



HARRODIAN

SEN (Special Education Needs) Policy

Harrodian is committed to supporting pupils who are neuro-diverse, including children with Specific Learning Difficulties and physical or neurological disabilities, where possible, as long as they continue to progress successfully and happily in a mainstream academic setting. Consequently, the School cannot accommodate the full spectrum of abilities, nor the full range of Special Educational Needs (SEN).

The School admits some pupils who have mild Specific Learning Difficulties and/or other learning disorders and health problems, and for whom English is an Additional Language (EAL). Disclosure of known Specific Learning Difficulties etc must be made as part of the Admissions process. Please refer to the Admission Policy for details.

Pupils may be identified with Specific Learning Difficulties and/or emotional or behavioural difficulties after admission. In these cases, a process of assessment is initiated to determine how and/or whether the School can fully accommodate their learning needs.

It is the policy of the School to cater for the ability of all the pupils, by offering challenging and rewarding work, which will stretch them and enable them to fulfil their potential academically and in areas of social and personal development.

A pupil is said to have Special Educational Needs if their learning difficulty or present knowledge of the English language is such that special education provision needs to be made for them in order to make the curriculum accessible so that they can fulfil their potential. These children are identified on the student data system, SIMS/Edulink, to ensure that all teachers are aware of their needs and their respective teaching recommendations in the classroom.

Harrodian objectives in relation to SEN

- To ensure full entitlement and access for pupils with identified SEN to high-quality education within a broad, balanced curriculum to enhance their self-esteem, and help them to become confident in their ability to learn and thus to reach their full potential.

- To identify the pupils whose difficulties with learning, development and social skills are significantly greater than the majority of pupils within the same age group and academic level, as early as possible in the classroom.
- To advise and liaise with staff and parents on the identification of SEN and provide or refer for assessment of these needs.
- To meet the needs of SEN pupils with appropriate differentiation, provision and resources in the classroom as far as possible. On occasion, it may be necessary to advise parents to arrange additional private specialist remedial support and/or specialist assessment with the Learning Enrichment Department team or outside School.
- To coordinate each child's provision, and regularly monitor and review the progress of each pupil on the SEN register via the SENCo working in conjunction with respective staff, parents and pupils.
- To ensure to its best ability that all pupils including those with SEN are continuously learning in a creative and adaptive classroom.

Identification, Assessment and Provision for all pupils with SEN

- Form and subject teachers are required to initiate the identification of children with possible learning difficulties by passing their concerns and observations to the Learning Enrichment Department as early as possible.
- Concerns will be discussed with the Head of Year, the parents, the pupil where appropriate and the SENCo.
- Staff should collect relevant information and evidence to support their concerns, and submit it for review by the Learning Enrichment Department.
- The SENCo may screen individual students using traditional and online tests to attain an indication of a student's possible neurological differences. These tests are shared with the parent and contribute to informing eventual action plans.
- The Senior School SENCo administers an underlying skills screening for all the 13s (Year 9). Results are shared with parents on request, or if the tests reveal weaknesses that may require further evaluation. Results will also be shared with any eventual educational assessors, external or internal.
- In addition, the School's Pre-Prep and Prep-Schools have a regular programme of objective tests designed to detect signs of possible learning difficulties. CAT4 testing takes place in the 8s (Year 4), 11s (Year 7 and 12s (Year 8). In the Senior School, the Lucid Exact online screening is administered in the 13s (Year 9) and Yellis tests are administered in the 14s (Year 10). Scores that do not reflect the pupil's level of progress and/or attainment will generate further investigation and/or provision in the classroom.
- Some students are identified with SEN before entry and all evidence provided by the parent and the previous school is summarised by the SENCo and made available to staff.
- If there are indications that a pupil may have a learning difficulty, we will ask the pupil's parents to agree to their child being formally assessed by an educational psychologist or alternative professional where appropriate, and/or where it is required for the purposes of applying for exam access arrangements. Parents may consult an educational psychologist retained by the School, or one of their own choice. However, in line with the Joint Council of Qualifications, Educational

Psychologists or Specialist Teachers must be known to the School for the report to be used as part of the evidence required for access arrangements at GCSE or A Level. The cost in either case must be borne by the parents. The School will endeavour to follow any recommendations from that assessment, subject to agreement as to any additional fees payable.

- Members of staff keep regular contact with the respective SENCo with whom they can discuss concerns and provision.
- The Head of Learning Enrichment will maintain the SEN register on each student's profile on SIMS, with the assistance of the appropriate SENCo. This informs staff of each child's special education profile and needs, including teaching recommendations where applicable, and identifies which SEN pupils are being monitored or which receive additional help from in-school specialist teachers. Also, we keep a record of children who have at any time been monitored due to concerns about their academic and skill development to ensure that if there is a change in their progress, we are immediately aware.

Application for Examination Access concessions

- The Senior SENCo applies for exam concessions for pupils entering public examinations.
- If further assessment is required for external exam concessions, the Senior SENCo advises parents to arrange either an Exam Access Assessment with a qualified specialist teacher or a full assessment with a recommended external educational psychologist and/or related professionals known to the School in line with the Joint Council of Qualifications regulations. The cost in either case must be borne by the parents.
- In order to ensure that Prep School pupils on the SEN register are able to perform to their full potential, the School also makes suitable provision for internal examinations for pupils on the SEN register, based on existing assessments and advice from the Learning Enrichment Department in discussion with teaching staff.

Emotional and Behavioural Difficulties

- The School seeks to provide a supportive and caring environment in which every individual is valued and where learning can take place in an orderly, purposeful and creative manner.
- It is the policy of the School to support children who are experiencing emotional and behavioural difficulties through the pastoral work of all subject teachers, Form Tutors, Heads of Year, the Learning Enrichment team, the counsellors and other staff.
- Whilst the School's wish is to support pupils who are experiencing emotional and behavioural difficulties, this cannot be at the expense of the well-being and learning of other pupils, and parents of children with significant difficulties may be asked to seek external professional intervention and/or appropriate provision elsewhere.
- Pupil Attitudes to Self and School (PASS) is currently collected and analysed in Pre Pre 3 and throughout the Prep School as a means to identify pupils whose attitudes towards themselves and the school may indicate unhappiness. As an

initial indicator of pupil happiness, PASS can be used to create interventions which support pupil well-being.

Medical Conditions

- The School already has pupils with serious medical conditions. The guiding principle of the Disability Discrimination Act is 'reasonable accommodation' and adjustment, and the School seeks to follow this. The School nurses are involved in the care of pupils with serious medical conditions.
- The School keeps its facilities under review in the light of the Disability Discrimination Act to make sure that any potential pupils are not discriminated against.

Approved by:	Senior Leadership Team
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