

Special Educational Needs and Disability (Pupils) Policy

Berkhamsted Prep and Pre-Prep

Berkhamsted Senior Schools & Sixth

Heatherton

Berkhamsted Day Nursery Ltd.

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

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I Introduction

- 1.1 Berkhamsted Schools Group including Berkhamsted Day Nursery Limited (BDNL) ('the School') is committed to the equal treatment of all pupils including those with special educational needs ('SEN') and disabilities. This policy works towards eliminating disadvantages for pupils with SEN and disabilities (together referred to as 'SEND') by:
- 1.1.1 using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision
 - 1.1.2 not treating disabled pupils less favourably than their peers
 - 1.1.3 making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education
 - 1.1.4 ensuring that pupils with SEND engage as fully as practicable in the activities of school alongside pupils who do not have SEND, and maintaining and driving a positive culture of inclusion
 - 1.1.5 training relevant staff to ensure awareness and understanding of the types of SEND, and how best they can support pupils with SEND
 - 1.1.6 ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.
- 1.2 In drawing up this policy, the School has had regard to the following legislation, guidance and advice (in so far as they apply to the School):
- 1.2.1 Special Educational Needs and Disability Act 2001
 - 1.2.2 Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
 - 1.2.3 Equality Act 2010
 - 1.2.4 Children and Families Act 2014
 - 1.2.5 EHRC guidance 'Reasonable adjustments for disabled pupils'
 - 1.2.6 Statutory framework for the Early Years Foundation Stage (December 2023)
- 1.3 This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunities Policy and Accessibility Plan and the other policies listed on the front page.
- 1.4 This policy covers SEND in relation to pupils. Please refer to the School's Equal Opportunities Policy and Accessibility Plan for details of what steps the School will take in relation to other members of the school community with disabilities such as staff and parents, and visitors / members of the public who have disabilities.

Definition of special educational needs (SEN)

- 2.1 A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- 2.1.1 have a significantly greater difficulty in learning than the majority of children their age;
 - 2.1.2 have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or early years providers;
 - 2.1.3 are under five years old and would be likely to have such difficulties if special educational provision were not made for them.
- 2.2 The expression 'learning difficulty' and term 'neurodiversity' cover a wide variety of conditions and may include autistic spectrum disorder (ASD); dyslexia; dyspraxia; dyscalculia; attention deficit (hyperactivity) disorder (AD(H)D); semantic processing difficulty; and learning problems which result from social, emotional or mental health difficulties (this list is not exhaustive). The expression may also include those who have problems with their eyesight or hearing.
- 2.3 Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children for whom English is an additional language is set out in the School's English as an Additional Language (EAL) Policy.
- 2.4 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'.
- 2.5 However, underachieving and less experienced learners who do not have specific learning difficulties may have 'additional needs'. 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. Pupils with additional needs (as opposed to special educational needs) are supported through the mainstream classroom setting. In the Pre-Prep and in the Prep Schools their needs are met by adaptive teaching 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 adaptive teaching, setting (some subjects) and option choices.

Definition of disability

- 3.1 A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).
 - 3.1.1 Physical disability may include medical conditions for which a person needs to use a wheelchair, for example, cerebral palsy or brittle bones;
 - 3.1.2 A mental impairment is a recognised mental illness which has been diagnosed, a severe learning difficulty or a psychiatric illness;
 - 3.1.3 Long term means that the impairment will have lasted or be likely to last for 12 months or more.
- 3.2 Other conditions which may amount to disability include:

- 3.2.1 severe disfigurements, scarring conditions and birthmarks (but not including tattoos or piercings)
- 3.2.2 progressive conditions which will result in a substantial long-term adverse effect on day-to-day activity
- 3.2.3 a controlled impairment, i.e. a person with a prosthesis, or a person with drug-controlled epilepsy or diabetes
- 3.2.4 a history of impairment, for example a person who used to be disabled and has recovered, for example, a person with a previous mental illness.
- 3.3 Disability does not include:
 - 3.3.1 hay fever sufferers
 - 3.3.2 a person with anti-social tendencies
 - 3.3.3 a person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances
 - 3.3.4 a person who is addicted to nicotine, alcohol and other non-prescribed substances unless the addiction was originally the result of administration of medically prescribed drugs or other medical treatment.
- 3.4 Not all pupils who have SEN are disabled and not all disabled pupils have SEN but understandably, there is overlap.

Governor and staff responsibilities

- 4.1 The Governing Body is responsible for determining school policy and provision for pupils with SEND.
- 4.2 The Vice Principal (for Senior School pupils) and relevant Headteachers (for pupils at the Prep Schools) are responsible for all aspects of the School's SEND provision and keeping the Governing Body fully informed of the implementation of the School's policy in practice.
- 4.3 The Head of Learning Support (who is also the SENCO for Senior & Sixth – please see Appendix I for details) has overall day-to-day responsibility for the operation of the SEND policy. Their responsibilities include:
 - 4.3.1 determining the strategic development of the SEND policy and provision in the School, together with the Principal and Governing Body
 - 4.3.2 coordinating specific provision for children with SEND, including those who have Education, Health and Care Plans ('EHCPs')
 - 4.3.3 ensuring all staff understand their responsibilities to children with SEND and the School's approach to identifying and meeting SEND
 - 4.3.4 ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
 - 4.3.5 ensuring parental insights are considered by the School to support their child's SEND

- 4.3.6 liaising with the School's medical staff, external professionals and agencies, as appropriate
- 4.3.7 ensuring that the School keeps records of all pupils with SEND up to date.
- 4.4 The Special Educational Needs Co-ordinators (SENCOs) for the various parts of the School are listed in Appendix I. The SENCOs have responsibility for:
 - 4.4.1.1 ensuring liaison with parents and other external professionals in respect of a child's special educational needs;
 - 4.4.1.2 ensuring where necessary, that appropriate Support Plans and Group Support Plans are in place;
 - 4.4.1.3 ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated;
 - 4.4.1.4 undertaking any other appropriate duties in accordance with the Special Educational Needs Code of Practice.
- 4.5 The School's Learning Support Department consists of specialist staff working across the Berkhamsted Schools Group, including learning support teachers, learning support assistants and learning support administrators. The Learning Support Department advise and support teaching staff in the School.
- 4.6 Co-ordinating support for pupils is shared between staff in the Learning Support Department, and the tutor / Head of House (for more details, see the SEND Provision Map at Appendix 2)
- 4.7 All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise) pursuant to Standard 5 of the Teachers' Standards (which require teachers to adapt teaching to respond to the strengths and needs of all pupils).
- 4.8 All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs. However, staff will not be expected to administer medication, unless medically qualified or they have been trained to do so.
- 4.9 All Governors are expected to be cognisant of this policy.

Identifying and supporting pupils with SEND

- 5.1 The School's curriculum, teacher planning and schemes of work take proper account of the needs of all pupils, including those with SEND. The School regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN).
- 5.2 However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed.

- 5.3 The School may request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will usually be borne by the parents. Where parents wish to request a formal assessment from outside of school, they must liaise with the School in advance of the assessment being carried out and ensure the School is given copies of all advice and reports received (See the list of specialist assessors and medical support at Appendix 3 in this policy and details about assessment for Access Arrangements in the Access Arrangements for Examinations Policy).
- 5.4 If there are significant emerging concerns, or identified SEND, the School will take action to put appropriate special educational provision in place taking into account any advice from specialists. Parents should be consulted and kept informed of any action taken to help their child, and of the outcome of this action.
- 5.5 Due weight will also be given to a pupil's wishes (according to their age, maturity and capability). 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 normally be informed, considerately, of their diagnoses in order that the relevant and most appropriate provision might be made.
- 5.6 The School will have due regard to any request by a parent or pupil (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of a person's disability as confidential.
- 5.7 Arrangements for special educational provision and support are made through the school's graduated approach to SEN support: assess - plan - do - review:
- 5.7.1 **Assess:** The School will carry out an analysis of the child's needs so that support can be matched to need. If not already done so the School may, in consultation with parents, engage external agencies and professionals to help assess the child's needs and advise on any support needed. Any specialist advice received will usually be discussed with the child's parents.
- 5.7.2 **Plan:** Where appropriate, the Head of Learning Support (Senior & Sixth), Learning Support Leads or SENCO for the relevant part of the School will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on iSAMS.
- 5.7.3 **Do:** Teachers will work closely with the Head of Learning Support (Senior & Sixth), Learning Support Leads or SENCO for the relevant part of the School to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- 5.7.4 **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed as agreed between the School and parents]. Teachers, working with the Head of Learning Support (Senior & Sixth), Learning Support Leads or SENCO for the relevant part of the School, will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil (as appropriate).
- 5.8 The School recognises that some pupils with a SEN may also have a disability. The School

will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School is able to cater for.

Reasonable adjustments and Auxiliary Aids

- 6.1 The Equality Act 2010 requires the School to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled.
- 6.2 The School does this by making reasonable adjustments: to policies, criteria and practices (i.e., the way the School does things) as well as practical and affordable changes to the physical estate; and by providing auxiliary aids and services (i.e., provision of additional support or assistance).
- 6.3 “Reasonable adjustments” is a broad expression which covers all aspects of school life, Examples could include:
 - 6.3.1 the curriculum
 - 6.3.2 classroom organisation and timetabling
 - 6.3.3 access to school facilities
 - 6.3.4 school sports
 - 6.3.5 school policies
 - 6.3.6 breaks and lunchtimes
 - 6.3.7 the serving of school meals
 - 6.3.8 assessment and examination arrangements
 - 6.3.9 school discipline and sanctions
 - 6.3.10 exclusion procedures
 - 6.3.11 school clubs, educational visits and other activities
 - 6.3.12 preparation of pupils for the next phase of education.
- 6.4 The School shall inform the pupil and parents of the reasonable adjustments that the School are legally required to make for that pupil, which may typically include:
 - 6.4.1 making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room
 - 6.4.2 allowing appropriate access arrangements where possible for the completion of an entrance exam
 - 6.4.3 providing examination papers in larger print for a pupil with a visual impairment
 - 6.4.4 rearranging the timetable to allow a pupil to attend a class in an accessible part of the building
 - 6.4.5 arranging a variety of accessible sports activities.
- 6.5 There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled pupils or applicants is likely to be an auxiliary aid or

- service. Examples could include:
- 6.5.1 pieces of equipment;
 - 6.5.2 extra staff assistance;
 - 6.5.3 note-taking;
 - 6.5.4 induction loops;
 - 6.5.5 audio-visual fire alarms;
 - 6.5.6 readers; and
 - 6.5.7 assistance with guiding.
- 6.6 The School is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils or applicants (such as the provision of a stair-lift or new ground floor facilities such as a new library). Similarly, the School is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.
- 6.7 School staff seek to understand the needs of each and every pupil and to ensure that all pupils have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff at short notice or no notice, for example, taking steps to ensure that a child has understood instructions, or that they are seated where they are able to hear and concentrate.
- 6.8 Once any required adjustments have been identified, the School will consider whether they are reasonable adjustments for the School to make by reference to the following factors:
- 6.8.1 whether it would overcome the substantial disadvantage the disabled child is suffering;
 - 6.8.2 the practicability of the adjustment;
 - 6.8.3 the effect of the disability on the pupil;
 - 6.8.4 the cost of the proposed adjustment;
 - 6.8.5 the School's resources;
 - 6.8.6 health and safety requirements;
 - 6.8.7 the need to maintain academic, musical, sporting and other standards; and
 - 6.8.8 the interests of other pupils (and potential pupils).
- 6.9 The School will discuss the proposed adjustments with parents and, where appropriate, the pupil, the Head of Learning Support (Senior & Sixth) or SENCO for the relevant part of the School, and (with the parents' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The School will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate).
- 6.10 Parents can assist the School in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the School if appropriate to implement any measures or reinforce any

strategies put in place.

- 6.11 Where, despite reasonable adjustments having been made for a SEND pupil, the child is evidently still at a substantial disadvantage, the School may draw this to the attention of the parents and make recommendations. This might include, for example, seeking further external professional advice, seeking a statutory assessment, additional support funded by the parents or other external sources.
- 6.12 If the parents feel that there are further particular adjustments the School could make, parents may write to or speak with their child's Form Teacher or Tutor in the first instance, or the Head of Learning Support (Senior & Sixth) or SENCO for the relevant part of the School. Parents must provide copies of any medical or specialists reports as evidence of the adjustments required.

Recording progress of pupils with SEND

- 7.1 The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan (EHCP). This will be recorded by way of either a Pupil Learning Passport, Sixth Form Learning Profile, Support Plan or Group Support Plan. This is drawn up in consultation, where appropriate, with the pupil, their parents, the pupil's Form Teacher or Tutor / Head of House / Assistant Head of Sixth, the Head of Learning Support (Senior & Sixth), Learning Support Leads or SENCO for the relevant part of the School, and kept on iSAMS. The Pupil Learning Passport, Sixth Form Learning Profile, Support Plan or Group Support Plan depending on the age of the pupil contains key information such as:
 - 7.1.1 Progress and attainment level
 - 7.1.2 Outcome sought
 - 7.1.3 Teaching strategies
 - 7.1.4 The additional or different provision of support in place
 - 7.1.5 Involvement of any specialists or professionals
 - 7.1.6 Information the pupil would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil and how these affect them
 - 7.1.7 Date the Pupil Learning Passport, Sixth Form Learning Profile, Support Plan or Group Support Plan was drawn up and date for review.
- 7.2 The Pupil Learning Passport, Sixth Form Learning Profile, Support Plan or Group Support Plan may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or Head of Learning Support, Learning Support Leads or the relevant SENCO.
- 7.3 The plan is reviewed regularly and the child (subject to their age and understanding) is encouraged to take ownership of it and to set their own targets.
- 7.4 The School measures the overall progress of pupils with SEND at the end of the various key stages (such as GCSE and A level) to see how much progress they make compared with that of their peers.

- 7.5 Early Years Provision: the School monitors progress of all pupils in the Early Years Foundation Stage (“EYFS”). The relevant SENCO for either Berkhamsted Pre-Prep or Heatherton is responsible for co-ordinating SEN provision in the EYFS provision - please refer to Appendix I for details. The SENCO or child's Form Teacher will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

The School's SEN provision

- 8.1 The School's SEN provision currently includes a combination of the following:
- 8.1.1 in-class adaptive teaching
 - 8.1.2 learning support (in and out of class)
 - 8.1.3 additional specialist teaching
 - 8.1.4 support from the Learning Support Team
 - 8.1.5 additional one-to-one lessons (may be charged to parents)
- 8.2 SEN Provision is primarily delivered through adaptive teaching in the classroom setting and is also supported by specialist teachers outside the normal timetabled classroom setting.
- 8.3 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.
- 8.4 Between Year 4 and Year 6 at the Prep School, short term SEN interventions are 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.
- 8.5 Between Year 7 and Year 9, this provision is offered when the other pupils are studying a second Modern Language/Classical Civilisation or Latin.
- 8.6 Pupils in Years 10 and Year 11 have a range of ways to access specialist support: before school, via the Learning Support option, during Learning Pathways lessons or in Private Study sessions on their timetable.
- 8.7 Pupils in Years 12 and 13 receive specialist support before school, or in private study periods if required.
- 8.8 All pupils in the Senior School and Sixth Form have access to the Learning Support Academic drop-in sessions and the Learning Hubs. These informal sessions are offered weekly on both Kings and Castle sites.

Screening and assessments

- 9.1 The School carries out:
- 9.1.1 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.
 - 9.1.2 Screen reading and handwriting tests for Year 7 pupils and the new entrants to Year 9 and Year 12.

- 9.2 The tests used 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.
- 9.3 If the screening test identifies a possible area of weakness, monitoring of the pupil occurs which may lead to further investigation or a formal assessment, at which point parents will be informed.
- 9.4 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 relevant internal assessments 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. 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).

Ongoing Monitoring

- 10.1 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 SENCO should be informed. In the Senior and Sixth, teachers should contact the Head of House / Assistant Head of Sixth and the appropriate Learning Support Lead in the first instance. Full details of the monitoring process for the Senior and Sixth is attached as Appendix 2.
- 10.2 If the outcome of a test or any other circumstances gives the School reason to think that a child may have a learning difficulty, the School will report and consult with parents as necessary and make appropriate recommendations.
- 10.3 If any test results or monitoring procedures indicate that a child may have a learning difficulty which ought to be assessed without delay, the School will ask parents to agree to their child being formally assessed by a qualified assessor or, if necessary, by an educational psychologist with the cost to be borne by the parents. Parents will be asked to agree to follow their recommendations unless there are persuasive reasons to the contrary. The School has good working relationship with a range of professional assessors (Psychologists, Specialist Teachers, 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 opt to use an assessor of their own choosing, the assessor must contact the Head of Learning Support prior to the assessment taking place. (Please see the Access Arrangements for Examinations Policy)
- 10.4 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. Parents should contact the SENCO in advance of having this carried out.

Pupils with an Education Health and Care Plan (EHCP)

- 11.1 The needs of the majority of pupils with SEN will be met effectively through the School's SEN support. However, where the child or young person needs cannot be met through 'Ordinarily Available Provision', parents and the School have the right to ask the Local Authority to conduct a needs assessment with a view to supporting a pupil with an EHCP. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.
- 11.2 If the Local Authority refuses to conduct a needs assessment, parents have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability). The School does not have this right of appeal.
- 11.3 Where a prospective pupil has an EHCP, the School will consult with the parents and respond to the Local Authority Consultation request to ensure that the provision specified in the EHCP can be delivered by the School. Any additional services that are needed to meet the requirements of the EHCP will need to be charged to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHCP. In all other circumstances charges may 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.
- 11.4 The School carries out its statutory responsibilities to ensure that relevant annual reviews of EHCPs are carried out.

Admissions

- 12.1 The School does not unlawfully discriminate in any way regarding entry. The School welcomes pupils with SEND, provided the School can offer them the support that they require and that the relevant site can accommodate them. The School aims to ensure that all our pupils, including those with SEND, are provided with a safe and inclusive environment in which to learn.
- 12.2 Where a prospective pupil is disabled, the School will discuss with parents (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if they become a pupil at the School. The aim of this is to ensure that the prospective pupil is not put at a substantial disadvantage compared to a pupil who is not disadvantaged because of a disability.
- 12.3 There may be exceptional circumstances in which the School is not able to offer a place for reasons relating to a child's disability. For example, if, despite reasonable adjustments, it is felt that a prospective pupil is not going to be able to access the education offered, or that their health and safety or those of other pupils or staff may be put at risk, the School may not be able to offer a place.
- 12.4 The School's Admissions Policy is available on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEND.

Withdrawal

- 13.1 Whilst the School will make significant efforts to make sure that all special educational needs and disabilities 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.

- 13.2 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:
- 13.2.1 the child is in need of a formal assessment, specialist teaching, learning support or medication for which no consent is given; and/or
 - 13.2.2 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 17.1 below); and/or
 - 13.2.3 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;
 - 13.2.4 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.
- 13.3 Any decision to request withdrawal or require the removal of a pupil will be made as a last resort and in line with the terms of the Parent Contract.
- 13.4 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.
- 13.5 Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice, and the acceptance deposit paid in respect of the child will be credited to the parents' account.

Entitlements to additional time and / or support in external assessments

- 14.1 Children who have been diagnosed as having a learning difficulty as part of their normal way of working may require adjustments, such as additional time and/or modified provision, to complete internal examinations and public examinations. Exam access arrangements allow examination candidates with special educational needs and disabilities to access the assessment without changing the demands of the assessment. These are strictly regulated by the Joint Council for Qualifications on behalf of the examination boards, under the remit of Ofqual, and are administered and applied by the School in accordance with the published guidance and requirements.
- 14.2 Pupils up to the end of KS3 (end of Year 9) will have access arrangements in place based on the criteria set by the Joint Council for Qualifications (JCQ) and international examinations boards.
- 14.3 Applications for access arrangements in public examinations can only be made for pupils in Year 9 and above, when a formal assessment of learning need is carried out which incurs a fee which is added to the school bill.
- 14.4 **Parents should speak with their child's form teacher (Preps) / Head of House**

or tutor (Senior) / Assistant Head of Sixth or tutor (Sixth) or the Head of Learning Support with regard to any application for additional support as soon as reasonably practicable. The Head of Learning Support will process applications for appropriate Examination Access Arrangements and share this information with pastoral and teaching colleagues.

- 14.5 Parents should carefully consult the Access Arrangements for Examinations Policy if they wish to seek a formal external assessment to support an application for an Access Arrangement.
- 14.6 If a pupil (or their parent/carer) has a general concern or complaint about the Centre's delivery or administration of an Access Arrangement, the School encourages the pupil / their parent/carer to try to resolve this informally in the first instance. If a complaint is not resolved informally, the pupil / their parent/carer is at liberty to make a formal complaint in line with the School's Complaints Policy.

Bullying and behavioural issues related to SEND

- 15.1 All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum, Personal Development programme and assemblies the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's Behaviour and Discipline and Prevention of Bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.
- 15.2 The School recognises that disabled pupils or those with SEND may be particularly vulnerable to being bullied. The School's Prevention of Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.
- 15.3 The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.
- 15.4 The School recognises that children with SEND can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:
- 15.4.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - 15.4.2 the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
 - 15.4.3 communication barriers and difficulties in overcoming these barriers.
- 15.5 Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

Three-year accessibility plan

- 16.1 In line with its duty under the Equality Act 2010 the School's three-year Accessibility Plan sets out how the School will;
 - 16.1.1 increase the extent to which disabled pupils can participate in the School's curriculum;
 - 16.1.2 improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and
 - 16.1.3 improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- 16.2 A copy of the School's Accessibility Plan and its associated Accessibility Plan Tracker can be provided upon request by contacting the Chief Operating Officer.

Parental responsibility

- 17.1 To ensure that parents and pupils can be given the most appropriate advice and support, it is important that all relevant information and documentation about any possible special educational need and any history of learning support is shared with the School. Parents must provide the Head of Learning Support (Senior & Sixth) or the SENCO in the relevant part of the School with copies of any reports or recommendations concerning the pupil's special educational needs or disability from previous schools or elsewhere. Parents agree to do this when completing the registration form and accepting the terms and conditions of the Parent Contract. Failure to provide the relevant information at this time may prevent or delay the school's implementation of support or Access Arrangements.
- 17.2 Where a parent wishes to have a formal external assessment prior to additional specialist teaching or learning support, they should make arrangements accordingly in conjunction with the School, and must ensure that the School is given copies of all advice and reports received. Where parents wish to seek a formal external assessment to support an application for an Access Arrangement, they must carefully consult the Access Arrangements for Examinations Policy.
- 17.3 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.
- 17.4 Since neurodiversity and/or learning difficulties often run in families, the School needs 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.

Concerns

- 18.1 The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's Form Teacher or Tutor, their Head of House or Assistant Head of Sixth, or the

Head of Learning Support (Senior & Sixth) or SENCO for the relevant part of the School, if their child's progress or behaviour gives cause for concern so that we can devise, agree and implement a strategy to maintain progress.

- 18.2 It is hoped that any difficulty or concern can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Policy (which applies equally to Berkhamsted Day Nursery) is published on the school website and sets out how parents can raise a formal complaint and how the School will handle it. A copy of the Complaints Policy will be sent to parents on request.

Review

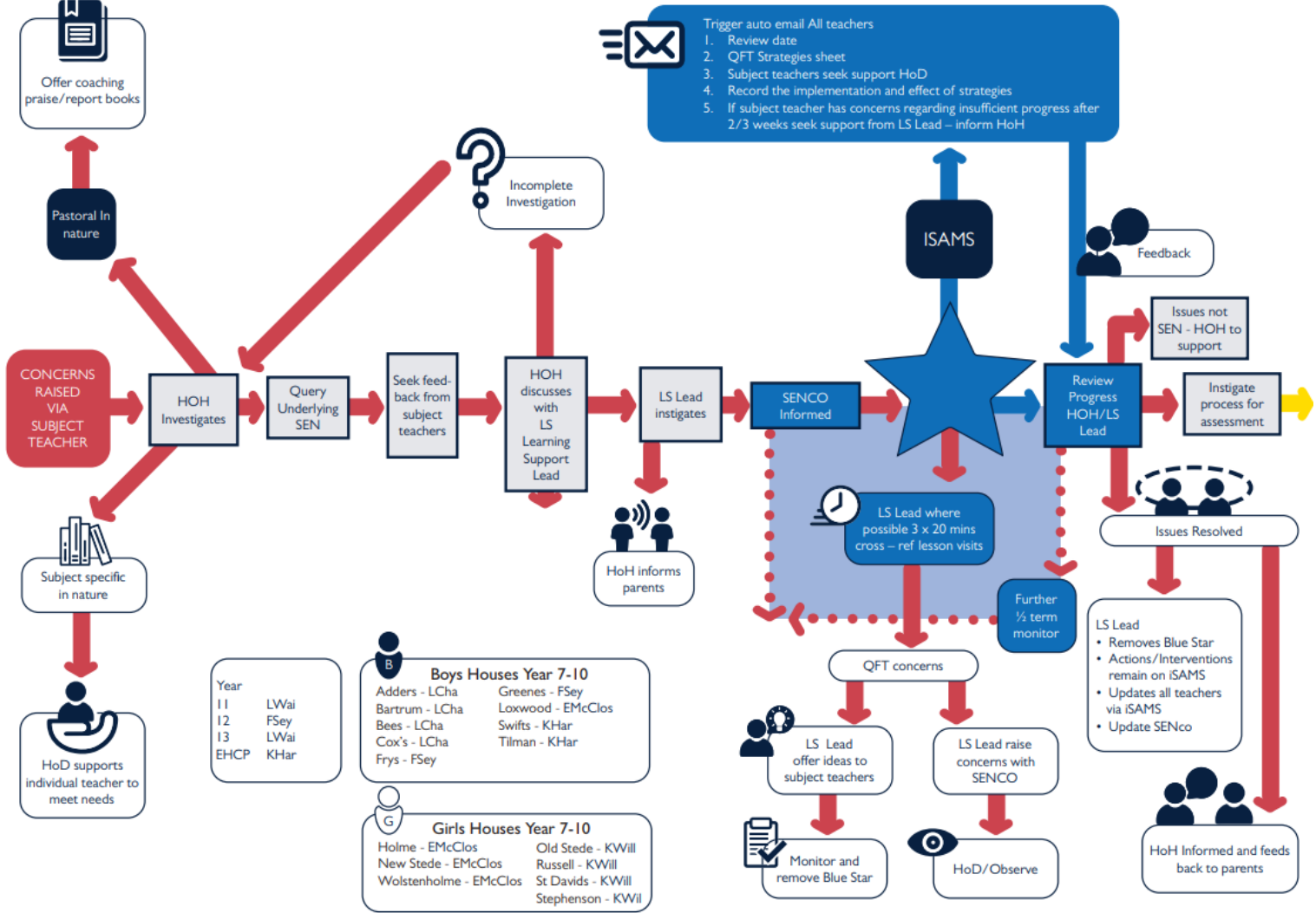
- 19.1 The School will review this policy at least every 3 years or sooner if required to ensure the School meets the needs of those pupils with SEND.

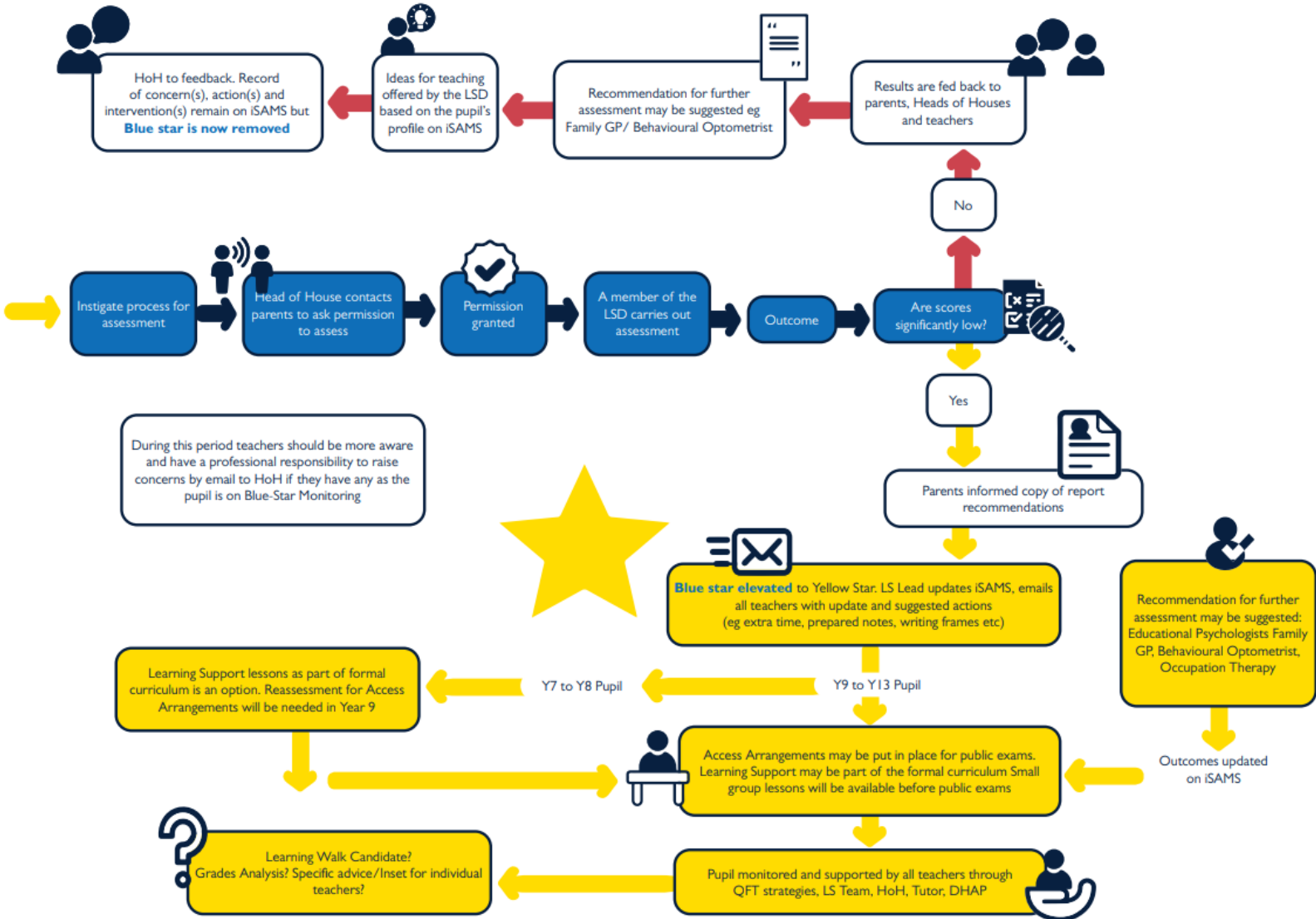
Appendix I - Special Educational Needs Co-ordinators (SENCO)

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

Part of the School	Special Educational Needs Co-Ordinator (SENCO)
Berkhamsted Senior School (Boys, Girls and Sixth)	Ms Lisa Waitt (Head of Learning Support)
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

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

Psychologists

Leanne Cowan

Kindle Kids
69 Elm Park
Stanmore
HA7 4AU
0203 422 6333
07929 972291
info@kindlekids.org.uk

Patricia Rios

The Assessment Team (age 4-17)
D.A.T.S. (Diagnosis, Assessment and Treatment Services) (Age 0-4 and over 18)
Unit 2, Executive Park
Hatfield Road
St Albans
AL1 4TA
07845 776 571 (The Assessment Team)
07811 722184 (DATS)
Patricia@theassessmentteam.co.uk
patricia@datsherts.com
patricarios@hotmail.co.uk

Educational Psychologist

Dr Pippa Busch

113 High Street
Berkhamsted
HP4 2DJ
07876 223444
DrPippa@TheChildPsych.co.uk
pippabusch@gmail.com

Specialist Teachers

Alison Dunmall

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

Louise Green

32 Station Road,
Irchester
Wellingborough
NN29 7EN
01933 834669
louisegreen@btopenworld.com

Occupational Therapist

Michele Lee

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

Paediatric Physiotherapist

Emma Bird

Physio4You
Office 8
25 St Andrews Street
Hertford
Hertfordshire
SG14 1HZ
0800 915 3288
hello@physio4you.co.uk
www.physio4you.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.

Speech and Language Therapist

Lucy Tannett (working with Early Years and Key Stage One)

Email: Tannettlucy@gmail.com
Telephone: 07956 203191