



South Hampstead High School

Senior School

Special Educational Needs and Disability Policy

UPDATED BY	DATE OF ISSUE	NEXT REVIEW DATE
Deputy Head Academic	September 2023	September 2024

Our policy has been written in line with statutory guidance for Independence Schools, and with due regard to the core principles of good practice for all schools. It has been written with specific reference to the following guidance and documents

- The Equality Act 2010
- The Children and Families Act 2014
- SEND Regulations 2014
- SEND Code of Practice (updated 2023)
- 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

Statement of Values

At South Hampstead High School, we are strongly committed to creating an environment that grows our students as reflective learners. Our approach to teaching and learning is centred on our capacity to cater for our students as individuals, and to create an environment where they can be challenged and supported to understand their own potential, strengths, skillset, and identity as lifelong learners.

Our school is committed to creating a positive learning environment for all our students, to foster aspirations and with a view of ability that is flexible, not fixed. An understanding of diversity and identity is a collective whole-school responsibility – all teachers are teachers of students with individual needs.

AIMS AND OBJECTIVES

Our aims are:

- To ensure that all students can access a broad and balanced curriculum, adapted where appropriate to remove barriers to learning.
- To ensure all students have their needs swiftly identified and supported, drawing on the high standards of teaching and learning and Pastoral Support at South Hampstead High School.
- To empower our teachers, staff, students and families to understand and provide for specific areas of need, to promote our students' academic and holistic development.
- To create independent and lifelong learners, who understand and can utilise strategies to empower them to succeed, within our learning environment and beyond.
- To capture clear standards, systems and practice to support the above, and enable clear understanding and communication between staff and families.

These aims will be achieved through the following objectives:

- **High standards of Teaching and Learning to promote the access and achievement of all students.** At South Hampstead we believe that core tenets of inclusive, 'Quality First' teaching benefit all students, and our approach to pedagogy rests on accessible, challenging, and personalised learning approaches and expectations, founded on reflective practice and assessment for learning.
- **Clear systems and processes to investigate concerns and identify need** that draws on the expertise of our teachers, tutors, Pastoral team, and Learning Support Department.
- **Close tracking and evaluation of all students' academic and holistic progress** to identify successes, potential gaps, and areas of concern where additional support may be required, and where this may need to be further personalised to the needs of the student.
- **SEND systems that allow more personalised support to be escalated, introducing new strategies and approaches, and evaluating their use** drawing on the expertise of the SEND Department, knowledge of external specialists and the knowledge and expertise of our teaching staff.
- **Empowering Teachers through training, support, and opportunities to share best practice for quality first teaching.**
- **Close working with students and families,** following an assess, plan, do, review process and promoting joined up working with students at its centre.
- **Promoting a living SEND Register** at South Hampstead High school by drawing together the knowledge and expertise of specialist professionals, parents, students,

and staff to promote a 'current' picture of each student that can grow and evolve with their progression.

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:

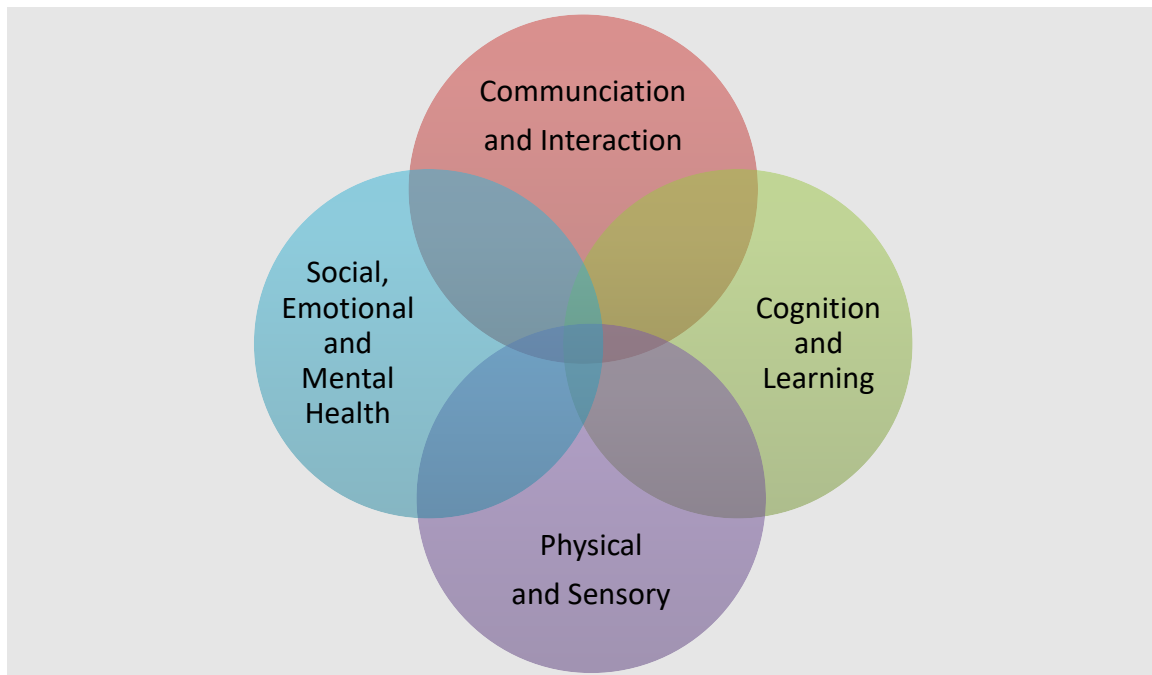
(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(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"

SEND at South Hampstead High School:

South Hampstead High School is both academically selective and highly inclusive, our staff work closely to promote a holistic understanding of our students, and help develop their identity, access and independence and achievement in accessing our Curriculum. Our approach centres upon a social understanding of Inclusion.

The SEND Code of Practice recognises four broad 'Areas of Need' to support Identification and Provision:



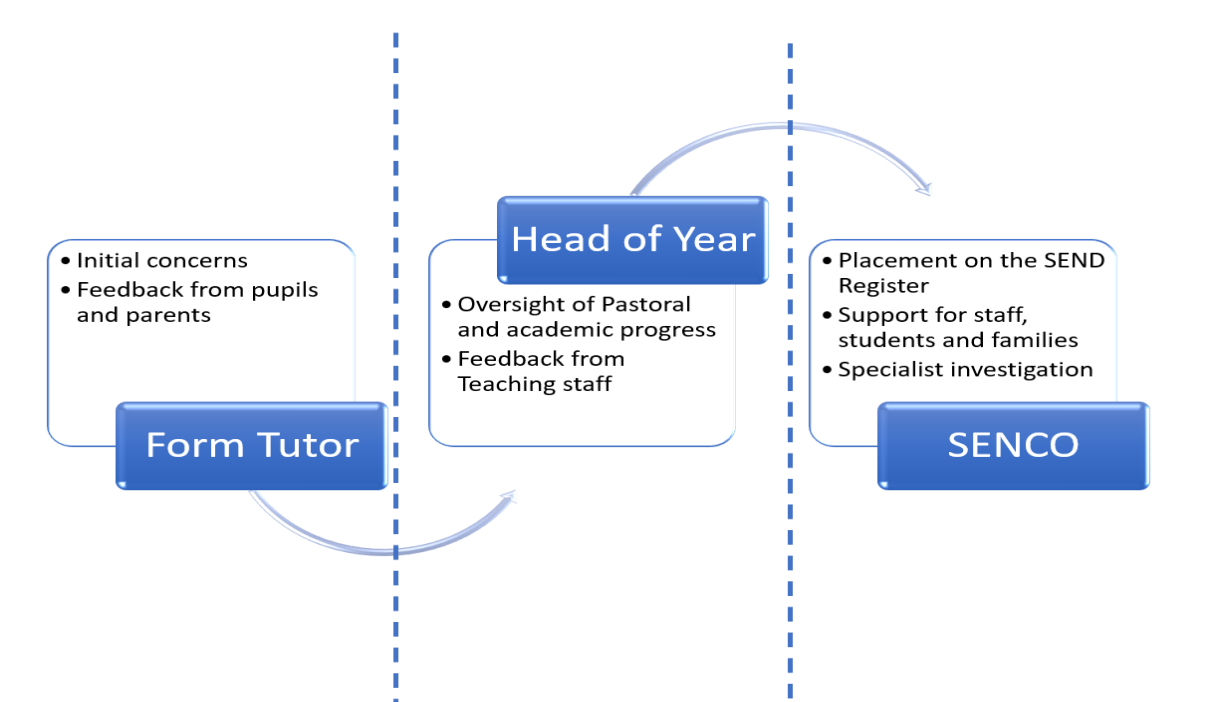
At South Hampstead we understand that pupils with Special Educational Needs may require special educational provisions. We recognise that our students may encounter barriers to learning across the four broad areas. However, during their time and development within our community we endeavour to enable them to develop the skills and strategies needed to face they many life challenges.

How are Special Educational Needs Identified at South Hampstead High School?

Identification and referral

For many students SEND needs are identified in Primary school, and will initially be shared by the school's SENCO and the student's family with our admissions team to support their transition to South Hampstead High School. For others, needs may develop during their time with us. At South Hampstead we pride ourselves on the relationships with build with our students, parents and families, and the systems we have in place to ensure their support in practice.

For students moving from South Hampstead Junior school there are handover meetings between the SENCOs at both sites to help ease the transition, for students joining the Senior School from elsewhere a member of the senior staff will visit their junior school before the transition, during which SEND related information may also be shared. For all parents moving to the Senior School we encourage open communication with our admissions and SEND team so that all necessary plans can be in place for the student's first day.



- 1) Our form tutors provide the initial and closest point of communication for students and families. Concerns can be identified at any time, by students, families or staff and passed on to the tutor, who will alert the Head of Year.
- 2) Heads of Year oversee students' academic and holistic development across the year group, relationships, and wellbeing and collate feedback from different teachers. They also evaluate students' achievements and progress across the curriculum, investigate and respond to gaps in attainment. Heads of Year work closely with parents/carers and families and will discuss adaptations and additional support as it is introduced as well as seeking feedback. Heads of Year regularly liaise with Senior Leaders and form tutors, to share information, any concerns and record successes. They also meet regularly with the SENCO to discuss any concerns and evaluate student barriers and support.

3) Concerns can at any point be escalated to the SENCO, who will explore and identify areas of need and identify specific barriers to learning. This will always involve liaising with the students' teachers and Heads of Year, and any relevant specialist professionals (see below). Depending on the needs, the SENCO may conduct diagnostic screenings, in-class observations, and work individually with the student. Where students have a Special Educational Need identified they will be placed on the school's SEND Register. Parents/carers will always be involved as key partners in this process, and formally notified of the provision and support introduced in practice.

How are Special Educational Needs Supported at South Hampstead High School?



Universal

At South Hampstead High School we believe that 'high quality teaching that is differentiated and personalised will meet the needs of the majority of learners with Special Educational Needs' (CoP 2020). This is formalised in our Quality First Teaching program, to increase

accessibility for all students in all lessons. Wherever possible we will seek to ensure that the approach to Teaching and Learning is led by their Subject Specialist teachers, to ensure their access, challenge and success across the curriculum.

When a student is identified and placed on the SEND Register, key barriers will be shared with all teaching staff, with recommended adaptations to resources and materials, targeted praise and recognition, and additional opportunities to reflect and check on students' progress, and explore any areas of concern.

Targeted

Sometimes additional provision outside the classroom may be sought to support and reinforce this, and can include additional 1:1 or small group teaching sessions, interventions, and personalised systems for support such as check-in meetings, and mentoring.

Specialist

Occasionally, additional specialist assessment and provision may be sought, and a more targeted programme will be developed to support the individual needs of the student. Specialist assessments are not offered by the school, but the school will support parents in choosing an assessor.

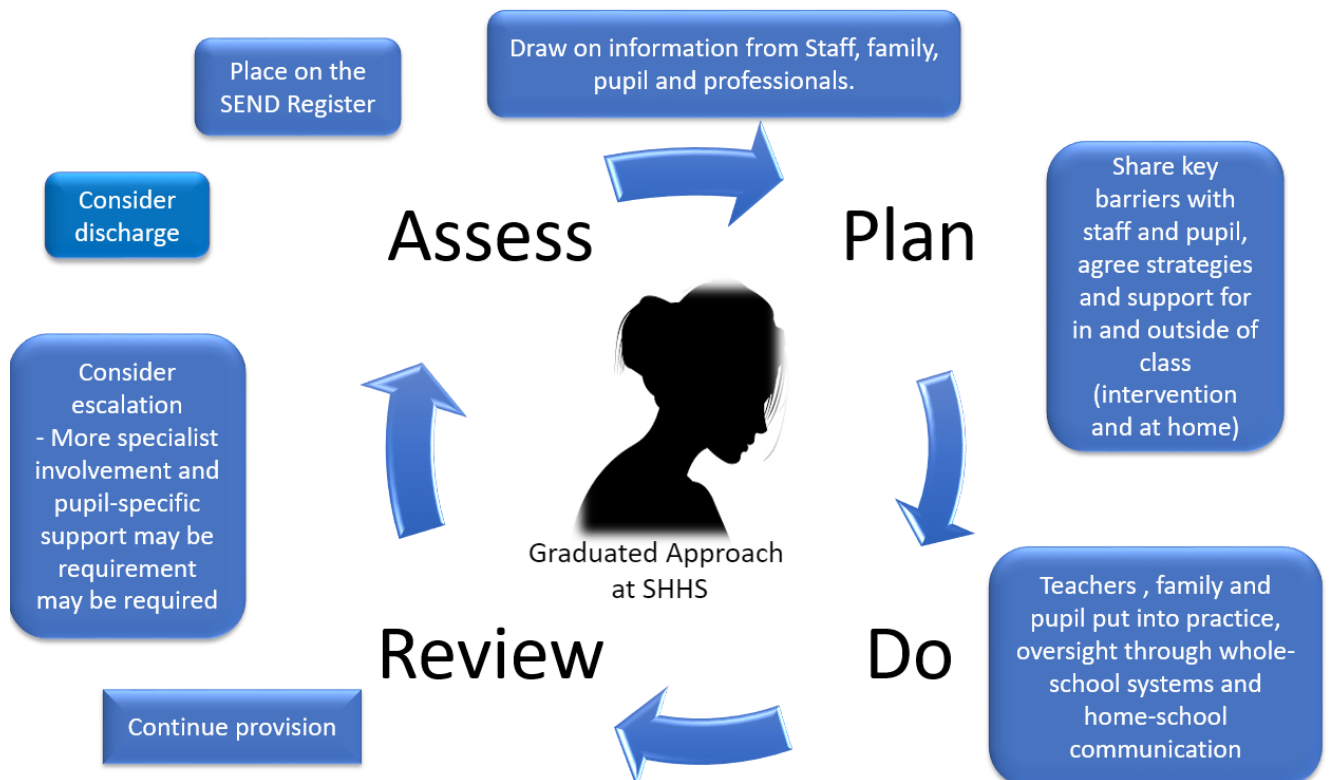
Decisions on this escalation of support will also be shared with and shaped by the parents/carers as part of the South Hampstead's Graduated Approach to SEND.

How is SEND Provision determined? The Graduated Approach

To support our students, we promote a graduated approach to inclusion, so that provision can evolve to meet identified areas of need, and promote an Access, Plan, Do, Review approach.

At South Hampstead we recognise that students' needs will evolve and that provision should be shaped and evaluated to support this in practice. SHHS follows the Graduated approach

recommended by the SEND Code of Practice (2020), better understood as the 'assess, plan, do, review' cycle.



Assess

For most students, initial consultation with staff and families, observations and, where needed, diagnostic screenings provide the initial assessment phase and lead to recommendations on how pupils should be supported in school. For some students it may be that their needs are fully supported by the Quality First Teaching program, for others further support plans will need to be generated.

Plan

The student will be raised at the next SEND Team Meeting (including the SENCO, Head of Year and a Senior Leader), and in order, to decide upon next steps on a support plan. These are then shared with teaching staff, students and parents/carers and implemented in practice throughout the school. Recommendations will be specific to the needs and barriers of each student, typically will involve strategies for classroom teaching, and where needed additional intervention or provision outside the classroom.

Do

These will then be implemented consistently over a period of time (typically a term or half-term), to create consistency for staff and students.

Review

At South Hampstead, student progress and provisions are continuously evaluated by our teaching staff, form tutors and pastoral team. For students with SEND their progress and the efficacy of the support strategies will be discussed at SEND Team meetings every half-term to review students' progress, to capture any successes, new insights, or increased concerns.

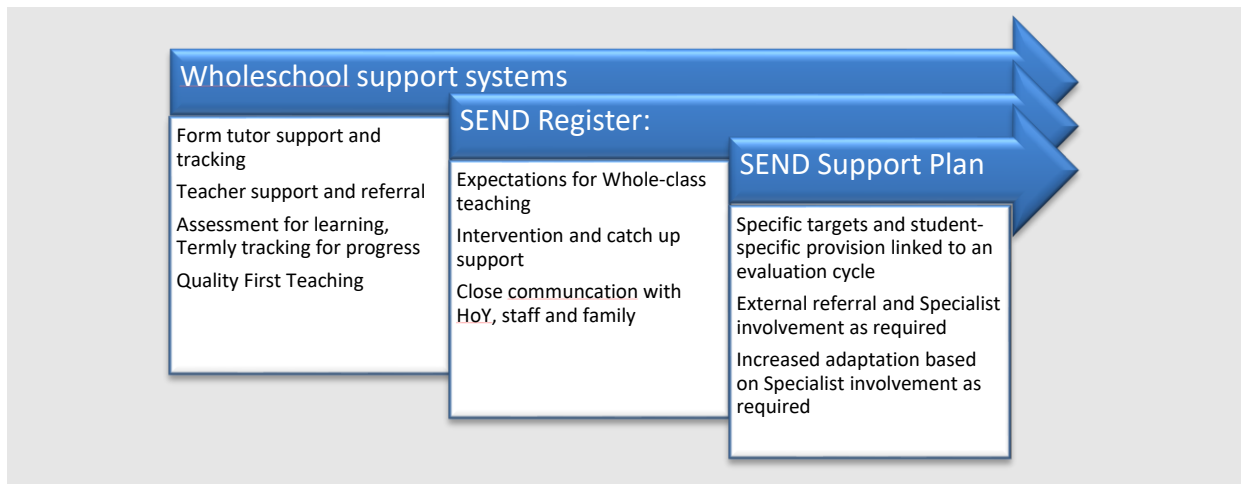
Changes to SEND provision including discharge are usually determined on a termly basis, following whole-school cycles for progress and reporting, and linking to structures for communication with families.

Discharge from the SEND Register:

Where a student's Special Educational Needs are no longer a concern, specialist provision is no longer required, and the student is making sustained and expected progress the SENCO and Head of Year will discuss removing them from the SEND Register. Parents and carers will always be involved in this process, and the students may of course be placed back on the register should concerns re-emerge.

Escalating support and specialist involvement:

Where students are continuing to struggle despite the additional provision in place, more specialist provision may be introduced. This process will be led by the SENCO, and involve the parent/carer, staff, and any linked professionals. This can be initiated as part of the scheduled review process, or immediately in response to sudden changes of presentation.



The SENCO will work with parents/carers and linked professionals and will support families in making external referrals for specialist support services such as the Child and Adolescent Mental Health Service (CAMHS), Educational Psychology (EPs), Occupational Therapists (OT) and Speech and Language Therapists (SaLT).

Decisions will always be shared with and led by parents and carers, with the aim of forming a team around the child.

A SEND Support plan may be introduced to capture agreed actions and provide a clear overview of provision and establish an evaluation cycle, to capture successes and/or continue to escalate support as required.

Working with External Professionals:

South Hampstead High School is committed to close working and coordination with external professionals in partnership with parents and carers. The School and SENCO welcome communication from qualified professionals working with our students. Formal diagnosis is not required for a student to be placed on and supported through the SEND Register, and in many cases the family's understanding and staff's expert judgement can identify and overcome barriers as part of the school's approach to Teaching and Learning.

However, where a student is struggling, and existing strategies are not working, specialist assessment may be recommended. The SENCO and Head of Year will always liaise with parents and carers prior to exploring this with the student, and with the family's awareness can perform screening assessments that can inform this process.

If parents and carers are concerned that their child has an unmet need that requires specialist assessment, such as ADHD, ASC or a Specific Learning Difficulties (e.g. Dyslexia), they should contact the SENCO. Such assessments are typically conducted by an Educational Psychologist, Clinical Psychologists and/or Clinical Psychiatrists.

To maintain consistency and reliability in the quality of assessments and reports, the school kindly requests that if families choose to commission private clinicians/service providers they discuss their choice with us before appointing them. This proactive approach ensures that the school can provide guidance and support in selecting professionals who have a proven track record of delivering high-quality assessments. By working together and engaging in this collaborative process, we can ensure that families receive reliable and accurate assessment reports that effectively inform interventions and support for their children.

The Learning Support Department is also able to recommend service providers who have current knowledge of the school and whose recommendations can be best applied to practice to support a student's normal way of working.

Where a student is already working with professionals, such as CAMHS, Occupational therapy or Physiotherapy we encourage families to share this information with the school so that we can incorporate any guidance to our practice and share our evaluation as part of the graduated approach.

Access arrangements for Students with SEND –

Students with identified areas of need may be entitled to access arrangements for public examinations such as additional time, access to rest breaks or use of a scribe or word processor.

The conditions for receiving these are set by the Joint Council for Qualifications (JCQ), and South Hampstead High School will work with parents and students to make the appropriate arrangements for students who may qualify.

Further information can be found in South Hampstead's Examination Access Policy.