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Section 4.11

Special Educational Needs Policy

Aims

Frensham Heights is a progressive co-educational day and boarding school educating and inspiring children from Nursery to Year 13. The School provides full-time education for students of compulsory school age (constructed in accordance with section 8 of the Education Act 1996). At Frensham all students are valued and respected. Frensham is committed to providing both equal access for all within the broad and balanced curriculum to which they are entitled. High standards of teaching and learning are responsive to individual needs of the students. Special educational needs and learning disabilities may take many forms, whether short-term or long-term.

The aims of this policy are:

- to promote good practice in our detection and management of special educational needs
- explain the support that Frensham can provide for children who have learning difficulties and the co-operation required from parents to allow students to thrive

This policy can be made available in large print or other accessible format, if required.

Guiding Principles

All teachers at Frensham are teachers of Special Educational Needs and Disability (**SEND**) and they work closely with the Director of Support for Learning and Head of Support for Learning Junior School alerting them to any concerns that they may have.

The responsibilities of these appointed persons include:

- overseeing the day-to-day operation of Frensham's policy on special educational needs, learning difficulties and disabilities;
- liaising with parents and other professionals in respect of a child's special educational needs;
- ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated and that all teachers are advised of appropriate strategies. Each appointed person reports to the Head of School.

Our approach to the detection and management of learning disabilities is guided by the SEND Code of Practice 0-25, Department for Education (**DfE**) and Department of Health

(DH), January 2015, or any substituting or amending code of practice issued from time to time by the DfE and DH.

Objectives

At Frensham, every member of staff works to ensure that each child can access the curriculum. We recognise that the students' academic attainment and progress are inextricably linked with their pastoral welfare and for this reason the Support for Learning Department work closely with other members of the teaching and support staff in reviewing each student's achievement and progress in the broader context of their well-being. In doing so they ensure that the pastoral and academic needs of the students are met and that they are helped to fulfil their intellectual promise.

Identification of Need

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Frensham recognises that a child has a learning difficulty if they:

1. have a significantly greater difficulty in learning than the majority of children of the same age nationally;
2. have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post 16 institutions
3. are under five and fall within the definition at 1 or 2 above or are likely to do so when of compulsory school age if special educational provision was not made for the child.

Frensham recognises that the definition of 'disability' has some overlap with the definition of 'special educational needs' (Children and Families Act 2014) and further information relating to our provision for disabled students (including those with health issues, including mental health, or learning disabilities if they meet the legal definition of 'disability') can be found in the separate Disability Policy.

A child must not be regarded as having a learning difficulty solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home (section 20(4) Children and Families Act 2014). However, children for whom English is an additional language will be assessed by the Teacher in Charge of EAL and will be provided with appropriate support on condition that it is within Frensham's capacity to support the student as established on admission. Please refer to Frensham's English as an additional Language Policy for more information.

The expression "learning difficulty" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity or inattentive) difficulty, semantic processing difficulty and learning problems which result

from emotional or behavioural conditions. The expression may also include those who have problems with their eyesight or hearing or who have an autistic spectrum condition.

Learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning difficulty becomes apparent for the first time at the age of 11 or older, when the educational pressures tend to increase.

We are guided by the overarching principle of the graduated approach as described in the SEND Code of Practice (**SEND COP**) with the four stages of action: assess, plan, do, review (SEND COP 2015 5.38). The form this graduated approach may take will be appropriate to the student's setting and age.

This approach may include some or all of the following:

- 1. Baseline tests:** We carry out regular assessments both formative (continuous and informal by the teacher) and summative (end of topic/unit/year formal test) using baseline tests from GL Assessment and the Centre for Evaluation and Monitoring (CEM) amongst others. The results of these tests allow us to better understand the individual profiles of our students and enable appropriate differentiation of the teaching for that cohort. The tests used are not diagnostic, but they do allow us to detect circumstances which may need further investigation, monitoring or formal assessment. The cost of these tests is included in the fees and no specific preparation is needed.
- 2. Screening tests:** Students in Years 7, 8 and 9 and new entrants to the School will be screened in order to detect any problems with Literacy and Mathematics. It is important to note that these tests are not diagnostic in nature, nor do they encompass all areas of individual need. Nonetheless, if the results of the screening test point to a possible learning difficulty, the Support for Learning Department will contact parents and make recommendations. The cost of these tests is included in the fees and no specific preparation is needed.
- 3. Tracking:** The results of baseline tests and screening tests are monitored alongside additional data including internal and external examination results and progress measures throughout the year. Discrepancies are always investigated, and where there is no apparent pastoral reason for underperformance a learning need is always investigated.
- 4. Formal assessment:** If the test results, tracking data or teacher observations indicate that a student may have a learning difficulty which ought to be assessed without delay, we will ask the student's parents to agree to their child being formally assessed by a specialist assessor. The cost of assessment by an external assessor must be borne by the parents. Following an assessment, parents will be invited into school to discuss the findings and appropriate strategies will be put into place to take account of the recommendations made. The Support for Learning Department will ask parents to agree to follow these recommendations unless there are persuasive reasons to the contrary. Where an outside agency is employed, the professional will be recommended by the Support for Learning Department. The Educational Psychologist, Specialist Teacher assessor, Occupational Therapist or similar will conduct assessments of students where at all possible within the school. The Support for Learning

Department will liaise with the appropriate professional as to the suitability of each assessment according to the students' needs. Educational Psychologists, Specialist Teacher assessors and Occupational Therapists will be known to the school, whereby all qualifications and certificates provided will be kept securely and checked by the school including their DBS.

SEND Support

If assessment results, tracking data or teacher observations indicate that there may be a learning difficulty but the circumstances are not such as to indicate an immediate formal assessment, we will continue to monitor the student and, if necessary, implement short-term targeted help. In such instances, the necessary dialogue between school and parents, and any agreed actions, will be shared with the relevant parties. This additional level of tracking, monitoring or in class differentiation will enhance the holistic view of the student and provide important evidence for any future formalised assessment.

Where a learning need is suspected or identified, the following age-appropriate procedures are put in place:

Junior School (Nursery – Year 6)

The EYFS follows the SEND Code of Practice to implement the graduated approach within the EYFS and its framework. All adults working with students in early years are duty bound to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework. The EYFS framework also requires practitioners to review children's progress and share a summary with parents.

For all Junior School students, when the class teacher, another member of staff, parent, or an outside agency expresses concern regarding a child's progress and development the child's needs are discussed with the relevant staff. Any concerns are shared with the parents by the class teacher and the child is closely monitored to see if their needs are preventing them making expected progress. If necessary, a plan and targets are written in consultation with the class teacher, parents and the Support for Learning Department.

In most cases the child's individual needs are met through increased differentiation and support in the classroom but if, after support has been given, a child's progress continues to be of concern, it may be necessary to draw up specific plan of individual targets and recommendations that will include the views of teachers, parents and, most importantly, the student depending on their age or understanding. How this information is gathered will be tailored to be appropriate for the child in question and is an integral part of the graduated approach demonstrating what has been learned from the assessments gathered, with SMART targets written in child friendly language. The plan will be carried out by all appropriate adults and form a communication between school and home so the child has consistency of action between both environments. The plan will have a specific review date when the final part of the graduated approach will be carried out to ascertain what

successes have been achieved and what the next steps may be. It may be the case that following the implementation of specific individual targets and recommendations, a referral for further professional assessment may be recommended. When a child has had an assessment with an external specialist, the Head of Support for Learning in the Junior School will meet with the child's parents and other relevant members of staff in order to discuss the report. In the light of the suggested recommendations, new targets will be set and fresh strategies implemented in order to support the child's progress.

Frensham endeavors to make all reasonable adjustments to ensure that a student can access the curriculum adequately, but recognise that some additional support may be needed. In the Junior School group sessions for English and Maths are run for students who have been identified as needing support, as highlighted in baseline assessments, student progress meetings with class teachers and the Support for Learning Department. Frensham is flexible and does recommend 1:1 individual support for students with identified learning difficulties with specialists in dyslexia and dyscalculia. The cost of these sessions is borne by the parents, unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.

Specialist materials: A student with learning difficulties or disabilities may require specialist equipment such as reading rulers, coloured paper or enlarged font, and this is accommodated for.

Year 7 – Year 13

In most cases the student's individual needs are met through high quality first teaching and additional differentiation in the classroom. Teachers follow advice given by the Support for Learning Department. Regular communication between subject teachers, the pastoral team and the Support for Learning Team ensures that appropriate progress is being made. Where necessary, a member of the Support for Learning Team may suggest one or more of the following:

Monitoring: To look at emerging learning difficulties or the need for an examination provision which is not in response to a diagnosed learning difficulty. Monitoring status does not indicate that the student is on the SEND Register.

The drawing up of classroom interventions: If it is agreed that the student's needs are such that intervention would be beneficial, a member of the Learning Support Team will draw up recommendations in consultation with the student, parents, subject teachers, Educational Psychologist, Specialist Teacher assessor, Occupational Therapist or similar, if appropriate. This intervention is kept under regular review.

Additional advice for SEND students: All students are given advice with regard to subject choices and University admissions. However, we recognise that those with SEND may need additional help in deciding the best way forward and the options available to them.

The use of technology: Provision is made for a student to use an electronic device for word-processing or reading where one of the criteria set out in Appendix 1 is satisfied.

Adjustments to the curriculum: The delivery of curriculum may be differentiated to reflect the needs of an individual student in consultation with subject staff and parents: for example, reducing the number of languages studied in KS3 or the number of GCSEs studied at KS4.

Attendance at subject-specific support sessions: A department may hold 'surgeries' to provide additional support for students, both on an optional 'drop in basis' and as part of a targeted programme, in consultation with the subject teachers.

Specialist materials: A student with learning difficulties or disabilities may require specialist equipment such as reading rulers, coloured paper or enlarged font, and this is accommodated for.

Frensham endeavors to make all reasonable adjustments to ensure that a student can access the curriculum adequately but recognises that some additional support may be needed. The needs of each cohort are identified, and group sessions are run when there is a need. This is done by reducing the number of sessions of Languages to allow focus on the core subjects. Frensham is flexible and does also recommend individual support for students with identified learning difficulties with specialists in dyslexia and dyscalculia. The cost of these sessions is borne by the parents, unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.

Frensham recognises that it is unlawful to discriminate directly or indirectly because of disability arising from an identified special educational need.

If there are concerns regarding the need for access arrangements such as extra-time, the concern should be raised with the Director of Support for Learning. If the concern is raised by a teacher, then they will be in contact with the Director of Support for Learning. If the concern is raised by a parent or a student, then they should bring this to the attention of the individual's form tutor who will in turn contact the Director of Support for Learning. Information will then be gathered to determine whether or not there is enough evidence to warrant the employment of an outside agency to carry out further assessments in accordance with requirements of the Joint Council for Qualifications (JCQ), Pearson BTEC and Cambridge Assessment International Education (CIE). Outside agencies will be recommended by the school and parents should not seek to employ a private assessor. The outside agency will be known by the school and where possible the assessments will take place during school hours on the school premises. A meeting between the assessor and the Director of Support for Learning will be held directly after the assessment to discuss the results. The Director of Support for Learning has the responsibility of ensuring that the assessor meets the academic requirements needed to carry out the assessments and will keep a copy of the assessors' qualification available for inspection and their DBS.

In certain exceptional cases, students may be allowed to word process their examination scripts rather than write them out by hand. In this instance, evidence will be provided. The Director of Support for Learning will meet with the Examinations Officer to determine the need of a laptop.

Monitoring and Evaluation

Some students with special educational needs or learning difficulties may also have a disability. Frensham will make all reasonable adjustments in order to afford opportunity to disabled students. However if, despite such adjustments, Frensham is unable to provide adequately for the student's needs, Frensham may decline to offer a place to a student or request parents to withdraw their child from the school.

Frensham recognises that students at school with medical conditions should be properly supported so that they have full access to all aspects of education. Some students with medical conditions may also be disabled and where this is the case Frensham will comply with its duties under the Equality Act 2010. Some students with medical conditions may also have a special educational need (SEN) and in this case the school will be guided by the SEND Code of Practice (2015).

Safeguarding and SEND

Amendments (September 2018) to the DfE's Keeping Children Safe in Education highlight the following regarding SEND students. Staff should be aware that certain groups of children are potentially more at risk. Evidence shows that children with SEND are one of those groups at greater risk.

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs; and/or
- has special educational needs (whether or not they have a statutory Education Health Care Plan)

Frensham recognises that students with special educational needs or learning difficulties may be at risk of being bullied or other kinds of 'peer on peer abuse' (for further reference to the types of peer on peer abuse see KCSIE 2018 and Frensham Safeguarding and Child Protection Policy). Frensham has an Anti-Bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

Frensham is aware of a necessary joined-up approach in terms of students' welfare and that safeguarding is a fundamental duty of care for all members of staff. The Support for Learning Department are made aware of any wellbeing or safeguarding concerns by the Designated Safeguarding Lead or relevant Deputy Designated Safeguarding Lead.

Academic Matters:

In the area of academic matters there are a number of strands attached to this aspect of equal opportunities and treatment:

- Setting
- Mixed Ability
- Differentiation
- Teaching Styles
- Entitlement to the whole course of study
- Subject Options
- Special Educational Needs

Frensham caters for the needs of students of all abilities by looking at the needs of each cohort holistically.

Setting is believed to be the most appropriate initial stage of meeting the needs of the most able, for some subjects. Assessment is conducted via regular testing, end of year examinations and continuous teacher evaluation in Year 7 and above.

At Frensham, mixed ability teaching is deemed to be the most appropriate arrangement for teaching in most departments and year groups. In accordance with all good teaching styles, departments attempt to exercise considerable care when devising tasks and activities, the nature, features and requirements of which will enable them to be accessible to all students. When undertaking this task, teachers should pay particular attention to the part of the policy which deals with differentiation.

Differentiation occurs when there is planned intervention by the teacher with the intention of maximising the achievements of students based on their differing individual needs.

Liaison with Parents

The school will do all that is reasonable to report and consult with parents about their child's learning difficulties. Parents are kept informed of any intervention and, where necessary, will be invited to school to discuss their child's individual learning needs and next steps. Provision is reviewed regularly and at a time appropriate to the individual's needs; parents are invited to be part of that review. Parents bear the overall responsibility for taking decisions about the management of their child's learning difficulties

In order to ensure adequate monitoring and provision from the outset (see Registration Form), we require prospective parents to:

1. disclose information relating to any previous concerns or testing of a SEND nature; and
2. provide a copy of any report or recommendations which have been made in relation to special educational needs at any previous school or elsewhere.

Students with a diagnosed SEND or learning difficulty will, by the nature of the diagnosis require additional support, monitoring and tracking across their schooling. In order to fulfil our obligations to students, this information is made available to all teaching staff, for

example, through our internal data management system. All data is stored securely to ensure a high degree of confidentiality and protection of personal data.

If a student transfers from Frensham to another educational setting, this information may be required as part of the documentation process. Frensham recognises the importance of sharing this information to ensure a positive, supportive transition for the student.

Examinations

In accordance with the regulations and guidelines issued annually by the JCQ, Pearson BTEC and CIE Education, Frensham recognises that there are some students with disabilities, learning difficulties or emotional needs for whom special arrangements are appropriate in their exam sessions, and Frensham implements the awarding bodies' regulations in that respect. Frensham needs to be fair to all students and to maintain the integrity of the exam system. Special arrangements must not therefore provide an unfair advantage. All cases of doubt will be referred to the awarding body.

For GCSE, IGCSE, BTEC and GCE examinations, the application for Access Arrangements is processed by the Director of Support for Learning.

Access Arrangements, including an allowance of extra time, can be awarded (subject to JCQ/CIE/Pearson BTEC) to students whose academic performance is disadvantaged by any of a variety of learning difficulties. In order for an application to the awarding body for such an allowance to be approved, it must be supported by an up-to-date diagnostic report from an Educational Psychologist, Specialist Teacher assessor (within the Centre), Occupational Therapist or similar. However, a report alone, even with the requisite standardised scores, is not sufficient to award Access Arrangements and it must be accompanied by detailed evidence of need from within Frensham. We advise that privately commissioned reports may not be valid for examination purposes and that parents should consult with the Director of Support for Learning before seeking such a report.

Where candidates have sensory, physical or emotional needs an application for Access Arrangements would only be made on the recommendation of a CAMHS, a HCPC registered psychologist, a hospital consultant or a psychiatrist or any other criteria in the JCQ (or awarding bodies) Access Arrangements and Reasonable Adjustments document. In all cases, Frensham must provide historical evidence of how the student's needs have been met during the course of study leading up to the examination. With the exception of temporary conditions, all Access Arrangements in place during examinations must be proven to be the candidate's normal way of working.

Education, Health and Care plans

Parents and the school have the right under section 329(1) of the Education Act 1996 and section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an Education, Health and Care (EHC) plan. Frensham will always consult with parents before exercising this right. If the local authority refuses to

make an assessment, the parents (but not Frensham) have a right of appeal to the First-tier Tribunal (Health Education and Social Care).

Where a prospective student has an EHC plan Frensham 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. The school will co-operate with the local authority to ensure that relevant reviews of EHC plans are carried out as required. At Frensham, we consider carefully each prospective student and their individual needs to ensure that student can flourish and progress within our educational setting.

Any additional services that are needed to meet the requirements of the EHC plan will need to be charged to the local authority if the authority is responsible for the fees and Frensham is named in Section I of an EHC plan. In all other circumstances charges will be made directly to parents unless the additional services can be considered to be a 'reasonable adjustment' where no charge will be made, in accordance with the provisions of the Equality Act 2010.

Alternative arrangements

Frensham reserves the right, following consultation with parents, to ask or require parents to withdraw their child from Frensham if, in the school's opinion after making all reasonable adjustments and exhausting appropriate strategies:

1. the child is in need of a formal assessment, specialist teaching, learning support or medication to which the parent does not consent; and/or
2. the parent(s) have withheld information from Frensham which, had the information been provided, would have made a significant difference to the Frensham's management of the child's learning difficulties; and/or
3. the child's learning difficulties require a level of support or medication which, in the professional judgment of the Head, Frensham is unable to provide, manage or arrange; and/or
4. the child has special educational needs that make it unlikely they will be able to benefit sufficiently from the mainstream education and facilities which Frensham provides.

In any of these circumstances, Frensham will do what is reasonable to help families find an alternative placement which will provide the child with the necessary level of teaching and support. Withdrawal of a student in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of the child will be credited to the parents' account.

Unless negligent in the operation of this policy, Frensham accepts no responsibility to the student or parents caused by or arising out of any failure to detect or refer a special educational need or learning difficulty or other condition or situation of special need.

Appendix 1

Technology Acceptable Use Policy

Technology is permitted for students who require support for their learning and to conduct research and/or communicate with others for educational purposes when instructed by subject teachers. Students are responsible for anything they do when using technology just as they are in a classroom. They should always comply with Frensham's standards and remember that access is a privilege, not a right and that access requires responsibility for their behaviour.

This policy refers to all technology including, but not limited to: iPads, PCs and laptops, Macs, Google Apps, third party apps and mobile phones.

The use of word processor will not simply be granted to a student because they wish to type rather than write in class/examinations or can work faster on a keyboard, or because they use a laptop at home.

Frensham will award the use of a word processor or computer reader to students whom it considers would benefit from the use of this device. For example, likely criteria would be:

- a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly/read accurately;
- a medical condition;
- a physical disability;
- a sensory impairment;
- planning and organisational problems when writing by hand;
- poor or exceptionally slow handwriting or reading speeds, as evidenced by the Director of Support for Learning.
- or has been their normal method of working in a previous school.

It should be noted that evidence to support the need to word process as a normal method of working will be sought.

Students using laptops will comply with the school's IT policy.

Appendix 2

Guidelines for Helping Students with Specific Learning Difficulties

The term Specific Learning Difficulty (SpLD) is often used to cover a whole spectrum of learning difficulties, including dyslexia, dyspraxia, ADHD-hyperactive/inattentive, etc. General guidance on how to support students in their lessons is given below:

- Sit students near to the front or where there are few distractions, preferably away from windows and doors.
- Instructions may need to be repeated, step by step as some students experience difficulties with sequencing in any form. There can be misunderstandings if instructions contain several separate activities.
- Allow time students time to think through responses. (Many students with SpLDs have difficulty with word retrieval/memory skills).
- Be aware that speed of writing may be slow and that copying can be difficult for some due to tracking difficulties. Allow ample time for copying or supply a photocopy of your notes/PowerPoint, if possible. It is also appropriate to give permission to photograph the board using a phone or other device.
- It is recommended that pastel coloured paper is used for photocopying as this can help to alleviate distortions commonly experienced by dyslexic students.
- Dyslexic students can struggle to read some typefaces: the British Dyslexia Association suggests the use of sans serif fonts, such as Arial and Comic Sans, as letters can appear less crowded. Alternatives include Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans. Font size should be 12-14 point or equivalent. However, some dyslexic readers may request a larger font.
- Allow plenty of time when providing instructions for homework at the end of the lesson. Ensure that requirements are recorded on Teams, the School's preferred method for setting homework.
- Minimise the number of spelling errors that you highlight. Approximately 4-5 common words per page is sufficient.