Tormead
SCHOOL

Special Educational Needs & Disability (SEND) Policy

This whole school policy also applies to the Prep School

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1. Introduction

Tormead is committed to the equal treatment of all pupils including those with special educational needs and disabilities (SEND). This policy works towards eliminating disadvantages for pupils with SEND by:

- Using our best endeavours to ensure all pupils get the support they need in order to access
- Tormead's educational provision.
- Treating all pupils, regardless of their disability or specific learning need, equally.
- Considering reasonable adjustments alongside our admissions policy.
- Ensuring that Tormead pupils with SEND and disabilities can engage as fully and safely as possible in school life.
- Ensuring parents are informed when a special educational provision is made for their daughter and are kept up to date with their child's progress and development.

This policy has regard for the following guidance and advice:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Statutory Framework for the Early Years Foundation Stage (September 2023)

This policy should be read in conjunction with the following policies:

- Admissions policy
- Equal Opportunities Policy
- Accessibility Plan
- Access Arrangement Policy
- Mental Health Policy with Counselling
- Early Years Foundation Stage Policy
- Data protection policies (Data Protection Policy, Retention Management Policy and the Privacy Notices)
- Examinations Policy

2. Definition of Special Educational Needs

A child or young person has special education needs if they have a learning difficulty or disability which calls for a special education provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

i. Have a significantly greater difficulty in learning than the majority of children their age.
ii. Have a disability which either prevents or hinders them from making use of educational facilities of a kind, generally provided for others of the same age.

Children will not be regarded as having a learning difficulty because their first language is not English. Further detail of how Tormead supports girls whose first language is not English is set out in the English as an Additional Language Policy.

3. Governor and staff responsibilities

The governing body is responsible for determining the school policy and provision for pupils with SEND.

The Head and Head of Prep are responsible for overseeing all aspects of the school's SEND provision and keeping the governing body fully informed of the implementation of Tormead's policy in practice.

The Learning Support Team are responsible for the following:

- Overseeing the strategic development of the SEND policy and provision in the school, together with the Head and governing body;
- Managing the day-to-day responsibility for the operation of the SEND policy;
- Co-ordinating provision for girls with SEND and disabilities, including those who have EHCP plans;
- Ensure all staff understand their responsibilities to children with SEND and the school's approach to identifying and meeting SEND;
- Ensuring staff are given relevant information relating to a child's learning support needs/or
- disabilities so that teaching practices are appropriate;
- Where appropriate, liaising with medical staff and Deputy Head Pastoral;
- Liaising with any external agencies to support a pupil as necessary;
- Ensuring that all SEND records are kept up to date and understand that aspects of these records, may be confidential.

The school recognises that SEND includes a range of social, emotional and mental health needs. These are overseen by Deputy Head Pastoral (Senior) and Deputy Head (Prep). The SENCo and Deputy Heads work collaboratively to meet pupil's needs. Further detail on this support can be found in Tormead's Mental Health Policy.

The schools learning support department consists of:

- SENCo – oversees continuity of provision and implementation of policy
- Head of Learning Support (Senior) - oversees the day to day SEND provision in Senior school
- Head of Learning support (Prep) – oversees the day to day SEND provision in the Prep school
- Two senior school specialist learning support teachers
- One senior school peripatetic Maths specialist teacher
- One LSA supporting EHCP (Senior school)
- Peripatetic Speech and Language Therapist (Prep)

4. Identifying and supporting pupils with SEND and Disabilities

Tormead School acknowledges that there will be a proportion of girls who have a neuro diverse profile, which may need additional support. The school maintains an open attitude to supporting the needs of pupils with additional SEND. However, it also acknowledges that it does not have the facilities to support complex and severe needs, which would require highly specialised support and facilities.

The SEND policy aims to ensure:

- That all pupils with SEND have their needs identified in order to support academic progression and continued good physical health and mental wellbeing.
- That all pupils can access a balanced curriculum as far as their needs allow, differentiated where appropriate, and engage in the activities of the school alongside those who do not have SEND
- That all staff enable all pupils with SEND to access the curriculum by ensuring quality first teaching. They will provide extra support or additional resources and reasonable adjustments where appropriate and are aware of their barriers to learning.
- That pupils with SEND are supported sensitively at key transition points: e.g. from Prep to Senior school

5. Admissions

Parents of all prospective pupils are encouraged to give full details of the nature and effect of any disability or specific learning difficulty affecting their child in order to enable the School to consider any reasonable adjustments it might need to make.

In assessing any pupil, or prospective pupil, the School may seek advice and suggest assessments, as it deems appropriate. Subject to this, the School will be sensitive to any requests for confidentiality. Some reasonable adjustments may will be made.

Given the academically selective nature of the School, no adjustment will be made to the minimum overall academic standard required of all pupils, but individual reports on SEND will be taken into account when assessing performance in the examinations. Further information can be found in the Admissions Policy.

6. Inclusion Within the School and Access to the Curriculum

Pupils with SEND have no restrictions placed on them regarding accessing the curriculum or any activity that Tormead offers, subject to the entry requirements that apply to all pupils in the Senior school. Setting takes place in Mathematics, where pupils are assessed according to their needs and placed where they will make the best progress. All pupils can move between sets when this is appropriate. As well as the pupils themselves, teachers are responsible and accountable for the progress and development of the pupils in their class, including those who access support from specialist Learning Support staff.

There are no restrictions on SEND pupils attending any extracurricular activities, apart from when such an activity may be detrimental to their health or mental wellbeing, in consultation with relevant parties. Any adjustments which need to be made for any activity are reflected in risk assessments. Form teachers and Heads of Year take time to make sure they are familiar with the strengths, talents, interests and abilities of all the pupils in their class/section. All staff and pupils within the school are expected to have or develop tolerance for the disabilities and needs of others.

7. Facilities for Pupils with SEND

The school has a range of specialist SEND facilities in place. These include lift access for pupils who have difficulties using the stairs in the senior school, wheelchair access, curriculum support through

small group teaching and extra-curricular activities, specialised revision and examination preparation and assistance during examinations through access arrangements.

Please also see the Accessibility Policy.

8. Identification of Needs

The school aims to identify pupils with SEND as early as possible through screening, concerns raised by teachers as a result of monitoring work in lessons, homework, school tests and examinations. Pupils or parents may also raise concerns regarding progress. Information from assessments by external agencies such as educational psychologists or medical reports may also identify difficulties.

Parents are expected to inform the school before seeking professional or diagnostic assessment so that the school is part of the process. Any diagnosis or report should reflect a holistic look at a pupil's profile; both strengths and difficulties and it is important the school is involved in providing this.

All pupils entering the Senior School are screened for literacy difficulties using Exact, a nationally recognised screening computer programme. MidYIS testing is also carried out in Year 7. These screening tools may help identify pupils of potential concern.

The Head of Learning Support (Prep and Senior) will consider any concerns about a pupil by analysing results of screening, collating feedback from the pupil's subject and pastoral teachers and discussion with the pupil and their parents. If appropriate, the Head of Learning Support (Prep and Senior) will offer the option of further assessment to consider educational attainment and cognitive skills, which help to establish appropriate support within the Learning Support Department and in the classroom. If deemed necessary, the Head of Learning Support (Prep and Senior) will recommend an assessment with a Specialist Teacher/ Educational Psychologist or other professional best suited to assessing the pupil's needs, the cost of which is covered by parents.

The professional report will be summarised by the Head of Learning Support (Prep or Senior), who will provide a summary for all staff. This will include implications for academic performance, suggestions for specialist support, if applicable, and support in the classroom. The Head of Learning Support (Senior and Prep) will discuss the results and the recommendations of the assessment with parents and, if a Senior School pupil, the pupil themself. A summary of the report will be held on the pupil's Learning Support file, along with the summary recommendations, which will be made available to all members of staff on the school One Drive directory.

If a learning need is identified, the school follows the Assess, Plan, Do Review cycle.

The assessment may identify eligibility for concessions in internal tests and examinations e.g. extra time. These will be awarded in line with the most up to date Joint Council for Qualifications (JCQ) regulations for public examinations to help establish a history of need and normal way of working. (See Access Arrangement Policy for further detail). Extra time and other access arrangements are not usually given to pupils in the Prep School. However, consideration is given to those girls who have been identified as potentially needing it, and sensitivity applied in assessments and day to day tasks.

Any pupil who is identified with needs by the Learning Support Department, will be recorded on the Learning Support Register, which will detail the pupil's name and year, a summary of their special needs, the date of any assessments, whether they receive support lessons and examination concessions (where applicable). Teaching staff must make note of those pupils in the classes with SEND and adapt their teaching accordingly.

9. Support for Pupils of Concern

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries, in spite of learning support intervention, will be monitored in a range of additional ways. This may include observations, staff meetings, academic review meetings, school reports, results of internal examinations/tests, meetings with parents and other professionals. There will be discussions between the Head of Year and members of the Learning Support Department and further screening or assessment may well be utilised. Subject teachers will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to understand better the provision and teaching style that needs to be applied.

9.1 Academic Mentoring

If a pupil in the Senior School does not meet the criteria for Specialist Learning Support but their performance is of concern, the pupil and their parents will be offered an academic mentor. The academic mentor will work with the pupil on an individual basis to provide guidance in areas of concern for an agreed period of time.

9.2 Specialist Learning Support

Learning Support at Tormead is offered on a one-to-one basis. If a pupil's parent agrees to specialist support by the Learning Support Department, the Head of Learning Support Senior will allocate the pupil to a Learning Support teacher taking into account the pupil's Key Stage, subject teacher feedback and any specific needs.

In the Prep school, the Head of Learning Support Prep will provide small group interventions and 1-1 sessions.

The Learning Support teacher will prepare an Individual Education Plan (IEP) for each pupil which will include a summary of their strengths and weaknesses, the Learning Support provision and exam concessions if applicable. The IEP will set achievable, measurable targets related to the pupil's needs in relation to the curriculum. In the Senior School each pupil is encouraged to take ownership of their IEP by being part of the target-setting process and sharing their views on the support provided and the progress they make.

In the Prep school, IEP targets are shared with parents and where appropriate, discussed with the girls.

IEPs are reviewed and revised termly by the Learning Support teacher. IEPs are made available to a pupil's teachers via One Drive. They provide the basis for report writing, review at parents' evenings and any other communication with parents.

The Head of Learning Support will monitor IEPs to ensure that expected progress is being made, and any barriers to learning are identified and addressed.

The Learning Support teachers deliver a specifically targeted, multisensory programme of one-to-one lessons to address a pupil's weaknesses relating to the curriculum.

Learning Support teachers attend parents' evenings, write reports and communicate with parents on an *ad hoc* basis.

It must be noted that the school does not fund Learning Support lessons.

10. Pupils with Education, Health and Care Plans

Any pupil with an Education, Health and Care Plan (EHCP), formerly known as a SEND statement, will be closely monitored and her plans formally reviewed annually with the pupil, their parents, the Head of Learning Support, the SENCo, any teaching assistants, and specialist and external agencies.

If a Local Education Authority (LEA) makes any financial contribution to an EHCP plan, the Accounts department will provide the LEA with an annual account of income and expenditure for each pupil.

11. Access Arrangements for External Examinations

Access arrangements allow examination candidates with SEND to access the assessment and show what they know without changing the demands of the assessment. Examples of access arrangements are extra time, word processing, computer readers/ supervised rest breaks. Applications must be made to the relevant awarding body for access arrangements in public examinations; they are subject to approval of the awarding bodies and are subject to inspection. Please refer to the Examinations Policy and the Access Arrangements Policy for further details.

12. Transition to/from Other Educational Institutions

In the Senior School, the Head of Learning Support will co-operate and liaise with other schools when pupils join or leave Tormead Senior School or transfer to Higher Education. However, confidential papers e.g. assessments, reports and forms will only be transferred with written consent of the pupil. In the Prep School, any SEND issues will be outlined in a confidential reference requested by a potential future school. All paper records are kept in accordance with the GDPR regulations.