



FARNBOROUGH HILL
WHOLEHEARTEDLY

SEND POLICY 2024 – 2027

Our Mission

Farnborough Hill welcomes all into our community, where we aim to live Christ's Gospel values joyfully and wholeheartedly, forming each individual to fulfil her potential and face the future with wisdom, strength and dignity.

Farnborough Hill adheres to the principle that 'every teacher is a teacher of SEND' and will use its best endeavours to ensure that the necessary provision is made for any pupil who has SEND. The School will ensure that all staff are trained and understand the steps necessary to identify where a pupil may require additional support, so that appropriate steps can be taken with the aim of enabling them to partake in all activities in the School as far as is practicable.

The School is committed to a full policy of equal opportunities and recognises its responsibilities under the Equality Act 2010, The Children & Families Act 2014 and The SEND Code 2015 to ensure it does not discriminate against pupils or potential pupils with a disability. The School, including all staff and Governors, recognises its responsibility to make reasonable adjustments to ensure that it provides a broad and balanced curriculum that does not place a disabled pupil at a disadvantage.

This document should be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy
- Access Arrangements during External and School Assessments and Examinations
- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Assistance with Visual Impairment Policy
- Attendance Policy
- Behaviour Policy
- Complaints Policy and Procedure
- English as an Additional (EAL) Policy
- Equal Opportunities Policy
- Extended Learning Policy
- Health and Safety Policy
- Learning Support Policy
- Mental Health Policy
- Non-Examination Assessment (NEA) Policy
- Pandemic Policy
- Public Examinations Policy
- Recruitment Selection and Disclosures Policy and Procedures
- Supporting Pupils with Medical Conditions Policy

Aims

The aims of this policy are to work towards eliminating disadvantages for pupils with SEND (including pupils with medical conditions) by:

- identifying and providing for pupils who have special educational needs and regularly assessing and reviewing the provision that we offer.

- operating an approach to the management and provision of support in which the needs of the pupil are considered holistically.
- providing training, support and advice for all staff as often as is appropriate and necessary.
- ensuring that all pupils with SEND are offered full access to a broad, balanced and appropriate curriculum that sets high expectations for every pupil whatever their prior attainment.
- ensuring that parents are informed when special educational provision is made for their child and are kept up to date on their child's progress and development.
- ensuring compliance with the School's Equality Act 2010 duties and not treating disabled pupils less favourably than their peers, making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education.

Definitions

Special Educational Needs

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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 he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school; or
- Are under five years old and would be likely to have such difficulties if special educational provision were not made for them

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 SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action the School needs to take, not to fit the child into a category – we identify the needs of the whole pupil, not only their SEND, in order to establish what provision is required.

Disability

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).

It is important to note that a pupil who has a disability may not necessarily have a special educational need and vice versa not all pupils with SEN will have a disability.

Accessibility Plan

The School's Accessibility Plan sets out our plan to increase the extent to which disabled pupils can participate in our curriculum; 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 improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Due to their Grade I listed status, many of the school buildings have limited facilities for disabled pupils but all reasonable adjustments are made to accommodate pupils with disabilities and to comply with the school's responsibilities under the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001) and the Equality Act 2010. As part of our ongoing plan for improvement, most areas of the building have become accessible to disabled pupils including wheelchair users.

Monitoring and Evaluation of SEND

Pupil progress is tracked regularly by subject teachers and where pupils are not making sufficient progress this is flagged to the SENDCo via CPoms, additional information is then sought and appropriate action taken, as set out in this policy. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Roles and Responsibilities

Provision for pupils with special educational needs and/or disabilities is a matter for the School as a whole. Every teacher is a teacher of SEN. In addition to the Governing Body, Headmistress and SENDCo, all members of staff have important responsibilities in relation to SEND provision.

Governing Body

The Governing Body is responsible for monitoring school policy and provision for pupils with SEND and disabilities. The Governing Body will ensure that the School:

- Uses its best endeavours to make sure that a pupil with SEND gets the support they need.
- Ensures that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Designates a teacher to be responsible for co-ordinating SEND provision – the SEND coordinator, or SENDCo.
- Informs parents/carers when they are making special educational provision for a child.
- Ensures that the School's educational provision (including in relation to admissions) prevents disabled children from being treated less favourably than others
- Has an Accessibility Plan showing how they plan to improve access progressively over time.

The Headmistress

The Headmistress has responsibility for the day-to-day management of all aspects of the School's work, including provision for pupils with special educational needs and/or disabilities. The Headmistress will keep the Governing Body fully informed on Special Educational Needs matters and the implementation of this policy in practice. The Headmistress and members of SLT will work closely with the SENDCo and the Governor with responsibility for SEND.

In collaboration with the Headmistress and governing body, the SENDCo determines the strategic development of the SEND policy and provision with the ultimate aim of ensuring all pupils with SEND achieve progress in line with all other pupils.

The SENDCo

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs and/or disabilities.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements, the SENDCo develops effective ways of overcoming barriers to learning and supporting effective teaching.

The SENDCo liaises and collaborates with subject teachers so that all pupils are supported to make good progress and maximise their potential.

Training and Development

Training needs are identified in response to the needs of all pupils. We have a number of staff with specific training in supporting learners with SEND, literacy and numeracy interventions and a fully trained counsellor.

The whole school attends regular INSET sessions led by the SENDCo who is also available for staff to drop-in for support and advice daily. The SENDCo leads workshops as part of our new staff induction programme, which includes PGCE students and ECTs.

Farnborough Hill also acts as the centre training school for SENCOs led by the Head of Education for the JCQ on an annual basis where recent updates on provision are given and opportunities to share best practice are facilitated.

Admissions

The School will treat every application from a SEND pupil in a fair, open-minded way.

The School is selective in nature and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities. The School will assess all pupils for admission on the basis of its standard selection criteria from time to time. The School endeavours to ensure that it is able to fully support the needs of all prospective pupils.

Parents of children with disabilities or SEND must provide full written details of their child's requirements with the School before the School considers the application for a place and before they sit the School's entrance exam, so that adequate provision can be made for them on the day. Parents must provide a copy of a medical report, educational psychologist's or specialist teacher's report to support a request, for example, for large print material, extra time, use of laptops or other special arrangements. Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SEND and/or make reasonable adjustments in the case of disabilities. An offer of a place may not be made if the School determines that they are unable to meet and provide for a child's needs.

The School will always consider its obligations under the Equality Act 2010.

Access Arrangements for entrance tests and assessments

We do our best to ensure that those pupils who require Access arrangements receive them. This is based on appropriate evidence of need being provided as well as diagnostic testing, history of need and normal way of working. The SENDCo works closely with all teaching staff in completing the application to the awarding bodies.

A reasonable adjustment required by a pupil who is disabled will usually be an Access arrangement for an assessment. Where assessment arrangements would put a disabled applicant at a substantial disadvantage compared to an applicant who is not disabled, the School will take reasonable steps to avoid that disadvantage. The School is not however required to make adjustments to the academic or other standards being applied when conducting its entrance assessments.

Review

The School is committed to reviewing annually both admissions procedures and policies and issues of access to learning to ensure that a *continuous responsibility* is exercised. Other areas of policy and provision should, in addition where appropriate, be reviewed with SEND in mind.

This policy is reviewed annually by the Director of Admissions and Marketing, Headmistress, Bursar and Head of Learning Support.

The next review is due in September 2026.



SEND PLAN (Special Education Needs and Disability Act)
1 April 2024 to 31 March 2027

The three areas to be addressed are:

1. Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum.
2. Making written information accessible in a range of different ways for disabled pupils and parents.
3. Developments in physical access to education and associated services (the Accessibility Plan).

Priority Area	Target	Strategies	Outcomes	Time Frame
1. Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum	Accurate data collection concerning disabilities (including learning difficulties) on entry to the School and dissemination to staff	<p>All new parents to the School asked to complete a Questionnaire for Learning Support needs questionnaire on entry and note made on difficulties/disabilities written on response from parents</p> <p>Recommendations, plans and profiles for learning adjustments given to staff and departments to adjust their teaching; updated when new diagnoses received</p> <p>Increasing specialist help for pupils as the department expands</p>	<p>Additional data collected by Head of Learning Support and disseminated to staff and teachers to adjust their teaching in regard to specialist recommendations</p> <p>Meeting with Bursar and Headmistress to discuss additional specialists to be employed in the department</p> <p>Immediate association with three neurodiverse specialists engaged for staff training and therapy needs</p> <p>Aim is two specialists to be employed by September 2025 and reviewed after a term to check this matches needs</p>	<p>Review of pupil progress at regular intervals each term. Process reviewed each year by Head of Year and Deputy Head – Academic, as well as Heads of Department each term of adding pupils to support and meeting parents to discuss progress if diagnosis required.</p> <p>Heads of Department make a formal , collated check of all processes and curriculum to be inclusive in line with SEN diagnoses and Passport Profiles (this process begin in 2024-25) and carried out by the beginning of the summer 2025 each year.</p> <p>Neurodiversity specialists formally associated to</p>

			<p>Amy medical or physically disabled pupils who may enrol, to be given bespoke assistance in lessons</p>	<p>school by February 2025 for therapy and diagnoses. Review end of Summer 2025 and to increase this in 2025-2026.</p> <p>Meeting with bursar February 2025, to discuss costing of additional specialists for pupils with SEN and plans in place for September 2025, by beginning of summer term 2025. To be reviewed beginning of Easter term 2026 to gauge if this needs increasing in 2026-27</p> <p>Medical/ Physical needs overseen with School Nurse for a Health Care Plan that informs that which may be needed in lessons and extra curricular (updated annually in September)</p>
	<p>Increased screening for disabilities</p>	<p>All Year 7 pupils screened using Ann Arbor tests at the end of their first year at Farnborough Hill</p> <p>To increase this at Year 9 if pupils to be enrolled at this stage from September 2025</p>	<p>Additional information obtained by online questionnaire when enrolled, used to assess result of screening. Parents may be contacted if screening reveals below cut-off when disabilities may be</p>	<p>By July 2025 decision about screening for Year 9 intake, and reviewed annually as school enrolls pupils at this stage is the new plan for September 2025</p>

			<p>present. Additional assessment by Ed Psych may be offered and information may be circulated to staff.</p> <p>Increasing pupils in September 2025 in Year 9, to have additional screening in place as they would have missed Year 7 screening</p>	
	EAL specialist assistance for pupils requiring EAL	EAL specialist appointed	Pupils with EAL able to pass International Certificate and/or English GCSE	Results of examinations in English for EAL pupils to inform needs going forwards for EAL pupils, by summer 2025. Bespoke need provided when results are below that required to access curriculum
	Regular Review of <i>Learning Support Policy</i> and procedures	Head of Learning Support to review policies annually in discussion with Headmistress	Changes to procedures incorporated quickly and effectively	<p>Annual</p> <p>2025-26 – the expansion of specialists and increasing screening in Year 9</p> <p>Reviewed at the end of the year to gauge if further specialist support will be needed for numbers of pupils with SEN</p>
	Staff trained and confident to deal with disabilities	Inset for staff on helping those with disabilities	<p>Staff awareness raised and strategies for dealing with disabilities highlighted and well known</p> <p>Responding to the annual census and SEN highlighted</p>	Regular training on Inset Days – whole staff – and induction of new staff about policy and practice within departments and Heads of Department checklist that all is disseminated including

			– increase in 2025 in neurodiversity	<p>those on NQT programme and training for PGCE.</p> <p>2025 -2026 – increased training in neurodiversity due to numbers of SEN rising in this</p> <p>Links with three specialists in 2025 to increase therapy and diagnose, by February 2025</p> <p>2025-26 to increase specialists in processing</p>
	Potentially poor Study Skills addressed	Increased provision for development of study skills through specialist study skills sessions and external company. Tracking termly by Head of Year who refers pupils for intervention offered where appropriate, sessions and groups composition vary each term	Pupils placed in revision groups for support in learning techniques for revision	Groups reviewed by Heads of Year each term
	Increased liaison with outside agencies for support in learning and Learning Support legislative updates	<p>Ed Psych employed on regular basis to screen pupils and to carry out Ann Arbor screening in July each year</p> <p>During a pandemic, if necessary, assessments can be carried out online with qualified (in online assessing) Educational Psychologist to</p>	<p>Feedback to parents of pupils found at risk of SEN</p> <p>Head of Learning Support liaises with Deputy Head – Pastoral and Headmistress, where necessary, and with LEAs for pupils unable to</p>	Head of Learning Support holds JCQ training for 50 schools at the School with Head of Examinations for JCQ and attends updates on SEN training when appropriate annually By September 2025 and reviewed annually

		<p>ensure that such testing continues to be carried out</p> <p>Deputy Head – Pastoral works with services and LEA on full attendance aims</p> <p>Training for staff in aspects of SEN with recommended specialists</p>	<p>attend school for a prolonged period of absence as well as with specialists where appropriate</p> <p>The new (2024 August) ‘Working Together’ Department for Education Act – statutory to ensure LEAs work with schools. School Inclusion services links for home schooling and also with Surrey Children’s services for children unable to access school due to disabilities in line with the Statutory Act for Attendance</p> <p>Inset and sessions arranged for teachers with specialists</p>	<p>Ongoing, when cases arise, bespoke to the pupil’s needs OT therapist and Speech and Communication specialist training February 2025 for staff with pupils with those needs.</p> <p>Teachers and SLT linked to recommended specialist help Twice annually: arranged with Deputy Head - Academic (last two have been January 2024 and January 2025 for neurodiversity) Plan in 2025-26 for whole staff training on processing needs. Plan in 2026 – 27</p>
	To provide challenging and stimulating teaching and learning which meets the needs and expectations of pupils and parents	Whole school and department policies and practice led by Deputy Head – Academic	All departments and whole school planning aimed at achieving this target	Ongoing and reviewed annually; Heads of department check the Passport Profiles are signed in their department by the

				beginning of the summer term to ensure SEN into account of plans. All staff given updates of the Learning support Register and alerts sent each term to check updates.
	Ensure co-curricular and trips provision is accessible by all pupils	Raise awareness of staff offering co-curricular activities and trips to provide and plan inclusion of those with disabilities carrying out necessary risk assessments	School to seek advice form experts, if necessary	Ongoing and reviewed termly with each trip that arises, checked with Assistant Head – Operations/Pastoral and teacher in charge
	To ensure Access arrangements in examinations and High-Level control tests are in line with new JCQ regulations for Access arrangements	Head of Learning Support, Headmistress’s PA and Deputy Head – Academic to check new regulations and put into practice Access arrangements by the deadlines. Information made accessible on iSAMS by Examinations Officer who implements the access. Rest break area from lessons	Pupils needing Access for examinations and application made early in the academic year to the examination boards and provision made Training of administrators for the new Form 9 Medical Needs, by the Head of Learning Support	Ongoing and reviewed termly and each September
Special consideration in external examinations	To assist parents when their daughters may experience medical or psychological difficulties to ensure this is taken into account in the grading final awards	Contact parents identified by HOY whose daughters may require special consideration as to the way to obtain it – Head of Learning Support and Deputy Head – Pastoral may review this and specialists’ information where appropriate	Pupils experiencing medical or psychological difficulties with flare ups in examination sessions obtain special consideration in their grading	As cases arise, application is made to the examination board and checked with Deputy Heads (Pastoral and Academic) each summer examination session

<p>Inclusive Education for pupils unable to attend school for long periods of time due to prolonged illness</p>	<p>To assist parents in obtaining inclusion services if their daughter is too ill for school, or in hospital for a continuous amount of time</p>	<p>To liaise with parents and LEA services, SLT and Head of Year and School Nurses, Deputy Head – Pastoral, and any specialist and Head of Learning Support to ensure notification of extended absence is made to the relevant agencies and plans in place where needed To liaise with pastoral team and School Nurses as well as Senior Leaders, to ensure there is a stepped approach and identified lead person in school at each step</p>	<p>Pupils maintaining education when ill and unable to attend school</p> <p>Clear strategies and records of each step and person involved in the process of helping a pupil gain external assistance in Inclusion services if needed and then reintegrated in school or assisted to seek alternative schooling</p>	<p>Ongoing and reviewed termly and each June at the end of year in preparation for the following year</p> <p>Deputy Head – Pastoral has revised the attendance policy in line with the Working Together Act</p>
<p>2. Making written information accessible in a range of different ways for disabled pupils (and those with learning difficulties)</p>	<p>Assessment of the School's documentation for accessibility by disabled pupils</p>	<p>School's policies reviewed and updated where necessary. Application form reviewed to include information on disabilities and specific needs; provision made for laptops in school, extra time, amanuensis etc. Allowance made in 11+ assessment, where necessary</p>	<p>All pupils can access information effectively</p>	<p>School's documentation and teaching materials provided in large print when necessary; extra time organised for public examinations; extra time allowed in 11+ assessment from 2011 – all parents notified before the examination Application Form changed in 2011 Laptops or iPads provided for Years 9 – 13 to facilitate. All applications stating that a pupil has a SEN must be verified with valid documentation from a specialist or consultant as appropriate to the need ie for a learning disability – must be a recognizable</p>

				qualification carried out with the pupil's current school, and for medical it must be a consultant/specialist level diagnosis up to date. This must be approved by the school in accordance with their learning support policy. Reviewed annually with Headmistress.
	Assessment of the School's publicity materials and Open Days procedures to increase accessibility for disabled pupils and parents	Other formats investigated for publicity materials and Open Day materials eg large print, audio materials; website format	More variety of materials and support for disabled applicants Website user-friendly	DVD available; new web site completed 2010; new prospectus provided in digital format from 2011
3. Developments in physical access to education and associated services	Access improved for disabled pupils and parents	See Accessibility Plan prepared by Lambert Smith Hampton and Promission together with the School's Accessibility Plan	More parts of the building become accessible to disabled users including wheelchair users	Started 2005. Ongoing, and reviewed annually or as required
	Access to all areas by those with disabilities, within previously set out limits	Improve movement around school as required by any individual joining the pupil or parent body	Modifications made as needed eg additional handrails	Ongoing, and reviewed annually or as required