SEND Policy
2023-2024

MORE
HOUSE
SCHOOL

KNIGHTSBRIDGE

Contents

Aims

At More House School we aim to cultivate inspiring and successful young women by fostering Commitment, Integrity and Compassion.

- Promote an ethos of spiritual development, humility and self-awareness, founded on the Catholic Faith but relevant to those who adhere to other faiths and beliefs.

- Engender a culture of intellectual curiosity both inside and outside of the classroom and pride in individual and collective achievement.

- Provide for the social and emotional wellbeing and development of pupils and staff through tolerance, justice and openness in an environment where all are equally valued and where individual rights and dignity are respected.

- Embrace the philosophy of Global Citizenship by developing an awareness and understanding of whole world sensitivities and the importance of living sustainably.

These aims are delivered through the curriculum and through the wide variety of co-curricular activities and trips. It is our aim to ensure that every pupil has the support to benefit from all that is available in School. Parents and pupils will be involved, where practicable, in decisions affecting future provision.

More House School aims to embrace the needs of all students, and has a whole-school approach to special educational needs and disabilities (SEND). We provide effective opportunities for all students, by responding to students' diverse learning needs, setting suitable learning challenges and overcoming barriers to learning.

All teachers teach students with SEND, and differentiation takes place within the classroom as part of high quality teaching. We aim to ensure that parents of SEND pupils are kept fully informed of their daughter's progress and attainment.

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out Schools' responsibilities for pupils with SEN and disabilities

- The Special Educational Needs and Disability Regulations 2014, which set out Schools' responsibilities for education, health and care (EHC) plans and SEN co-ordinators (SENCOs)

We also refer to statutory guidance contained in the; **Joint Council for Qualifications' Adjustments for candidates with disabilities and learning difficulties, Access Arrangements and Reasonable Adjustments**, **The Independent Schools' Inspectorate (ISI) Handbook for the Inspection of Schools (September 2019)** as well as our own Admissions and Curriculum policies.

Principles

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age; or

- 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.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

We escalate and involve experts as needed, to ensure progress as part of a graduated response, in line with the SEND Code of Practice:

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

We follow DfE guidance when we review progress, update targets, and define, manage and map special provision:

https://www.gov.uk/children-with-special-educational-needs

More House School will have due regard for the Special Needs Code of Practice, when carrying out its duties towards pupils with special educational needs, and ensure parents are notified when SEND provision is being made for their daughter.

Roles and Responsibilities

Our SEND provision is coordinated by:

- the **SENCO / Head of the Department** ("HOD"), who is a **Chartered Psychologist** and **AMBDA-qualified**;

The team SEND team comprises a:

- A **Learning Support Teacher** - a specialist dyslexia teacher who provides numeracy, literacy & wider support to pupils;

- A **Speech & Language Therapist (SaLT)**, trained in Cognitive Behavioural Therapy (CBT) - who focuses on supporting pupils with social communication & anxiety;

- Two **Teaching Assistants** - each allocated to provide individual classroom support to pupils with an EHCP.

The School also draws upon support from external practitioners as needed, for example, occupational therapists (OT), paediatricians, psychiatrists, psychotherapists. External assessments & follow-up care and support for a range of SEND can be arranged including, for example, Autism Spectrum Disorder (ASD), Developmental Coordination Disorder (DCD) as well as Social Emotional & Mental Health (SEMH) difficulties.

The SENCO and Learning Support Teacher are qualified assessors for Access Arrangements for public examinations, which are typically administered in-house. The SENCO and SaLT are able to undertake full diagnostic assessments.

The Department for Learning Support

The Department's role is to assist the Staff in ensuring the day-to-day operation of the School's SEND policy. The Department will be responsible for:
- liaising with and advising teachers on teaching strategies, where relevant;
- advising on possible learning difficulties in individuals;
- liaising, where relevant, with the Head on potential SEND pupils entering the School;
- maintaining records on all pupils with SEND that are receiving learning support in School, including maintaining the SEND Register;
- liaising, under the direction of the Head, with parents of children with SEND;
- contributing to the in-service training of staff;
- liaising with external agencies where appropriate, including conducting the Annual Reviews of those pupils who have formal Statements of Special Educational Needs or EHC plans under the New Code of Practice;
- maintaining Provision Plans for those pupils who have diagnosed Specific Learning Difficulties, as part of the monitoring process; and
- liaising with any specialists who may be involved in the educational provision of the pupil concerned, e.g. CAMHS or medical practitioners.

SEND information & classroom strategies are shared with staff on the School information management system (iSAMS):

Individual Education Plans (IEPs) are produced for pupils with examination access arrangements and include:
- History of need;
- Strategies / interventions used;
- Reasonable adjustments;
- Records of psychological assessments.

Resources and methodology

All staff recognise the importance of planning their lessons, in ways that will encourage the participation and learning of all pupils, and thus providing materials which are accessible to all pupils. Differentiation by support and by outcome, are used as effective tools of support, to ensure success.

All Staff will attend CPD that helps them to develop the skills needed to adopt differentiated teaching strategies when working with SEND pupils. Training is also provided as part of whole-School CPD. The Learning Support Department also provides staff with support materials where appropriate.

All staff are responsible for:
- The progress and development of every pupil in their class;
- Working with the Learning Support Department and / or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENCO to review each pupil's progress and development; and
- Ensuring they follow this SEND policy.

Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND. It is More House School's policy to view the performance of candidates with SEND in the light of their learning needs and the School's ability to meet them. Needs are always considered holistically.

Entry into Year 7 (11+)
- More House School is part of [The London 11+ Consortium](#) and thus operates an admissions process which is coordinated with all the other members of the Consortium.
- All prospective Year 7 pupils sit the 11+ online Common Entrance Test which they can choose to complete either at their own school (if this is offered) or at More House School. They are also invited to attend a Selection Day at More House School.
- A Registration Form and Entrance Test Form are filled out and parents are asked to inform the School whether their daughter qualifies for extra time or rest breaks, at this stage.
- If a pupil has an identified Special Educational Need or Disability, the family are contacted by our SENCO following registration, in order to discuss the level of support required.
- Special access arrangements, such as additional time or rest breaks, are agreed on the grounds of evidence available, which may include recommendations of the candidate's existing school, an Educational Psychologist's report, or the Learning Support Department's own assessments.

Entry into Years 8-10
- Although the main entry to the School is Year 7, occasional vacancies occur for Years 8 to 10.
- Admission is through an interview with the Head and Deputy Head Academic, a CAT cognitive reasoning test, and a reference from the pupil's present school.
- If a pupil has an identified Special Educational Need or Disability, the family are contacted by our SENCO following registration, in order to discuss the level of support required.

Entry into Year 12
- We welcome applications from Year 11 pupils to join our exciting Sixth Form.
- Admission is through an interview with the Head, a reference from the pupil's current school and satisfactory predicted grades in order to meet the criteria outlined in our Sixth Form Information Booklet.
- If a pupil has an identified Special Educational Need or Disability, the family are contacted by our SENCO following registration, in order to discuss the level of support required.

Identification, assessment and provision

Some pupils with SEND will have had formal assessments or diagnoses at primary school.

The Learning Support Department works where possible with primary/preparatory feeder schools, to liaise with them to help identify pupils with special needs who will be coming to **More House School.**

In some cases, a pupil without previously identified SEND will not make adequate progress, or teachers may consult the Learning Support Department about other concerns. In this instance a referral will be made to the Head of Learning Support. Following this, a consultation process will be held within the Department. If necessary, this may be

followed by a final consultation between The Deputy Head Academic, Deputy Head Pastoral and the Head of Department to ensure that the correct support is assigned to the pupil.

The Learning Support Department will arrange monitoring, assessment and observation as needed, and if appropriate will arrange for further testing or referrals. It is recognised that there may be other factors apart from SEND, which cause under-achievement in pupils, and the School aims to differentiate between pupils with/without SEND. The Department will work closely with pupils, pastoral staff and parents to identify causes for under-achieving and ways to overcome them.

The School uses a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into classes. Every effort is made to ensure that they have full access to the School Curriculum, and are integrated into all aspects of School life. The SEND Code of Practice makes it clear that in practical terms, all teachers are teachers of pupils with special needs.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the Learning Support Department, will ensure that those pupils requiring different or additional support are identified at as early a stage as possible. If a pupil is not making expected progress, this may be seen as a significant factor in considering the need for SEND provision. This progress could include:

- narrowing the attainment gap between pupil and peers;
- preventing the attainment gap widening;
- identifying the pupil's historical rate of progress; and
- participating in the full curriculum.

The methods by which identification of pupils with SEND occurs may include any or all of the following:

- prior information from previous school, parents or educational psychologists;
- scores in the MiDYiS tests (tests of underlying ability, administered in Year7);
- Entrance Examination results;
- evidence obtained by teacher observation/assessment;
- screening tests administered by the Learning Support Department; and
- assessment for Reading and Maths for pupils joining the School.

On entry to More House School each pupil's attainment is assessed, in order to ensure continuity of learning from Preparatory/Primary school, or transfer from another Secondary school.

For a pupil with identified SEND, the Head of Learning Support and other relevant members of staff, use all available information to shape the pupil's curriculum and pastoral provision.

Parents are informed of progress via School Reports, the Form Teacher, Learning Support Teacher, Head, or Parents' Evenings, as appropriate.

Some pupils receiving support have a formal diagnosis of a Specific Learning Difficulty. These pupils may be entitled to access arrangements in public examinations, depending on assessment outcomes in Year 9.

The School database system indicates which pupils have a diagnosed learning difficulty, and indicates who may be either receiving support (which may be ongoing, or for just a short period of time) or who may be monitored to assess progress. It indicates which pupils have received support in the School at some point, but who may not need Learning Support at the present time.

The Learning Support Department may offer support for short periods of time, usually in Year 7 and 8, or for late joiners or EAL pupils, to help pupils catch up or consolidate learning. These pupils are not all SEND pupils but may need some additional help for a short period.

The main methods of special provision in School are:
- Quality First Teaching in classes, with additional help and support by subject teachers through the appropriate type of differentiation;
- Periods of withdrawal to work with a Learning Support Teacher and/or Speech and Language Therapist either on a 1:1 or small group basis. These may be weekly or fortnightly;
- In-class support by the Teaching Assistant (e.g. for a pupil with an EHCP);
- 'Check in' sessions with the Learning Support Department on a monthly or half-termly basis;
- Support from specialists both inside and outside School. This is recommended for a pupil who has been receiving specialist support prior to joining More House, at least for a period until the pupil has settled into the School;
- Stream-lining the timetable of individual pupils if necessary;
- Offering alternative study routes such as activity-based learning; and
- The use of interventions such as Lexia (for a range of literacy difficulties) which can entail a combination of online and face-to-face support, depending on need.

It is expected that the level of provision will change as the pupil progresses through the School. Regular assessment, discussions with the pupil and the observations of teachers, help inform the level of provision which is deemed necessary. The cycle of assess, plan, do, review, as recommended in the SEN Code of practice will be followed to plan the pupil's needs and track progress.

Pupils with specialist physical needs

The range of physical needs which the School can accommodate is limited by the physical nature of the building. The School has a commitment to being as inclusive as possible and thus will always make reasonable adjustments where possible.

Some adjustments to the building to support specialist needs have been made where this is possible. Many of the main teaching areas have been equipped with hearing loops for example, and the School has been adjusted to suit the needs of some visually impaired pupils. The School also has access to specialists, such as the consultant OT, to provide physical therapy.

Laptop (Word Processor) Usage

The School Policy is found within **Appendix 1.**

Where handwriting difficulties impact on learning, a laptop may be used.

Homework may be word processed by any pupil, with the subject teachers' permission. In all cases this work must be printed out and fixed into the class book for marking.

We recognise that some pupils benefit from developing touch-typing skills, and so this is offered as part of the IT syllabus. We encourage pupils to develop touch typing skills at home and there are many free online programmes available to support this.

English as an Additional Language (EAL)

Pupils may be given support lessons or interventions where necessary. Provision may be based on evidence from Entrance Examinations (e.g. CAT tests), interview, recommendations from previous schools, and feedback from teaching staff. Teachers track progress closely across all subjects to assess their needs. Teachers may then refer pupils to the Learning Support Department if there are concerns about progress. Interventions such as Lexia may be used. EAL pupils who join the School late may receive Learning Support instead of studying a Modern Foreign Language (MFL). These pupils may take an additional GCSE or GCE in their own language, where appropriate. Pupils who do not have English as a first language are not regarded as having special educational needs, unless there is formal diagnosis of SEND (e.g. from an Educational Psychologist).

Access arrangements for in School exams and public examinations

Pupils joining the School with a formal diagnosis of a learning difficulty may be eligible for examination access arrangements, depending on their individual needs. Reasonable adjustments may include, for example: extra time supervised rest breaks, laptop used.

It is not always practical to have additional time allowed in all term-time assessments, though staff will always be aware of the pupil's difficulties.

In Year 9, pupils with an existing, formal diagnosis will typically have an in-house assessment to determine if they meet the criteria for examination access arrangements in public examinations. However, external assessments may sometimes be recommended by the SENCO. Examination access arrangements for public examinations will usually apply to examinations taken in Year 10, Year 11 and in the Sixth Form, providing that the need for these continues.

If extra time is not wanted or used in exams (usually noted by invigilators and subject teachers) the additional time will not be granted in public exams. Other pupils who may not have a formal diagnosis of a learning difficulty, may also be assessed at the discretion of the Learning Support Department, following a request from parents or a pupil. This must be fully supported by all teachers of the pupil.

Parents/ carers will be informed by letter or email of extra time arrangements, if any, for their daughters and formal permission will be sought prior to any formal assessment.

From Year 9 upwards, any externally commissioned reports may be helpful in providing insight into pupils' needs,but are not themselves used by the School for decision making, where JCQ access arrangements are concerned.

More House School adheres to JCQ recommendations of using in-house assessments, as a result of evidence of 'history of need', a 'history of consistent support' in the School and teachers' recommendations. Examination access arrangements at Primary School do not automatically result in the same arrangements at Secondary School.

Partnership with parents and carers

More House School emphasises the importance of involving pupils and developing a partnership with parents and carers in order to plan provision and review progress. Involvement might include:

- Discussions with teachers, pastoral staff, Deputy Head Academic and the SENCO;
- Input to provision-planning;
- Sharing details of external reports and assessments; and
- Participation in reviews and parents'/carers' meetings.

Parents and carers of pupils with a formal EHC plan are invited to attend an Annual Review Meeting and to be actively involved in the review process, including the agreeing of targets.

Monitoring and evaluation

This SEND policy is reviewed annually; next date for review July 2024

Appendix 1: Word Processor Policy

Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, early in the autumn term, on the publication of updated JCQ regulations and guidance contained in the publications <u>Access Arrangements and Reasonable Adjustments</u> and <u>Instructions for conducting examinations.</u>

References to 'AA' relate to JCQ *Access Arrangements and Reasonable Adjustments* and 'ICE' to JCQ *Instructions for conducting examinations*.

Principles for using a word processor

More House School complies with AA section 5.8 regulations as follows:

AA 5.8.1 [and ICE Section 14.2] Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre. For example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand. (This also extends to the use of electronic braillers and tablets.)

AA 5.8.2 The use of word processors in non-examination assessment components will be considered standard practice unless prohibited by the specification.

AA 5.8.3 It is permissible for a candidate using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and hand-write shorter answers. NB Examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and computer screen.

AA5.8.4 For the regulations on the use of word processors in written examinations, please see the JCQ publication Instructions for conducting examinations (commonly known as the JCQ 'ICE' booklet):
http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations
An awarding body may require a word processor cover sheet to be completed. A word processor cannot simply be granted to a candidate because she now wants to type rather than write in examinations or can work faster on a keyboard, or because she uses a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre (for example, used in class, tests, key assessment points & homework).

Examples of the types of candidates who would benefit from the use of a word process are those with:

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly;
- a medical condition;
- a physical disability;
- a sensory impairment;
- planning and organisational problems when writing by hand; and
- poor handwriting.

This list is not exhaustive.

Word processors (computers, laptops and tablets)

More House School complies with ICE Section 14 by applying the following:

ICE 14.21 Tablets are designed to run for a long period of time once fully charged. Their purpose is to be 'free-standing'. The battery capacity of a laptop or a tablet must be checked before the candidate's examination(s). The centre must ensure that the battery is sufficiently charged for the entire duration of the examination. The use of a fully charged laptop or tablet will allow a centre to seat a candidate within the main examination hall without the need for separate invigilation and power points.

ICE 14.22 Candidates must be reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer: e.g. 12345/8001 – 6391/01.If a candidate is using the software application Notepad or Wordpad these do not allow for the insertion of a header or footer. In such circumstances once the candidate has completed the examination and printed off his/her typed script, he/she must handwrite their details as a header or footer. The candidate must be supervised to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way.

ICE 14.23 Each page of the typed script must be numbered, e.g. page 1 of 6.

ICE 14.24 Invigilators must remind candidates to save their work at regular intervals. Alternatively, an IT technician can set up 'autosave' on each laptop/tablet. This way, if there is a complication or technical issue, the candidate's work is not lost.

Advice: Candidates should use a minimum of 12pt font and double spacing in order to assist examiners when marking.

ICE 14.25 A word processor:

a) must be used as a typewriter, not as a database, although standard formatting software is acceptable;
b) must have been cleared of any previously stored data, as must any portable storage medium used. An unauthorised memory stick must not be used by a candidate. Where required, the centre must provide a memory stick to the candidate, which is cleared of any previously stored data;
c) must be in good working order at the time of the examination;
d) must be accommodated in such a way that other candidates are not disturbed and cannot read the screen. Where a candidate using a word processor is accommodated in another room, a separate invigilator will be required;
e) must either be connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium. This must be done after the examination is over. The candidate must be present to verify that the work printed is his or her own. Word processed scripts must be attached to any answer booklet which contains some of the answers;
f) must be used to produce scripts under secure conditions, otherwise they may be refused;
g) must not be used to perform skills which are being assessed;
h) must not be connected to an intranet or any other means of communication;
i) must not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc;
j) must not include graphic packages or computer aided design software unless permission has been given to use these;
k) must not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking;
l) must not include speech recognition technology unless the candidate has permission to use a scribe or relevant software; and
m) must not be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

Accommodating word processors in examinations

The use of word processors are internally accommodated in the following manner:
- Where agreed with the SENCO and Subject Heads. Appropriate word processors will be discussed with the individual pupil.

Invigilation arrangements relating to the use of word processors include the following:
- In internal examinations where the pupil has agreed the use as above.

Other arrangements relating to the use of word processors includes:
- In class and group work where the pupil has agreed the use with the SENCO.