



JACK & JILL

FAMILY OF SCHOOLS

S.E.N.D. Policy

Reviewer: Nick Hitchen (Head of Clarence House)

Review date: January 2020

Operational from: January 2020 to August 2021

Next review date: June 2020

Principal's Signature:

Nick Hitchen

'School' refers to Jack & Jill School, including the Prelprep and Clarence House Preparatory School (CHPS)K 'parents' refers to parents, guardians and carers.

This policy is available on the School MIS (KSM)K hard copies will be provided on request.

Legal Status:

- Prepared with regard to Early Years Foundation Stage Framework
- Prepared with regard to The Education (Independent School Standards) Regulations 2014;
- Prepared with reference to Behaviour and Discipline in Schools (January 2016);
- This policy is provided in accordance with the Children and Families Act 2014, as well as other legislation and associated regulations relating to children and young people with special educational needs (SEN) and disabilities (D). These include:
 1. SEND Code of Practice: 0-25 years (January 2015);
 2. The Special Educational Needs and Disability Regulations 2014;
 3. The Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans;
 4. The Children Act 1989;
 5. Equality Act 2010;
 6. The Special Needs and Disability Act 2001; and,
 7. Education Act 1993.

Applies to:

- Jack & Jill (Early Years Foundation Stage)
- Jack & Jill Pre-Preparatory; and,
- Clarence House Preparatory.

Related Policies:

- Behaviour Policy
- Anti-Bullying Policy;
- Safeguarding Policy; and
- Teaching & Learning Policy.

Who is this policy for?

- Staff and volunteers;
- Parents;
- External agencies.

Available:

- School Website

Available on Request:

- School Office on request.

Acronyms

The following acronyms are used in this document:

- SENDCO – Special Educational Needs and Disability Coordinator (details of role & responsibilities can be found in the Appendices)
- LA – Learning Support Assistant
- ISP – Individual Support Plan
- DSL – Designated Safeguarding Lead
- EHC – Education, Health and Care Plan
- KSM – School Kompanion, the school's MIS

1. Policy

Introduction

A child with special educational needs or disability (S.E.N.D.) is one who may not be able to gain full access to the curriculum offered to the majority. Reasons may include:

- Physical disability, including visual or hearing impairment;
- Specific learning disorders, such as dyslexia or aspects of memory function;
- Motor skill difficulties (fine and gross);
- Oral and/or written expression limitations (Note: A pupil must not be regarded as having a learning difficulty solely because the language or medium of communication of their home is different from the language in which they are (or will be) taught);
- Emotional or behavioural difficulties; and/or,
- Illness and long-term absence.

National figures indicate that around 20% of young people of school age will be affected by some type of specific learning difficulty. Generally, they will exhibit a discrepancy between expected performance and actual performance. Irrespective of their intellectual ability, specific challenges may inhibit their ability to work to their potential.

This policy clarifies the approach Jack & Jill Schools takes to meeting the needs of pupils with S.E.N.D. challenges and supporting them to maximise their attainment.

Definition of Special Educational Needs and Disabilities (S.E.N.D.)

We consider a child as having S.E.N.D. if they have a learning difficulty or disability, which calls for special educational provision to be made for them because they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability, which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Needs can be categorised in four key areas, as outlined in the S.E.N.D. Code of Practice 2015:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

A pupil will not be regarded as having a learning difficulty solely because their home language is different from that in which they are taught. We may recommend that some children, whose first language at home is not English, receive support in English as an additional language (see our E.A.L. policy).

Jack & Jill School recognises that many pupils will have additional needs at some time during their educational career, which may not be deemed to be ongoing and may only be short term; we also recognise that some pupils will have long-term additional needs. We believe that by implementing this policy their needs may be appropriately supported in order for them to maximise their attainment.

Principles and Aims

Jack & Jill School aims:

- To ensure that all pupils have access to a broad and balanced curriculum;
- To provide learning which is differentiated according to the needs and abilities of the individual;
- To promote sensitivity and responsiveness to S.E.N.D. throughout the school;
- To encourage pupils with S.E.N.D. to take as full a part as possible in all school activities;
- To educate pupils with S.E.N.D., whenever possible, alongside their peers within the mainstream curriculum;
- To provide effective communication with the parents regarding their child's progress and attainment, and to recognise and encourage the vital role played by parents in supporting their child's education; and,
- To stimulate and maintain curiosity, interest and enjoyment for pupils with S.E.N.D. in their own education, setting themselves aspirational personal targets, and ensuring that they are involved, where practicable, in decisions affecting their future S.E.N.D. provision.

Equal Access

All teaching and non-teaching staff are responsible for ensuring that all pupils, irrespective of age; disability; gender; race; religion or belief, or sexual orientation, have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum at Jack & Jill.

All teachers should be aware of the individual and differing needs of the pupils, and have access to individual records on KSM.

Admissions policy for S.E.N.D.

Please see [Admissions Policy](#).

The Roles and Responsibilities of the Principal

The Principal has overall responsibility for the management of S.E.N.D. provision

The Roles and Responsibilities of the Deputy Principal and the Head of Clarence House

On a day-to-day basis, the Principal's responsibility for overall management of S.E.N.D. provision is delegated to the S.E.N.D.Co/Deputy Principal and the Head of Clarence House.

The Roles and Responsibilities of the S.E.N.D.Co.

The S.E.N.D.CO will take a strategic overview of all forms of support designed to ensure that children with specials educational maximise their attainment.

The S.E.N.D.Co is Cara Ventham (Deputy Principal)

The S.E.N.D.Co. are responsible for:

- The implementation of the S.E.N.D. policy and the monitoring of its effectiveness;
- Ensuring that S.E.N.D. records are maintained on KSM
- Assessment and screening of pupils;
- Coordinating S.E.N.D. provision;
- Purchasing and organising S.E.N.D. resources;
- Overseeing the writing of ISPs, in collaboration with other staff and specialists;
- Where appropriate, teaching pupils with S.E.N.D.
- Liaising with outside agencies to support pupils with additional support strategies;
- Liaising with colleagues and advising on differentiation;
- Liaising with parents; providing feedback and involving them in implementing a joint learning approach at home and at school;
- Supporting and liaising with any Learning Support Assistants;
- Ensuring that provision is made for special dispensations for exams, such as extra time;

- The use of laptops or scribes (where such action has been recommended by a relevant report/expert/agency);
- Sourcing and ordering resources for S.E.N.D. provision;
- Ensuring that there is support for those who are learning to touch-type or need assistance with handwriting; providing additional reading support to weaker readers;
- In the event of a pupil applying for statutory assessment, the S.E.N.D.Co will collate all the necessary paperwork required by the local education authority. If the pupil has an E.H.C. plan, the SENDCO is responsible for coordinating the provision and organising the ongoing Reviews; and,
- Their own professional development, e.g. keeping up to date with knowledge of the Government's changing policies in regard to S.E.N.D., as well as attending relevant courses.

The Role of the S.E.N.D. Advisor

An experienced S.E.N.D.Co, Juliet Stoker, is the school's S.E.N.D. Advisor. The S.E.N.D. Advisor provides guidance and support for the S.E.N.D.Co and staff.

The Role of Staff

All teachers have a key role in ensuring that pupils' needs are identified and met. They are responsible for the progress, development and attainment of all S.E.N.D. pupils in their classes, including where pupil access support from teaching assistants or any other specialist staff.

Learning Assistants are a valuable part of the support for pupils with S.E.N.D.

As required, Jack & Jill School will provide specialised training for staff in meeting the needs of pupils with ISP and EHC Plans.

The Role of Parents

We will ensure that all parents are fully informed of any S.E.N.D. their child may have.

Partnership with parents plays a key role in promoting a culture of co-operation. This is important in enabling pupils with S.E.N.D. to maximize their attainment.

Parents hold key information and have a critical role to play in their child's education. They have knowledge and experience to contribute to the shared view of a pupil's needs. We actively seek to work with parents and value the contribution they make.

Parents may be expected to:

- Recognise and fulfill their responsibilities playing an active and valued role in their child's education by in supporting their child's S.E.N.D. needs;
- Alert the school to any concerns they have about their child's learning or provision;
- Fulfill their parental obligations to their child. This will usually be done through:
 - Parent consultations/meetings (informal or formal);
 - Individual Support Plan reviews; and/or,
 - EHC plan reviews.

Parents/carers may expect to:

- Be informed by the school of their child's placement within the S.E.N.D. framework (outlined below);
- Be informed what support their child is receiving;
- Be informed of their child's progress via parent-teacher meetings, school reports, exam results and more informal communications such as email or direct conversation;
- Be involved in formulating their child's targets for their Individual Support Plan;
- Have the opportunity to make their views known about how their child is educated during Individual Support Plan review meetings, at parent/teacher consultation evenings or via direct communication with the child's class teacher or S.E.N.D.Co.

Pupil Voice

For children with S.E.N.D., we aim to involve the pupil in understanding their learning challenges and what is needed to overcome them, and to teach them about the importance of a growth mindset.

We also encourage students with S.E.N.D. to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary. Therefore, as part of the student's SEND provision the school listens to the views of the pupil.

Parental Concerns regarding S.E.N.D.

If any Parent has concerns, or wishes to make a complaint regarding their child's Special Educational Needs then the parent should follow the procedure outlined in our Complaints Policy.

Record Keeping

S.E.N.D. records, including ISPs and EHC plans, are maintained on KSM, our management information system.

The S.E.N.D.Co maintains a S.E.N.D, Register, accessible via School Kompanion.

The S.E.N.D. Register is a working document that is updated termly, kept as an Excel file.

In addition, the S.E.N.D.Co maintains:

- Records of Individual Support Plans;
- Records of EHC Plans; and,
- Records of ISP and EHC Review meetings.

Monitoring and Review

Pupils on the S.E.N.D. register will have their progress monitored within the targets or their group or individually. This is over and above the school-wide progress tracking.

The School's Annual Pupil Progress and Achievement Report (A.P.P.A.R) will include analysis of the attainment and progress of S.E.N.D. pupils. The A.P.P.A.R. will serve as the basis for planning programmes of action. The Senior Leadership Team will consider the progress of pupils who have special education needs and/or disabilities in relation to the progress of pupils with similar starting points. The expectation is that the identification of special educational needs leads to additional or different arrangements being made, and a consequent improvement in attainment.

Review of this policy will take into account:

- Any legislative changes;
- The progress and attainment of pupils with S.E.N.D. at the school;
- The success of the school at including pupils with SEND and,
- Any recommendations from external inspections.

2. Procedures

We follow a three-step process:

1. Identification;
2. Provision; and,
3. Review

Identification and provision are determined through the S.E.N.D. Support Frameworks for each category of need, using the leveled staged approach set out in Appendix 1.

1. Identification

S.E.N.D. needs are identified through a range of indicators:

Indicator	
External Identification	Reports from third-parties or parents, which may include reports shared during the admissions process.
Attainment	Analysis of student attainment, including summative and formative assessment data.
Behaviour	Analysis of student behaviour
Concerns raised by Staff	Member of staff completes S.E.N.D. Concerns Checklist (Appendix 2)
Concerns raised by the Learner	
Concerns raised by Parents or Outside Agencies	Concerns raised by parents or outside agencies, including doctors, Educational Psychologists, Occupational Therapists and Speech and Language reports.
Concerns raised by the school's S.E.N.D. Advisor	Concerns or observations made by our S.E.N.D. Advisor.

With parental approval, an educational psychologist or other appropriate specialist may be involved in assessing the pupil for S.E.N.D.

Once the appropriate assessments have taken place, a decision will be made whether a pupil has S.E.N.D. needs in one or more of the four 'broad areas of need':

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health Difficulties; and,
- Sensory or Physical Needs

Pupils on Level 214 of the S.E.N.D Support Framework are placed on the Jack & Jill S.E.N.D. Register, accessible to all teachers via KSM. providing an overview of each pupil's needs, targets and the support offered by the school. The Register is a working document that is updated termly with consultation between the S.E.N.D.Co. and Class teachers.

2. Provision

We define SEND provision as '*educational provision which is additional to, or different from, the educational provision made generally for children of the same age.*' (1993 Education Act, section 156).

Where a pupil is identified as having S.E.N.D. action will be taken to remove or reduce the barriers to learning. S.E.N.D. provision may take a number of forms, depending on the identified individual needs of the pupils, using the S.E.N.D. support framework.

Jack and Jill School may consult outside agencies at any point, e.g. Speech and Language or Occupational Therapy.

Parents are advised to involve the school if specialist provision is sought privately.

Individual Support Plans

If a pupil is deemed to be Stages 2/4 against the S.E.N.D. Support Framework support and targets will then be detailed within an Individual Support Plan (I.S.P.).

The I.S.P. will include:

- Pupil's name
- Class
- Targets with indented outcomes;
- Provision, e.g. additional support or interventions; and,
- Any access arrangements

3. Review

ISP progress is reviewed on a termly basis. This meeting will be attended by:

- Parents;
- Class Teacher;
- S.E.N.D.Co;
- Line Manager, e.g. Head of Clarence House; and,
- Where appropriate, the pupil

The meeting will review progress, set new targets, discuss the support that will be provided to help the pupil achieve the targets and identify the responsibility of the parent, pupil and school.

The revised I.S.P. will be made available to all staff working with the pupil via KSM.

A hard copy will be given to the parents.

Reviews draw on evidence such as the teacher's assessment and experience of the pupil, information on pupil behaviour and their social development, and the views of parents and pupils. As noted above, pupils on the SEND register will have their progress monitored within the targets or their group or individually. This is over and above the school-wide progress tracking.

Education Health and Care Plan (E.H.C.P.)

Any pupil with an Education Health and Care Plan (E.H.C.P.) will have the recommendations within the plan followed. Additionally, an annual Review will be held between the Deputy Principal, S.E.N.D.Co, parents, Local Authority representative and any other specialists to assess progress and current needs in order to ensure their welfare and the continued successful provision of their education.

Reasonable Adjustments for External Entrance Examinations.

We ask preparatory/senior schools to make reasonable adjustments as recommended by a specialist report, e.g. Educational Psychologist report; in practice, preparatory schools and senior schools make their own decisions about reasonable adjustments for examinations at 7+ or 11+.

Available access arrangements we provide for internal assessments include:

- Extra time;
- Supervised rest breaks;
- Use of a scribe or reader;
- Use of a word processor; and,
- Large print texts.

Appendix 1: S.E.N.D. Support Framework

1. Communication and Interaction

Stage	Possible Indicators		Possible Pupil Support	Key Person
	Speech & Language Communication Needs	Autistic Spectrum Conditions		
Monitoring Level. Not classified as S.E.N.D.	Minor difficulties with social inference	<ul style="list-style-type: none"> Generally attends in lessons Follows teacher instructions Disorientated by change in routine 	Support from class teacher	Class Teacher
1.	<ul style="list-style-type: none"> Some difficulties with social inference Struggles to recall more than 5 unrelated items in verbal memory test 	<ul style="list-style-type: none"> Follows teacher instruction literally Agitated or upset by change in routine Disorientated by group tasks 	S.E.N.D. Checklist completed and submitted to the S.E.N.D.Co Social intervention programme.	S.E.N.D.Co.
2	<ul style="list-style-type: none"> Noticeable challenge with social inference Frequent receptive or expressive language difficulties Unable to follow 2 or 3 part instructions 	<ul style="list-style-type: none"> Possibly diagnosed with ASC or PDD Noticeable difficulties with social interaction May be socially withdrawn/vulnerable 	Withdrawal for intervention Third-party therapy Individual Support Plan	S.E.N.D.Co
3.	<ul style="list-style-type: none"> Does not recall 4 unrelated items in correct order Does not understand spatial concepts Does not use pronouns 	<ul style="list-style-type: none"> Has diagnosis of ASD or PDD Has significant difficulty functioning independently in the classroom 	Withdrawal for intervention Consideration for EHC Plan	S.E.N.D.Co
4 EHCP	Education Health and Care Plan (E.H.C.P.)		As detailed in EHC Plan	External agencies & S.E.N.D.Co.

2. Cognition and Learning

Stage	Possible Indicators		Possible Pupil Support	Key Person
	Standardised Assessments	Classroom Performance		
Monitoring Level. Not classified as S.E.N.D.	Below Stanine 5	<ul style="list-style-type: none"> Struggling 	Support from Class Teacher	Class Teacher
1.	Sub Stanine 4	<ul style="list-style-type: none"> Struggling; Frequency upset; Weak basic English and/or Maths 	S.E.N.D. Checklist completed and submitted to S.E.N.D.Co. Targeted intervention and in class support	S.E.N.D.Co
2	Below Stanine 3	<ul style="list-style-type: none"> Struggling and making slow progress; Poor response to interventions/support 	Individual Education Plan May be withdrawn for additional 1:1 support Third-party support	S.E.N.D.Co
3	Below Stanine 2	<ul style="list-style-type: none"> Ongoing or long-standing struggle to access the curriculum 	EHC Plan Consideration	S.E.N.D.Co
4. EHCP	Education Health and Care Plan (E.H.C.P.)		As detailed in EHC Plan	External agencies & S.E.N.D.Co

3. Social, Emotional and Mental Health

Stage	Possible Indicators	Possible Pupil Support	Key Person
Monitoring Level. Not classified as S.E.N.D.	<ul style="list-style-type: none"> • Homework regularly not completed; • Disengagement in two or more subjects; • Withdrawn and/or behaviour issues; • Low self-esteem. 	Support from Class Teacher	Class Teacher
1.	<ul style="list-style-type: none"> • Disengagement in several subject areas; • Significantly withdrawn and/or behaviour issues; • Poor self-esteem; • Persistence absence/broken attendance. 	S.E.N.D. Checklist completed and submitted to S.E.N.D.Co. Attendance monitoring 'Buddy'/Pupil Mentor Personalised reward chart Class responsibility	S.E.N.D.Co
2.	<ul style="list-style-type: none"> • School refusal; • Attainment is poor; • Very poor self-esteem; • Behaviour is significantly impacting on learning. 	Individual Education Plan Specialist support	S.E.N.D.Co
3.	<ul style="list-style-type: none"> • Interventions at Stage 2 and 3 not had impact on attendance, behaviour and/or attainment. 	EHC Plan Consideration	S.E.N.D.Co
4. EHCP	Education Health and Care Plan (E.H.C.P.)	As detailed in EHC Plan	External agencies & S.E.N.D.Co

4. Sensory and Physical

Stage	Possible Indicators			Possible Pupil Support	Key Person
	Visual	Hearing	Medical		
Monitoring. Not classified as S.E.N.D.	<ul style="list-style-type: none"> • Difficulty seeing writing or detail on the IWB • Gets tired easily 	Mild hearing difficulties	Fatigue	Support from Class Teacher	Class Teacher
1	<ul style="list-style-type: none"> • Frustration with work • Poor reading speed • Poor writing speed 	<ul style="list-style-type: none"> • Mild hearing difficulties • Difficulty with attention and/or concentration 	Student specific	S.E.N.D. Checklist completed and submitted to S.E.N.D.Co.	S.E.N.D.Co
2	<ul style="list-style-type: none"> • Registered as partially sighted • Distance vision worse than 6/18 • Spatial and perception difficulties • Coordination difficulties 	<ul style="list-style-type: none"> • Moderate hearing loss • Possible use of hearing aids 	Student specific, e.g. significant hypermobility syndrome affecting many areas of life	Individual Education Plan ThirdLparty support	S.E.N.D.Co
3	<ul style="list-style-type: none"> • Vision deterioring or restricted visual field • Mobility is affected • Distance vision worse than 6/36 	Moderate to profound hearing loss; Use of hearing aids	Student specific	EHCP Consideration Advice and support from specialist agencies	S.E.N.D.Co
4 EHCP	4. EHCP	Education Health and Care Plan (E.H.C.P.)		As detailed in Statement or EHC Plan	External agencies & S.E.N.D.Co



Appendix 2: S.E.N.D. Concerns Checklist

Not every pupil with S.E.N.D. shows all these difficulties, but when a number of difficulties are manifested simultaneously the Class Teacher should complete this proforma and arrange a meeting with the S.E.N.D.Co and their Line Manager.

Indicator	Comments
Significant discrepancy between oral and written performance	
Persistent difficulties with spelling easy or common words	
Difficulty 'getting started' with tasks	
Difficulty recording ideas on paper	
Difficulty putting items in sequential order	
Difficulty recording from the board	
Loses places when reading or following instructions	
Frequently misreads	
Has difficulty identifying errors	
Difficulty decoding unfamiliar vocabulary	
Handwriting may be messy, poorly constructed or immature	
Difficulty in following oral or written instructions	
Difficulty generalising or acquiring and applying new rules	

Record Keeping

A copy of this form should be:

- Emailed to the S.E.N.D.Co;
- Emailed to the relevant line manager;
- Uploaded to KSM.



Why Jack & Jill School Does Not Have a ‘Gifted and ‘Talented’ Policy

Jack & Jill School does not use the labels ‘Gifted’ and ‘Talented’ for two reasons: First and foremost, use of the labels ‘gifted’ and ‘talented’ is not supported by cognitive science: whilst there is overwhelming evidence that some students have a higher IQ than others, there is little or no evidence to support the widely-held misconception that some students are ‘gifted’ in a particular subject area.

The dominant view of cognitive scientists is that there is a single property that underpins our intelligence, which can be expressed in varying ways. This is often known as ‘Spearman’s g ’, or just g . It would be incorrect to say that g = all possible intelligence, as intelligence can be manifested in so many ways. g is a general core of intellectual ability.

We all consciously or unconsciously choose to direct our intelligence to certain domains, whether due to preference, upbringing, environment or some other underlying bias. A student who other schools would label as ‘gifted’ has:

- (i) a high g ,
- (ii) has a personal interest or preference for a particular domain, and;
- (iii) is dependent on rich and detailed structures of knowledge stored in her long-term memory. These structures, or schema, are what allow the student to encounter new problems and solve them with such apparent ease. Consciously or unconsciously, the student has developed these schema through deliberate practice.

Two students who excel, one in history and one in chess, are not demonstrating two different types of intelligence, but the same general intelligence applied to different tasks. In other words, the student another school would label ‘gifted at History’ does not have a genetic disposition for history; she has a high IQ and a personal inclination based on background, family, tendencies, influences. She has read a lot of history books and enjoys thinking about history. Similarly, the most important difference between the best and weakest chess players is the knowledge they have of typical chess positions.

Similarly, professional swimmers and tennis players use the same muscle groups to practice their sports: the human body does not have dedicated tennis muscles; however, a champion swimmer will not automatically be able to play top-class tennis – because her hours of dedicated deliberate practice have been devoted to a different, albeit related, domain.

Ninety-nine percent of the time, what appears to be 'ability' comes down to the automation skills of System 1 developed through the painstaking deliberate practice of System 2.

"To the extent that young people believe they simply have a gift that makes them intelligent or talented, they may not put in the work necessary to sustain that talent. Moreover, the gifted label that many students still receive, and that their parents relish, may turn some students into students who are overly cautious and challenge-avoidant lest they make mistakes and no longer merit the label." (Carol Dweck, *The Development of Giftedness and Talent Across the Life Span*, (p. xii))

Secondly, the labels 'gifted' and 'talented' are problematic because they downplay the central role of deliberate practice in achieving and sustaining success. The labels 'gifted' and 'talented' can suggest to pupils and parents that intelligence or talent has simply been bestowed upon them through no effort of their own – a genetic fluke, or a 'gift from the gods' - and, by extension, that they should 'naturally' continue to flourish.

Jack & Jill School aims to have exceptionally high and consistent expectations of every pupil regardless of ability or background.