

Special Needs Policy – B4

1. Introduction

The School is selective for children joining from Year 3 and above and we welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of Fulham School.

In order to be offered a place, children must have reached the required standard in the Schools' admission process. The School will take all reasonable steps to support pupils with special educational needs and learning difficulties.

We advise parents of children with special educational needs or learning difficulties, to advise us of their child's requirements before he or she sits our assessment papers so that we can make adequate provision for him or her during the admission process. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example, for extra time or other special arrangements. The School will consult with parents about adjustments that may reasonably be made during the admission process and later as a pupil, to optimise the pupil's participation in the curriculum and other aspects of school life.

This policy describes the procedures and systems established in order to provide an inclusive education for pupils with special educational needs and learning difficulties.

2. Aims of our SEN provision

- To recognise and support the needs of our pupils with special educational needs and learning difficulties.
- To promote active learning and to develop our pupils' engagement in and enjoyment of their studies.
- To enhance pupils' self-esteem and enable them to achieve their full potential

3. Learning difficulties defined

A child is defined as having a learning difficulty if:

- a) He or she has significantly greater difficulty in learning than the majority of pupils of the same age.
- b) He or she has a disability preventing or hindering him or her from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (if the pupil has a disability, please refer to the School's Disability Policy which is available on the website).

We identify four areas of need:

- a) Cognition and Learning Needs – including specific learning difficulties (SpLD) such as dyslexia, dyspraxia and Dyscalculia.
- b) Behavioural, Emotional, Social development needs and Mental Health
- c) Communication and Interaction needs, including autistic spectrum disorder
- d) Sensory and /or Physical/ medical needs, including visual or hearing impairment as well as epilepsy, bowel disorders, diabetes etc.

4. Policy Objectives

- 4.1. This policy is based on the Special Educational Needs and Disability Code of Practice 2014 and takes into account the Equality Act 2010 and the Children and Families Act 2014. It should be read alongside many other school policies such as the Teaching and Learning Policy, Behaviour Policy, Anti-Bullying Policy, Data Protection Policy, Admissions Policy and Safeguarding Children Policy.
- 4.2. To ensure early identification of pupils with any form of special educational need or learning difficulty.
- 4.3. To ensure all staff are aware of the needs of each pupil in their care.
- 4.4. To ensure that no pupil is discriminated against in any area of school life on the basis of his or her special educational needs or learning difficulty.
- 4.5. To ensure that there is support for teachers to meet the learning needs of these pupils and that appropriate resources and INSET are available.
- 4.6. To involve pupils in the planning and provision for their special educational needs or learning difficulty.
- 4.7. To communicate fully with parents at all times recognising the importance of working in partnership.

5. Learning difficulties /disabilities in the context of Fulham School

In the context of Fulham School, pupils defined as having learning difficulties can fall into three categories:

- a) Those who have specific or general difficulties in one or more areas of the curriculum. This would include pupils who have been diagnosed as having dyslexia, dyspraxia, dyscalculia, ASC and ADD/ADHD.
- b) Those who have visual, auditory or physical impairments which affect their capacity to learn.
- c) Pupils suffering emotional or psychological difficulties or presenting with specific behaviour problems (SEMH).

6. Implementation

The implementation of the Special Educational Needs Policy is the responsibility of the whole School. The role of the Special Educational Needs and Disabilities Coordinator (SENDCO) is to:

- inform parents, as soon as is practical if, after consultation with the teaching staff, we believe further investigation to identify any potential SEN is advisable.
- to recommend to parents a SEN professional that they could work with or who could advise on support for their child
- monitor the effectiveness of any special educational provision made for the pupil
- ensure that records of the pupil's special educational needs and the provisions made to meet those needs are maintained and kept up-to-date
- liaise with and provide information to parents of the pupils on a regular basis about the child's special educational needs and the provision being made for those needs
- adhere to any legal requirements for pupils with Educational Health Plans
- provide one-to-one teaching where necessary, with agreement by the parents at an additional cost
- when a pupil transfers to another school or educational setting, make available all relevant information about the child's special educational needs and the provision made to meet those needs
- promote the pupil's inclusion in the school community and ensure access to the School's curriculum, facilities and extra-curricular activities
- support the selection, supervision and training of Study Support Teachers who work with pupils who have special educational needs
- manage the Study Support team

- advise teachers at the School about differentiated teaching methods appropriate for individual pupils with special educational needs
- contribute to in-service training for teachers at the School relevant to special educational needs

The role of the Head / Deputy Head (Academic) is to:

- monitor the curriculum for a pupil with SEND if necessary
- ensure that the School's curricula guidelines include provision for those identified as having SEND.
- monitor the SENDCo's handling of the provision for pupils with SEND
- report regularly to the Governors on SEND matters
- have a statutory overall responsibility for the necessary educational provision for any pupil with SEND.
- ensure that the SEND policy is updated regularly in accordance with the various Acts.
- be responsible for allocating finance for staff and resources for SEND
- delegate responsibility via the Senior Leadership Team and SENDCo while at the same time monitoring the work of the school on the pupil's behalf

7. General Principles of Provision

- 7.1. The School recognises that every pupil has important individual needs. At times some pupils may need greater support, either short term or long term so that their true potential may be realised. All teachers share the responsibility for identifying and responding to the special learning requirements of their pupils.
- 7.2. Teachers may refer pupils who are causing concern to the SENCO at any time,
- 7.3. The School will keep a register of those pupils with special educational needs and learning difficulties which will be reviewed each term. Pupils may be added or removed from the register at any time.
- 7.4. Pupils with special educational requirements who require access arrangements in external examinations will also receive extra time in internal examinations.

- 7.5. The aim of identifying a pupil with special educational needs and learning difficulties is to provide an educational environment which will assist that child to overcome the learning difficulties that he or she is experiencing and to enable him or her to reach his or her full potential without stigma. This may involve support teaching or specific classroom strategies within the normal teaching environment.
- 7.6. The aim is to provide the necessary amount of intervention and promote awareness of this amongst staff.

8. Identification and Assessment at Fulham School

8.1. Introduction

Each pupil with special educational needs and learning difficulties requires special consideration and treatment. If appropriate, reasonable adjustments will be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before the child becomes a pupil at one of the Schools. Our Learning Support Department is run by a specialist who is able to support each pupil with a specific learning difficulty in such areas as dyslexia, dyscalculia and dyspraxia.

Partnership between school and family is one of the keys to successful intervention. The most effective provision for pupils with special educational needs and learning difficulties will be made when there is an open, working relationship between home, school and professionals.

Collaboration and partnerships between the Schools and other health and educational professionals is encouraged. This may include:

- A Paediatrician
- An Occupational Therapist*
- A Physiotherapist
- A Speech and Language Therapist*
- An Educational Psychologist
- A Psychiatrist
- A Counsellor for emotional and behavioural difficulties*
- An Orthoptist or Optometrist

*Attached to school.

8.2. For children already identified as having a particular learning difficulty

Children who have any form of special educational needs and learning difficulties are put on the SEN register. This list, available to all staff on the staff drive, gives a summary of a pupil's potential difficulties as well as offering strategies to support a child's learning. It also indicates whether a pupil is eligible for extra time and use of a

laptop. The SENCO keeps on record any reports or assessments both from the child's previous school and subsequent to his or her arrival at Fulham School. Such reports are regarded as highly confidential and are kept securely by the SENCO.

8.3 For children identified as having a learning difficulty subsequent to their arrival at the School

There are a number of ways in which it may be decided that a pupil could benefit from Learning Support. The SENCO consults with the child's form teacher, and with the child and with the child's parents. If a known or possible need is brought to our attention, the SENCO will undertake her own screening test. If this assessment indicates that the child may have a special educational need or learning difficulty, the SENCO, following further consultation with the parents may recommend that a further consultation or assessment is undertaken by an external professional. This will be at the parents' expense.

Once an assessment is obtained, the SENDCo will arrange a meeting with the child's parents and his or her teachers in order to agree specific support strategies.

8.3. Specialist Support Teaching

The School has a full time SENDCo and part-time specialist teachers who teach pupils on an individual basis* (see paragraph 9) and aim to allocate the periods to fit around the pupil's curriculum timetable in order to cause the minimum of disruption. We work closely with the child and his or her parents, to help him or her to overcome the barriers that his or her difficulties present. The SENDCo will liaise with parents, subject teachers and form teacher to ensure that the most appropriate strategies are in place.

9. Allocation of Resources

A proportion of the School's budget is allocated to SEND resources, which include materials used to support pupils with identified special educational need. The Provision of additional support is made from the devolved SEND budget. SEND resources and provision are developed and procured in-line with the priorities stated in the School's Improvement Plan.

Should a pupil need services such as specialist tuition by the SENCO or one of the other one to one teachers, there will be an extra charge for this, the cost of which is always published on the school fees sheet which can be found on the website.

The full cost of an Educational Psychologist's assessment and report, if deemed necessary, is paid by the parents of the pupil in question.

10. Physical Accessibility

We recognise that some children with special education needs and learning difficulties may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of Fulham School's Accessibility Plan and

Disability Plan from the website.

11. English as an additional language

In order to cope with the academic and social demands of Fulham School, pupils must have a capable level of fluency as an English speaker. We may recommend that some pupils, whose first language at home is not English, receive individual tuition in English as an additional language. If individual support is required, the cost will be charged to the parents. A child will not, however, be regarded as having a learning difficulty solely because English is not the language spoken at home.

12. Staff training

All staff (including teaching and support staff) are given training as necessary for working with pupils with special educational needs and learning difficulties. There are regular induction sessions for all new teachers in addition to a computer system which allows regular updates on all pupils with special educational needs and learning difficulties.

13. Responsibilities

Whilst the SENCO at Fulham School will always do her very best to assist pupils to whom we offer particular support, the School does not guarantee particular results or outcomes. Nor does the SENCO undertake pro-actively to identify every instance where a child may have special educational needs or learning difficulties in the School. Rather, it seeks to respond thoroughly, professionally and supportively to any case of actual or possible educational need brought to its attention by whatever means.

Although parents will always be consulted closely over significant learning support issues affecting their child, it must be understood and accepted that the SENCO is entitled to remove a pupil from the learning support list, if, in her considered view, the pupil is no longer in need of specialist assistance.

14. Statements of Special educational Needs/Education, Health and Care Plans (EHC plans).

Parents have the right under s 329 (1) of the Education Act 1996 to ask the Local Authority to make an assessment with a view to drawing up a Statement of Special Educational Needs/EHC plan. The School also has the right (under s 329A) to ask the Local Authority to arrange an assessment. The School will always consult with parents before exercising this right. If the Local Authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

Where a prospective pupil has a EHC plan, we will consult the parents and, where appropriate, the Local Authority to ensure that the provision specified in the EHC plan can be delivered by the School.

For further information regarding the provision of EHC plans, parents should contact their Local Authority for advice.

The EHC plans of all pupils in this category, whether placed by parents or the LA, are reviewed annually and the required curriculum so provided as set out in the EHC plan. It is the responsibility of the LA and not the School to review the EHC plan, but it is good practice for the School to check that the review takes place and the School co-operates with the LA in this review process.

15. Alternative arrangements

The School reserves the right, following consultation with the parents to ask or require the parents to withdraw the pupil from the School, if, in our opinion after making all reasonable adjustments and exhausting appropriate strategies:

- The pupil is in need of a formal assessment, remedial teaching, learning support or medication to which the parents do not consent and/or
- The parents have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of the pupil's learning difficulties; and /or
- the pupil's learning difficulties require a level of support or medication which, in the professional judgement of the Principal, the Schools are unable to provide, manage or arrange; and/or
- the pupil has special educational needs that make it unlikely he or she will benefit sufficiently from the mainstream education and facilities which we provide.

In any of these circumstances the School will do what is reasonable to help the parents to find an alternative placement which will provide the pupil with the necessary level of teaching and support.

Withdrawal in these circumstances will not incur a charge of fees in lieu of notice. The deposit paid in respect of the pupil will be credited to the parents' account unless there is a sibling remaining in the School.

16. Safeguarding SEN pupils

The School recognises that pupils with Special Educational Needs may be more vulnerable to bullying or other kinds of abuse. To ensure that all of our pupils receive equal protection, we will give special consideration and attention to any pupils who are disabled or have special educational needs, including those who do not have English as a first language.

Special consideration and attention includes monitoring through the pastoral systems of the School.

See also the School's safeguarding policy.

Where a member of staff is placed in a position of working with a 'looked after' child or a 'post-looked- after' child, they will be provided with all necessary information, including the child's status, up-to-date assessment information from the relevant Local Authority, the most recent care plan, contact arrangements with parents, care arrangements and delegated authority to carers and information available to the Designated Safety Officer. Further details are included in the Policy for Looked after Children.

17. Evaluation of SEND Policy

The Heads/Deputy Head Academic and SENDCo will consider the effectiveness and practicalities of the SEND policy at the end of each academic year. Any remedial action or policy amendments will be reflected in the SEND improvement Plan and the School's Improvement Plan if whole school issues are identified.

SEND at The Pre-Prep School

All the above applies to SEND in the Pre-Prep as well as the additional provision stated below.

The school plans for the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs.

The Pre-Prep monitors and reviews pupils' progress through Early Years, Year 1 and Year 2. If a child appears to be behind expected levels, the methodology outlined in the SEND CODE 2014 for gathering information and seeking "early help" may be used. The cycle of action: assess/plan/do/review will be used to create a graduated response to needs identified.

SEN support is put in place for those pupils who need it which involves setting clear targets for progress, agreeing with parents what support should be provided and tracking how it is working.

If necessary, the school may seek external help from specialists. Decisions to involve external specialists will be taken in discussion with parents. Parents are informed if their child is receiving SEN support.

A proportion of our pupils have SEN support. All teachers should expect to have pupils with SEND in their classes. Types of SEND we would expect to see are:

Communication and interaction:

- Mild levels of autism and language conditions

Cognition and Learning:

- Dyslexia, dyspraxia and dyscalculia: moderate learning difficulties

Social, Emotional and Mental Health

- ADHD, ADD, attachment disorders, emotional difficulties

Physical and Sensory:

- Hearing impaired, visual impaired

Medical Needs

- Epilepsy, bowel disorders and diabetes

Though all pupils within the Schools will be supported to the best of our ability, pupils hoping to transition into the Prep or Senior School will still be expected to reach the same criteria as their peers. It will be down to the discretion of the staff at Fulham School to discuss with parents what the best setting for their child is at each stage.

Learning Support Provision in the Senior School

A range of support is offered to students in the senior school using the same specialist team that works across the school, providing continuity and expertise that matches their needs.

The form of support is usually:

in-class small group one-to-one

In-class support is made available in English and maths to year groups 9, 10 and 11 throughout the academic year. This support ensures that all students receive intervention in the moment, meeting their immediate needs readily and appropriately, and is fully provided by the school.

Small group support is arranged for those students whose needs would benefit from an additional boost in English or maths to add to their confidence and understanding. This additional support is provided by the school.

One-to-one support is offered depending on the level of need of individual students. This need is identified through observation and feedback from tutors, as well as being informed by recommendations from Educational Psychologists.

The period of support is based entirely on the needs of the individual student and the progress they are able to make in response to the intervention.

One-to-one support may be a paid extra, depending on the circumstances.

Types of support:

We have a range of specialists overseen by our SENCO and the pupils are allocated to the teachers with skills that best suit their needs.

EAL support is usually a focused short-term intervention and may be facilitated by some curriculum adjustment to free timetable to enable extra lessons and consolidation.

Availability:

To match the best resource with each pupil sometimes it is necessary for pupils in Year 10 upwards to make the walk between Senior and Prep or Pre-prep to attend the classes. In such cases the pupil is signed in and out at each location as part of our attendance and safety monitoring.

Sometimes lessons are at the start or end of the school day, over break or lunch but can also be in study lessons; we work hard to match timetables most effectively but all need to recognise that we cannot always fit all our specialist lessons into the ideal study period for each individual.

Appendix 1

Procedure for Raising a Concern about a Special Needs Child

Meeting the needs of all the children in the School is up to individual teachers and the SENCO. The School has procedures in place to ensure that all children are progressing as they should and to respond to any difficulties a child may have at any point in the learning process.

Stage 1

When a class or subject teacher finds that a child is not responding as expected or is having increasing difficulties in learning or behaviour, the teacher will seek advice from the SENCO and try alternative strategies in the classroom to resolve the problem.

Stage 2

The teacher will discuss with the SENCO the strategies that have been tried. If the child has not made adequate progress, the teacher and the SENCO will speak to the child's parents at this point to find out if they can help in identifying the reasons for a change in learning patterns or behaviour and how they can support the School in helping their child.

Stage 3

If problems persist, the teacher then reports back to the SENCO who may decide to do an initial assessment of literacy skills and discuss the results with the parents. Depending on results of assessment and discussion, recommendations are made for detailed assessments by an Educational Psychologist, Speech & Language Therapist, Physiotherapist or Occupational Therapist.

Stage 4

Following the results from the Educational Psychologist, the assessment is made available to the SENCO who shares it with relevant teachers. If it is recommended by the Educational Psychologist, an IEP is drawn up by the SENCO in consultation with teachers and Special Needs support is put in place.

The IEP is a planning, teaching and reviewing tool. It is a working document for all teaching staff recording key short-term targets and strategies for an individual pupil that are different from or additional to those in place for the rest of the group or class. The interventions will be Early Years Action, Early Years Action Plus, School Action and School Action Plus.

Stage 5

SEN Reviews between the SENCO and relevant teachers takes place twice a year. Parents will receive a termly update of their child's progress in 1:1 lessons.

Appendix 2: SEND overview

The department consists of a SENCo who works across all three sites: the pre-prep, prep and senior school. There are three part-time academic support teachers and five peripatetic part-time academic support teachers.

The school has identified students with a range of SEN as follows:

Year	Number of pupils	Year	Number of pupils
EYFS	1	7	19
1	5	8	15
2	11	9	18
3	16	10	15
4	20	11	16
5	20	12	1
6	18	13	2

Total on the SEND register: 177

The number on the SEND register represents 27% of the total pupil population. **Pre-Prep:** 11% **Prep:** 29% **Senior school:** 43%

Type of SEN	Number of pupils	Type of SEN	Number of pupils
ADHD (including ADD)	19	Dyspraxia	9
ASC	9	SPLD hearing	1
Colour blindness	1	SPLD visual	1
Dyscalculia	9	SPLD general	82
Dyslexia	47	Sensory processing	2
Speech and Lang	5	Dysgraphia	4

Interventions

The department provides the following interventions:

- One-to-one and group support outside the classroom, via academic support lessons (attended by students).
- One-to one and group support inside the classroom.
- Guidance and training provided to teachers.
- Meetings and guidance with parents.
- External educational support in school includes an occupational therapist, a speech and language therapist and an educational psychologist.

INSETS 2020 -2023

Neurodiversity INSET – Fintan O’Reardon, Neurodiversity INSET – Dr Thevan, Support Pupils with ADHD – Soli Lazarus

Reading Skills INSET – Claire Wood , Attachment Disorder INSET – Dianne Bonnet

Scholarships awarded to SEN Pupils at 11+ and 13+ 2020 -2021.

31% of all scholarships awarded were to SEN pupils

- 1 x Art scholarship to St Georges School
- 1 x Art scholarship to More House
- 1 x Art scholarship to Queens College
- 1 x Drama scholarship to Westonbirt
- 1 x The Founding Scholarship for all round achievement to Charterhouse

Trinity speech and Drama exams for Yr 4&5 2022 Pupils with SEN : 68 entries (all received a grade of pass, merit or distinction)

ABRSM music exams 2020-2021 SEN : 10 entries (received a grade of pass, merit or distinction)