



SURBITON

HIGH SCHOOL

Special Educational Needs

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1. Surbiton High School: Ethos and Aims

Ethos

- We are a vibrant learning community, which **inspires** every child to discover and embrace their individuality, to grow in their intellectual curiosity, and to enjoy their independence
- We acknowledge that there is no such thing as a typical Surbiton High School pupil and that impressive academic results are just one aspect in our rich tapestry of educational provision; therefore, we **encourage** every child to grow in compassion, respect and an outward looking attitude, living out the School's motto: *Amor nos semper ducat (May love always lead us)*
- We **empower** every child to thrive, developing social and emotional intelligence to become rounded and grounded in their character, demonstrating kindness and service to others

Aims

- Surbiton High School aims to **inspire, encourage and empower** our young people to discover and liberate the very best of themselves, exceeding their potential in an intellectually rigorous and challenging academic environment, balanced with outstanding pastoral care and support

We achieve these aims through our *Charter for Happiness and Well-being*. Our children:

- are **inspired** to deploy their highest strengths to tackle all situations, developing a growth mind-set and a can-do attitude, equipped with the tools to maximise their positive emotions
- are **encouraged** to find their niche, to be fully engaged in educational activities and to meet the highest challenges that come their way
- are coached and **encouraged** to develop strong relationships, to be empathetic and responsive to the needs of themselves and others
- are **empowered** to lead a meaningful life, to be able to understand what their goals are and to know what they are striving for
- are **empowered** to draw strength from celebrating their accomplishments, in order to tackle new challenges

We achieve these aims through our inculcation of *Learning Habits*. Our children:

- are **inspired** in their thinking, to ask questions, to make connections, to imagine possibilities, to reason methodically and to capitalise on their resources
- are **encouraged** to be emotionally invested in their learning, persevering in the face of difficulties, noticing subtle differences and patterns, managing their distractions, and becoming absorbed in their learning
- are **empowered** to be fully involved in their learning, growing in interdependence, collaborating effectively, listening empathetically to others, and imitating their learning habits
- are **inspired, encouraged and empowered** to be productive, planning their learning in advance, revising and reviewing their progress, distilling important information, and developing their own meta-learning



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United Learning and the United Church Schools' Trust

Surbiton High School is part of *United Learning* and the *United Church Schools' Trust*. The School has an Anglican foundation, valuing its Christian heritage whilst welcoming staff and children from all faiths and none. We share with United Learning its core mission statement "to bring out the best in everyone". We are committed to the aims of United Learning, including its *Framework for Excellence*, which can be found at: www.unitedlearning.org.uk

2. Policy Statement

Firmly within this context, the aim of this policy is to ensure the identification of, and provision for pupils with specific educational needs within Surbiton High School so that all pupils have the opportunity to learn and make good progress. Surbiton High School is committed to a curriculum and teaching which effectively provide for subject matter appropriate for the ages and aptitudes of pupils, including those pupils with an Education, Health and Care Plan and are committed to providing a curriculum and teaching through which all pupils, including those with special educational needs, have the opportunity to learn and make good progress.

In accordance with the Special Educational needs and Disability Act (SENDA), the School undertakes to:

- Ensure that pupils with learning difficulties and/or disabilities (LDD) and special educational needs (SEN) - current and prospective - are not treated less favourably.
- Take reasonable steps to avoid putting LDD/SEN pupils at a substantial disadvantage in matters of admission and education.
- Have a three-year plan which sets out:
 - i) Increasing the extent to which disabled students (including those with learning difficulties) can participate in the whole curriculum.
 - ii) Improving the provision to disabled students of information which is already in writing for students who are not disabled
 - iii) Improving the physical environment of the School in order to increase the extent to which disabled students are able to take advantage of education and associated services offered by the School.

IEPs are referred to as Learner Profiles at Surbiton High School.

IEP's (Individual Education Plans) are used at the Girls' and Boys' Preps



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3. Commitments

Details of Educational and Welfare provision for students with EHC Plans and for students for whom English is an additional language are available for parents of current students and prospective students.

Surbiton High School is committed to ensuring that disabled pupils (current and prospective) are not treated less favourably and we will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education.

There is a commitment for the provision of Learner Profiles and IEPs for students with learning difficulties or disabilities.

There is a commitment to ensuring that the appropriate staff are trained in the use of a Manual Evacuation Chair so that evacuations can be accomplished safely for all pupils, including pupils with a disability.

Classrooms are allocated so that they are appropriate in size for the number, age and need of pupils to continue to allow for effective teaching.

Furniture and fittings are appropriately designed for the age and needs, including special needs, of pupils registered at the School.

Surbiton High School has a commitment that all pupils, including those with special needs, enter and leave the School in safety and comfort.

The school takes responsibility for creating, implementing and reviewing its own policy statement to cover the management of the Learning Enrichment programmes. The responsible person is deemed to be the Principal.

Surbiton High School seeks to implement this policy through adherence to the procedures set out in the rest of this document and through the review and implementation of the School's SENDA 3 year plan.

This policy applies to all members of our School community, including those in our EYFS setting.

Surbiton High School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity policy document.

In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the main School office and should be read in conjunction with the School's Equal Opportunity policy and Use of Word Processors in Public Exams policy.

This document is reviewed annually or as events or legislation change requires by Mrs Kathryn Slaughter, Head of Learning Enrichment (Senior School) Mrs Sarah Wood, Head of Learning Enrichment (Preps), or as events or legislation require. The next scheduled date for review is October 2021.



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4. Education Health and Care Plans

The local authority (LA) issue an Education, Health and Care Plan if they decide that all the special help a pupil needs cannot be provided from within the School's resources. These resources could include money, staff time and special equipment. Surbiton High School review the Education, Health and Care Plan (EHCP) in accordance with the Special Educational Needs Code of Practice 2015: All information supplied for the annual review is supplied to the relevant local authority together with the appropriate documentation.

This document addresses the recommendations of the Special Educational Needs Code of Practice on the identification and assessment of, and provision for, Special Educational Needs and meets the requirements of the Disability Discrimination Act. (See appendix 1).

All Education Health and Care Plans are reviewed annually. The annual review ensures that the parents, the pupil, the LA, the School, and all the professionals involved, consider both the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement.

Surbiton High School will supply information to the responsible local authority as may reasonably be required for the purpose of the annual review of the statement.

If there is an EHCP where the Local Authority do not fund the first £6000.00, this amount will not be funded by the School and will be the responsibility of parents/guardians.

5. Definitions

At Surbiton High School, we use the following definition for special educational needs from the SEND Code of Practice (2015):

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for (him or) her'.

A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.

It is important to note that a pupil who has a disability may not necessarily have a specific educational need.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

5.1 Pupils with communication and interaction needs (6.28, COP, 2015)



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Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. 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 ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

5.2 Pupils with cognition & learning difficulties (6.30, COP, 2015)

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 be 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), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

5.3 Pupils with social, emotional and mental health difficulties (6.32, COP, 2015)

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.

5.4 Pupils with sensory and/or physical needs (6.34, COP, 2015)

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. Key Personnel

The Head of Learning Enrichment for the Senior School is Mrs Kathryn Slaughter, PGCE, OCR Level 7 Diploma in SpLD. The Head of Learning Enrichment for the Prep Schools is Mrs Sarah Wood, MA (SEN), PGCE, OCR Level 7 Diploma in SpLD

The SLT advocate for this department is Ms Charlotte Demetz charlotte.demetz@surbitonhigh.com



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The Heads of Learning Enrichment are responsible (in their respective schools) for:

- a) The day-to-day operation of the School's Learning Enrichment Policy, and its review as appropriate.
- b) The development and implementation of strategies to identify the special needs of pupils.
- c) Co-ordinating provision for pupils with Learning Enrichment needs.
- d) Liaising with and advising other teachers.
- e) Maintaining the School's Learning Support List and overseeing the records on all pupils with Learning Enrichment needs, in accordance with the Data Protection Act, 2018 and GDPR
- f) Liaising with parents of pupils with Learning Enrichment needs.
- g) Contributing to the in-service training of staff.
- h) Liaising with external agencies, including educational psychology services and other support agencies, medical and social services and voluntary bodies.
- i) Ensuring awareness of changes in Special Educational Needs policy at national level and incorporating such changes into our policies as appropriate.
- j) Researching best practice in Special Educational Needs/Learning Enrichment locally and nationally
- k) Advising the SLT on all matters relating to Learning Enrichment.
- l) Carrying out assessments

7. Admissions for SEN Students

Admissions to all parts of the School are selective. To ensure equality of opportunity for all students, including those with specific educational needs, parents of a prospective student with an existing teacher's assessment, an Educational Psychologist's report and/or an Educational and Health Care Plan are requested to submit copies of such papers to the Principal, who will then consult with the Head of Learning Enrichment to determine whether the School can reasonably provide the level of support needed by the pupil. Failure to disclose this information may later result in parents being asked to withdraw the pupil without being charged fees in lieu of notice if, in the opinion of the Principal, the School cannot provide adequately for a pupil's special educational needs.

If a pupil is accepted into the School with known educational needs, the School has a duty of care to meet those needs. The School consults with parents to determine how the needs of the pupil can best be met. If a pupil is accepted into the School and the special needs become apparent at a later stage, the School assesses whether it is able to meet those needs or not. If the School cannot reasonably provide the level of support to meet the needs of the pupil, it may be necessary to ask parents to provide additional outside support or, in very rare circumstances, withdraw the child.



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See section 13: Examinations for access arrangements for entrance examinations.

8. Identification, Assessments and Review Procedures

The progress made by all pupils is regularly monitored and reviewed as part of high quality, differentiated teaching. Where concerns are raised about a pupil's progress or if they fall behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents as and when appropriate, for example at parents' evening.

Where concerns are raised about a pupil's progress, despite support and high quality teaching, the class teacher will seek advice from the SENCO. They will then assess if a pupil has a significant learning difficulty and agree appropriate support.

Where a pupil is identified as having SEN, the SENCO and the class teacher will take action to support effective learning by removing any barriers and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review. The school will notify the parents immediately that SEN Support is being offered and share with them the provision that is being put in place. This will be reviewed termly (three times per year) with the parents, the child and teacher at Pupil Progress Meetings.

For the Graduated Approach to SEND see Appendix 2.

Identification

The School aims to identify pupils with special educational needs/learning difficulties at the earliest opportunity and relies on:

- a) Referral reports from parents or outside agencies, submitted at the time of application to the School
- b) Medical records of each pupil.
- c) Cause for concern from teachers.
- d) Cause for concern from a pupil - self referral.
- e) Cause for concern from parents.
- f) Classroom assessments.
- g) Individual assessments by the Learning Enrichment Department.
- h) Screening through the use of the GL assessment Dyslexia Screener



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9. Local Authority funded pupils in the EYFS setting

As per the procedures described in the SEND Code of Practice 2015 there is:

- A clear approach to identifying and responding to SEN.
- Intention to put children, young people and parents at the centre of decision-making, including making sure parents are fully informed and involved with how their children are progressing
- A discussion with parents to decide if external specialists should be involved.

A continual review of core teaching and wider policies to ensure that all Early Years staff meet the requirements of the SEND Code of Practice 2015

10. Screening/Monitoring programme at Surbiton High School

YEAR GROUP	TYPE of SCREENING/ASSESSMENT	TERM
Reception	Monitored and assessed by classroom teachers PIRA & PUMA	Summer
Year 1	PIRA & PUMA Girls' Prep – monitored and assessed by classroom teachers by the classroom teacher Phonics Screening Check	Autumn Spring Summer Summer
Year 2	GL SWST (Single Word Spelling Test) GL Suffolk Reading Test Scale 2 (or equivalent) BP –GP and BP PIRA/PUMA	Autumn Autumn Summer
Year 3	In-House Screening Dyslexia Screener (followed by CTOPP 2, PHAB 2 and TOMAL 2 where appropriate) GL SWST (Single Word Spelling Test) GL Suffolk Reading Test Scale 2 (or equivalent) InCAS (GP), CATs (BP)	Autumn Autumn Autumn Spring
Year 4	GL SWST (Single Word Spelling Test) GL Suffolk Reading Test Scale 2 (or equivalent)	Autumn Autumn
Year 5	GL SWST (Single Word Spelling Test) GL Suffolk Reading Test Scale 2 (or equivalent) GP Dyslexia Screener (followed by CTOPP 2, PHAB 2 and TOMAL 2 where appropriate) Detailed Assessment of Speed of Handwriting (DASH) InCAS (GP), CATs (BP) 10+ Entrance Exams	Autumn Autumn Autumn
Year 6	GL SWST (Single Word Spelling Test) GL Suffolk Reading Test Scale 2 (or equivalent)	Autumn Autumn



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	11+ Entrance Exams	Autumn/Spring Summer
Year 7	Class Screening includes: MidYIS Year 7 Dyslexia Screener followed by CTOPP2 and TOMAL 2 DASH Speed of handwriting	Autumn Autumn Autumn Autumn
Year 8	New starters take the Dyslexia Screener	Autumn
Year 9	Dyslexia Screener followed by CTOPP 2 and TOMAL 2	Autumn
Year 10	New starters take the Dyslexia Screener	Autumn
Year 12	Dyslexia Screener followed by CTOPP 2 and TOMAL 2 Detailed assessment of Speed of Handwriting (DASH) Academic Assessment Battery (AAB) Reading Fluency Year 12 Questionnaire	Autumn
Year 13	Year 13 Questionnaire	Autumn

Pupils joining the School at times other than when scheduled screening takes place will be screened as appropriate.

If at any stage there is a concern for the academic progress of a pupil, an internal individual assessment may be administered by a member of the Learning Enrichment Department

11. External Agencies

When pupils are identified as having special educational needs/learning difficulties, on occasion it may be appropriate to seek advice from external agencies such as educational psychologists, doctors or specialist services for the visually or hearing impaired. Parents and pupils are notified by the Principal, Head of the Girls' Prep/Boys' Prep, Head of Year or Head of Learning Enrichment.

Those pupils needing additional support in exams may be required to obtain an assessment report or a review update from an educational psychologist. The cost of such external assessments is borne by the parents.

A Learner Profile is created for students who have reports from external agencies.

12. Electronic Aids

Laptop computers may be used in School on specialist advice. The parents/guardians of pupils using laptop computers are expected to provide and be responsible for the insurance of such equipment.

13. Examinations

Access arrangements for entrance exams (including extra time allowances) as referred to in Section 7 Admissions, appropriate access arrangements are provided on the basis of specialist reports, assessments or an Educational and Health Care Plan (EHCP), information regarding Special Educational Needs/Learning



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Difficulties. This information is also carefully reviewed by the Head of Learning Enrichment and the candidate's examination performance is considered in relation to it.

13.1 Sixth Form Scholarship papers: Access arrangements are available for candidates who meet the current criteria for public examinations at the appropriate year level.

13.2 Internal classroom tests: Provision of access arrangements, such as extra time allowance, may be made by individual classroom teachers where practicable.

13.3 Internal School examinations: In the Senior School, girls may have the same access arrangements, as closely as is practicable, for examinations that they are entitled to in public examinations.

13.4 Public examinations: Provisions are made for those on the Learning Support List for whom it is appropriate to have access arrangements for External Examinations, such as GCSE and GCE examinations, in accordance with the regulations and guidance notes issued by the Examination Boards and QCA. This must be supported by an assessment from an outside agency, such as an Educational Psychologist and in some cases by a teacher from the Learning Enrichment Department who has qualifications in assessing.

13.5 Use of laptop computers in examinations: Where the use of a word processor is approved for public examinations, following guidelines in The Use of Word Processors in Public Exams Policy, the School's IT department provides appropriate equipment for the candidate. This is in accordance with the regulations and guidance notes issued by the Examination Boards and JCQ.

13.6 Guidance for pupils with specific exam needs

Statement for Small/Own room for public exams

Small/own exam rooms are available to candidates who have a substantial and long-term impairment which has an adverse effect and is the candidate's normal way of working within the centre. This would include separate/small room invigilation during mock examinations and internal School tests and should always be supported with the relevant medical evidence.

The arrangement cannot be awarded just on the basis of a letter from the GP. If the School receives a letter from CAMHS, an NHS Psychiatrist, qualified counsellor and the candidate's difficulties are acknowledged by the Head of Learning Enrichment, Head of Year and a senior member of staff with pastoral responsibilities, then a separate or small room may be arranged.

A small individual room is only to be awarded to a candidate with genuine difficulties which the School recognises. Appropriate and reasonable adjustment should be made in the light of those difficulties.

Each arrangement will be awarded on an individual basis and is subject to room and invigilator availability.



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The following are two examples where candidates would be eligible for separate invigilation:

- *A candidate with depression and severe anxiety who has been under Child and Adolescent Mental Health Services (CAMHS)*
- *A candidate with an established medical condition or formally recognised social, emotional and behavioural difficulties*

Where a candidate simply panics on the day of an examination or becomes anxious, then she should be seated more appropriately within the main examination room.

14. Curriculum, Target and Integration Strategies

In order for Learning Enrichment pupils to have full access to the curriculum, they follow a fully integrated programme.

Some pupils may follow a reduced programme, such as fewer languages, in order that their particular needs may be met. This is discussed carefully with the Heads of Year and SLT.

In the Boys' Preparatory School and the Girls' Preparatory School pupils have an Individual Education Plan with targets specific to the pupil's individual needs. Wherever appropriate, pupils are consulted with regard to their targets.

15. Partnership with Parents or Guardians

At Surbiton High School, parents (or guardians) are encouraged to work in close partnership with the staff. Parents are made aware at the beginning of the academic year when members of the staff can be contacted and how to contact them. There are regular parent teacher meetings and progress reports.

If a parent has a concern about the academic progress of his/her child, the School encourages the parent to contact the responsible staff, depending on the nature of the concern. This can be the class teacher, the form tutor, the Head of Year, the Head of the Department, the Head of Learning Enrichment, or a member of SLT. It is School policy to work within the teacher-parent partnership in order to resolve a difficult problem as soon as possible.

16. Pupils

All pupils, whether or not they are on the Special Educational Needs/Learning Support List, are encouraged to approach the Learning Enrichment Department for help or advice. Self-referral in this way is an important part of the process of providing Learning Enrichment within the School.



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17. Transition

The Heads of Learning Enrichment are responsible for maintaining the Learning Support List and liaising and co-operating with other schools, colleges or universities, when pupils leave the School and transfer to other forms of education. Confidential papers, such as Educational Psychologists' reports, are only transferred with consent from the parents or guardians, and in accordance with the Data Protection Act, 2018 and GDPR.

18. Resource Allocation

Learning Enrichment provided in groups such as Phonics Club, Reading Comprehension Groups, Spelling and Reading Booster Groups, handwriting clinics and Study Skills Groups is free of charge. Individual, paired or small group specialist support is charged at a subsidised termly rate.



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Appendix 1

The Equality Act 2010 definition of disability

Generally, impairments have to meet the statutory requirements set out in section 96 of and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition - <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>.

The clear starting point in the statutory guidance is that disability means **'limitations going beyond the normal differences in ability which may exist among people'**.

'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

'Long term' means the impairment has existed for at least 12 months, or is likely to do so.

'Normal day to day activities' could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010.

The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided.

Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, or learning difficulty or a visual impairment;
- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions.

Factors that might reasonably be expected not to have a substantial adverse effect include:

- minor problems with writing or spelling;
- inability to fill in a long, detailed, technical document, which is in the person's native language without assistance;
- inability to concentrate on a task requiring application over several hours.



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Appendix 2: The Graduated Approach to SEND

Assess: In identifying a pupil as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on:

- the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the School.
- the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan: Parents/carers, with their child, will meet with the class teacher and the SENCO to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced. The date for review will depend on the level of need present but will be at least once per term.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents/carers and the child if appropriate.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

Do: The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review: The review will take place on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.

Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.

This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents/carers and the pupil.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.



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When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEN register.

19. Document Information

Version Number	6
Reason for Version Change	Annual Review
Name of owner/author	Kathryn Slaughter
Name of individual/department responsible	Kathryn Slaughter, Head of Learning Enrichment (SENCO), in conjunction with Sarah Wood (Head of Learning Enrichment (Prep Schools))
Target Audience	Public
Date issued	19 th January 2021
Where available	United Hub, MIS, website
Review Date	October 2021
Governors responsible	Catherine Hitchcock, Jamie Munro