



QUINTON HALL
Preparatory School & Nursery

SEND Information Report

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Policy Approved By:	Date:
Senior Management Team	June 2021
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I. Our commitment

Quinton Hall School is committed to upholding the elements of the Equality Act 2010. The Act protects individuals from unfair treatment and promotes a fair and more equal society.

The equality duty was developed in order to harmonise the equality duties and to extend it across the protected characteristics. In summary, those subject to the equality duty must, in the exercise of their functions have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The school is also committed to responding to the requirements of the SEND Code of Practice (2014) in order to most effectively meet children's special educational needs.

The report provides information and guidance for parents, teachers, teaching assistants, non-teaching staff and Governors on our approach to the provision and additional support required by the SEND Code of Practice 2014 for children with Special Educational Needs. The Code of Practice reflects the changes introduced by the Children and Families Act 2014.

2. Definition of Special Educational Needs and Disabilities (SEND)

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

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 of a kind generally provided for others of the same age in mainstream schools. (SEND Code of Practice 2014).

3. Whole School Approach:

At Quanton Hall we aim to ensure that:

- Children with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Children with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of learning needs, while enhancing self-esteem.
- We identify and assess students with special educational needs and disabilities (SEND) as early and as thoroughly as possible using the revised SEND Code of Practice (2015).
- Parents/ carers and children are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi – disciplinary approach.
- We meet the needs of all children with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.

Underpinning ALL our provision for SEND in school is the graduated approach cycle of:



Assess = formative and summative assessment of a child by the teaching staff and SENCO, alongside open dialogue with parents, helps us identify children with SEND.

Plan = subject teachers, tutors and the SENDCo liaise to plan specific targeted support for the child, in consultation with the child's parents.

Do = all staff are responsible for providing the targeted support to enable the child to access the curriculum effectively.

Review = In addition to ongoing monitoring and review, the SENDCo reviews the child's progress formally with the teachers, tutor, parents as well as the child at least twice a year based on the agreed outcomes approach.

The Graduated Approach Cycle draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

The graduated levels are as follows:

Waves of intervention model



Wave 1 (Universal)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have been identified as having SEN. The Graduated Approach Cycle of Assess, Plan, Do, Review is firmly embedded in this high quality teaching.

Subject teachers are responsible for the progress of children in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all children.

Additional adult support in the classroom – the school employs Teaching Assistants (TA) who support the teacher in helping the learning of whole classes.

Wave 2 (Targeted)

Time limited, targeted, small group intervention is introduced. This involves small group or 1:1 intervention to accelerate progress through identification of misconceptions and gaps in knowledge. This may include Toe by Toe 1:1 sessions, phonics groups, language and literacy intervention groups.

At lunchtimes the SEND department runs a maths club for pupils identified on the SEND register who have gaps in their learning. We also offer a handwriting clubs to enable pupils to improve letter formation and cursive writing skills.

Literacy intervention lessons focus on sentence structure, punctuation, phonics and grammar.

Social skills sessions normally take place during morning registration and focus on developing positive social skills and strategies to deal with social dilemmas that occur in the playground.

Wave 3 (Specialist)

This is specialised intervention for children requiring SEN support for whom the Universal and Targeted approaches are not leading to accelerated progress. A programme of intensive intervention is put into place. This may involve small group or 1:1 teaching away from the classroom, as well as specific strategies to use in the classroom. The SENDCo will offer support in problem solving and advising on the effective implementation of the agreed support. Children who have an Education Health Care Plan receive specialised intervention.

4. Types of SEND :

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education:

1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SCLN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with autism spectrum disorder (ASD), are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD).

Specific learning difficulties (SpLD), affect one or more specific areas of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia (SEN Code of Practice 2015).

3. Social, Mental and Emotional Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder (SEN Code of Practice 2015).

4. Sensory or Physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and / or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

A school's provision for SEND is defined as support which is additional to or different from that which is available to all children.

If a child has SEND, then their needs will fit into one or more of the above categories.

As of 8th of June 2021, the School currently has 32 children listed and receiving additional support for SEND in school. This represents 14% of the pupil population at Quinton Hall School.

5. SEND Provision

Who will explain provision to me?

Information about the provision in individual subjects can be discussed with subject teachers or Heads of Department. There is an opportunity for this at parents' evenings, but teachers can meet with parents /carers by appointment at any point in the school year to discuss a child's progress.

In the case of the individual or small group interventions, the SENDCo will write to parents/carers explaining the aims of the intervention. Letters, phone calls or emails will be used to keep parents/ carers updated on their child's progress and discuss support in more detail, as required.

If you would like to talk about our provision for children with special needs, please contact Zuhre Ahmet, our Special Educational Needs Co-ordinator (SENDCo) whose email address is:

senco@quintonhall.org.uk

What are the School's approaches to differentiation and how will this help my child?

Subject teachers are responsible for planning lessons that are accessible to and differentiated for every child. In some curriculum areas (English and Maths) children are grouped by levels of attainment, whilst other curriculum areas are taught in mixed attainment groups. Children are entitled to participate in all areas of the curriculum and it is the subject teacher's role to differentiate resources and activities to ensure the child can access the learning. This can mean teachers plan:

- For a multi-sensory learning environment – visual, auditory or kinaesthetic activities
- Small group or 1-1 learning with a Teaching Assistant, Learning Support Assistant or SENDCo.
- Additional weekly learning support clubs providing small group focused support (e.g. social skills and communication, touch typing, handwriting, maths , Reading , English etc)
- Key vocabulary lists.
- Scaffolding and writing frames for extended written work
- Regular revision of topics.
- To set alternative activities for classwork and homework.
- To provide specially targeted texts and resources appropriate for a child's reading age.
- To provide additional apparatus, materials, and resources to support and reinforce a child's learning.
- To adapt and adjust resources and materials to make the curriculum more accessible for children with specific learning difficulties.

There is a whole school 'Late Club' available to all children, every day (until 5pm) where children can complete their homework and, where necessary seek help from a member of staff. A smaller 'Assisted Homework Club' is also made available to SEN pupils so that they can receive additional after school support with completing their homework from a teacher.

How does the School know how well my child is doing?

As part of their professional standards, teachers monitor and review all students' progress throughout the year. The whole school system at Quainton Hall includes:

- Half term effort grades from subject teachers and standardised scores from standardised tests. This means that teachers and Heads of Department in each subject area can track the progress of children across the school year and intervene if children appear to be experiencing difficulties.
- In the case of intervention programmes, progress is reviewed at least once a term which might include testing. These programmes are reviewed by the SENDCo, who uses the information to plan and design the next term's intervention programme.
- In class additional support is reviewed at least once a term by the SENDCo and the subject teachers and tutors work together on a day -to day basis, planning and reviewing lessons.
- Teachers are observed by senior leaders and line managers as part of the School's Appraisal System; the deployment of additional adults in the classroom and the progress of children with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.

- The Deputy Headteacher in charge of Academics is responsible for whole school data and tracks the School's progress against national standards. This provides guidance for the SENDCo and Heads of Department when planning the curriculum and additional support for children.
- All children sit either Cognitive Ability Tests (CATs) or Progress Tests as well as Reading Age tests annually. This helps us to identify when children may need further support, intervention, or additional assessment to detect any underlying difficulties.
- The school positive behaviour management system (house points) provides parents/ carers with information about how a child may be engaging with the learning opportunities on offer.

How does the School measure if the additional support has had an impact?

Having consulted with the children, their parents and their teachers, all provision is based upon an agreed set of outcomes. These outcomes are reviewed at least termly in some of the following ways:

- Through formative assessment - evidence of progress academically against national / age expected levels
- Through summative assessment by the SENDCo, tutor and subject teachers.
- Verbal feedback from the tutor, subject teachers, the child and the parent/carer.
- Formal or informal observations of the child at the school.
- The achievement of the child's individual SMART targets across a range of subjects.

6. Consulting with children, young people and their parents :

How does the school know if my child needs extra support with his/her learning ?

At Quanton Hall School, we recognise that children make progress at different rates and not always in a steady linear pattern. Therefore, children are identified as having SEND through a variety of ways, including the following:

- Liaison with previous school.
- The child performing significantly below expected levels in standardised tests.
- Concerns raised by parent/ carer.
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician, educational psychologists etc
- Assessment results from assessments carried out in class as well by the school SENDCo.

If a child is identified as having SEND then their name will be added to the School's SEND register, but we recognise that children's needs may change over time and provision must reflect this. Children may be added to or removed from the list depending upon the progress they make with the additional support.

How will I know how my child is performing and how will the School help me to support my child's learning? What opportunities are there for me to discuss my child's progress?

Involving parents and children in discussions about their child's learning is central to our approach. We offer an open door policy where parents/ carers are welcome any time to make an appointment to meet with either a subject teacher or a tutor, or any other teacher, and discuss how their child is progressing. Parents /carers can contact staff members directly by email or by writing a note in their child's planner, or through the school office or +44(0)20 8861 8861.

Planned arrangements for communicating between school and home include:

- Every child has a school planner/ diary, which travels between home and school every day so that comments from parents/ carers and teachers or tutors can be shared and responded to as needed.
- Each year group has at least one parents' evening each year, when all subject teachers are available to meet with parents/ carers and discuss progress and learning.
- Each year group has a report programme, which includes subject reports, detailing each child's current levels of attainment, one tutor report and the Head's report. These are sent home to parents/ carers and to provide a basis for discussion about progress in different subject areas.
- If your child has an Education, Health and Care Plan (EHCP) or Statement of SEN, then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENDCo and attended by parents/ carers, teachers and outside agencies involved in the child's education.

Individual Support Plan meetings

If your child is on the SEND register you will have an Individual Support Plan (IEP) meeting to:

- Review progress
- Set SMART targets based on your child's needs.
- Discuss intervention in school for your child.
- Discuss how you can support your child at home.

SMART targets are Specific Measurable, Achievable, Realistic and set against an appropriate Timescale.

How will my child be able to contribute his/ her views relating to the additional support provided?

Children's views are highly valued at the School and their opinions are sought on many areas of school life, as well as their own learning. If a child takes part in an intervention programme, then they will contribute their views to the termly progress and will work with the tutor and SENDCo in the formulation of their individual SMART targets. If your child has an EHCP, their views will be sought before any review meetings.

7. Allocation and Management of Resources :

How are the School's resources allocated and matched to children's SEND?

We ensure that all students with SEND have their needs met to the best of the school's ability, within the funds available.

The budget is allocated on a needs basis and in conjunction with the School Development Plan. The children who have the most complex needs are given the most support.

How is the decision made about how much and what type of support my child will receive?

Our provision is arranged to meet each child's needs, within the resources available. This approach reflects the fact that different children require different levels of support in order to achieve age expected attainment.

The SENDCo consults with subject teachers, Heads of Department, tutors, TA's and LSA's to discuss the children's needs and what support would be most appropriate. On-going discussions with parents/ carers for any child requiring additional support for their learning take place with the SENDCo subject teachers and tutors.

Education Health Care Plans

In cases where the needs of the child are exceptional, the school, parents/ carers may request that the Local Authority make an assessment of educational and health needs and consider whether or not to issue an EHCP. If an EHCP is issued the Local Authority may consider the child to require specialist provision for their education. The parents' views will always be part of the decision making process.

How accessible is the School environment?

We recognise our responsibilities under the Equality Act 2010 and the Disability Discrimination Act 1995 and are committed to improving access for people with SEND.

The School occupies a long, narrow footprint and the school is set within urban North West Harrow. Several main buildings house the rooms and the facilities, some on two floors. There are no lifts. Any major refurbishment or development within the school that may occur in the future will take into account the requirements of disabled access.

The School has a well-established Learning Support Department. However, as a relatively small school, Quanton Hall does not necessarily possess the expertise or the resources to manage all people with disability and consideration would have to be given to bringing in extra support for children, young people and adults with specific needs on a case by case basis.

For further information of our strategic plans for developing and enhancing SEND provision in our school over the next three years, please refer to the School's Accessibility Plan.

8. Staff Development and Deployment :

We are committed to developing the on-going expertise of our staff. Over the past two years we have invested additional training into the following:

Whole staff training:

TA Training

Practical Solutions for Dyslexia	March 2018	
UCLH Diabetes training	May 2021	SDM and PM
Maximising your effectiveness as a TA in a 21 st Century classroom	Sept 2017	SDM
CACHE Level 2 Course - Understanding Specific Learning Difficulties	Dec 2020	CE
TQUK Level 2 Certificate in Principles of Working with Individuals with Learning Difficulties – Dec 2020	NW	
How to Support Child Initiated Learning	Oct 2019	BK

SENDCo training

Dyspraxia and Sensory Integration Difficulties - PATOSS 03.02.18	ZA	
Teaching Primary and Secondary Learners with Specific Learning Difficulties – Fairley House School	Sept 2019 – July 2020	ZA

Staff training:

Zuhre Ahmet is the SENDCo at Quainton Hall School, she is an experienced middle manager who has a Postgraduate Certificate in Autism and Asperger's Syndrome from Sheffield Hallam University as well as a PGCE from Goldsmiths College, University of London. In addition she has achieved the National Award for Special Educational Needs Co-ordination, PG Cert.

Kathryn Agius, Head of Early Years, has a BA (Hons) degree in Primary Education with QTS. She specialised in Early Years and Mathematics within her degree. The SENDCo and the Head of Early Years both liaise with many specialist services and outside experts, to ensure provision for the children is appropriate.

Considerable thought, planning and preparation goes into utilising our TAs and support staff to ensure that children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest age possible. A full time TA is deployed in each year group from

Reception to Year 2 and there are also two additional part time TA's in Reception. A further part time Learning Support Assistant (LSA) is deployed to primarily provide literacy support to SEND pupils in Year 3 – Year 8. In addition, there are 2 fulltime LSA's who primarily support pupils who require wave 2 or 3 intervention. The Nursery is led by a fully qualified teacher, who is supported by two TA's with Level 3 qualifications and an additional unqualified TA. The School works closely with any external agencies that are relevant to individual children's needs, including:

- Health – GPs, clinical and educational psychologists and psychiatrists, paediatricians, speech & language therapists, occupational therapists
- Social services – locality teams, social workers, child protection teams, family intervention programmes
- Harrow LEA services
- All staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from the SENDCo or other staff with relevant expertise
- We endeavour to ensure all full time staff hold an up to date First Aid qualification
- SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the children and the training needs of the staff.

8. School Partnerships and Transitions:

How does the School support children with SEND during their transfer to Pre-Prep and senior school?

From Nursery to Pre-Prep:

All pupils seeking a place in our Pre-Prep undergo an informal assessment and this, coupled with information and discussions with our Head of Early Years who liaises with the managers of other nurseries, (refer to Admissions Policy) helps support smooth transition for the children and their parents. Dialogue between the Head of Early Years, the Pre-Prep Coordinator and the SENDCo about all children entering the Pre-Prep from our Nursery helps support smooth transition between the two stages and allows for continuity and consistency in any areas of additional support that may have been put in place for a child.

From Prep to Senior School:

We work alongside parents to support the smooth transition to Year 7 for their child.

9. Additional Information:

Who should I contact if I think my child may have SEND?

Your main point of contact at school should always be your child's tutor. You can start by contacting the tutor, who will be able to discuss your concerns. If you need to speak with other staff members, such as the Special Educational Needs Co-ordinator (SENDCo), then the class teacher will be able to help arrange this.

How will my child be included in activities outside the classroom, including school trips?

All pupils are entitled to be included in all aspects of the school curriculum and the School is committed to making 'reasonable adjustments' to provide the necessary support to ensure that all children have access to school trips.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice from the SENDCo. In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities which will cover the same curriculum areas will be provided in school.

What if my child is temporarily disabled due to an illness or injury?

In cases where children experience a temporary disability, for example as a result of an illness or injury, a temporary disability plan is put in place by the School SENDCo. The SENDCo will liaise with the parents, the staff and the child to assess and agree 'reasonable adjustments' that may be made to support the child during their recovery.

Who can I contact for further information?

- A parent/carer's first point of contact should be the child's tutor
- Parents/carers can also contact the SENDCo by phone on +44(0)20 8861 8861 or by email on senco@quaintonhall.org.uk
- Additionally, parents can seek further advice and support from the Harrow LA services

10. Complaints:

In the case of complaints, please refer to the School's Complaints' Procedure. No complaints relating to SEND provision have been received this year. Decisions relating to EHC (Education Health Care) Plans or existing Statements are the responsibility of Harrow Local Authority and not the School. Harrow Local Authority is required to make 'disagreement resolution services' available to parents who may wish to appeal against a decision relating to EHC Plans or existing Statements.

11. Relevant school policies underpinning this SEN Information Report include:

- SEND Policy
- Admissions Policy
- Discipline Policy
- Equal Opportunities Policy
- Curriculum Policy
- Accessibility Plan

12. Legislative acts taken into account when compiling this report:

- Children and Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- Code of Practice 2014

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Next review: July 2022

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