

SEND/ALN POLICY (312)

Statement of values

Enabling all pupils to participate in the full range of school life and activities, and to succeed to their individual potential, forms the underlying principle upon which our provision of support for learning is based and is a core part of Sutton High School and the GDST's values.

Our school is committed to creating a positive learning environment which promotes a belief in what may be possible and a view of ability that is flexible, not fixed. This whole-school ethos reflects the value we place on diversity and respect accorded to all individuals. Support for a variety of needs is a collective whole-school responsibility – all teachers are teachers of pupils with individual needs.

This policy operates within a wider national and local policy framework, which includes:

- The Education Act 1996
- The Equality Act 2010
- The Children and Families Act 2015, SEND Regulations 2015 and SEND Code of Practice 2015
- GDST Inclusion Policy
- GDST Equal Opportunities (Education) Policy
- GDST Accessibility Strategy
- GDST and Sutton High School's Admissions Policies
- GDST Exclusion Policy
- Sutton High School Safeguarding and Child Protection Policy
- Sutton High School Behaviour Policy
- Sutton High School Anti-Bullying Policy

This policy and the school's SEND provision are informed by the SEN and Disability Code of Practice 2015. Where required, the school will have due regard to the Code.

The policy will be reviewed annually by the Additional Learning Needs Coordinator with additional input from SLT, staff, parents and pupils as needed.

Aims and objectives

The aims of this policy are that:

- The school will accept and value each individual and their differences, will ensure it is accessible and that no pupil will be discriminated against
- Children and young people with SEND/ALN will engage in school activities alongside pupils who do not have SEND/ALN
- All pupils will have their needs identified in order to support progression and good mental health and wellbeing
- Every pupil will have access to a broad and balanced education
- Every pupil will participate in lessons fully and effectively
- Every pupil will experience success in their learning and achieve to the highest standard possible
- The school will promote positive outcomes in the wider areas of personal and social development

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These aims will be achieved through the following objectives:

- Expecting all staff to promote equality, mutual respect and appreciation of diversity and difference through the curriculum, the PSHE programme, other school activities and their relationships with pupils, parents, other staff and members of the wider community; and to actively challenge barriers to inclusion such as discrimination, stereotyping, and indifference
- Ensuring that early identification, assessment, graduated provision and continuous monitoring is available for all pupils causing concern
- Ensuring all pupils with SEND/ALN are able to access the curriculum by providing differentiated teaching and learning opportunities, extra support or additional resources where appropriate in order to overcome barriers to learning
- Ensuring suitable pastoral care and support is available for all pupils so that they may develop in all areas and build a strong sense of self-esteem
- Ensuring support and regular professional development opportunities are available to enable staff to fulfil their responsibilities
- Involving pupils actively in the decision making process regarding their education
- Working in partnership with parents/carers so that they can take an active role in their child's education
- Working with outside agencies to meet the needs of individual pupils

Implementation

1. Roles and Responsibilities

The role of the Head

The Head takes overall responsibility for the school's policies and procedures in relation to areas of SEND, ensuring that these accord with the principles and aims of the Trust's Inclusion Policy, and that all staff are aware of their responsibilities in this area.

The role of the Additional Learning Needs Coordinator(s)

The Additional Learning Needs Coordinators at Sutton High School are:

Mrs Sarah Quaglieri – Senior School Head of Neurodiversity

Mrs Sarah Capon – Prep School SENDCO

The above are responsible for the day to day implementation of the SEND policy and managing provision. This will encompass:

- Overseeing identification, referral and assessment of additional needs
- Developing and coordinating support systems
- Managing other staff in the learning support team
- Managing the budget and other resources
- Maintaining records and ensuring relevant information is communicated to other staff, particularly at transition points
- Tracking and monitoring pupil progress
- Advising and supporting non specialist staff, and contributing to INSET
- Working with the Examinations Officer to ensure appropriate access arrangements are in place for external assessment
- Working with parents

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- Liaising with external agencies
- Monitoring and evaluating the impact of policy and provision
- Keeping up to date with relevant legislation, research and current good practice, and revising policies and procedures as necessary
- Working closely with the Head and SLT to advise on policy development and relevant aspects of whole school planning

The role of the SEND department

The Additional Learning Needs Coordinators are supported, as appropriate, by learning assistants.

The role of Heads of Department/Subject Coordinators

Subject leaders are expected to oversee and monitor SEND provision within their particular remit. This will involve:

- Ensuring schemes of work include adjustments for SEND/ALN and are free from discrimination or bias
- Ensuring opportunities are open equally to pupils with and without SEND/ALN
- Using QTL procedures (classroom observation, work scrutiny etc.) to ensure effective differentiation is in place and to review and improve practice
- Keeping up to date with new approaches/resources which may be particularly appropriate for pupils with SEND/ALN in their subject area
- Ensuring inclusion is a regular item on department/subject meeting agendas
- Maintaining and updating the departmental accessibility plan

The role of other teaching and support staff

All teaching and support staff are expected to provide for diverse pupils' needs, maximising their access to the whole educational offer, and enabling them to succeed. This will involve:

- Being involved in the development of the school's policies relevant to inclusion and fully aware of the procedures for identifying, assessing and making provision for pupils with SEND/ALN
- Being aware of which pupils in the school have SEND/ALN
- Having a clear understanding of the physical, social and intellectual development of children at different stages and the needs of all pupils, including those with SEND/ALN, and being able to personalise their approach in order to overcome barriers to learning and engage and support them
- As practitioners responsible and accountable for the progress and development of the pupils in their class, planning and delivering an individualised programme and differentiating their teaching and resources to take account of the different learning styles, abilities and preferences of individuals, adopting a graduated approach to support pupils, where required, in response to successive cycles of assess, plan, do and review
- Assessing and monitoring the progress of pupils with SEND/ALN and recording and reporting relevant information
- Developing constructive relationships with parents
- Liaising with the Additional Learning Needs Coordinator about support and progress

Communication and coordination

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The Additional Learning Needs Coordinators communicate with staff through emails, CPOMS, pupil learning plans, staff briefings and regular meetings with heads of year or Prep school class teachers. There is particularly close communication at the time of reports and examinations to review progress and ensure that each student is on track or is receiving the appropriate support to enable them to get back on track.

The Additional Learning Needs Coordinators also meet with teachers and heads of department/subject leaders as appropriate.

2. Admissions

Equal Opportunities

The GDST is committed to equal opportunities in education and will not unlawfully discriminate against, or treat less favourably, any pupil at, or applicant to, its schools on the grounds of race, disability, sexual orientation, religion or belief (or lack thereof), gender reassignment, sexual orientation, or pregnancy or maternity ('protected characteristics'). The Trust will also not discriminate against, or treat less favourably, any pupil at, or applicant to, its schools because they are perceived to have one of the protected characteristics or are associated with someone who has a protected characteristic.

Admissions Policy

The school's admissions policy can be found on the school website.

Admissions Arrangements

Sutton High School is a broadly selective school, and admission is dependent upon reaching the required academic standard. Prospective pupils with SEND will be admitted on the same basis, unless the school cannot reasonably make the adjustments required to cater for their needs.

Parents of children with SEND applying for a place at the school are encouraged to discuss the child's needs with the Additional Learning Needs Coordinator and for Prep school, Head of Prep School, at an early stage, and the school may also contact the child's current school to gain further information. Each pupil is looked at as an individual case to see whether the school can effectively meet their needs. Every effort is made to accommodate a pupil's needs where possible, including in arrangements for entrance tests.

In accordance with the Equality Act 2010, the school will make reasonable adjustments (without charge) to its provision to ensure that pupils with disabilities are not put at a substantial disadvantage to their peers. The nature of these adjustments will be determined in consultation with the child and parents.

Access Arrangements for 11+ Examinations

A separate policy (312b) offers more details about Access arrangements at Sutton High school.

Pupils with an EHC Plan/statement

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The school can be named by the Local Authority (LA) in an EHC Plan/statement with the school's agreement. Whether the school is named or not, a place will only be offered by the school once it is established that the school can support the provision specified on the statement /EHC Plan.

Identification and Assessment

Definitions

Disability is defined under the Equality Act 2010. A person has a disability if s/he "has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."

Special Educational Needs are defined in the Children and Families Act 2015:

20.1 A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

20.2 A child of compulsory school age or young person has a learning difficulty or disability if he or she:

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Sutton High School is broadly selective and will have a relatively small proportion of pupils who would be considered to have special educational needs as defined by the Act.

Additional Learning Needs (ALN) is the designation used by the school for pupils who do not have SEN as defined by the act, but are nevertheless hindered in accessing the full curriculum and fulfilling their potential without tailored recognition of their needs and individual provision.

Pupils may have either a disability or SEN/ALN or both. Not every pupil with SEN will qualify as disabled under the statutory definition; this will depend on the severity or extent of her needs.

Children may have a disability/SEN/ALN either throughout or at any time during their school career, and may have SEN/ALN in one or in many areas of the curriculum.

Slow progress and low attainment do not necessarily mean that a child has SEN/ALN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. These children however are likely to have additional needs of a different kind and may well receive learning support for their language development.

The Four Areas of Need

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The SEN Code of Practice outlines four broad areas of need which can help with identification:

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASC (Autistic Spectrum Condition) are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), such as dyslexia, dyscalculia and dyspraxia affect one or more specific aspects of learning.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

6.35 Some children and young people with a physical disability (PD) require additional

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ongoing support and equipment to access all the opportunities available to their peers.

Needs may cut across some or all of these areas and may change over time. Any assessment should ensure that the full range of a pupil's needs is identified, not simply the primary need.

Routes to identification in Senior School and Prep School

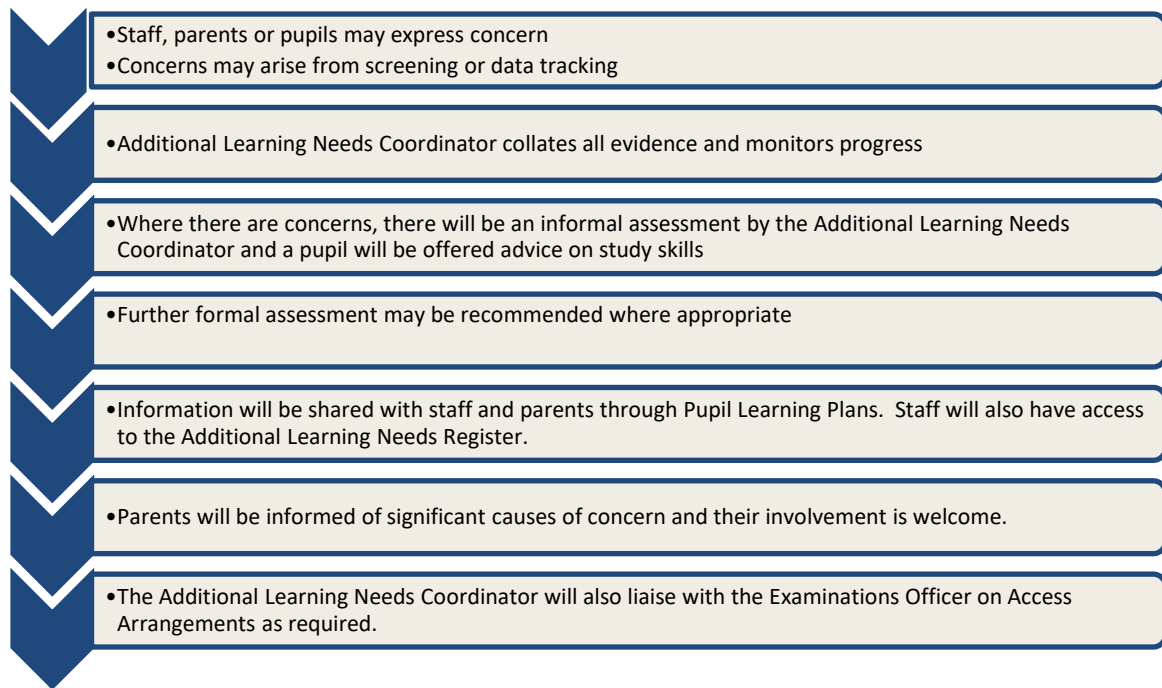
The school recognises the importance of early identification of any learning needs, and the risk of learning difficulties and the possible consequences such as loss of self-esteem and frustration in learning. Early identification is a whole school responsibility.

The school uses a number of approaches to identify SEND/ALN:

- Identification at admission: through communication with parents, any previous school, and use of the admission questionnaire (see above) or information disclosed to Head of Prep School or ALN coordinator
- Identification at transition: very many children transfer to the senior school from the Prep school. Where a girl is transferring from another school in Year 7, a primary school visit will take place during which information about ALN will be sought by the visiting member of Sutton High School staff.
- Identification through data tracking and screening. In the Prep School GL Assessment are used annually as a method to track and identify specific learning needs, as well as teachers' formative assessment. On entry to Year 7, screening will take place. These are then analysed alongside other baseline ability data (MidYIS) and 11+ examination scores. Screening may be repeated, if it is considered appropriate, for some or all pupils in a year group in later years. On entry to Year 12, all pupils will be asked to complete a questionnaire about possible additional learning needs. The Additional Learning Needs Coordinator will follow up any concerns arising from these. Data tracking continues for all students on a regular basis each year and appropriate intervention strategies will be considered. It is particularly important that this tracking and analysis takes place as SPLD may not become apparent until later in a pupil's academic career.
- Identification through staff concern: class and subject teachers make regular assessments of progress for their pupils. Where pupils make less than expected progress given their age and individual circumstances, the first response is to take a **graduated approach** to personalising learning in order to target areas of weakness. Where progress continues to be less than expected the subject teacher will work with the Additional Learning Needs Coordinator to assess the pupil. Normally it would be expected that two cycles of graduated assess - plan-do-review – be completed before passing the concern to the Additional Learning Needs Coordinator.
- Identification through pupil/parent concern: the school recognises that parents and the pupils themselves have a unique perspective on their learning. Class and subject teachers are expected to listen to and address any concerns raised by parents and pupils. The first response should be to adopt the graduated approach as detailed above, moving to involvement with the Additional Learning Needs Coordinator if difficulties persist.
- Emotional, social and mental health difficulties are likely to be identified and addressed through the school's pastoral system – tutors, year group heads, school nurse and counsellor. All staff should be alert to changes in attitude and behaviour which may indicate such difficulties, and involve pastoral staff and the Additional Learning Needs Coordinator as appropriate. Where difficulties are long-lasting or severe the school will consider whether the pupil might have SEND and require additional support

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Diagrammatic representation of approaches to dealing with learning difficulties for Senior School



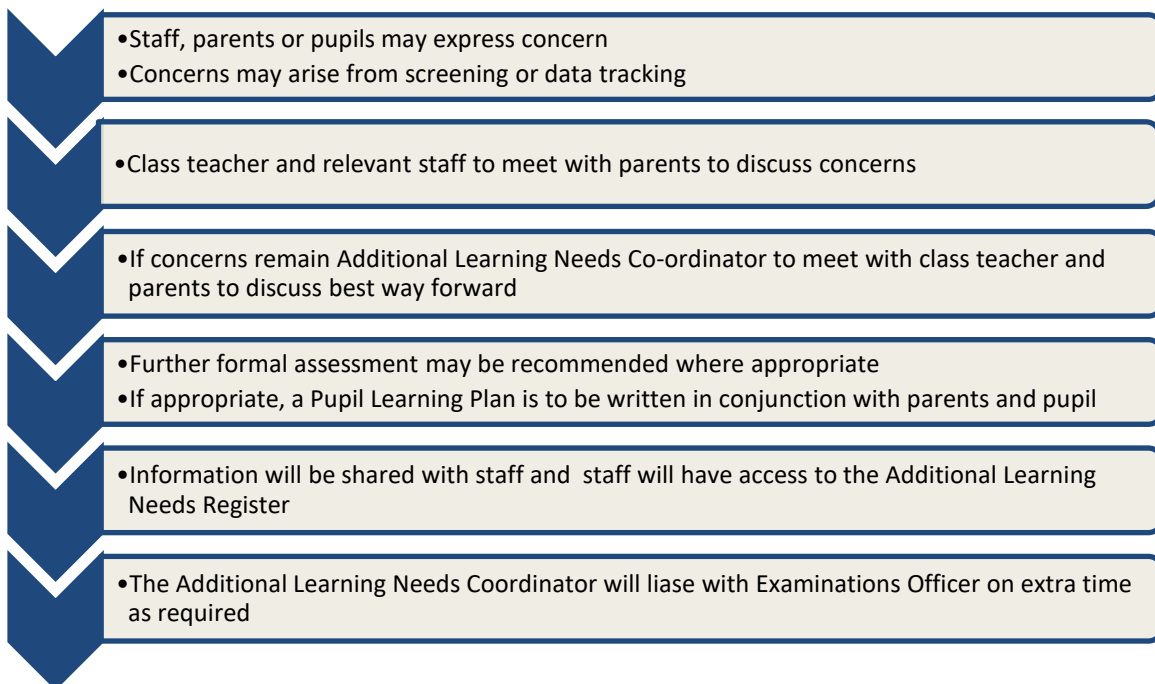
Lines of Responsibility:

Type of Additional Learning Need	Those responsible
Specific Learning Difficulties [including visual or auditory impairment and other SEND]	Additional Learning Needs Coordinator reporting to the Deputy Head: Academic
Behavioural, Social and Emotional Difficulties	Form tutor, Head of Year, Deputy Head: Pastoral
Physical Disability or Illness [apart from visual or auditory impairment]	School Nurse, Head of Year, Deputy Head: Pastoral
English as an Additional Language	Specialist EAL teacher, EAL Coordinator reporting to the ALN Co-ordinator
Most Able Pupils (including Scholars)	Most Able Pupils Coordinator reporting to SLT

The Headmistress is ultimately responsible for provision for all pupils within the school. This responsibility is delegated, as appropriate, to other members of SLT and appropriate teaching staff.

Where a pupil is identified as having SEN, parents will be formally notified.

Routes to Identification in Prep School



Lines of Responsibility:

Type of Additional Learning Need	Those responsible
Specific Learning Difficulties [including visual or auditory impairment and other SEND]	Additional Learning Needs Coordinator reporting to the Head of Prep School
Behavioural Difficulties	Class Teacher, Director of Pastoral Care
Physical Disability or Illness [apart from visual or auditory impairment]	Medical manager, Class Teacher, Director of Pastoral Care
English as an Additional Language	EAL Coordinator reporting to the Head of Prep School
Most Able Pupils	Most Able Coordinator reporting to the Head of Prep School

The Headmistress is ultimately responsible for provision for all pupils within the school. This responsibility is delegated, as appropriate, to other members of PSLT and appropriate teaching staff.

Where a pupil is identified as having SEN, parents will be formally notified.

3. Provision

Sutton High School works on the principle that differentiated high quality teaching is an expectation for all pupils, including those with SEND/ALN, and this will ensure that the majority will be engaged in their learning and achieve their potential. All our teachers are responsible for planning and delivering an individualised programme, personalising their teaching and providing constructive formative feedback to take account of the different learning styles, abilities and preferences of individual pupils.

The first level of support for pupils experiencing difficulties takes a **graduated approach** in the form of a four-part cycle in which the class or subject teacher **assesses** the pupil's needs drawing on a

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range of evidence, **plans** appropriate differentiation or interventions, **puts these into practice** and **reviews** the outcome.

The school provides regular staff training to ensure teachers and support staff have the knowledge and skills to work effectively with pupils with SEN/ALN. SEN is part of the school's induction and appraisal procedures, and the Additional Learning Needs Coordinator is regularly available to provide advice. Information/guidance about types of special needs and practical advice on teaching strategies can be obtained from speaking to the Additional Learning Needs Coordinator.

Following two cycles of the graduated approach, if a pupil continues to fail to make the expected progress, the Additional Learning Needs Coordinator will be involved to assess the pupil. The outcomes of this assessment will dictate the nature of further support. The Additional Learning Needs Coordinator will determine a personalised programme for the individual pupil, which may involve:

- Further differentiation in the classroom, supported and directed by the Additional Learning Needs Coordinator
- Pupil Learning Plans
- Access to specific resources – equipment, software programmes etc.
- Additional specialist teaching, for example study skills support
- Pastoral support
- Referral to external specialists, where appropriate

Provision will be made in consultation with the pupil and parents, and progress will be reviewed regularly in order to inform future support.

Public Examinations and Access Arrangements

- Please refer to 312b – Access Arrangements Policy

Provision for pupils with EHC Plans/Statements

Provision for pupils with EHC Plans/Statements will be made with due regard to the SEN Code of Practice. The school will co-operate with the LA and parents to work towards the provision set out in the EHC Plan/statement, and to review the plan as required.

Record keeping

The Additional Learning Needs Coordinator maintains registers of pupils identified as having SEN and ALN and those who need to be monitored for potential difficulties. Pupils causing concern are logged on a separate list. These lists are regularly updated and available to staff.

Records are kept on all pupils on the SEN/ALN registers, and updated regularly. These will include:

- Details of any assessments
- Details of any observations from staff
- Notes on provision and updates to provision
- Information from monitoring procedures
- Communication with and reports from external agencies
- Notes on communications with parents

Relevant information is made available to staff via Pupil Learning Plans and the SEND / ALN register stored on the Staff Shared Area,

Confidential records are kept in locked files in the Additional Learning Needs Rooms.

Provision for disabilities

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The school has an accessibility plan to improve over time its accessibility to existing and prospective pupils with disabilities. Where provision for specific disabilities is not already in place, the school will work with individual pupils and their parents to determine appropriate support.

Evaluating the success of provision

The effectiveness of the school's provision is evaluated in individual cases via pupil tracking and monitoring. The success of SEND provision as a whole is monitored through:

- Regular review of the progress and achievement of the SEN/ALN cohort in comparison to the cohort as a whole
- Periodic discussions with individual pupils and parents
- The outcomes of external inspection

4. Working with pupils and parents

Pupils

At Sutton High School, our ethos, organisation and culture supports pupil participation, and encourages pupils to take responsibility for their own learning.

We recognise that children with SEND/ALN have a unique knowledge of their own needs and circumstances. The school will seek their views and include them in the decision-making processes that affect their education – from identification to assessment, decisions on provision and reviewing progress and the success of interventions.

Parents

The relationship between the school and parents has a crucial bearing on the progress of pupils, particularly those with SEND/ALN. We actively seek to work with parents as partners and value their contribution. Teachers, Additional Learning Needs Coordinators, pastoral and other staff all have an important role in developing positive and constructive relationships with parents.

- The SEND Policy is available on the school's website and parents are welcome to comment on SEND/ALN provision at any time
- The school offers parents regular information evenings
- The school seeks to engage parents of pupils with SEND/ALN at an early stage – ideally prior to admission – in order to get a full picture of the pupil's needs and make suitable provision
- Parents of pupils identified as having significant concerns will be informed
- Decisions regarding provision, monitoring and review will be made in consultation with parents
- Meetings will be held with parents of pupils with SEN/ALN either at parents evenings or other mutually convenient time
- The Additional Learning Needs Coordinator is always available to meet with parents formally by prior arrangement at any time during the academic year

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the GDST's Complaints Procedure which can be accessed on the School website.

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