



Special Educational Needs and Disability (SEND Policy and Practice including EYFS)

We actively promote democracy, the rule of the law, individual liberty and respect those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Motto 'Not for oneself but for all.'

St Hilary's School is committed to providing equal access for all pupils and a balanced curriculum to which they are entitled. Children with learning/SEND difficulties may at times require a more specialised programme than the majority of children of the same age, in part or in all of their school work or related activities. We place a very high priority on the need to provide the best possible education for these children, no less than for children who display no learning difficulties.

The purpose of this policy is:

1. To ensure that all pupils with learning/SEND difficulties are identified and supported in the school.
2. To ensure that there is support for teachers to meet the learning needs of all pupils.
3. To ensure that appropriate resources are available for pupils with temporary or long-term difficulties.
4. To ensure that all pupils receive the appropriate support at transition stages, either when they join or leave the school.

Documents in support of this Policy include:

- Admissions Policy
- Assessment Policy
- Access Plan including Policy
- Complaints Policy
- English as an Additional Language Policy
- Equal Opportunities and Inclusion Policy
- More-Able and Talented Policy
- Local Offer Document

General

A definition of SEND according to the SEND Code of Practice 2014:

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

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

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

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

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant Early Years providers. For children under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition indicated above when they reach compulsory school age or would do so if special educational provision was not made for them.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities’. Long term is defined as a year or more and substantial as more than minor or trivial. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will be covered by the SEND definition.

The Equality Act 2010 sets out the legal obligations that schools, Early Year’s providers, post-16 institutions, local authorities and others have towards disabled children and young people (see Disability Access Policy).

The four broad areas identified by the SEND Code of Practice 2014 are:

1. Communication and Interaction

Children 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 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.

Children with ASD are likely to have particular difficulties with social interaction, which can impact on how they relate to others.

2. Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, 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.

3. Social, Emotional and Mental Health difficulties

Children 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 may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or Physical needs

Some children 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 with visual 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.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The purpose of identification is to work out what action is required, not to fit a child into a category.

Framework

The aims of St Hilary's Learning Support and EYFS Learning Support are:

- To identify and assess the children with learning difficulties as early as possible.
- To plan to meet those needs in the light of the severity and type of difficulties experienced.
- To organise strands of action so that progressively more powerful interventions can be used to meet increasing need.
- To ensure that no child is discriminated against due to any disability or learning difficulty.
- To make clear the expectations of all partners in the process.
- To create an environment that meets the individual needs of each child wherever possible and to make the necessary reasonable adjustments to ensure this can take place.
- To ensure that parents are able to play their part in supporting their child's education.
- To ensure that the pupils participate in the process.
- To formulate, implement, monitor and evaluate progress on a regular basis through the review of SEND Support Plans (SSP), Individual Education Plans (IEPs), pupil profiles and testing and liaison with teachers
- To set individual targets for the child each term, which will be reviewed termly.
- To work closely with parents to ensure that they are fully involved with the process.
- To seek advice from outside agencies if the specific needs so require and after permission is obtained from parents, if appropriate.
- To work with SENCOS, Head of Setting/School to ensure the transition to and on from St Hilary's is as effective as possible.

Principles

The needs of any pupil who may have learning/SEND difficulties during, or throughout, their time at St Hilary's school must be addressed.

All children with learning/SEND difficulties should be offered full access to the curriculum at St Hilary's School. This is in line with the school's Inclusion Policy. Provision for a child with learning/SEND

difficulties should match the nature of his/her needs. There should be careful recording of a child's learning/SEND difficulties, the action taken and the outcomes.

The knowledge, views and experience of parents form a vital part of the partnership process. Learning Support is most effective when those responsible take into account the ascertainable wishes of the child concerned, considered in the light of their age and understanding. Support can be provided within the classroom context. In addition, it will also be given in small groups or individually outside the ordinary classroom but still with the context of the inclusive curriculum.

Basic Information about Provision of Learning Support

The responsibilities of the Learning Support team consist of:

- The day to day operation of the school's SEND Policy.
- Benchmarking of all pupils and screening assessments to determine the pupil's strengths, weaknesses, learning styles, cognitive ability and attainments.
- Coordinating provision, allocating pupils to support staff within the EYFS/Learning Support department.
- Liaising with, as well as advising, colleagues and providing appropriate documentation.
- Referring to and liaison with suitable external agencies i.e. the Educational Psychologist, Early Years SEND Advisor, Occupational Therapist, Physiotherapist, Speech and Language Therapist, Optometrist, Paediatrician or Behavioural Therapist when deemed necessary and after consultation with the parents.
- Maintaining contact with parents, which includes informing parents of the wish to conduct an internal assessment or screener and obtaining written consent for particular testing e.g. PREST and DEST Screening.
- Compiling and maintaining the Learning Support Register and overseeing the records of children in need of Learning Support.
- Ensuring a SEND Support Plan (SSP) or Pupil Profile (Year 1 upwards) is drawn up for each pupil.
- Teaching specific programmes to children in need of support.
- Monitoring progress by standardised EYFS Trackers, ECAT and assessments and in Pre-Prep and Prep, standardised spelling and reading tests.

Staffing

The department has:

- Mrs Havermans Lead SENCo BA (Hons) QTS, working towards SENCO NPQ qualification
- Issie Walshe EYFS SENCo BA (Hons) and Level 3 Childcare Diploma
- 6 practitioners and key persons in EYFS and 9 Learning Support Assistants working across Year 1 through Year 6 to support children with additional needs and EHCPs.

Graduated Response

Early identification and intervention of learning difficulties is paramount to ensure the most effective remediation with the least disruption to the school and loss of self-esteem to the individual. In line with the Code of Practice 2014, the School will implement a Graduated Response (Assess, Plan, Do, Review) to identify learning difficulties.

Children's needs are identified from a variety of sources:

- Interviews with parents
- Information from outside agencies
- Classroom observation
- Discussion between all staff, teachers and assistants
- EYFS Profile and Observation Checkpoints
- Internal screening programmes

- Standardised testing
- Analysis of in-school testing

EYFS staff and Key Persons, Form and Subject teachers are encouraged to discuss both their and any parental concerns with the Learning Support team as soon as possible so that appropriate advice can be given and monitoring or assessment commence. Initially, concerns about a pupil are raised with the Lead SENCO or EYFS SENCO. As a result, the Lead SENCO or EYFS SENCO may carry out observations, analyse assessment data or ask for feedback from all staff in order to establish what, if any, additional provision is required.

Provision is reviewed continuously but particularly in the light of assessment data. For Years 1 to 6, there are three assessment weeks and results are analysed by SLT, Heads of English and Maths and Lead SENCO. Based on this discussion, there is consideration of who requires in-class support and who needs more intensive support. Such provision is in line with the recommendations detailed within the Code of Practice 2014, Special Educational Needs Discrimination Act 2001 and Equality Act 2010.

ELSA

The ELSA programme is described as follows: ELSA (Emotional Literacy Support Assistant) intervention was originally developed within Southampton, then Hampshire, by Sheila Burton, Educational Psychologist. It was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. This is achieved by training classroom assistants to develop and deliver individualised support programmes to meet the emotional needs of children and teenagers in their care. It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain.

St Hilary's has a trained Emotional Literacy Support Assistants (ELSAs). Their role is to provide interventions for the children who need additional emotional support from Nursery to Year 6. From September 2020, this programme was introduced to all teachers and they are able to refer, in house, to Mark Parton, deputy head, if there is a child who may benefit from a short programme of regular 1:1 emotional support.

As part of their role, the ELSA trained staff will undergo regular half termly supervisions to reflect and continue best practise and liaise with a local Educational Psychologist to discuss concerns or gain ideas to implement into practice.

SEN Support Need

In line with current SEND guidance and the Surrey Local Offer, St Hilary's follows a graduated approach to identifying, assessing, planning for and reviewing pupils' additional needs. This approach is used throughout EYFS, Pre-Prep and Prep and ensures that support is tailored to the individual needs of each child.

When a need is first identified, a Pupil Profile is created. This document provides a holistic overview of the pupil, including their strengths, barriers to learning, pupil voice, parent voice and practical classroom strategies to support access to learning and participation in school life.

Where a pupil requires more targeted intervention or a longer-term programme of support, a Individual Support Plan (ISP) is introduced. ISPs contain specific, measurable, achievable, relevant and time-bound (SMART) targets that are reviewed regularly in partnership with pupils, parents and staff. These targets help to monitor progress and ensure that support remains effective and responsive to the pupil's needs.

Pupil Profiles and ISPs form part of the school's graduated response to SEND and may be used alongside specialist advice, interventions and reasonable adjustments where appropriate. The levels of need are determined in line with current guidance and are as follows:

Level 1 Universal or Ordinarily Available Provision

Pupils are generally working at their expected level and making the required progress, but may require in class support from time to time.

Level 2: School SEND Support

Assessment indicates that a pupil is making less than expected progress compared with their peers and/or is not achieving outcomes appropriate for their age and stage of development. Following identification of possible learning difficulties, an assessment is carried out by the Learning Support Department, which may involve screening, observations or assessment tasks. After the assessment, the results are shared with the parents, Key Person or Class and Subject teachers.

In EYFS, identified pupils will have a SEND Support Plan (SSP) in place and will receive targeted support from their Key Person and other relevant staff. The SSP will contain specific targets and strategies which are reviewed regularly with parents to monitor progress and adjust provision as required.

In Pre-Prep and Prep, identified pupils will initially have a Pupil Profile, outlining their strengths, barriers to learning, classroom support strategies, and pupil and parent voice. Where a more targeted programme of support is required, an Individual Support Plan (ISP) will be introduced with specific SMART targets to support progress. Pupils may also be referred to the Learning Support Department for additional interventions and support.

Progress will be monitored and reviewed regularly as part of the graduated approach. Where a pupil continues to make less than expected progress despite appropriate support and intervention, consideration may be given to seeking specialist advice and moving to Level 3: Specialist SEND Support.

Regular testing ensures progress is monitored and evaluated. There shall not be an assumption that all pupils will progress at the same rate. Monitoring and adaptive learning strategies are put into place to meet the individual child's needs. Progress is monitored by the Key Person, Class or Subject teacher.

Level 3 Specialist SEND Support

Assessment indicates that, despite the interventions, support and reasonable adjustments already in place, the pupil is not making expected progress. Where difficulties persist and only limited progress is evident, the SENCO, in consultation with parents and staff, may recommend involvement from appropriately qualified external specialists. This may include, but is not limited to, an Educational Psychologist, Occupational Therapist, Speech and Language Therapist, counsellor, Behavioural Therapist, specialist teacher or other relevant professional.

As an independent school, St Hilary's may arrange and coordinate assessments or consultations with external specialists where appropriate. The costs associated with any assessment, report, therapy or specialist intervention remain the responsibility of parents unless otherwise agreed. Recommendations from external professionals may then be used to inform support strategies and provision within the school.

Information gained from specialist assessments and recommendations facilitates more effective planning and a more targeted approach to meeting the pupil's individual needs. Parents may also choose to arrange additional specialist support or therapy independently.

For children in the EYFS, Surrey SEND arrangements may be initiated and completed by the EYFS SENCO, with contributions from the child's Key Person and parents. If concerns continue to persist and there is evidence that wider family or multi-agency support may be beneficial, an Early Help Assessment (EHA) may be discussed with parents and, where appropriate, initiated or reviewed if one is already in place.

Level 4 Statutory Assessment

Where a pupil continues to experience significant and persistent difficulties in learning, communication, social interaction, emotional regulation and/or physical development despite targeted interventions, specialist advice and appropriate support, a higher level of need may be identified. Assessment evidence may indicate that the pupil requires provision and resources that are additional to, or different from, those ordinarily available within the school's SEND provision in order to make meaningful progress.

In such circumstances, the school may, in consultation with parents and relevant professionals, consider requesting an Education, Health and Care (EHC) Needs Assessment from the Local Authority. Any request would be supported by evidence of the graduated approach, including assess, plan, do, review cycles, records of interventions, specialist reports and the pupil's progress over time.

Where an EHC Needs Assessment concludes that the pupil requires provision that cannot reasonably be delivered from the resources ordinarily available, the Local Authority may issue an Education, Health and Care Plan (EHCP). The school will work collaboratively with parents, the Local Authority and any involved professionals to support this process.

Adequate progress may be demonstrated in a number of ways, including:

- Closing the attainment gap between the pupil and their peers.
- Preventing the attainment gap from widening.
- Making progress comparable to that of peers with similar starting points.
- Matching or exceeding the pupil's previous rate of progress.
- Securing access to a broad, balanced and appropriately differentiated curriculum.
- Demonstrating improved independence, self-help, social or personal skills.
- Demonstrating improved emotional regulation, engagement, attendance or behaviour for learning.
- Achieving outcomes identified through SEND Support plans, specialist recommendations or EHCP outcomes where applicable.

Education, Health and Care Plans (EHCPs)

Some pupils with SEND may have an Education, Health and Care Plan (EHCP), while others may be supported through SEND Support without an EHCP. Where a pupil's needs are considered significant and the criteria are met, the school may support parents in seeking an EHC Needs Assessment through the Local Authority.

The procedures established by the Local Authority will be followed carefully and all appropriate evidence will be provided to support any application, review or consultation process. Where a pupil has an EHCP and St Hilary's is named as the placement, the school will work collaboratively with parents, the Local Authority and involved professionals to support the delivery of the provision and outcomes identified within the plan. This commitment is made within the context of the school's resources, facilities and expertise, and the school reserves the right to raise concerns with parents

and the Local Authority where a pupil's needs change to such an extent that the placement may no longer be appropriate.

In supporting pupils with an EHCP, the school will:

- Ensure that provision and support are planned and delivered in accordance with the pupil's identified needs and agreed outcomes.
- Work towards agreed targets and outcomes through an Individual Support Plan or equivalent planning document, which will be reviewed regularly.
- Monitor progress through the Assess, Plan, Do, Review cycle and adapt provision as required.
- Liaise with parents and relevant professionals to ensure a coordinated approach to supporting the pupil.
- Share relevant recommendations and strategies from external specialists with staff involved in the pupil's education and care.
- Provide opportunities for staff to meet with external professionals where appropriate to ensure advice is understood and implemented effectively.
- Facilitate staff training and professional development where this is necessary to support a pupil's identified needs.
- Organise and participate in Annual Reviews of EHCPs and ensure that reports and contributions from staff, parents and external professionals are obtained wherever possible.
- Provide appropriate facilities for meetings, assessments and visits from external professionals.
- Work with parents, external specialists and the Local Authority to review provision where a pupil's needs change significantly or where concerns arise regarding the suitability of current arrangements.

Where assessments, therapy programmes or specialist interventions are arranged through external providers, these may be commissioned by the school in consultation with parents. Unless otherwise agreed through an EHCP, the costs associated with such services remain the responsibility of parents.

Communication

The Class Teacher, Form Teacher or EYFS Key Person remains the first point of contact for parents regarding their child's progress, wellbeing and day-to-day educational needs. They are responsible for maintaining regular communication with parents and for discussing any initial concerns about learning, development or provision.

Parents may also contact the Learning Support Department where they wish to discuss specific aspects of their child's SEND provision. Appointments with the SENCO can be arranged upon request to discuss Individual Support Plan (ISP) targets, Pupil Profiles, interventions, specialist recommendations or wider SEND-related concerns.

Parents are kept informed of the provision in place for their child and, where appropriate, are provided with guidance on how they can support learning and development at home. The school regularly monitors and reviews progress towards identified outcomes and targets. Parents may request a meeting with the SENCO or Learning Support Department at any point during the academic year should they wish to discuss their child's support, progress or current provision.

Pupil Participation

The views of the child form an important part of the graduated approach to SEND support.

Wherever appropriate, pupils are encouraged to share their perspectives on their strengths, areas of

difficulty and any support that they feel helps them to learn effectively. The level of participation will be dependent upon the pupil's age, stage of development and individual needs.

We actively encourage pupils to take an appropriate role in reviewing their progress and developing self-awareness as learners. Where appropriate, pupils are given opportunities to contribute to discussions about their individual targets and outcomes, reflect on their progress and identify strategies that support their learning and wellbeing.

Learning Support staff work closely with EYFS Key Persons, Class Teachers, Form Teachers, Subject Teachers and Learning Support Assistants to ensure that information relating to a pupil's needs is shared effectively. Regular communication and collaboration help to ensure that teaching is appropriately adapted and that reasonable adjustments are implemented consistently across the curriculum.

Where pupils receive individual or small-group Learning Support, arrangements are monitored by the Learning Support Department and the Class or Form Teacher to minimise any impact on access to the wider curriculum. Where appropriate, lesson withdrawal is managed carefully to avoid pupils repeatedly missing the same subject or curriculum area throughout the year. Classroom support strategies and reasonable adjustments continue alongside any additional interventions and are adapted in light of assessment outcomes, specialist advice and ongoing review.

Records of pupils receiving SEND provision are maintained by the Learning Support Department and reviewed regularly. Relevant information, including Pupil Profiles, SSPs and ISPs, assessment reports and recommendations from external professionals, is made available to staff with responsibility for the pupil in accordance with the school's information-sharing and confidentiality procedures. Staff are notified when significant new information or assessment reports become available to ensure that provision remains informed by the most up-to-date evidence and recommendations.

SSPs, ISPs and Pupil Profiles are reviewed and updated as required to ensure they provide clear, accessible and meaningful guidance for staff, pupils and parents and accurately reflect the pupil's current needs, strengths, targets and support strategies.

Admission Arrangements

It is the policy of St Hilary's School to admit children without discrimination or selection, in accordance with the published criteria. Please see the Admissions Policy for further information.

Resources

The Learning Support Department uses its annual budget to update and extend resources. New resources are regularly added to the existing ones. These include:

- Literature for staff development in specific areas e.g. Asperger's Syndrome
- Assessment materials
- Materials, games and ICT software for use with children
- Resources to aid children's access to the curriculum e.g. writing slopes, reading rulers and coloured overlays
- Numeracy materials – printed materials and games

At the present time the resources are kept in Kindergarten and the Learning Support Rooms.

Staff Development

St Hilary's School is committed to the development of the staff in the following ways:

- To provide staff with the opportunity to take part in courses concerning special needs.

- Through the use of staff meetings, to provide information on any child placed on the Learning Support Register or any other child causing concern.
- To liaise with external agencies to inform and support staff and to look at the possibility of their input into a staff meeting.
- To organise regular and relevant INSET meetings to further advise and inform staff on how best to help children with special educational needs.

Meeting the Needs of the More Able and Talented Child

The needs of the more able and talented child will be met in the classroom setting. Children with recognised abilities and/or talents will be given the opportunity, encouragement and challenge to extend their skills through a variety of activities. This will involve differentiation within the EYFS staff and teacher's presentation of information, materials, level of questioning and expectations of performance. The aim is to extend and expand the more able and talented children and thus enrich their education (see Policy for More Able and Talented Pupils).

Partnership with Parents

Partnership with parents is a fundamental aspect of the support provided at St Hilary's. We believe that the most effective outcomes for children are achieved when parents, school staff and, where appropriate, external professionals work collaboratively to identify strengths, understand needs and support progress.

The Class Teacher, Form Teacher or EYFS Key Person remains the first point of contact for parents regarding their child's day-to-day progress and wellbeing. The Learning Support Department works closely alongside teaching staff and parents to ensure that support strategies are communicated clearly and reviewed as required.

Parents are encouraged to share any concerns, relevant information or updates that may affect their child's learning, development or wellbeing. Likewise, the school will keep parents informed of significant observations, assessments, interventions and recommendations relating to their child's SEND provision.

The Learning Support Department welcomes communication from parents and appointments can be arranged to discuss SSP or ISP targets, Pupil Profiles, interventions, assessment outcomes, specialist recommendations or wider SEND-related concerns. The school values parents' knowledge of their child and seeks to involve them in decision-making wherever possible.

Links with Other Schools

The school recognises the importance of close contact with other schools as SEND pupils move between the stages of education or move areas. When pupils leave St Hilary's, full reports and records are sent on to their future schools (for children in EYFS parental permission is obtained prior to the information being sent), thus ensuring a continuity of approach. A transition programme is formulated for SEND children if required and staff from their schools are also invited to come and see the children within the setting and meet class teachers or EYFS staff. When pupils join St Hilary's, the records from their previous schools are detailed and recorded and communication made with these schools if deemed necessary.

Behavioural Difficulties

Pupils experiencing social, emotional or behavioural difficulties may require additional support, whether or not they have an identified learning, physical or sensory need. Where concerns arise, the school will work closely with parents to understand the nature of the difficulties and identify appropriate support strategies within the school setting.

Where appropriate, the school may recommend that parents seek advice, assessment or support from suitably qualified external professionals. This may include, but is not limited to, a Behavioural Therapist, Psychologist, counsellor, Early Years SEND Advisor or other relevant specialist. Any decision to pursue such support remains the responsibility of parents.

Where concerns relating to Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Autism Spectrum Disorder (ASD) are identified, the school may recommend that parents discuss these concerns with their GP or another appropriate healthcare professional. Any assessment, diagnosis or treatment can only be undertaken by appropriately qualified medical or healthcare professionals and is outside the remit of the school. The school does not diagnose neurodevelopmental conditions but will work collaboratively with parents to support identified areas of need and implement reasonable adjustments where appropriate.

Complaints Procedure

It is assumed that any complaint will be received in the first place by the EYFS Staff or Class Teacher. If the parent is not satisfied with the response given with regard to a Learning Support issue, then they would go to the EYFS SENCO/Lead SENCO. Serious concerns would go to the Headteacher (see Complaints Policy).

Reviewed: June 2019, May 2020, June 2021, June 2022, January 2023, June 2023, June 2024, July 2025, Sept 2026

Next Review Date: June 2027

Persons Responsible: Mrs Heather Havermans (Lead SENCo)