

Special Educational Needs Policy

Berkhamsted Prep and Pre-Prep

Berkhamsted Senior Schools & Sixth

Heatherton

Berkhamsted Day Nursery Ltd.

Berkhamsted School Enterprises Ltd.

Revision and Terminology: Please refer to the School's Policies Policy.

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Scope of this Policy

The aims of this policy are to identify pupils who have Special Educational Needs (SEN) as early as possible and to keep the child and the family at the heart of the process. We aim through this policy 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.

This policy can be made available in large print or other accessible format, if required.

This policy deals with Special Educational Needs only. The School's policy relating to Gifted & Talented is contained within the Curriculum Policy; the School deals with matters relating to disability under its Disability Policy; Pupils with English as an additional language are served by the English as an Additional Language (EAL) Policy.

Definitions

- 1.1 Special Educational Needs - children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.
- 1.2 Children have a learning difficulty if they:
 - 1.2.1 have a significantly greater difficulty in learning than the majority of others of the same age; or
 - 1.2.2 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 mainstream schools or mainstream post 16 institutions (if your child has a disability, please ask to see our Disability policy);
 - 1.2.3 are under five and fall within the definition at 1.2.1 or 1.2.2 above or are likely to do so do when of compulsory school age if special educational provision was not made for the child.
- 1.3 A child must not be regarded as having a learning difficulty solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home (Section 20 (4) Children and Families Act 2014). However, children for whom English is an additional language will be provided with appropriate support provided they meet the School's academic entry criteria.
- 1.4 A child who finds a particular subject difficult does not necessarily have a "learning difficulty" as defined here; there will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen, not all of which should be defined as 'learning difficulties'.
- 1.5 Learning Difficulty - the expression "learning difficulty" covers a wide variety of conditions and may includes many terms including, but not limited to, dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from emotional or behavioural disorders.
- 1.6 Additional needs – underachieving and less experienced learners who do not have specific learning difficulties. Additional needs may be caused by lower ability levels,

insecure command of English, and/or those whose academic levels develop more slowly than the majority of their peers.

- 1.6.1 Pupils with additional needs are supported through the mainstream classroom setting. In the Pre-Prep and in the Prep Schools their needs are met by differentiation in class and TA support where available (as deployed by the class teacher in conjunction with the SENCO). In the Senior Schools they are aided by teacher differentiation, setting (some subjects) and option choices.
- 1.7 Disability – Pupils with a disability do not necessarily have Special Educational Needs. If they do, they are given the same support in the same way as all other pupils. The Disability Policy details how the school supports those with a disability.

Policy Statement

- 2.1 **The School:** Berkhamsted Schools Group comprises six mainstream independent schools with high academic standards and a private day nursery:
 - 2.1.1 Berkhamsted Day Nursery accepts boys and girls from 5 months to 3 years.
 - 2.1.2 Berkhamsted Pre-Prep accepts boys and girls from 3 to 7 years.
 - 2.1.3 Berkhamsted Prep accepts boys and girls from 7 to 11 years.
 - 2.1.4 Heatherton accepts boys in their Nursery from 3 to 4 and girls from 3 to 11 years.
 - 2.1.5 Berkhamsted Boys accepts boys from 11 to 16 years.
 - 2.1.6 Berkhamsted Girls accepts girls from 11 to 16 years.
 - 2.1.7 Berkhamsted Sixth accepts boys and girls from 16 to 18 years.
- 2.2 **Provision**
 - 2.2.1 Provision is made for children who appear to have a learning difficulty
- 2.3 **Special Educational Needs** – learners who have been identified with a long-term impairment.
 - 2.3.1 SEN provision is primarily delivered through differentiation in the classroom setting and also supported by specialist teachers outside the normal timetabled classroom setting.
 - 2.3.2 Up to Year 3, pupils about whom there are concerns are supported in the classroom, with guidance from the Learning Support Department or 1-1 support where required.
 - 2.3.3 Between Year 4 and Year 6 at the Prep School, SEN provision is offered when the other pupils are studying French. In Year 3 at the Prep School, as for all year groups at Heatherton, they are withdrawn from non-core subjects.
 - 2.3.4 Between Year 7 and Year 9, this provision is offered when the other pupils are studying a second Modern Language/Classical Civilisation or Latin.
 - 2.3.5 Pupils in Years 10 and Year 11 have a range of ways to access specialist

- support: before school, via the Learning Support option or during Private Study sessions on their timetable.
- 2.3.6 Pupils in Years 12 and 13 receive specialist support in private study periods if required.
- 2.3.7 All pupils in the Senior School and Sixth Form have access to the Learning Support drop-in sessions. These informal sessions are offered weekly on both Kings and Castle sites.
- 2.4 **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. Please note that whilst acknowledging the importance of dealing with all situations sensitively and each on a case-by-case basis, it is the school's belief that children should be informed of their diagnoses in order that the relevant and most appropriate provision might be made.
- 2.5 **Governors:** All governors are expected to be cognisant of the SEN Policy and Procedures.

Implementation and Procedures

- 3.1 **Screening:** We will carry out a screening test on all pupils in Year 3 for dyslexia using the Dyslexia Screener, or at the point of entry for pupils who join after Year 3. We screen reading and handwriting for Year 7 pupils and the new entrants to Year 9 and Year 12. The tests which we use are not diagnostic tests of a kind which an educational psychologist would carry out, and they are not infallible. The purpose of the tests is to detect circumstances which may need monitoring, further investigation or a formal assessment may be necessary. The cost of screening tests is included in the tuition fees.
- 3.2 If the screening test identifies a possible area of weakness which may need further investigation or a formal assessment, parents will be informed as soon as possible thereafter.
- 3.3 In such cases, if evidence-based concerns have been raised by members of the teaching staff and supported by the Head of Learning Support, the school will cover the cost of an internal assessment for all pupils up to the end of Year 8. If parents choose to have an external assessment carried out, they will bear the cost.
- 3.4 **Ongoing monitoring:** In addition, all teachers are encouraged to monitor their pupils and raise a concern, if necessary. In the Pre-Prep, Prep and Heatherton the class teacher, Year Head and SEN coordinator should be informed. In the Senior and Sixth, teachers should contact the Head of House and the appropriate Learning Support Year Lead in the first instance. Full details of the monitoring process for the Senior and Sixth is attached as Appendix 2.
- 3.5 **Outcome of tests:** If the outcome of a test or any other circumstances gives us reason to think that a child may have a learning difficulty, we will report and consult with parents as necessary and make appropriate recommendations.
- 3.6 **Formal assessment:** If any test results or monitoring procedures indicate that your

- child may have a learning difficulty which ought to be assessed without delay, we will ask parents to agree to their child being formally assessed by a qualified assessor or if we deem necessary, by an educational psychologist, with the cost to be borne by the parents. We will ask parents to agree to follow his / her recommendations unless there are persuasive reasons to the contrary. The School has good working relationship with a range of professional assessors: (Psychologists, Specialist Teacher, Occupational Therapists, Behavioural Optometrists) and parents are strongly encouraged to use one of the named assessors known to the School. This information is attached as Appendix 3. If parents choose to use an assessor of their own choosing, the assessor must contact the Head of Learning Support prior to the assessment taking place.
- 3.7 If a concern about a pupil up to the end of Year 8 is raised by parents without sufficient evidence to suggest an assessment is necessary, the school may offer an internal investigative assessment but a charge will be levied. Parents retain the right to have an external assessment carried out if they so wish.
- 3.8 **Access Arrangements:** Applications for access arrangements in public examinations (e.g. extra time) can only be made for pupils in Year 9 and above. The application to Access Arrangements Online (AAO) requires an assessment, the cost of which will be borne by parents. Parents do have the right to have this assessment carried out by an external assessor (at their own expense), but JCQ prefer them to be carried out by qualified school staff. It is important that parents use the School's named assessors and inform the school that they intend to do so, prior to the assessment taking place. For the sake of clarity, all assessments carried out on pupils in Year 9 or above will carry a charge irrespective of whether or not the pupil has had a previous learning support assessment (internally or externally completed).
- 3.8.1 JCQ issue regulations regarding access arrangements every year. The deadline date for applications to be made to JCQ (and CIE) will be set by the Examinations Officer and the Head of Learning Support annually and attached to the policy as Appendix 4.
- 3.8.2 Assessments which can be used for Access Arrangements will be carried out from Easter in Year 9 as they may contain test results which are only valid for 26 months from the date of the assessment. An assessment from May in Year 9 would therefore be valid until the end of the exam series in Year 11.
- 3.8.3 Assessment can be carried out in-house by a specialist teacher who has reached Level 7 competence in Specific Learning Difficulties or who has gained competence in assessment work and has been awarded the Assessment Practising Certificate or who holds a level 7 qualification in access arrangements assessment. A list of in-house assessors will be published annually in an Appendix.
- 3.8.4 The in-house assessor completes the Form 8. A detailed history of need and provision will be compiled to answer the questions in Part I
- An external assessor should not complete Part 3 of the Form 8 until they have contacted the Head of Learning Support and received Part I from the School. Part I must be forwarded to the assessor before any assessment is undertaken.

All Specialist teacher assessors must keep their certificates of competence in School for inspection purposes.

- 3.8.5 Once the assessment has been carried out, the assessor will contact the Head of House who will contact the parents and inform them of the outcome. The Head of Learning Support will inform parents once the application to AAO has been made and they will receive a copy of the pupil's Access Arrangements confirmation.
- 3.8.6 Pupils applying for access arrangements will have an opportunity to discuss their needs with the assessor. A decision will be made before the application is submitted to AAO and Part 3 of Form 8 is completed.
- 3.8.7 The JCQ make it clear that assessors for Access Arrangements should ideally be employed within the Centre. We do not recommend it, but parents who wish to use an external assessor who is not one of the School's named assessors (see Appendix 3) can do so as long as the following is noted:
- 3.8.7.1 The assessor must contact the school before the assessment is carried out.
- 3.8.7.2 The assessor must be suitably qualified to carry out access arrangement assessments.
- 3.8.7.3 When the report is presented to the school, the SENCo and Assessors working within the centre will carefully consider whether or not to accept the report. If the report is accepted, the school will instigate a process of monitoring. If the monitoring process provides appropriate evidence of need, then the candidate will be assessed within school (or using an externally approved assessor). The cost of such assessments will be borne by the parents.
- 3.8.7.4 Parents are aware that an externally sourced report which is not from one of the School's named assessors may not be accepted by the School if it does not contain sufficient evidence to support an application to AAO, arrives after the deadline date or contains information which cannot be supported by evidence from teaching staff or historical evidence gained during the pupil's time in the School.
- 3.8.7.5 Where a privately commissioned report, or a report from an external professional, is rejected by the School, the Principal or a member of the Senior Management team will provide a written rationale supporting their decision.
- 3.8.8 Pupils who refuse an access arrangement will have their request noted in writing and a copy will be sent to parents.
- 3.8.9 If an access arrangement is withdrawn then a written comment will be sent to parents with an explanation of why the decision has been taken.
- 3.8.10 Applications to AAO will follow the JCQ regulations. For the vast majority of pupils an application will only be made if results of an assessment fall below the average range – i.e. standardised scores of 84 or less. In rare and unusual

circumstances a cluster of 2 or more low average scores (standardised scores from 85 – 89) may be sufficient. The criteria for a successful application can be changed by JCQ.

- 3.9 **Learning support:** At the Prep School, if the test results indicate that there may be a learning difficulty at Y3, we may recommend that the pupil should drop French and be supported with specialist teacher input. This provision continues until the end of the Key Stage unless the pupil makes sufficient progress beforehand, at which point s/he will return to a full curriculum. If the test results indicate that there may be a learning difficulty in Y7 upwards, we may suggest that the pupil gives up one of the normal curriculum subjects and instead attends a small learning support group which will concentrate on developing literacy, numeracy and IT skills. Learning support of this kind will be provided at no additional cost.
- 3.10 Regardless of the age of the child, we will offer a graduated response for SEN support. This will follow a programme of assessment/reassessment, planning based on the results, implementing the plan and then reviewing progress with the pupil and their family.
- 3.11 **Code of Practice:** Our approach to the detection and management of learning difficulties will be guided by the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014) and the Children and Families Act (2014). In general, our approach will be cautious so as not unnecessarily to run the risk of a child being defined as having a particular SpLD when a later assessment might result in a different explanation for the difficulty.
- 3.12 **Education and Healthcare Plan (EHCP):** Parents have the right under section 36(1) of the Children and Families Act 2014 to ask the Local Authority to make an assessment with a view to drawing up an Education and Healthcare Plan. The School also has the right 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 (Health Education and Social Care).
- 3.13 **Consultation:** Where a prospective pupil has an EHCP, we will consult the parents and, where appropriate, the Local Authority to ensure that the provision specified in the EHCP can be delivered by the School. We will co-operate with the Local Authority to ensure that relevant reviews of the plan are carried out as required.
- 3.14 **Additional Services:** Any additional services that are needed to meet the requirements of the EHCP will need to be charged to the Local Authority if the authority is responsible for the fees and our school is named in Section I of the EHCP. In all other circumstances charges will be made directly to parents unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.
- 3.15 **Welfare needs:** The School recognises that pupils with special educational needs or learning difficulties may be at risk of being bullied. The School has a Prevention of Bullying Policy which makes 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, tutor or Head of House as appropriate to discuss their concerns in private at any time.

- 3.16 **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 that parents withdraw their child from the School (see 4.2 below).
- 3.17 **Head of Learning Support and Special Educational Needs Co-ordinator (SENCo):**
- 3.17.1 The Head of Learning Support is Ms Lisa Waitt.
 - 3.17.2 The School's Special Educational Needs Co-ordinators (SENCo) for the various parts of the School are listed in Appendix 1.
 - 3.17.3 The SENCos have responsibility for:
 - 3.17.3.1 ensuring liaison with parents and other external professionals in respect of a child's special educational needs;
 - 3.17.3.2 ensuring where necessary, that appropriate Individual Provision Maps and Group Provision Maps are in place;
 - 3.17.3.3 ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated;
 - 3.17.3.4 undertaking any other appropriate duties in accordance with the Special Educational Needs Code of Practice.
 - 3.17.4 In addition, the Learning Support Department advise and support teaching staff in the School.
- 3.18 **Responsibility:** Parents and children bear the overall responsibility for taking decisions about the management of pupils' learning difficulties. A parent who would prefer to have a formal external assessment prior to additional specialist teaching or learning support, should make arrangements accordingly with the School or outside agencies but must ensure that the School is given copies of all advice and reports received.
- 3.19 **External teaching:** Parents may opt for additional specialist teaching outside the School, provided that this takes place outside the School day and does not clash with other School commitments.
- 3.20 **Information:** Because dyslexia and some other learning difficulties often run in families we need to know at the outset there is an incidence of a specific learning difficulty in the immediate family unit. Confidential information of this kind will only be communicated on a "need to know" basis. Parents must also provide us with a copy of any report or recommendations which have been made in relation to special educational needs at their child's previous school or elsewhere.
- 3.21 **Concerns:** The School needs to know immediately if a child's progress or behaviour causes parental concern so that we can devise, agree and implement a strategy to maintain progress.

- 3.22 **Examinations:** Children who have been diagnosed as having a learning difficulty may be eligible to apply for access arrangements to complete internal examinations and public examinations. Pupils up to the end of KS3 will have access arrangements in place based on the criteria set by the Joint Council for Qualifications (JCQ). These arrangements are reviewed from Year 9 onwards, when a formal assessment of learning need is carried out which incurs a fee which is added to the school bill.

Alternative Arrangements

- 4.1 Whilst the School will make significant efforts to make sure that all special educational needs are identified, diagnosed and met, it cannot be guaranteed that a pupil's special educational needs will be detected and diagnosed despite the screening and monitoring arrangements which are in place
- 4.2 **Withdrawal:** The School reserves the right, following consultation with parents, to ask or require parents to withdraw their child from the School if, in its opinion, after making all reasonable adjustments and exhausting appropriate strategies:
- 4.2.1 the child is in need of a formal assessment, remedial teaching, learning support or medication for which no consent is given; and/or
 - 4.2.2 parents have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of the child's learning difficulties (see 3.20); and/or
 - 4.2.3 the child's learning difficulties require a level of support or medication which, in the professional judgment of the Principal, the School is unable to provide, manage or arrange;
 - 4.2.4 the 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.
- 4.3 **Alternative placement:** In any of these circumstances the School will do what is reasonable to help parents find an alternative placement which will provide their child with the necessary level of teaching and support.
- 4.4 **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 the child will be credited to the parents' account.

Appendix I – Special Educational Needs Co-ordinators (SENCo)

The School's Special Educational Needs Co-ordinators (SENCo) for the various parts of the School are as follows:

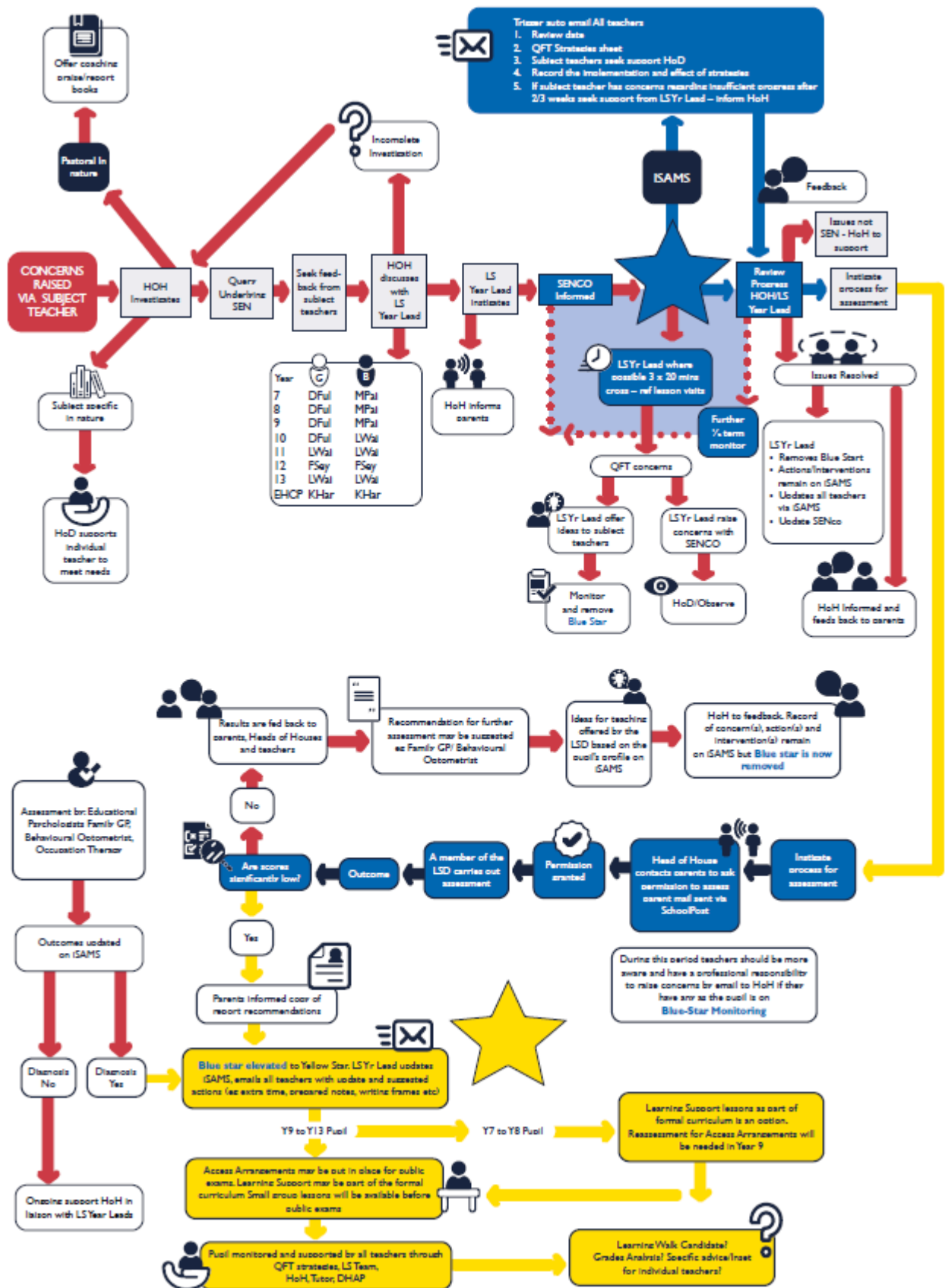
Berkhamsted Senior School (Boys, Girls and Sixth): Ms Lisa Waitt

Heatherton: Mrs Karen Harris

Berkhamsted Prep and Pre-Prep: Mrs Millie Appleyard

Berkhamsted Day Nursery: Mrs Millie Appleyard

Appendix 2 - SEND Provision Map for Senior and Sixth



Appendix 3 – Specialist Assessors and Medical Support

Information for Parents – Specialist Assessors and Medical Support

Psychologists

We have two psychologists recommended by the school; both offer an excellent service and have a good working relationship with the SEND department at Berkhamsted School.

Leanne Cowan

Kindle Kids
69 Elm Park
Stanmore
HA7 4AU
0203 422 6333
Info@kindlekids.org.uk

Patricia Rios

D.A.T.S. (Diagnosis, Assessment and Treatment Services)
Unit 2, Executive Park
Hatfield Road
St Albans
AL1 4TA
07799 608910
patriciarios@hotmail.co.uk

Specialist Teachers

Alison Dunmall

Buckden Consultants Ltd
17 Crafton
Leighton Buzzard
LU7 0QL
01296 660410
adunmall@buckden.org.uk

Louise Green

17 Tulkers Close
Prestwood
Bucks
01494 864430
louisegreen@bopenworld.com

Occupational Therapist/Paediatric Physiotherapist

Michele Lee

Lee Medical Practice
Blair House
Denham Green Lane
Denham
Bucks UB9 5LQ
01895 835144
office@leomedical.co.uk

Vision Specialists

Paul Adler

41a Abbey Avenue
St Albans
AL3 4BH
01727 842232
www.eyezone.co.uk

Dr Clyde Alexander

Alexander Kobrin Optometrists
177 Darkes Lane
Potters Bar
01707 652322
www.alexanderkobrin.com

Maurizio Procida

Ottica Procida
312 Ballards Lane
Finchley
London
N12 0EY
020 8445 2327
info@otticaprocida.com

John Nesbitt at

Michael Blackstone
18 The Highway
Station Road
Beaconsfield
01494 673782
www.blackstone.co.uk

Expect to have to pay a fee and wait for an appointment.

An alternative is to ask your GP for a referral to an optometrist who can check for tracking and other eye skills. If this is via the NHS you may have to wait but should not incur a cost.

Appendix 4 – Access Arrangements

Information for parents – Access arrangements

Ms Lisa Waitt (SFJ L7 PAPAA)
Head of Learning Support
Berkhamsted School
01442 358035
lwaitt@berkhamsted.com

Mrs Julie Andrews
Senior Examinations Officer
Berkhamsted School
01442 358043
jandrews@berkhamsted.com

Key dates

For access arrangements reports for pupils in Year 11:

If you wish to commission an externally produced report for access arrangements, please note that the Form 8 must be delivered to the centre and be with the Head of Learning Support by the start of the Trinity Term in Year 10. This gives adequate time Access Arrangements for the Examinations Officer to arrange the mock exams in January.

For access arrangements reports for students in Year 13:

If you wish to commission an externally produced report for access arrangements, please note that the Form 8 must be delivered to the centre and be with the Head of Learning Support by Easter of Year 12.

No AAO applications will be made after the Lent half term holiday.

In-house assessors

The following members of the Learning Support Department working in the Senior School are qualified to carry out assessments to support the application for access arrangements.

Karen Harris BA OCR Dip SpLD APC SpLD

Marilyn Pain BA APC SpLD

Millie Appleyard Level 7 Dip SpLD, APC SpLD

Lisa Waitt BSc PGCE, SFJ L7 PAPAA, L5 Certificate in Supporting Pupils with Autism in the Mainstream Classroom, ILM L5 Coaching and Mentoring