



NOTTING HILL & EALING
HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

Junior School (including EYFS)

SEND/ALN Policy

2024-2025

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Junior School (including EYFS) SEND/ALN Policy

1. Definition of key terms

<p>SEND - Special Educational Needs and Disabilities</p> <p>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</p> <p>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.</p>
<p>ALN - Additional Learning Needs</p> <p>A distinction is made between pupils who have a formal diagnosis of a SEND and those who are recognised through a need for additional support. The latter group comes under the category ALN.</p>
<p>EAL - English as an Additional Language</p>
<p>SENDCo - Special Educational Needs and Disabilities Coordinator</p>
<p>SEMH - Social, Emotional and Mental Health</p>
<p>SpLD - Specific Learning Difficulty</p>
<p>ASD - Autism Spectrum Disorder</p>
<p>ADHD - Attention Deficit Hyperactivity Disorder</p>

2. Legal framework

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 and SEND Code of Practice 2015
- GDST Inclusion Policy
- GDST Equal Opportunities (Education) Policy
- GDST Accessibility Strategy
- GDST and the School's Admissions Policies
- GDST Exclusion Policy
- The School's Safeguarding and Child Protection Policy
- The School's Behaviour Policy
- The School's Anti-Bullying Policy

3. Key colleagues

- Junior School SENDCo
- Head of Junior School
- Senior Deputy Head of Junior School (Pastoral & Operations)
- Deputy Head of Junior School (Academic)
- Assistant Head, Phase Leader for EYFS & KS1
- Assistant Head, Phase Leader for KS2
- Head of the EYFS
- Class teachers
- Teaching assistants

4. Identification of SEND/ALN ('Assess')

The school recognises the importance of early identification of any SEND or ALN in order to ensure that each individual's learning needs are met as well as to avoid the risk of other possible consequences such as loss of self-esteem and frustration in learning. Early identification is a whole school responsibility.

Main routes to identification of SEND and ALN

- Identification at admission: Through communication with prospective parents, any previous school or early years setting, and use of the admission information which prospective parents should complete fully.
- Identification by class teacher: Class teachers make regular assessments of progress for their pupils, sharing any concerns with their Assistant Head Phase Leader, then with the SENDCo using the referral system detailed below. SEMH difficulties are also likely to be identified by the class teacher, but all staff should be alert to changes in attitude and behaviour which may indicate difficulties.
- Identification through pupil/parent concern: The school recognises that parents and the pupils themselves have a unique perspective on their learning. Any concerns feed into the referral system detailed below.
- Transition - Junior to Senior school: Junior and Senior schools liaise closely on pupil transfer to the Senior school; the SENDCos jointly meet with pupils in Year 6 during the Summer term, and Pupil Profiles, academic concerns and pastoral issues are shared during a transitions meeting attended by Year 6 teachers, Head of Year 7 and the SENDCos.

Referral System and assessment

1. Whether a concern is raised by a parent, pupil or class teacher, the first stage of any referral to the SENDCo will be a meeting between the class teacher and the relevant Assistant Head Phase Leader, to discuss the support in place. There will then be a meeting between the class teacher and parents where any concerns are discussed. Following this meeting with parents, class teachers complete a Record of Concern for the SENDCo, and depending on the severity of the concern, the SENDCo will then coordinate a graduated response to assess the level of need. This may involve some or all of the following:
 - Monitor the pupil's progress, looking at samples of their work
 - Gather feedback from relevant teachers
 - Observe the pupil in class
 - Where appropriate, arrange to meet with the pupil to discuss their difficulties
 - Further meetings with parents to discuss difficulties
2. These actions may allow the SENDCo to establish the pattern of support that will meet the pupil's needs. In some cases, the SENDCo may recommend further assessment, either:
 - ⇒ Screening - if class teachers share concerns about any dyslexic-like difficulties and it is felt that there are grounds for further screening to enable appropriate support to be put in place, the SENDCo may ask parents for permission to complete a short assessment using a dyslexia screener. This will provide insight into areas of strength as well as where more support may be needed.

- ⇒ Diagnostic Assessment - where a diagnosis would be beneficial, the SENDCo may recommend that a pupil be formally assessed by a suitably qualified practitioner according to their needs. The SENDCo will support the family in this assessment process with the necessary external professionals.

5. Patterns of Support (*Plan* & *Do*)

Having established the needs of the pupil, the SENDCo works with them, their class teacher, and parents to decide on a package of support to meet those needs.

In-class Support

The SENDCo works in collaboration with class teachers and teaching assistants to establish a pattern of in-class support for any pupils with SEND or ALN, with a set of bespoke strategies for adaptive teaching shared through Pupil Profiles (see below under 'Record Keeping'). This may include:

- Adaptation of resources or templates
- Additional materials and approaches to using them, e.g. highlighters
- Particular approaches to working supported by the teacher

Out-of-class Support

A range of support sessions are available out-of-class, including small groups and 1:1 support run by the SENDCo, class teachers and teaching assistants. A wide range of pupils (not only those with ALN, SEND or a Record of Concern) may benefit from intervention sessions, either for a short time, or for longer-term support. These sessions are planned to work on specific targets over a number of weeks and progress is reviewed regularly; they take place during the school day.

6. Record Keeping (*Review*)

Pupil Profiles

A Pupil Profile will be put together by the SENDCo in collaboration with the relevant class teacher and the pupil's parents once a confirmed diagnosis has been received, or where additional learning needs have been identified. This is a formal summary of individual needs, guidance for teachers on how best to support them in class and a detailed plan of provision that is updated each term. The Pupil Profile acts as a clear reference for all staff. These documents are shared each term with the pupil's parents, who are invited to share their contributions and perspectives on any updates.

SIMS

As well as holding links to any SEND documents (including the pupil profile) that are stored on Google Drive for each student, SIMS records details of any SEND or ALN, allowing staff ease of access to this information.

Tracking and Monitoring

The SENDCo maintains a detailed list of pupils with current Records of Concern, ALN and SEND in each year group, and the support that they receive. This is shared with relevant teaching staff and is reviewed with the class teacher each term, as pupils make progress in different areas.

Class teachers will analyse assessment data following assessments and liaise with the SENDCo and Deputy Head Academic, where there are concerns regarding progression.

7. Pupils with an EHCP

Pupils with an EHCP (Education, Health and Care Plan) follow the same pattern of 'assess, plan, do and review' as all other pupils with SEND or ALN, informed by the same record keeping and assessments. In addition to this, pupils with an EHCP

also have a more detailed EHCP form that records their particular needs and outlines the annual aims for each academic year.

These EHCP forms are updated and reviewed each year during the Summer term by the SENDCo, in a formal meeting with parents, the class teacher, and representatives from the relevant Local Education Authority.

8. Admissions arrangements

The SENDCo is available to assist in reviewing any applications from children with an identified SEND, ensuring that the school can make reasonable adjustments to support their needs and ensuring that each child has the Access Arrangements they need to complete the entrance exam and interview.

9. Assessment arrangements

Where it is recommended by a qualified professional, or there is significant evidence that a pupil would benefit from specific exam access arrangements such as additional time, rest breaks, coloured paper or a smaller room to complete our internal assessments, this will be put in place wherever possible.

Laptop Policy and Provision

Eligibility

Any pupil may use a laptop for longer writing and/or note making if this is the best way of working for them. This may be because, relative to their peers:

- A pupil's handwriting is disorganised or illegible.
- It is slow or painful for a pupil to write.

To decide whether this is the best way of working for a pupil, the following may be taken into account:

- Staff feedback showing that this is of benefit for them.
- Formal assessment showing that they should be typing.
- In addition to either of the above, they have learned to touch-type and are able to type more quickly than they can write by hand.

If a pupil uses a laptop as their normal way of working for longer pieces of writing and/or note making they will have a pupil profile stating this, which is reviewed termly.

Internal Assessments

If a pupil is established in using a laptop as their usual way of working, they will also be able to use a laptop for longer writing tasks in our internal assessments.

Reviewed June 2024

Next review June 2025