



ARNOLD
HOUSE
SCHOOL

Arnold House School

3b: SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

DATE: JULY 2023

Statement

Arnold House School prepares boys for Common Entrance and scholarship examinations at the age of 13 to gain places to day and boarding senior independent schools. As such, it is a school which maintains a strong academic tradition. Boys with Special Educational Needs/Disabilities (SEND) will be welcomed and accepted at Arnold House, provided we feel able to meet their needs and that we are confident that they will be able to make progress and achieve. Progress for boys with SEND is defined as that which closes the attainment gap between the boy and his peers, prevents the attainment gap growing wider, ensures access to the full curriculum and demonstrates improvement in areas such as sociability, independence, confidence, emotional wellbeing and conduct.

Legal framework

This policy is provided in accordance with the Children and Families Act 2014, as well as other legislation and associated regulations relating to children and young people with special educational needs (SEN) and disabilities (D). These include:

1. SEND Code of Practice: 0-25 years (January 2015)
2. The Special Educational Needs and Disability Regulations 2014
3. The Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans
4. The Children Act 1989
5. Equality Act 2010
6. The Special Needs and Disability Act 2001
7. Education Act 1996
8. Mental Capacity Act 2005

Definition of Special Educational Needs and Disabilities (SEND)

We consider a child as having SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them because they:

- have a significantly greater difficulty in learning than the majority of children of the same age,
- have a disability, which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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.

Needs can be categorised in four key areas, as detailed in the SEND Code of Practice 2015:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

A pupil will not be regarded as having a learning difficulty solely because their home language is different from that in which they are taught. We may recommend that some children, whose first language at home is not English, receive support in English as an additional language.

We recognise that many pupils will have additional needs at some time during their educational career, which may not be deemed to be ongoing and may only be short term. It is also recognised that some pupils will have long-term additional needs. We believe that by implementing this policy their needs may be appropriately supported in order for them to achieve to the best of their abilities.

Policy

- The Arnold House Special Educational Needs/Disabilities Policy is designed to support pupils with learning difficulties, whatever their nature, which hinder their educational development and thus prevent them from reaching their potential.
- It is the policy of the School that pupils who have Special Educational Needs/Disabilities will have access to the whole school curriculum. Exceptional circumstances which may affect such access will be dealt with on an individual basis in consultation with the Head of Learning Support, Deputy Head of Learning Support, Head of Year, Director of Studies, Deputy Headmaster (Academic), parents and pupil. We are committed to all pupils being fully integrated into the School and due regard will be paid to a boy's needs, in consultation with parents, teachers and external agencies.
- The School will also make reasonable provision to support any boy coming to the school for whom English is not the first language spoken at home.
- The School recognises the problems posed for pupils with physical disabilities because of the nature of its three connected buildings with different staircase levels on Loudoun Road and stairs in the building on Marlborough Place. In addition, the Canons Park site poses its challenges based on its size and steep steps. The school will make reasonable adjustments for disabled children to prevent them being put at a substantial disadvantage. Individual consideration will be given to any boy with physical disabilities. It is recommended that parents discuss their son's particular needs with the School.

Admissions

- In accordance with the Equality Act 2010, boys with EAL, EHC plans or learning difficulties have equal opportunity to join the School if they satisfy the School's selection procedures.

- Should a boy already have an identified learning difficulty, relevant reports should be brought to the admission interview.

Boys seeking admission to Arnold House in the Early Years are given opportunities to become familiar with the setting and the staff. In July before joining Pre-Reception boys are invited for a “stay and play” session and a “new boys’ tea party”. During the first session parents/carers stay with their son playing together and getting to know the new environment. Usually, each boy draws a picture at this session which is displayed in school ready for when he starts. From Year One boys are invited to the School for an informal ‘get to know you session’.

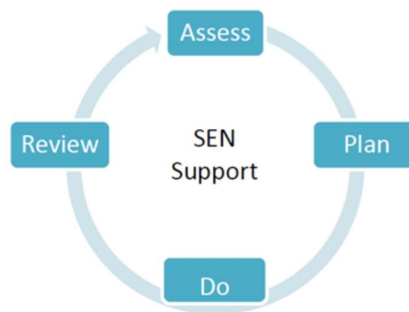
- Any boy who, at the admission assessment, appears to have SEND may be referred for further assessments or observed in their educational setting or home before a place is offered.
- Boys joining the school in higher years may complete, with the Head of Learning Support, any routine formative assessments administered to their year group previously, for example a screening test for Dyslexia and/or Dyscalculia or Cognitive Ability Tests. Parents of a boy joining the School with an identified SEND will be asked to provide copies of any relevant reports, intervention history and the Head of Learning Support will contact previous schools for records of Learning Support where appropriate.

Co-ordinating provision for pupils with SEND

- The School’s Head of Learning Support in liaison with the Deputy Head of Learning Support, is responsible for overseeing arrangements for the implementation and co-ordination of the SEND policy and for co-ordinating assessment and provision for pupils identified as having special educational needs and/or disabilities.
- All teaching staff are responsible for supporting pupils with SEND in their learning within timetabled lessons and all teaching staff are involved with the identification of boys having difficulties accessing the curriculum.
- The Head of Learning Support and Deputy Head of Learning Support will produce, maintain and provide all staff with a Learning Support Register. This can be found on isams.
- This current list of the names of pupils receiving support will give brief information of provision a pupil has, his learning needs and denote whether a boy has an IEP or Learning Strategies in place, and/or an active Educational Psychologist’s Report or other external professional report.

Range of SEND provisions

In line with the 2015 SEN Code of Practice the following graduated approach will be made to pupils who have SEND:



The A-P-D-R cycle will be consistently employed throughout the graduated approach as detailed below.

Wave 1: Quality First Teaching

- Teaching will be adapted to respond to the strengths and needs of all pupils.
- Teachers know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Teachers have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Teachers demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Teachers have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Wave 2: Quality First Teaching Plus

Following this, if there is no improvement, the subject and/or class teacher will review their own practice still further - reflecting on alternative ways in which to support the pupil via visual representations, chunking information, presenting vocabulary prior to learning, over-learning techniques, paired learning with a higher level pupil, practical activities to consolidate learning and other relevant strategies suggested by the Head of Learning Support (Years 3-8) or Deputy Head of Learning Support (PR-Y2). The Head of Learning Support or Deputy Head of Learning Support may observe or offer some in-class support to better understand the needs of the pupil.

Wave 3: Information Gathering

- If the pupil is still not making progress, evidence will be gathered by the Head of Learning Support or Deputy Head of Learning Support (evidence of the above process and strategies employed by teachers, class test results, quality of independent work, views of the pupil, parents and teachers regarding homework).
- In addition, written communication (e.g. email) should be sent to the Head of Learning Support or Deputy Head of Learning Support for consideration (advice, observation and/or an intervention proposal).

Wave 4: Special Educational Provision

Special Educational Provision means:

Educational provision which is additional to, or different from, the educational provision made generally for children of the same age... (SEND Code of Practice 2015).

- The trigger to move a boy to Special Educational Provision is concern, underpinned by evidence that despite differentiation and other arrangements the boy makes little progress and is subject to low attainment, emotional, behavioural, sensory and physical difficulties or difficulties with communication or interaction.
- The Form Teacher/Form Tutor/Subject Teacher, Head of Year and Head of Learning Support/Deputy Head of Learning Support will discuss the boy's difficulties. The Head of Learning Support/Deputy Head of Learning Support has responsibility for recommending further assessment and planning future support.
- Interventions may include different groupings, in-class or one-to-one support with a Teaching Assistant or specialist teacher/therapist.
- If little or no progress is made, in consultation with the parents, the school will involve external experts who will see a boy for one-to-one sessions, carry out specialist assessments and advise on new strategies and additional support to support the boy in and out of school.

Wave 5: Education Health and Care Plan (EHCP)

- For a very small minority of boys, progress through the school's graduated approach may not provide adequate or appropriate support. After consultation with the Head of Learning Support, parents and the School in collaboration may request a statutory assessment from the Local Education Authority with a view to an EHCP being granted.
- A pupil applying for an EHCP will continue to be supported at the level of Special Educational Provision.
- Pupils with EHCP will have learning strategies written by the Head of Learning Support, in consultation with the Multidisciplinary team.
- Annual Review meetings will be arranged through the LEA and coordinated by the Head of Learning Support.
- The Head of Learning Support or Deputy Head of Learning Support is responsible for gathering the necessary information regarding the progress of the boy, in consultation with the whole Multidisciplinary Team together with the views of the boy and his parents.

IEPs or Learning Strategies

If a pupil is deemed to be the equivalent of Waves 4 or 5, against the SEND Support Framework, and is receiving one-to-one or small group support, IEPs or Learning Strategies will be put in place. These will be revised termly with key teachers and shared twice yearly at a meeting with parents/carers and the pupil (if age-appropriate) to review the strategies.

English as an Additional Language (EAL)

Boys who have English as an additional language (EAL) will learn English most easily if they are:

- interacting with others immersed in a positive, secure and helpful environment
- presented with clear and focussed new language items in a meaningful context
- supported in hearing new language items repeated several times
- given the opportunity to repeat and use the new items themselves
- supported in the home environment to consolidate English language work.

It is the aim of the School that all EAL pupils are able to:

- use English confidently and competently
- use English as a means of learning across the curriculum
- where appropriate, make use of their knowledge of other languages.

A distinction is made between EAL and SEND. However, for boys with EAL requiring additional support, they may be placed on the Learning Support Register.

As necessary, a boy may be supported in class, individually or in a small group with a Teaching Assistant to develop his English skills.

Where EAL has impacted upon the development of Speech and Language a boy may be referred to the Head of Learning Support, or Deputy Head of Learning Support, Speech and Language therapy in or out of school may be arranged to provide additional support.

Elena Gregoriou-Ostojic: Head of Learning Support and Donna El Jacifi: Deputy Head of Learning Support