



WALTHAMSTOW HALL
SEVENOAKS

SEND (Special Educational Needs and Disability) and Learning Support Policy

(Includes provision for pupils with Education, Health and Care (EHC) Plans)

Status:	Statutory
Review cycle:	Annual
SLT Owner:	Headmistress
Governing Committee:	Education and Staffing
Held on website:	Yes

Walthamstow Hall policies are approved, ratified and reviewed regularly by the Governing Body and the Senior Leadership Team in the light of statutory requirements.

Reviewed: April 2025
Next Review: November 2026

Signed:  Date: 4th April 2025
Ms L Chamberlain
Headmistress

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Walthamstow Hall aims and ethos

- 'Walthamstow Hall Senior School educates pupils with academic potential to lead confident, challenging and fulfilling lives.'
- 'Walthamstow Hall Junior School educates pupils to achieve their full potential by offering them an exceptional range of opportunities.'

Walthamstow Hall is committed to offering a curriculum that can meet the individual needs of all its pupils, including those with Special Educational Needs and Disabilities (SEND). All pupils deserve an equal opportunity to receive the best education possible. To this end, the School will make its best endeavours to meet the needs of each pupil within the resources available. This policy, therefore, seeks to inform teaching and learning throughout the School as well as ensure that provision is made for pupils with SEND. Provision for pupils with SEND is a matter for the Governing Body, the Headmistress, the Heads of Learning Support (Junior School and Senior School), and all members of teaching staff. Walthamstow Hall is committed to ensuring a fully inclusive approach to SEND.

Legislation

The School aims to comply with the current legislative framework, which includes the following:

- Equality Act 2010
- Children and Families Act 2014
- SEN and Disability Code of Practice January 2014.

Context

Walthamstow Hall is an independent day School for pupils aged 2 – 18 years. Entrance is through interview into the Junior School and interview and entrance exam into the Senior School at ages 11 and 13. There might be additional requirements for entry into other year groups and the Sixth Form. The majority of our pupils are of average or above average ability. Among the School population there is an average to above average representation of mild / moderate Specific Learning Difficulties including dyslexia, dyspraxia, attention deficit and hyperactive disorder and communication disorders including autistic spectrum disorders. There are also pupils who have medically diagnosed conditions which affect their ability to fulfil their academic potential.

Responsibility for Learning Support Provision

There is a Head of Learning Support (HoLSu) in the Junior School and a Head of Learning Strategies (HoLSt) in the Senior School and they are responsible for coordinating and monitoring the day-to-day educational provision for those pupils with SEND.

The School will take reasonable steps to ensure equal access for all pupils to all areas of school life, within what can reasonably be provided given the resources of the School including: the financial cost of making the adjustment; the extent to which the adjustment would be practicable and effective; and the Health and Safety requirements.

Curriculum delivery is developed with the goal of minimising barriers to learning by incorporating good practice into our provision for all. Where 'Quality First Teaching' is insufficient to meet the whole remit of a pupil's needs, additional and different provision will be made.

Definition of SEND

A pupil has 'Special Educational Needs' if she has a learning difficulty which calls for special educational provision to be made for her. A pupil has a 'learning difficulty' if:

- a) She has significantly greater difficulty in learning than the majority of pupils at her age – i.e. She has an Educational Psychologist's or Specialist Assessors' Report showing that she has below average scores in literacy, numeracy, processing speed or working memory. Mild specific learning difficulties do not automatically equate to a 'learning difficulty'; however, the School recognises that pupils with specific learning difficulties may at various stages in their education need support to develop their study skills within the context of an academically selective School.
- b) She has a disability which either prevents or hinders her from making use of educational facilities of a kind normally provided for children of her age in mainstream schools within the area of the local authority.

Definition of Disability

A person has a disability if:

- a) They have a physical or mental impairment
and
- b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The School aims to ensure accessibility by making reasonable adjustments for pupils with disabilities. Parents are therefore urged to discuss with the Bursar and the Registrar any reasonable adjustments that would need to be put in place, well in advance of application for a place at the School.

Objectives

The specific objectives of our SEND policy are as follows:

- To implement good practice and comply with current legislation.
- To ensure that no pupil is discriminated against, in any area of school life, on the basis of her SEND.
- To identify, at the earliest opportunity, any pupil with special educational needs and disabilities and ensure that their needs are met.
- To ensure that, wherever possible, reasonable steps are taken to ensure equal access to learning, regardless of SEND.

- To ensure that all teachers are aware of each pupil's needs and understand that such needs are the shared responsibility of all staff.
- To provide support for teachers so that all are able to make reasonable adjustments for the individual learning needs of their pupils.
- To provide a regular INSET programme for teachers as necessary.
- To work in partnership with the pupils' parents at all stages.
- To ensure that learners express their views and are fully involved in decisions which affect their education including the types of intervention and the targets for action.
- To promote effective partnership and involve outside agencies when appropriate.

Identification of pupils with special educational needs

The School is committed to early identification of special educational need in line with the **DfE Code of Practice 2014**.

A range of evidence is collected through the usual assessment and monitoring arrangements. In the Junior School this takes place in the Foundation Stage and Key Stages 1 and 2. Assessment takes place on entry to the Senior School and the progress of pupils is regularly monitored. Where a learner is not making the expected progress, the Form Tutor or subject teacher will consult with the HoLSu/HoLSt in order to decide what action is necessary.

Provision for pupils with SEND

Walthamstow Hall offers a continuum of provision to meet a diversity of pupils' needs. In most cases, a pupil's needs are met through appropriate differentiated teaching in the classroom. In the situation where it is identified that a pupil is not making satisfactory progress, additional support can be provided. Additional provision may be provided for individual pupils and/or small groups of pupils and may include:

- 1:1 lessons with a Specialist Teacher (For example: Numeracy or Literacy support; Study Skills sessions or Speech Therapy)
- Social Skills

At the Junior School: provision or action that is additional to or different from that available to all pupils will be recorded in a Provision Map. If appropriate for a pupil, an Individual Learning Plan (ILP), will be written by the Specialist Support Tutor (SST) in consultation with the HoLSu/pupil, parents, carers and teachers as necessary. It may also involve consultation and advice from external agencies.

We will aim to review the Provision Maps and ILP's regularly and the outcomes will be recorded. Provision Maps and ILPs are available to all staff. When appropriate, pupils will participate in the review process and parents/carers will also be kept informed.

At the Senior School: Learning Support sessions are scheduled on a central timetable. Attendance and progress are recorded by each SST. Regular liaison with Maths and English teachers ensure that the Learning Support sessions are individualised and targeted. Parents are informed of progress via the school reporting cycle.

Pupils who are not currently receiving Learning Support are supported by their teachers via quality first teaching practices within their small classes. Teachers are advised of each pupil's areas of difficulty and recommended teaching strategies to enable differentiated support, via the SEN register. This live document is regularly updated and is shared with all teaching staff.

If, despite significant support and intervention by the School, there is evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals. Through the Heads of Section, HoLSu/HoLSt, pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

When pupils move to another School their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the **Education (Student Information) Regulations 2000**.

If required, External support services will play an important part in helping the School identify, assess and make provision for pupils with SEND. A Special Educational Needs multi-agency approach will be adopted where appropriate and this may include the Educational Psychologist, Social Services, Health and Welfare services etc.

Role of the Head of Learning Support (Junior School) and Head of Learning Strategies (Senior School):

- Compile and monitor the school provision and update the whole school SEND policy as required.
- Compile and update the SEND register and other relevant documentation.
- Circulate Provision Maps and ILPs to relevant Heads of Department and teaching staff.
- Help to enable teachers to adapt and adjust to the academic and social needs of pupils with Specific Learning Difficulties (SpLD).
- Help to ensure that all teachers are able to share in providing the level of subject support needed.
- Liaise with parents of pupils with special educational needs.
- Coordinate with the SSTs.
- Liaise between the schools to ensure continuity of provision through regular meetings.
- Liaise with educational psychologists, school nurse, therapists and other health or specialist services.
- Assist with reviewing the progress of each individual.
- Keep up to date with current initiatives locally and nationally and to seek out and share best practice.
- Engage in ongoing professional development.
- Contribute a section on SEND provision to the School Development Plan.
- Manage a SEND budget and provide an annual budget request based on needs identified in development planning.
- Help to ensure that pupils with special educational needs and disabilities have equal access to a broad, balanced curriculum and join in with all the activities of the School.
- Oversee an effective assessment system of screening and individual diagnostic tests and record keeping.
- Ensure that SSTs receive training to meet their needs and the needs of the school.

- Ensure that pupils and students have appropriate access arrangements in order for them to be able to access their examinations.

Role of Specialist Support Tutors

The SSTs will:

- Assist in the identification of pupils with special educational needs; (in the Junior School this is through an in-house assessment after a referral by the HoLSu).
- Write ILPs, where appropriate; (this is overseen by the HoLSu in the Junior School and with liaison between class teacher and SST).
- Keep records to monitor the progress of pupils.
- Collaborate with other key staff to ensure that all learners make the best possible progress.
- Contribute to the professional development of teachers through input to the internal INSET programme.

Role of Teachers

Teachers will:

- Responsible for the attainment, engagement and progress of all learners within their classes, including those with SEND.
- Be aware of the procedures for identifying, assessing and making provision for pupils with SpLD.
- Provide a classroom environment which encourages the development of pupil potential.
- Integrate methods of improving learning for SpLD pupils within their existing programmes.
- Collaborate with appropriate personnel to develop programmes to realise learning potential where necessary.
- Contribute to the collection of data for identification purposes.
- Monitor pupil progress.

Parent Partnership

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are recognised as partners in the educational process. All parents are welcome to contact the School if they have any concerns about educational provision. Parents are also strongly encouraged to keep in regular contact with the School regarding their child's progress. To this end regular communication through the pupils' planners, regular written reports and formal consultations are provided. Parents may also request a discussion about their daughter's education at any point during the academic year.