are very important, particularly when a child is first identified with a SEN/ALN.

MONITORING

SEN/ALN pupil progress is monitored through meetings with pupils. The HASAM meets with pupils on a regular basis, with the aim being every half term if there are minimal issues. The HASAM and the pupil discuss progress, and whether any additional support is needed etc.

The HASAM, supported by the Heads of Year, monitors reports and grades to assess academic progress. Informal communication between the HASAM and the Heads of Year is commonplace.

A pro-forma is issued to teachers regularly to get feedback on how teachers are supporting pupils and how successful they feel the support is. Following end-of-year examinations,

teachers give the HASAM copies of examinations taken by pupils on the SEN/ALN register with comments on any issues that have arisen (e.g. timing, handwriting, processing of information etc.).

ADMISSIONS

The GDST is committed to equal opportunities in education and will not unlawfully discriminate against, or treat less favourably, any pupil at, or applicant to, its schools on the grounds of race, disability, sexual orientation, religion or belief (or lack thereof), gender reassignment, sexual orientation, or pregnancy or maternity ('protected characteristics'). The Trust will also not discriminate against, or treat less favourably, any pupil at, or applicant to, its schools because they are perceived to have one of the protected characteristics or are associated with someone who has a protected characteristic.

For more information, please consult the South Hampstead High School Admissions Policy.

Admissions Arrangements

South Hampstead High School is an academically selective school, and admission is dependent upon reaching the required academic standard. The school admits pupils according to academic potential, unprejudiced by special educational or additional learning need.

The HASAM liaises with the Head of Admissions before any entrance examinations. Where there are requests from parents or schools, evidenced by medical or Educational Psychologists' reports or other professional evidence, appropriate access arrangements are made for pupils who are applying to the school (e.g. extra time up to 25%, A3 papers, the use of coloured overlays, medical provision, special seating etc.). This may involve communication directly with parents or with the feeder school in advance of the examination. The HASAM and the Head of Admissions meet before the examination to ensure all requests are dealt with appropriately. The arrangements on the day are overseen by the HASAM.

At admission each pupil is looked at as an individual case to see whether the school can effectively meet their needs. Every effort is made to accommodate the pupil's needs where possible. She would only be refused entry if she was unable to attain the required academic standard or if adjustments judged necessary for her inclusion went beyond what the school could reasonably provide.

In accordance with the Equality Act 2010, the school will make reasonable adjustments (without charge) to its provision to ensure that pupils with disabilities are not put at a substantial disadvantage to their peers. The nature of these adjustments will be determined in consultation with the child and parents.

Pupils with an EHC Plan

The school can be named by the Local Authority (LA) in an EHC Plan with the school's agreement. Whether the school is named or not, a place will only be offered by the school once it is established that the school can support the provision specified on the EHC Plan.

Provision for pupils with EHC Plans will be made with due regard to the SEN Code of Practice 2015. The school will co-operate with the LA and parents to work towards the provision set out in the EHC Plan, and to review the plan as required.

PUBLIC EXAMINATIONS AND ACCESS ARRANGEMENTS

For further information, please see the South Hampstead Exams Access Policy

- Recommendations for exam access arrangements will be based on the current JCQ criteria and the HASAM will liaise with parents, students and the exams officer as to appropriate arrangements
- The HASAM will complete a Form 8 Sections A & B and the specialist assessor employed by the school or an educational psychologist will complete Section C and, with the exams officer, the student will be entered using the JCQ online application system
- If parents have commissioned a private specialist teacher or EP report, it is up to the HASAM as to whether they accept the findings in line with JCQ guidance. Parents need to be aware that any external specialist assessor should have an established relationship with the school, and that having a private report is no guarantee of access arrangements being awarded
- Teachers will supply the HASAM with evidence of need so that a substantial and clear picture of this being a student's normal way of working can be built up
- Students requiring the use of a word processor in public examinations must demonstrate that this is their normal method of producing work in lessons. They should be using a laptop as their normal way of working for at least a term before they can start using it in public examinations
- Students in KS3 who may require access arrangements in future will be monitored and extra time awarded will be on a needs basis, from Year 9 subject by subject.

RECORD KEEPING

Hard copies of all reports are kept in a locked cupboard in the SEN office. Only the HASAM has access to these reports. The information from the reports which will help teachers to support pupils are given in the SEN/ALN register. This is kept on the system at: ..\Learning needs register 2019 - 2020\Special Additional Educational Need Register 2019-20.doc

In addition records of meetings with pupils and parents are kept in folders on the system and in hard copies in folders in the SEN office. Examples of students' work and examination papers are kept securely in the SEN office.

LINKS BEYOND THE SCHOOL

South Hampstead High School is committed to work in partnership with external services to ensure the best outcomes for pupils with SEN. For pupils with an EHC Plan/statement, we will co-operate with the Local Authority to work towards the provision specified on the plan, and to review the plan as required.

The HASAM works with a variety of external agencies and professionals e.g. the Tavistock Institute, Camden MOSAIC, CAMHS, Educational Psychologists, Occupational Therapists etc. The HASAM liaises with Universities, Art Colleges, and Higher Education Institutions to ensure smooth transition for our students into Higher Education.

Services may also be accessed directly by parents. The Local Offer – information on services across education, health and social care available in the area and how to access them – can be found via the Local Authority website in the borough in which the student lives.

South Hampstead High School also has established links with other schools and institutions for the purpose of sharing good practice including the GDST SEN network.

Reviewed by HASAM and Deputy Head (Academic): September 2022
Next review: September 2023

