

Hulme Hall Grammar School



Special Educational Needs and Learning Difficulties Policy

Policy Control	
Report	Special Educational Needs and Learning Difficulties Policy
Approval Body	Education Committee
Date Reviewed	September 2018
Review Schedule	Annually
Next Review Date	September 2019

Introduction

- 1.1 Hulme Hall School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The School seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with Special Educational Needs (SEN) are valued, respected and equal members of the School.
- 1.2 We believe in inclusive education and that all children have an entitlement to a broad and balanced curriculum. As such provision for children with SEN is a matter for the School as a whole. All teachers are teachers of children with SEN. The governing body, Head Teacher, Special Educational Needs Co-ordinator (SENCO) and all members of staff have important responsibilities.
2. Aims
 - 2.1 The aims of this policy are to promote good practice in our detection and management of special educational needs and to explain the support we can provide for children who have learning difficulties and the co-operation we will need from parents.
 - 2.2 This policy can be made available in large print or other accessible format, if required.
3. "Special educational needs" and "learning difficulty"
 - 3.1 Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.
 - 3.2 Children have a learning difficulty if they:
 - 3.2.1 have a significantly greater difficulty in learning than the majority of children of the same age; or
 - 3.2.2 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 schools within the area of the Local Authority (if your child has a disability, please ask to see our Disability Policy);
 - 3.2.3 are under five and fall within the definition at 3.2.1 or 3.2.2 above or would so do if special educational provision was not made for the child.
 - 3.3 A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught. (section 312(1), (2) and (3) Education Act 1996). However, children for whom English is an additional language will be provided with appropriate support.
 - 3.4 A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen.
 - 3.5 The expression "learning difficulty" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from emotional or

behavioural disorders. The expression may also include those who have problems with their eyesight or hearing or who have an autistic spectrum disorder.

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.

4. Policy statement

- 4.1 The School: Hulme Hall School is a mainstream independent school which accepts boys and girls from the age of five years. Even so, we carry out screening tests on each pupil, in order to detect signs of learning difficulties, where apparent from the test results.
- 4.2 Provision: The provision which we can make for children who appear to have a learning difficulty includes: support teaching, a full educational diagnostic assessment, followed by consultation with the School SENCO. This may lead to a further referral to an Educational Psychologist or other outside agencies as deemed necessary
- 4.3 Consultation: We will do all that is reasonable to report and consult with parents about their child's learning difficulties and to ensure that teachers are given any necessary information about a child's learning difficulties and that teaching practices are appropriate.

5. Implementation and procedures

- 5.1 Screening test: All pupils sit an entrance exam which consists of completing a CEMS test they then spend the rest of the day in school attending lessons.
- 5.2 Outcome of tests: If the outcome of a test or any other circumstances give us reason to think that your child may have a learning difficulty, we will report and consult with you as necessary and make recommendations.
- 5.3 Formal assessment: If the test results indicate that your child may have a learning difficulty which ought to be assessed without delay, we will ask you to agree to your child being formally assessed by an educational psychologist and we will ask you to agree to follow his / her recommendations unless there are persuasive reasons to the contrary. You may consult an educational psychologist retained by the School, or one of your own choice. The cost in either case must be borne by the parents.
- 5.4 Additional Support: As an alternative, and if justified by the test results, we may suggest a programme of additional support. As each pupil is unique as is their learning journey, the level and nature of support can only be outlined in personal consultation with the School SENCO.
- 5.5 Code of Practice: Our approach to the detection and management of learning difficulties will be guided by the Special Educational Needs code of practice (DfES/581/2001), Department for Education and Skills (DfES), November 2001, or any substituting or amending Code of Practice issued from time to time by the Department for Education (DfE). In general, our approach will be cautious so as not unnecessarily to run the risk of a

child being labelled "dyslexic" when a later assessment might result in a different explanation for the difficulty.

- 5.6 Educational Health Care Plans: Parents have the right under s 329(1) of the Education Act 1996 to ask the Local Authority to make an assessment with a view to drawing up a Educational Health care Plan. The School also has the right (under s 329A) to ask the Local Authority to arrange an assessment. The School will always consult with parents before exercising this right. If the Local Authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).
- 5.7 Where a prospective pupil has an Educational Health Care Plan, we will consult the parents. In addition, we will always discuss any transfer of a pupil with an EHCP with the appropriate Local Authority and the pupils previous/current school to ensure that the provision specified in the Statement can be delivered by the School. We will co-operate with the Local Authority to ensure that relevant reviews of EHCPs are carried out as required.
- 5.8 Welfare Needs: The School recognises that pupils with special educational needs or learning difficulties may be at risk of being bullied. The School has an anti-bullying policy which make it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. If parents are concerned about their child's welfare they can approach the pupil's form teacher or any senior member of staff to discuss their concerns in private at any time.
- 5.9 Disability: The School recognises that some pupils with special education needs or learning difficulties may also have a disability. Pupils and parents are referred to the School's Disability Policy. The School will make all reasonable adjustments in order to afford opportunity to disabled pupils. However if, despite such adjustments, the School is unable to provide adequately for the pupil's needs, the School may decline to offer a place to a pupil or request you withdraw your child from the School (see 6.1 below).

Special Educational Needs Co-ordinator (SENCO): Lisa Spragg is the School's Special Educational Needs Co-ordinator (SENCO). She has responsibility for:

- 5.9.1 the day to day operation of the School's SEN policy;
- 5.9.2 ensuring liaison with parents and other professionals in respect of a child's special educational needs;
- 5.9.3 advising and supporting other staff in the School;
- 5.9.4 ensuring that appropriate Individual Education Plans or provision maps are in place;
- 5.9.5 ensuring that relevant background information about individual children with special education needs is collected, recorded and updated;
- 5.9.6 undertaking any other appropriate duties in accordance with the Code of Practice on special educational needs.

- 5.10 Responsibility: Parents bear the overall responsibility for taking decisions about the management of their child's learning difficulties. A parent who would prefer to have a formal assessment instead of additional support should make arrangements accordingly with the School or outside but must ensure that we are given copies of all advice and reports received.
- 5.11 External teaching: Parents may opt for additional support outside the School, provided that the Headmaster is satisfied with your child's safety and travel arrangements and also that the additional support is at times which fit in with the remainder of the curriculum, timetable and community life of the School.
- 5.12 Information: Because dyslexia and some other learning difficulties are often inherited, we need to know at the outset if you (either parent) or your children or close relations have been affected by a learning difficulty at any time. Confidential information of this kind will only be communicated on a "need to know" basis. You must also provide us with a copy of any report or recommendations which have been made in relation to special educational needs at your child's previous school or elsewhere within the last 12 months.
- 5.13 Concerns: We need to know immediately if your child's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out.
- 5.14 Examinations: Children who have been diagnosed as having a learning difficulty may be eligible to apply for extra time to complete internal examinations and public examinations. You are asked to liaise with The School's SENCO in good time with respect to this.
6. Alternative arrangements
- 6.1 Withdrawal: We reserve the right, following consultation with you, to ask or require you to withdraw your child from the School if, in our opinion after making all reasonable adjustments and exhausting appropriate strategies:
- 6.1.1 Your child is in need of a formal assessment, remedial teaching, learning support or medication to which you do not consent; and / or
- 6.1.2 you have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of your child's learning difficulties; and / or
- 6.1.3 your child's learning difficulties require a level of support or medication which, in the professional judgment of the Head Teacher, the School is unable to provide, manage or arrange;
- 6.1.4 your child has special educational needs that make it unlikely he / she will be able to benefit sufficiently from the mainstream education and facilities which we provide.
- 6.2 Alternative placement: In any of these circumstances we will do what is reasonable to help you to find an alternative placement which will provide your child with the necessary level of teaching and support.
- 6.3 Financial: Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of your child will be credited to your account

7. Monitoring and Reviewing the policy

7.1 The effectiveness of the policy is reviewed by the SENCO, Senior Management Team and Governors. The policy is reviewed annually. Views of parents, carers and their level of involvement is monitored and retained as evidence by means of telephone and interview sheets recorded on the Schools' MIS.



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www.hulmehallSchool.org