



Special Education Needs and Disability (‘SEND’) Policy

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Vision

Pembridge Hall places our girls at the heart of everything. By combining traditional values with an innovative education, girls are prepared for life in an ever-evolving world through an ambitious and aspirational prep school experience. Placing emphasis on each girl as an individual, we recognise that happiness, a love of learning and emotional well-being are intrinsic to academic performance. Pembridge Hall girls are nurtured, challenged and empowered to succeed.

Aims & Values

At Pembridge Hall we aim for all Pembridge girls to:

BE INDIVIDUAL - Pembridge girls are encouraged to strive to achieve their personal best whilst developing their unique character. They are seen as individuals and their interests and talents are nurtured. The girls are encouraged to be articulate and confident, whilst understanding the importance of humility.

BE KIND - Pembridge girls develop the skills to work collaboratively with one another, using their emotional intelligence and a toolkit of strategies to support both themselves and others. The girls are encouraged to develop a sense of self-understanding and empathy for others.

BE CURIOUS - Pembridge girls are stimulated to be intellectually curious, ask questions, and develop a love of learning. They are given a breadth of experience and are encouraged to aim high in all they do.

BE ASPIRATIONAL - Pembridge girls are taught to understand the importance of making mistakes and are encouraged to step out of their comfort zone in their learning. A progressive curriculum embeds a culture of striving for excellence and families are supported to be aspirational in their senior school choices.

BE RESILIENT - girls are given numerous opportunities to reflect on their learning and develop strategies to manage their wellbeing. Girls develop a growth mindset, enjoy challenge and take risks.

BE RESPONSIBLE - Pembridge girls gain an appreciation of wider society and the diversity of nationalities, faiths, beliefs and languages represented by Pembridge Hall families. Girls develop a sense of responsibility to help others, through charitable work and community outreach.



Rationale

Pembroke Hall is committed to offering a fully inclusive learning environment where every girl is welcomed and encouraged to contribute to the school's diverse community. The school values and respects all girls with special educational needs and disabilities (SEND) and it believes that they deserve access to resources and learning opportunities on par with their peers to enable them to reach their full potential. The school aims to offer an inclusive curriculum, raise achievement, remove barriers to learning and improve the physical environment to enable girls with SEND to become confident and independent learners.

Legal framework

This policy has been written in accordance with the Child and Families Act 2014, and other legislation and associated regulations relating to girls and young people with special educational needs and disabilities (SEND). These include:

- SEND Code of Practice: 0-25 years (January 2015)
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans
- Equality Act 2010
- Mental Capacity Act 2005

This policy clarifies the approach the school takes to accommodating girls with SEND and supporting them in maximizing their potential.

Definition of Special Educational Needs and Disabilities (SEND)

Pembroke Hall considers a girl as having SEND if she has a **learning difficulty or disability**, which calls for **special educational provision** to be made for her because she:

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

Children's needs can be identified in one or more of the four areas of needs:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and/or Sensory.

*Explanation of the four areas if needs can be found in the Appendix 1



Pembridge Hall defines a girl with a **disability** as one who has a **physical** or **mental impairment** that has a **substantial and long-term adverse effect** on her ability to carry out day-to-day activities.

- An 'impairment' has a long term effect if it has lasted or is expected to last for at least 12 months or for the rest of the life of the person concerned.
- 'Substantial' is neither minor nor trivial.

National figures indicate that around 13% of school age pupils have special educational need support; some of which may be short-term, and some may be deemed long-term. According to Independent Schools Council 2024, 20% of all pupils in an independent sector have been identified with one or more specific SEND. Generally, the children 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.

The school believes that by implementing this policy the girls' needs may be appropriately supported for them to achieve to the best of her abilities.

A girl will not be regarded as having a learning difficulty solely because her home language is different from that in which she is taught. The school may recommend that some girls, whose first language at home is not English, receive support in English as an Additional Language (see our EAL policy). The school recognises that SEND and EAL needs may overlap and therefore all children who speak EAL are carefully monitored to ascertain the nature of the difficulties that they may be experiencing.

Aims and Objectives

Pembridge Hall's main aim is to ensure that girls with special educational needs and disabilities (SEND) are recognised, have access to a broad and balanced curriculum which meets their needs and enables them access to all aspects of the school life so that they can fulfil their potential. To meet this aim, the school set out the following objectives:

- To identify girls with SEND before they enter the school so that adequate provision can be put in place for them in consultation with their parents/legal guardians, the girls, external professionals where applicable, early years settings etc.
- To continuously monitor the progress of all girls to aid early identification of SEND, review the effectiveness of the SEND provision for those girls whose needs have been already identified
- To ensure that all girls with SEND have access to all aspects of curricular and extracurricular activities and are educated alongside their peers within the mainstream curriculum whenever possible
- To ensure that targeted specialist support is available to girls who present with significant difficulties accessing the mainstream curriculum; to meet their needs individual or small group teaching may be put in place to help them bridge the gaps in their learning; the aim of this support will be always to integrate the children with their class as soon as possible



- To provide staff with information and training so that they have the expertise to meet the girls' needs within their care
- To foster partnership between the girls, parents/legal guardians and external providers to:
- To stimulate and maintain curiosity, interest and enjoyment for girls with SEND in their education, setting themselves aspirational personal targets, and ensuring that they are involved in decisions affecting their SEND provision
- To communicate with parents/legal guardians regarding their child's progress and attainment, and recognize and encourage the vital role they play in supporting their child's learning and shaping the educational provision for their child
- To cooperate with external providers, medical professionals, Local Authority etc. to draw on their expertise and tailor the provision for the child in line with their specific needs
- To modify the physical environment to meet the children's needs
- To provide a Special Educational Needs Co-ordinator (SENDCo) who will work within the guidance provided in the SEND Code of Practice (2015) and any other governmental directives pertaining to children with SEND and coordinate the provision for SEND.

Roles and Responsibilities

The Inspired Education Group:

- Appoints a member of the Governing Body who takes a special interest in SEND.
- Ensures that when the Head is informed of a girl having special educational needs or disability on entry to Pembridge Hall that these needs are made known to all staff who are likely to teach the girl.
- Ensures that teachers in the school are aware of the importance of identifying and providing for girls with SEND.
- Ensures that parents/legal guardians are notified of a decision by the school that their daughter has SEND.
- Reports annually to parents/legal guardians on the implementation of the school's policy for girls with SEND.
- Ensures that a girl with SEND joins in the activities of the school, together with other students so far as is reasonably practical and compatible with the efficient education of all students.

The Inspired Education Group evaluate the success of the educational provision for girls with SEND by:

- Appointing a named person responsible for SEND (Head of Learning Support also known as Special Educational Needs Co-ordinator (SENDCo).
- Holding meetings with the SENDCo and Senior Leadership Team (SLT).
- Involving SENDCo in the appointments of SEND staff.
- Monitoring the provision in liaison with the SLT.



Head:

- Is responsible for the management of the provision and reporting to the Inspired Education Group regarding SEND issues at Pembridge Hall School.

Assistant Head Pastoral:

- Oversees the welfare, well-being, and pastoral development of all children including those with SEND.
- Builds an ethos that secures an inclusive, caring, and positive environment where children with SEND can thrive and reach their potential.
- Liaises with the SENDCo and other members of staff as necessary on pastoral matters involving pupils with SEND across the school.

Head of Learning Support (SENDCo):

- Coordinates provision for SEND girls, oversees its day-to-day operation and ensures that it is planned and taught to effectively meet the needs of the SEND children.
- Maintains a current Learning Support Register.
- Oversees and manages records of support for girls with SEND ensuring that they are up to date and stored in line with the GDPR laws.
- Twice yearly reviews SEND provision in response to the outcome of the standardised assessments and qualitative information gathered.
- Writes and updates Additional Consideration Forms.
- Oversees the Individual Support Plans (ISP) process for SEND girls who experience significant difficulties accessing the curriculum.
- Provides bespoke communication with parents/legal guardians and carers of girls with SEND.
- Contributes to the development of curriculum and policies to ensure that the provision for girls with SEND is considered.
- Liaises with the Head and teaching staff regarding SEND concerns.
- Works with the Head to ensure that the school meets its responsibilities under the Equality Act (2010) and the Special Education Needs and Disability Code of Practice (2015).
- Liaises with the education team at Inspired Education Group Head Office to ensure the SEND policy is accurate and up-to-date, both in practice and in regulatory compliance.
- Liaises with and advises teachers; organises training to further teachers' knowledge regarding supporting children with SEND.
- Manages Learning Support Teachers and Teaching Assistants for the benefit of SEND girls.
- Liaises with external agencies including the Local Authority, where necessary.
- Carries out Annual Reviews for EHCP children.
- Liaises with nurseries/schools to discuss transitions.
- Where a girl is considered 'Looked After', as determined by court order, liaises with those responsible, both internally and externally, to ensure the necessary support is being provided within school.



Heads of Departments/Subject Leaders/Heads of Sections:

- Ensure that SEND policy is implemented effectively in their areas of responsibility.
- Make regular assessments of progress for all girls including those with SEND.
- Discuss curriculum and policies with the SENDCo to ensure that the provision for girls with SEND is considered.

Class Teacher in relation to SEND:

- Informs and actively seeks advice from Heads of Sections and subsequently the SENDCo when necessary.
- Is informed regarding the SEND needs of all SEND girls in their class.
- Gathers information and makes assessments about the girls.
- Has conversations with the girls about their learning and how they would like to be helped.
- Informs and discusses with parents/legal guardians their concerns and reviews progress regularly.
- Takes action to meet the girls' needs within their normal classroom work through high-quality scaffolding that allows the girls access to the school's aspirational curriculum.
- Plans and monitors focused work done within the classroom with support staff where appropriate.
- Sets clear progress targets for all girls with SEND that focus on 'their potential to achieve at or above expectation'.
- Contributes to the planning and termly review of students with SEND in conjunction with the SENDCo, parents/legal guardians and girls. Meetings may be held by the Class Teacher, who has liaised with the SENDCo, before the parent/legal guardian meeting.

Responsibilities of Learning Support Teachers:

- Work in close liaison with the SENDCo: regular meetings, informing the SENDCo of progress and issues that arise, as necessary.
- Support and implement the provision of SEND in the school.
- Where necessary, devise and regularly evaluate intervention to meet the needs of the girls.
- Liaise with parents/legal guardians regarding the progress of SEND girls that they teach.
- Identify suitable resources and materials including ICT to support the girls' progress.
- Contribute to the professional training of staff, including Teaching Assistants.

The Role of the Teaching Assistants in relation to SEND:

- Support some provision of SEND within the school as directed by the Class Teacher and the SENDCo.
- Keep records and monitor girls' progress using the procedures employed by the school.
- Help and assist girls with SEND, either individually or as part of a group.
- Feedback to Class Teachers and the SENDCo regarding the girls' progress.



- Support class teachers in planning for SEND and are fully informed about the day to day running of the class.

Admissions policy for SEND

Pembridge Hall is firmly committed to inclusivity and to giving every girl the best possible start in life. Irrespective of their special educational needs or disability, the school considers all girls for admission to the school who have the ability and aptitude to access an academic curriculum. Girls with SEND who are suited to the curriculum, are welcomed provided that we have the appropriate resources and facilities to provide them with the support that they require. Where it is deemed that the needs of a pupil require more specialist provision than the school currently offers and feels it is reasonably able to provide, it will be at the school's discretion as to whether it can offer the pupil a place.

Before a place is offered at the school (and preferably before application):

- Parents/legal guardians must disclose to the school any known or suspected circumstances relating to their child's health, development, allergies, disabilities, and learning difficulties; the school reserves the right to subsequently withdraw a place offered based on incomplete disclosure of known or suspected SEND circumstances.
- Based on such disclosure, the school will confirm whether it can fully meet the needs of the child.

Where a girl's SEND is identified or develops after the girl has started at the school, the school will endeavour to continue to support the girl as long as:

- The school has the appropriate resources and facilities to provide them with the support they require.
- The school believes it is in the best interest of the pupil and of the school community to remain at the school.

Where, in the school's judgment, either of these conditions no longer applies, the school reserves the right to withdraw a place at the school. In such circumstances, the school will use their reasonable endeavours to support parents/legal guardians in finding alternative arrangements.

Identification, Assessment and Provision

Pembridge Hall recognises the importance of early identification of SEND. Evidence shows that early intervention and response improve the long-term outcomes for girls.

Skills and attainment will be assessed via a combination of information available at any one time. Assessments at Pembridge Hall aim to identify girls' strengths as well as their areas for development.



The assessments include:

- The outcomes of standardized twice-yearly assessments (September/October and May)
- The outcomes of internal school exams and assessments
- Regular in-class and/or subject assessments focused on identifying girls who are making less than expected progress.
- Concerns raised by parents/legal guardians, the girl and outside agencies (for example Educational Psychologist, Occupational Therapist or Speech and Language reports)
- Behavioural information.

NOTE:

Persistent disruptive or withdrawn behaviour does not necessarily mean that a girl has SEND. If there are concerns, a brief out-line assessment will be made by the SENDCo and the school team working with the child, to try to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties. Parents/legal guardians will be consulted on whether an additional investigation through a specialist assessment is required. In any instance, it may be that a multi-agency approach might be most appropriate and therefore considered.

Pembridge Hall acknowledges that low scores in assessments do not automatically indicate that the child has or is at risk of developing special educational needs; high-quality teaching, differentiated for individual girls, is the first step in responding to their learning needs. The teacher should target the area of weakness by implementing support strategies and high-quality differentiation of learning tasks and activities. Following this, if there is no improvement, the teacher will inform the SENDCo and the Head of Section in writing to seek their expertise and review their practice further reflecting on alternative ways in which to support the pupil further.

Where evidence and assessment data suggest that a girl has SEND or is at risk of developing SEND, parents/legal guardians will be formally advised of this and the girl will be added to the Learning Support Register. This is to ensure that effective provision is put in place to target specific areas of need and that all members of staff are informed so that they can support the girl adequately.

When a girl is identified as having SEND, the SEND support will take a four-part cycle, known as the **graduated approach**. The four parts of the cycle are **Assess, Plan, Do, and Review** (as detailed in the SEND Code of Practice 2015).



1. Assess

Girls who are not making expected progress will be referred to the SENDCo. A conversation will take place with the parents/legal guardians to determine what support will be best suited to meet their child's needs. To gain a deeper understanding of the child's needs the school may suggest an external assessment by a suitably qualified professional for instance an Educational Psychologist. If external providers are involved in the process of identification of needs, the school encourages the professionals to contact the school to seek the teachers' views; this ensures that the professionals



have enough data to tailor the assessment to the child's needs and provide recommendations that are actionable in the school setting. Once the assessment is completed, the school request that the outcomes are shared with the SENDCo so that a full picture of needs is established, and the school can plan special educational provision for the child in line with the recommendations made. Special educational provision means educational or training provision that is additional to, or different from, the educational provision made generally for children of the same age.

Pembroke Hall acknowledges that even though some girls may face learning challenges they may present with exceptional abilities in other areas. Therefore, they are twice exceptional, and the school will endeavour to support their SEND needs as well as appreciate and develop their areas of strength.

2. Plan

The school aims to meet the needs of the child with SEND first and foremost within their class setting therefore teachers plan and deliver differentiated material, modify teaching styles and resources, deploy Teaching Assistants, use specialist equipment according to individual girls' needs and use external providers' guidance to aid targeted support. Where the child benefits from more bespoke approach, additional learning support may be implemented for example Booster Groups, out of class small group support, speech and language sessions etc.

An Additional Considerations Form (AC) will be created for any child identified with Special Educational Needs and Disabilities (SEND). This document is designed to inform teaching staff about the girl's specific needs, exam arrangements, strengths, areas for development, and recommended support strategies. It also serves as a record of discussions with parents and any recommendations made to ensure the student's progress is effectively supported.

Where the needs of the child are significant and are a barrier to their full participation in curricular and/or extracurricular activities additional specialist support will be put in place for the child and Individual Support Plan (ISP) will be written in liaison with the SENDCo, teachers, external providers where applicable. Since the school believes that the girls and parents/legal guardians are central to this process they will be consulted to influence the educational provision offered but also to reinforce or contribute to progress at home where appropriate.

Three SMART targets will be set:

- Specific – target a specific area for improvement
- Measurable – quantify or at least suggest an indicator of progress
- Assignable – specify who will do it
- Realistic – state what results can realistically be achieved, given available resources
- Time-related – specify when the result(s) can be achieved.

3. Do

The Class Teacher remains central to ensuring that the intentions of the Additional Considerations Form (AC) or Individual Support Plan (ISP) are carried through even when the specialist support



takes place out of class or the child is supported by a designated one to one Specialist Teacher/Learning Support Assistant.

All teachers should use the AC or ISP to:

- Focus on the intended outcomes for the pupil.
- Continuously evaluate the quality of support provided and liaise with the subject coordinators and the SENDCo to seek their expertise whenever needed.
- Have high aspirations for every pupil.
- Involve TAs and SEND teachers in the planning process when applicable.

It is the whole school's responsibility to ensure that correct provisions are put in place for girls with SEND. Provisions are pupil-centred and may change often, in accordance with information revealed from reviews. Staff must be vigilant in keeping up to date with the requirements and intended outcomes for each pupil with SEND.

4. Review

The purpose of the review is for the teachers and SENDCo to ensure that the support remains effective, personalised and up-to-date and it guarantees progress. Educators will draw on evidence such as the standardised assessments, teacher assessment and experience of the pupil, information on pupil behaviour, and their development compared to their peers as well as feedback from external providers when applicable. The review will take the girls and their parents/guardians' feedback into consideration as well.

Review can result in three outcomes:

- Exiting the Learning Support Register if the child has secured the gaps in their learning and is making progress in line with their age
- Continuing with the support to ensure further progress is made to narrow the gap in the attainment
- Referral for an Education, Health and Care Plan (EHCP) when the complexity of need requires a multiagency approach to assessing the need and planning provision.

EHCP

Referral for an Education, Health and Care Plan (EHCP) is usually requested by the school, however, it can be initiated by the parents/legal guardians as well.

Any pupil with an Education Health and Care Plan (EHCP) will have the recommendations within the plan followed, wherever possible and reasonable. Additionally, an Annual Review will be held between the Head, SENDCo, parents/legal guardians, the girl, Local Authority representative and any other specialists to assess progress and current needs to ensure their welfare and the continued successful provision of their education.



Reasonable Adjustments for Examinations

The school will implement all reasonable examination adjustments as recommended by a specialist report, such as from an Educational Psychologist, provided these adjustments are supported by standardized data and comply with the most recent Joint Council for Qualifications (JCQ) guidelines.

For the recommendations to be applied during 11+ exams, the exam adjustments must become the child's normal way of working. Additionally, for these arrangements to be effective, parents must communicate their child's SEND needs to the chosen senior schools. The school will not be in a position to implement exam arrangements unless they have been clearly communicated to the senior setting.

Transitions

Pembroke Hall acknowledges that transitioning from one class/educational setting to another can be stressful, particularly for those with SEND and that they may require enhanced support. To make transitions a positive experience for the child and the family the school will:

- Advise parents/legal guardians in choice of senior schools and their admission procedures.
- Offer support to parents/legal guardians should they have any concerns.
- Listen to the child and address any concerns they may have.
- Support the child by giving them the opportunity to for example visit their new classroom accompanied by a familiar adult, meet key staff members, join some of the lessons etc.
- Work collaboratively with nursery/primary/ secondary partners to develop positive relationships and bridge support.
- Share information with new settings (with parental consent) promptly to ensure continuity of support.

Involving Specialists

Where a girl continues to make less than expected progress due to their learning needs, despite the use of evidence-based approaches and well-matched interventions, the school may recommend consultation, assessment, and support from outside agencies (for example Speech and Language or Occupational Therapy, etc.). Parents/legal guardians will be fully informed, and their consent will be sought before specialists are contacted.

The school has forged a strong partnership with a range of self-employed specialists who are able to offer specialist sessions on-site at an additional cost paid by the families. When such arrangements are made, the SENDCo will liaise closely with the specialist, oversee the support that they offer and ensure that they work in line with the school's policies and procedures.

Where the child has EHCP regular liaison with external agencies outlined in the EHCP will be maintained.

Equal Access



The school recognises and supports girls with a physical or mental impairment so that they have full access to education, including school visits and physical education. To do so, the school has an Accessibility Plan which outlines the areas that the school would like to improve to make it a more inclusive setting for all.

At present, the school has no wheelchair accessibility due to the confines of the building. This currently can restrict our ability to offer girls with mobility problems a place. However, each case will be considered individually, and the school will endeavour to offer a girl a place if her needs can be met.

All teaching and non-teaching staff are responsible for ensuring that all girls, irrespective of additional need, ethnic origin, sexual orientation and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while at our school.

All teachers should be aware of the individual and differing needs of the girls and have access to individual records via iSAMS, Insight and the Teachers Shared Point. The SENDCo will ensure that when an external report is received, a language accessible summary is provided for the teaching staff of that pupil, with practical suggestions where possible. The data will be stored in line with the General Data Protection Regulation.

Staff Continuing Professional Development (CPD)

Pembroke Hall recognises that to meet the needs of children with SEND, the staff must have a high level of expertise. Therefore:

- All staff will be provided with information related to SEND practice, legislation and the educational implications of various conditions and the needs of individual children.
- All staff will have access to training.
- Attendance on courses is usually planned in relation to staff needs and decisions about staff development are based on this.
- The Learning Support Department will be given the appropriate opportunities to attend external courses to keep abreast with current expertise and thinking to best address SEND issues and support SEND girls.
- The SENDCo should be aware of relevant courses relating to SEND that staff can request access to and the SENDCo can advise as necessary.
- Occasionally, specialised training will be necessary to support the needs of a particular pupil; this will be provided to those staff most directly involved with the pupil.
- There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working with SEND girls.

Resources

Pembroke Hall acknowledges that to meet the needs of the children with SEND, additional resources may need to be put in place, thus:



- The overall level of funding for SEND is delegated to the school by the Inspired Education Group and is identified in the school budget statement. This amount is not ring fenced.
- The responsibility for determining the number of resources for SEND lies with the school Senior Leadership Team who will seek advice from the SENDCo.
- The SENDCo is a budget holder receiving an annual allocation of the overall school budget
- The resources for SEND are used to provide specific training on SEND and specialist resources. The costs of the SENDCo are met from the main school budget.
- The SENDCo has the key responsibility for determining the allocation of these resources in consultation with the Senior Leadership Team and may also consult the rest of the staff regarding areas of need within the classroom.

Communication and Collaboration – Partnership with Parents/Legal Guardians

Partnership with parents/legal guardians plays a key role in promoting a culture of cooperation. This is important in enabling girls with SEND to achieve their potential.

Parents/legal guardians 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. The school actively seeks to work with parents/legal guardians and values the contribution they make.

Parents/legal guardians may be expected to:

- Recognise and fulfil their responsibilities by playing an active and valued role in their child's education by supporting their child's SEND needs.
- Alert the school to any concerns they have about their child's learning or provision.
- Fulfil their parental obligations to their child - this will usually be done through Parent Consultations/Meetings (informal or formal); ISP reviews and Annual Statement reviews in the case of girls with EHCP.

Parents/legal guardians may expect to:

- Be informed by the school of their child's placement within the SEND framework e.g. the child receives additional learning support, requires specialist external assessment/intervention etc.
- Be informed of 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 ISP (if an ISP is necessary).
- have the opportunity to make their views known about how their child is educated during ISP review meetings, at parent/legal guardians/teacher consultation evenings or via direct communication with the child's class teacher or SENDCo.



Pupil Participation

For children with SEND, the school aims to involve the pupils in understanding their difficulties and what is needed to overcome them. The school also encourages girls with SEND to make choices about their learning, their personal targets and other elements of the SEND process, facilitated by an adult when necessary. Therefore, as part of the girls' SEND provision, the school will listen to the views of the pupil and endeavour to meet their wishes.

If the parents or legal guardians prefer not to disclose their daughter's SEND diagnosis to her, it is essential that both the Class Teacher and the SENDCo are informed. While the school will respect the parents' wishes, it is important to note that achieving the best possible learning outcomes is more likely when the child understands the nature of her learning difficulties and can actively participate in her learning process.

Parental Concerns Regarding SEND

If any parent/legal guardian has concerns or wishes to make a complaint regarding their child's Special Educational Needs these procedures should be followed:

- Raise initial concerns with the Class or Subject teacher; usually, any problem can be dealt with at this stage
- Arrange a meeting with the Class or Subject teacher
- Raise the issue with the SENDCo
- Arrange a meeting with the SENDCo - if it involves a conflict which cannot be resolved, the Head should be involved
- Arrange a meeting with the Head.

For further details of formal complaints, refer to the Complaints Procedure which is available on the school website.

Record-keeping and evaluating the success of the policy

Records are kept of the progress of SEND girls and this policy is reviewed on an annual basis to assess whether the school meets the needs of the girls with SEND. The process of review will involve the SENDCo, the SLT and the Head. A review of the policy will take into account:

- Any legislative changes
- The progress made by girls with SEND at the school
- The success of the school in including girls with SEND
- The effectiveness of SEND processes
- External inspections
- Wishes of the parents/legal guardians.



Appendix 1

Four Broad Areas of Special Educational Needs

The Special Educational Needs and Disabilities Code of Practice 2015 (SEND CoP 2015) lists four broad areas of special educational needs that are identified and supported within educational settings.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Physical and/or Sensory Needs

SEND CoP 2015 that "Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset."

Communication and Interaction

Communication and Interaction can encompass a number of needs that a child may have, including **Autistic Spectrum Disorder (ASD)**. Some communication and interaction issues that can present themselves in Autistic children include:

- difficulties understanding and using verbal and non-verbal communication.
- understanding social behaviours and expectations, which can impact on a child's ability to interact with other children and adults around them.
- a reliance on structure and routine in their life.

Communication and Interaction can also include **Speech, Language and Communication Needs (SLCN)**. Speech, Language and Communication Needs can present themselves in a variety of ways, including:

- the production of speech.
- word finding difficulties, or inability to join words together in a meaningful way.
- problems communicating through speech, for example difficulties finding the correct language to express thoughts and ideas that they are having.
- difficulties and delays in understanding or responding to verbal cues from others.
- understanding and using language in specific social situations.

Cognition and Learning

Cognition and learning can cover a range of needs. Children are identified as having cognition and learning needs if they have difficulties with literacy and numeracy (which therefore impacts their ability to access learning across the curriculum), or if their levels of attainment are significantly below age-related expectations.

Some pupils with cognition and learning needs may have a Specific Learning Difficulty (SpLD). Some examples of specific learning difficulties are:



Dyscalculia - pupils have difficulty in acquiring maths-based skills. This can be especially clear if a pupil performs well in all other subjects. Children with dyscalculia can struggle with spotting patterns, numerosity and making estimates.

Dysgraphia - is a specific learning difficulty that can affect a child's ability to express themselves through writing. Dysgraphia affects primarily fine motor skills.

Dyslexia - is a specific learning difficulty that affects the way that someone processes information. Dyslexics can present with deficits in working memory, processing speed and phonological awareness. As a result, skills such as spelling and reading can be difficult to master.

Dyspraxia - is also known as developmental coordination disorder (DCD). For children with dyspraxia fine and gross motor skills can be difficult to learn. Pupils with dyspraxia may also have poor balance, coordination, and spatial awareness, and may try and avoid certain actions like running, skipping, and hopping.

Other children identified as having Cognition and Learning Needs may have more general learning difficulties or disabilities. These are known as global difficulties and include **moderate learning difficulties (MLD)**, **severe learning difficulties (SLD)**, and **profound and multiple learning difficulties (PMLD)**.

Moderate Learning Difficulty (MLD) - children with MLD may have greater difficulty in basic literacy and numeracy. They may also have speech and language issues as well as lower levels of concentration and underdeveloped social skills.

Severe Learning Difficulty (SLD) - children with SLD are likely to need substantial support in all areas of the curriculum. Most children with SLD have other needs such as physical, sensory, communication, and interaction needs and social and emotional needs, as well as their cognition and learning needs.

Profound and Multiple Learning Difficulty (PMLD) - children with PMLD have more than one disability, the most significant of which is a profound learning disability. Having a profound learning disability and other disabilities significantly affects an individual's ability to communicate and be independent. Children with PMLD may have difficulties seeing, hearing, speaking, and moving.

Social, Emotional and Mental Emotional Health

Children with Social, Emotional, and Mental Emotional Health can display signs of this in a variety of different ways, some may have anxiety, some may be withdrawn and prefer to be alone, whilst others may be hyperactive (ADHD) or inattentive (ADD) and find it difficult to concentrate on tasks.

Sensory and/or Physical

Some examples of sensory and physical needs include:

Hearing Impairments - pupils typically require hearing aids or adaptations to their learning environment to access curriculum.

Visual Impairment - is defined as an eyesight problem that cannot be corrected with glasses, contact lenses, or surgery. The following terms may be used to describe a child with visual impairment: partially sighted, low vision, legally blind, and totally blind.



Sensory Processing Difficulties

Children with sensory processing difficulties may be sensory avoiders (dislike certain textures, are sensitive to noise, bright lights etc.) or sensory seekers (chew or fiddle with items, touch people excessively).

*Adopted from <https://www.twinkl.co.uk/teaching-wiki/four-areas-of-send>

Appendix 2

Referral Procedure

BEFORE referring the child to the SENDCo, it is your duty as a teacher to consider the following, under the government’s Special Educational Needs Code of Practice 2015 and also within our own SEND Policy.

High quality teaching, differentiated for individual pupils, is the first step in responding to those who have or may have SEND. Additional support cannot compensate for the lack of good quality teaching.

- The referee **must notify the SENDCo in writing** if they are concerned that the child they teach may be at risk of developing SEND. The referee may wish to fill in the Record of Concern to help the SENDCo ascertain the nature of the child’s difficulties. Please note that not every pupil will show difficulties in all the listed areas, however the more detail is provided the more targeted the SENDCo’s response is likely to be.
- The first response to any pupil who falls into this category will be highly targeted teaching at the area of weakness by the subject and/or class teacher with high quality differentiation and scaffolding strategies to support learning tasks and activities; these will be reflected in teacher’s planning and child’s books. Please note that limited progress and attainment and/or disruptive behaviour may not always be identified as SEND however they may be indicators that SEND is present.

*If the SENDCo deems the child’s learning need as significant, the process may be fast tracked and learning support may be offered instantaneously.

- Following this, if there is no improvement, a meeting will be held to review teaching practice and next steps will be agreed on.

Record of Concern			
Childs name:	Class:		
Child referred by:	Date:		
Standardised test results:			
Listening and Attention			
Can the child:	Yes	No	Sometimes
• follow simple instructions			
• follow multistep instructions			
• work independently			
• stay on task for prolonged periods of time without prompting			
• recall taught material with ease			
• apply taught skills into their learning			
• listen attentively in class/assembly etc.			
• follow class discussions and contribute			
Does the child:			
• frequently ask for repetition of instructions or says ‘what’, ‘pardon’ etc.			
• not always respond to their name			
• perform better in a quieter environment			
Additional comments:			



Speaking			
	Yes	No	Sometimes
Do you understand what the child says?			
Does the child:			
<ul style="list-style-type: none"> mispronounce sounds or words (find it hard to repeat polysyllabic words) 			
<ul style="list-style-type: none"> muddles up words in sentences 			
<ul style="list-style-type: none"> overuse fillers such as 'um' 'thingy' 'this thing' 			
<ul style="list-style-type: none"> respond appropriately in relation to audience adult vs child 			
<ul style="list-style-type: none"> speak with appropriate volume e.g., is their speech unusually loud 			
<ul style="list-style-type: none"> misinterprets what is being said 			
<ul style="list-style-type: none"> dominate conversations/play 			
<ul style="list-style-type: none"> stutter 			
Additional comments:			
Reading			
	Yes	No	Sometimes
Can the child detect rhyme?			
Can the child divide words into syllables?			
Does the child:			
<ul style="list-style-type: none"> know phonics/sounds 			
<ul style="list-style-type: none"> lose their place when reading 			
<ul style="list-style-type: none"> misread or mispronounce words 			
<ul style="list-style-type: none"> muddle up visually similar words 			
<ul style="list-style-type: none"> appear to understand what they have read 			
<ul style="list-style-type: none"> seem to be anxious about reading in front of their classmates 			
Do you consider the child a reluctant reader?			
Additional comments:			
Writing			
	Yes	No	Sometimes
<ul style="list-style-type: none"> Do they appear reluctant to write? 			
<ul style="list-style-type: none"> Are there difficulties with creativity? 			
<ul style="list-style-type: none"> Are there difficulties with logical structure? 			
<ul style="list-style-type: none"> Do the sentences make sense? 			
<ul style="list-style-type: none"> Are there problems with punctuation? 			
<ul style="list-style-type: none"> Does the length of the written pieces reflect their true ability? 			
Additional comments:			
Spelling			
	Yes	No	Sometimes
Does the child show any of the following:			
<ul style="list-style-type: none"> mixed up letter order in words e.g., 'pasgehetti' with 'spaghetti' 			
<ul style="list-style-type: none"> words spelled phonetically 			
<ul style="list-style-type: none"> the same words spelled in a few different ways 			
<ul style="list-style-type: none"> reversed letters 'b' for 'd', 'p' for 'q' or words on/no, saw/was 			
<ul style="list-style-type: none"> common simple words e.g., high frequency words spelled incorrectly 			
Additional comments:			
Fine and gross motor skills/sensory processing			
Is the child left or right handed?			
Does the child:	Yes	No	Sometimes
<ul style="list-style-type: none"> hold the pencil correctly 			



• form letters correctly			
• copy work from the board correctly			
• colour within the lines			
• find using a ruler/scissors difficult			
• find laying out their work in books challenging			
• take longer to complete tasks			
• find tying shoelaces difficult			
• struggle to change for PE			
• lack coordination			
• lack organizational skills			
Is overly sensitive to touch/noise/smell?			
Additional comments:			
Numeracy			
Does the child have any difficulty with:	Yes	No	Sometimes
• telling the time			
• accuracy of calculations			
• drawing diagrams/shapes accurately			
• remembering procedures/methods			
• mental math			
• the language of math			
• setting out work			
Behaviour			
Does the child:	Yes	No	Sometimes
• avoid completing specific tasks e.g., writing/reading, group/pair work			
• shows 'avoiding techniques' e.g., goes to the toilet, refills water bottle, talks off topic			
• perform repetitive movements, such as flapping their hands or rocking their body			
• avoid eye contact			
• like a strict daily routine and get very upset if it changes			
• have difficulties moving from one task to another			
• have difficulties making friends or prefer to play on their own			
• find it hard to express how they feel			
• find it hard to understand what other people may be feeling and why			
• have a very literal understanding of the language and don't understand sarcasm/jokes			
• display a keen interest in certain areas of learning e.g., obsessively talk about trains			
Is frequently absent from school?			
Is there a pattern of absences?			
Does the behaviour impact on their learning?			
What are the child's strengths?			
What is their confidence/self-esteem like?			
What is their attitude towards school?			
Additional comments:			
Strategies used so far: (OVER and ABOVE that of normal classroom teaching and expectations)			



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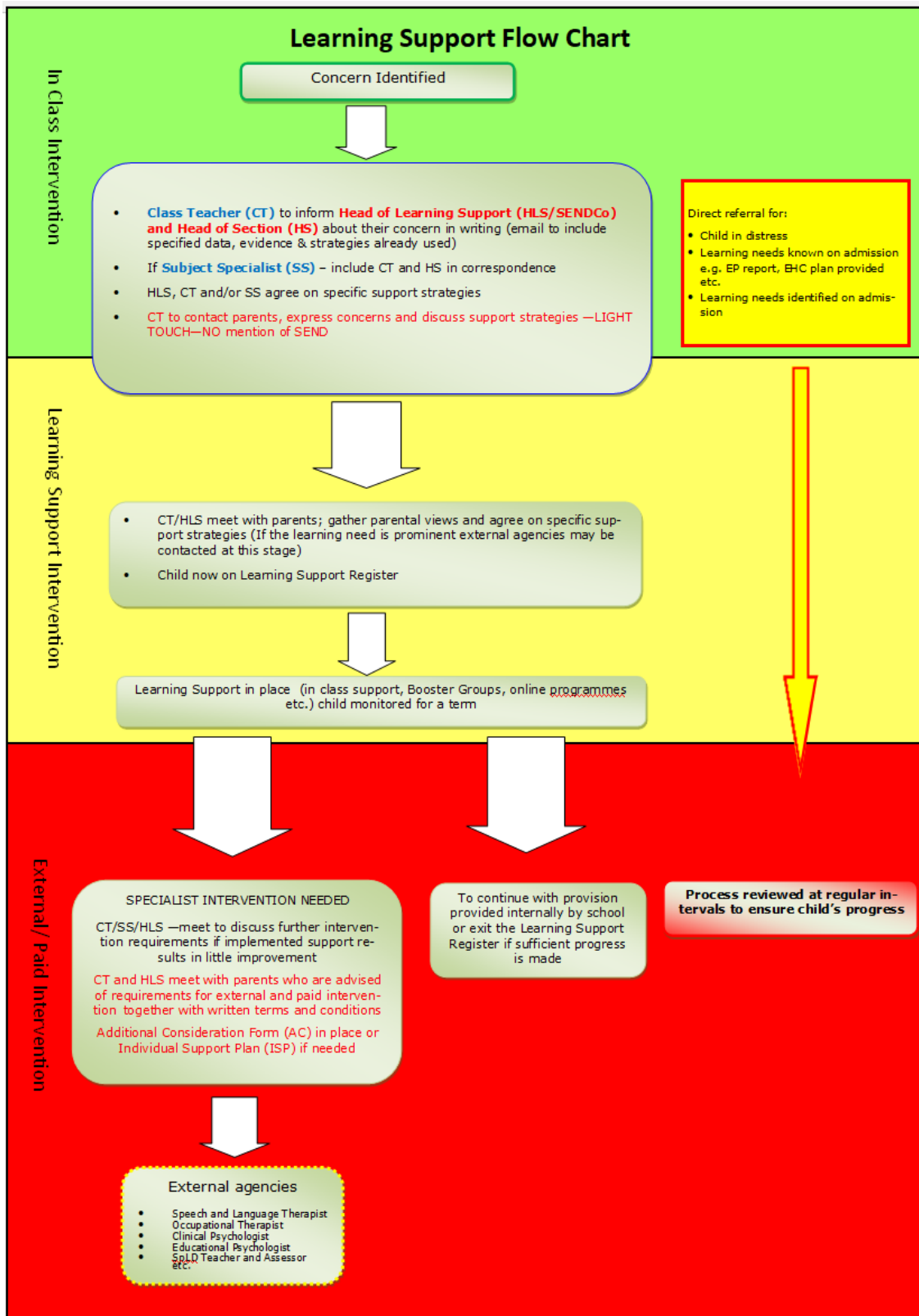


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Parental involvement: (please share notes from meetings with parents where you explained the difficulties that the child has)

Appendix 3

Learning Support Flowchart





Appendix 4

SEND Support Framework

N.B. Staff shown in italics are those external to the school. Parents/carers would be invited to make their own arrangements for these services in discussion and collaboration with the school.

The "Possible Indicators" section lists some, but not all, indicators of various learning needs. Similarly, the "Possible Pupil Support Strategies" section lists some, but not all, support strategies that may help a child. Please note that the school sees all children with SEND as individuals, and the support provided is always tailored to each child's specific needs.

1. Communication and Interaction

Level	Possible Indicators		Possible Pupil Support	Staff Involved
	SLCN	ASD/PDD		
In-Class Intervention Level	<ul style="list-style-type: none"> Minor difficulties with social inference Minor receptive or expressive language irregularities/difficulties Minor difficulties following instructions 	<ul style="list-style-type: none"> Enjoys structure/routine Requires some guidance when there is change in routine or familiarity Generally, attends well-structured lessons, follows teacher's instruction May need support during group tasks and less structured activities Has a couple of friends with whom plays regularly 	<ul style="list-style-type: none"> Support from class teacher using high-quality differentiated tasks and visual/concrete materials Noted on planning Support in class Additional resources implemented e.g. visual timetable; Now/Next chart etc. Monitoring of patterns of difficulties 	<ul style="list-style-type: none"> Class teacher TAs
Internal Learning Support Intervention Level with support from external agencies	<ul style="list-style-type: none"> Regular/noticeable difficulties with social inference Frequent receptive or expressive language difficulties e.g. word finding difficulties Noticeable pronunciation irregularities Unable to follow a 2 or 3-part instruction Needs support to meet the curriculum demands 	<ul style="list-style-type: none"> Difficulties settling in new class environment Agitated, upset by change in routine Noticeable difficulties with social interaction, affecting behaviour Struggles to regulate emotions Struggles to follow whole class instructions and needs to be addressed directly May be socially withdrawn / vulnerable May require support to meet curriculum demands 	<ul style="list-style-type: none"> Head of Learning Support informed in writing Additional in and/or out-of-school support implemented Specialist Assessment recommended and/or completed Access Arrangements (for tests and exams if applicable) Additional resources implemented e.g. visual timetable; Now/Next chart, Social Stories etc. 	<ul style="list-style-type: none"> Class teacher TAs Head of Learning Support Learning Support Department <i>External Agencies e.g. Educational Psychologist, Speech and Language Therapist, etc.</i>
Internal and External Support	<ul style="list-style-type: none"> Has diagnosis of DLD Speech is intelligible 	<ul style="list-style-type: none"> Has diagnosis of ASD or PDD 	<ul style="list-style-type: none"> Additional in and/or out of school support implemented 	<ul style="list-style-type: none"> Class teacher



Intervention Level	<ul style="list-style-type: none"> • Receptive and/or expressive vocabulary is a barrier to accessing curriculum and communication with peers • Requires adult support in most areas of the curriculum to access learning 	<ul style="list-style-type: none"> • Has significant difficulty functioning independently in the classroom and requires adult support in most areas of the curriculum to access learning • Is unable to follow whole class instructions • Significantly misjudges social situations • Extreme levels of anxiety in response to change in routine 	<ul style="list-style-type: none"> • Access Arrangements (for tests and exams if applicable) • Additional resources implemented e.g. visual timetable; Now/Next chart, social stories etc. • EHCP consideration made/or implemented 	<ul style="list-style-type: none"> • Head of Learning Support • Learning Support Department • TAs • <i>External Agencies</i> • <i>Local Authority</i>
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SLCN - Speech and Language Communication Needs; ASD = Autistic Spectrum Disorder; PDD – Pervasive Developmental Language Disorder

2. Cognition and Learning

Level	Possible Indicators – Standardised Assessment Outcomes reported in Standardised Scores (SS)					Possible Pupil Support	Staff Involved
	Non-verbal	Verbal	Reading	Spelling	Numeracy		
In-Class Intervention Level	95 - 99	95 - 99	95 - 99	3 months below expected level	95 - 99	<ul style="list-style-type: none"> • Support from class teacher using high-quality differentiated tasks and visual/concrete materials • Noted on planning • In-class support • Booster Group if space available 	<ul style="list-style-type: none"> • Class teacher • TA
Internal Learning Support Intervention Level with support from external agencies	85-90	85-90	85-90	6 months below expected level	85-90	<ul style="list-style-type: none"> • Head of Learning Support informed in writing • Intervention group support either in or/and out of class • Booster Groups • Specialist Assessment recommended if underlying need suspected • Access Arrangements (for tests and exams) 	<ul style="list-style-type: none"> • Class teacher • TA • Head of Learning Support • Learning Support Department • <i>External Agencies</i>
Internal and External Support Intervention Level	≤ 80-84	≤ 80-84	≤ 80-84	9 – 12 months below expected level	≤ 80-84	<ul style="list-style-type: none"> • Intervention group support either in or/and out of class • Booster Groups • Specialist Assessment recommended if underlying need suspected • Access Arrangements (for tests and exams) • EHCP considerations 	<ul style="list-style-type: none"> • Class teacher • TA • Head of Learning Support • Learning Support Department



						<ul style="list-style-type: none"> • LSA consideration • Joint enrolment at specialist provision e.g. specialist tuition 	<ul style="list-style-type: none"> • <i>External Agencies</i> • <i>Local Authority</i>
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3. Social Emotional and Mental Health

Level	Possible Indicators	Possible Pupil Support	Staff Involved
In-Class Intervention Level	<ul style="list-style-type: none"> • Homework not completed • Frequent absences from school • Disengagement in 2 or more subjects • Withdrawn / behaviour issues • Change of behaviour • Troubled friendships • Unexpected change in appearance • Poor self-esteem • Anxiety • Attention, and concentration difficulties • Fidgety • Impulsiveness • Attainment and progress lower than expected • Disorganized 	<ul style="list-style-type: none"> • Attendance monitoring – contact parents • Class teacher / LA to talk to child • Give pupil roles of responsibility to improve self-esteem • Buddy system • Zones of Regulation • Nurture Club • Wobble cushion • Movement breaks • Therabands • Noise Cancelling Headphones • Fidget toy 	<ul style="list-style-type: none"> • Class teacher • TAs
Internal Learning Support Intervention Level with support from external agencies	<ul style="list-style-type: none"> • Persistent absence • Disengagement in 3 or 4 subjects • Significantly withdrawn / behaviour issues • Very troubled friendships • Poor self-esteem • Extreme anxiety • Academic achievement and progress are not reflective of underlying ability • Attention and concentration difficulties impact access to the curriculum • Excessive physical movement and/or talking disruptive to class • Requires support to organize possessions and with time keeping 	<ul style="list-style-type: none"> • Attendance monitoring – contact parents • Head of Learning Support informed in writing • In-school mentoring sessions • Nurture Club • Clear personalized reward chart • Significant responsibility within class • Wobble cushion • Movement breaks • Therabands • Noise Cancelling Headphones • Fidget toy • EHCP considerations 	<ul style="list-style-type: none"> • Class Teacher • Head of Learning Support • Deputy Head Pastoral • TAs • <i>External Agencies</i>
Internal and External Support Intervention Level	<ul style="list-style-type: none"> • School refusal • Attendance is extremely patchy, rare • Rarely on-target in class • Academic achievement is extremely poor • Progress is limited, if at all • Very poor self-esteem • Little or no sense of danger • Behaviour is significantly impacting on learning for the individual and the class 	<ul style="list-style-type: none"> • Attendance monitoring – Headmistress to contact parents • Specialists' support out of school • In school mentoring sessions • EHCP consideration or already in place 	<ul style="list-style-type: none"> • Headmistress • Head of Pastoral • Head of Learning Support • Class Teacher • TAs • <i>Local Authority</i> • <i>Social services</i> • <i>CAMHs, Paediatrician etc.</i>



4. Sensory and/or Physical

Level	Possible indicators				Possible support	Staff
	Visual	Hearing	Physical	Sensory		
In-Class Intervention Level	<ul style="list-style-type: none"> Visual difficulties that cannot be corrected by glasses Occasional Fatigue 	<ul style="list-style-type: none"> Mild hearing loss 	<ul style="list-style-type: none"> Fatigue Hypermobility Syndrome Other illnesses impacting physical well-being of the child 	<ul style="list-style-type: none"> Upset by loud noises, touch, texture of clothing and food etc. Difficulties sitting still 	<ul style="list-style-type: none"> Head of Learning Support informed in writing Consider seating position in class Wobble cushion Movement breaks Therabands Noise-cancelling headphones Writing slope Electronic device to support learning Modifications to school uniform Modification to school meals Risk Assessment in place if needed 	<ul style="list-style-type: none"> Class teacher TAs Head of Learning Support Health and Safety Officer
Internal Learning Support Intervention Level with support from external agencies	<ul style="list-style-type: none"> Frustration with work Low reading speeding Poor handwriting and/or writing speed Frequent fatigue 	<ul style="list-style-type: none"> Mild hearing loss Difficulty with attention and /or concentration 	<ul style="list-style-type: none"> Poor writing speed Generally, takes longer to complete tasks Fatigues easily Poor fine motor skills Poor gross motor skills Incorrect pencil grip 	<ul style="list-style-type: none"> Has difficulties locating their body in space Limited attention and concentration Easily overwhelmed by external stimuli 	<ul style="list-style-type: none"> Learning Support in and/or out of class EHCP considerations Risk Assessment in place 	<ul style="list-style-type: none"> Head of Learning Support Health and Safety Officer Class Teacher TAs External Providers
Internal and External Support Intervention Level	<ul style="list-style-type: none"> Registered as partially sighted Spatial and perception difficulties Coordination difficulties 	<ul style="list-style-type: none"> Moderate to profound hearing loss Use of hearing aids 	<ul style="list-style-type: none"> Student specific e.g. diagnosed with physical disability Needs significant support in many areas of the curriculum 	<ul style="list-style-type: none"> Unable to focus for a sustained period Unable to tolerate some textures in food and clothes Body moving constantly 	<ul style="list-style-type: none"> Specialists' advice provided and implemented Specialist Support implemented EHCP in place Risk Assessment in place 	<ul style="list-style-type: none"> Head of Learning Support Health and Safety Officer Class Teacher TAs



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				<ul style="list-style-type: none">• Unable to access curriculum without adult support		<ul style="list-style-type: none">• <i>Local Authority</i>• <i>External Services</i>
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Appendix 5

Useful Contacts and Organisations

The following list offers examples of professional bodies and organisations that are able to provide support and training pertaining to the four areas of SEND needs.

The Local Offer provides children and young people with special educational needs or disabilities, and their families, information about what support services the local authority think will be available in their local area.	https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0
The National Association for Special Educational Needs (NASEN) is a charitable membership organisation that supports those working with, and for, children and young people with SEND and learning differences.	https://www.nasen.org.uk/
The British Dyslexia Association provides information and advice to families, professionals and dyslexic individuals. The website also includes information about Dyscalculia.	https://www.bdadyslexia.org.uk/about/about-the-british-dyslexia-association
Although mainly aimed at professionals working with children with SpLD, PATOSS often offers training to parents/carers of dyslexic children.	https://www.patoss-dyslexia.org/
Dyspraxia Foundation provides support to families, professionals and individuals who have dyspraxia.	https://dyspraxiafoundation.org.uk/
National Autistic Society provides support, guidance and advice, as well as campaigns for improved rights, services and opportunities to help create a society that works for autistic people.	https://www.autism.org.uk/
National Deaf Children's Society provides information and support to families whose children have hearing impediment.	https://www.ndcs.org.uk/about-us/
Royal National Institute for the Blind (RINB) offers help and support for blind and partially sighted people.	https://www.rnib.org.uk/about-us
The ADHD Foundation offers a strength-based, lifespan service for those who have ADHD, Autism, Dyslexia, Dyspraxia, Dyscalculia and Tourette's syndrome.	https://www.adhdfoundation.org.uk/about-us/
Young Minds offers advice and guidance to parents/legal guardians who are concerned about their child's mental health.	https://www.youngminds.org.uk/
Star Institute is an American organisation providing information, support and training about sensory health.	https://sensoryhealth.org/basic/understanding-sensory-processing-disorder