



ALDENHAM
SCHOOL

SEN Information Report

This Report is intended to give you information regarding the ways in which we support children with SEN in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils. The Inclusion Pathway flow chart illustrates when specific interventions are put into place to help develop and accelerate progress. The SEND Policy is available on the website but do not hesitate to contact the school directly for more information.

The Hertfordshire Local Offer covers information, advice and support for children and young people with special educational needs and/or disabilities from ages 0-25. Access it here:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>



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| Identification | Close liaison and advance planning of provision is organised in order to identify pupils on transfer from prep school. | Admissions, Head of Learning Support, Prep School SENCo |
| | On arrival at the school, pupils are observed by the department and observations shared with teachers. Any strengths, struggles and strategies from Educational Psychologist reports are circulated to all those concerned. Entrance exam papers and results are analysed alongside any additional information provided from the pupil's previous school. This allows for early identification of those who may be falling behind, for example in the level of reading and comprehension ability expected from a child of that age. Further assessment is then administered by staff in the Learning Support Department to ensure the correct intervention is provided. | Learning Support Department, teacher |
| | Year 7 MidYIS skills test scores are studied to look for discrepancies between general intellectual ability and a particular area of learning. Year 9 pupils are tested by a similar MidYIS and this is used to track pupil ability and aptitude for learning since taking the test in Year 7. | Deputy Head (Academic), Head of Department, Housemaster/mistress, Teacher |
| | Standardised tests (showing the individual's position compared to others of the same age) are administered to investigate in more detail pupils' learning profiles. These include strengths and weaknesses in order to advise staff of appropriate strategies and to support applications for exam access arrangements. | Learning Support Department |



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| | <p>Pupil progress is regularly assessed by teachers through observation, marking and assessments. Pupils who are identified as not making sufficient progress will have an intervention programme created and tailored to meet their specific needs.</p> | Deputy Head (Academic), Deputy Head (Pastoral), Housemaster/mistress, Head of Department, Teacher |
| | <p>Referral can also come from parents, teachers or pupil self-referral.</p> | All |
| Independent Reading | <p>Accelerated Reader is a tool used by the school to motivate, monitor and manage lower school students' reading practice. The Learning Support Teacher: Literacy is the lead across the Foundation for this programme and works closely with the English Department. Children select books based on their independent reading level which is determined through an initial assessment and then read at their individual pace. Once completed, students take a short quiz on the content of the text, which gives students and teachers feedback based on the results. These results are then used by the teacher to set personalised reading goals and direct their ongoing reading practice. The programme enables teachers to support students' progress in their independent reading and comprehension and is a proven successful means of developing and improving your child's reading. Students are continually recognised for their reading successes with a variety of fun rewards accolades.</p> | Learning Support Teacher: Literacy, English Department |
| Assessment | <p>Pupils are tested using National Curriculum papers and measures on a regular basis. Assessments are moderated within departments.</p> | Head of Department, Teacher |



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| | The progress of children with a specific learning difficulty is formally reviewed. Regular contact is made between the Special Educational Needs Coordinator (SENCo)/Head of Learning Support and pupil/parent/carer to ensure everyone is aware of the outcomes set and progress made towards meeting them. The pupil voice is paramount in these discussions and outcomes, action and support agreed is shared with appropriate school staff and pupils via the school's network iSAMS system and by emails. | Head of Learning Support |
| Teaching | Teachers have the highest possible aspirations and expectations for all pupils in their classes through targeted classroom teaching also known as Quality First Teaching. All teaching is based on building on what your child already knows, can do and can understand. Lessons are planned according to the specific needs of all groups of children and learning tasks are adjusted to enable all children to access their learning as independently as possible. Different ways of teaching are put in place so that pupils are fully involved in learning in class. This may involve kinaesthetic learning (learning through doing), personalised teaching and learning approaches. | Teacher |
| | Pupils are regularly assessed by their teachers and assigned to sets according to their ability in Maths, English and Science (in Year 7, Year 9 and Year 10 respectively) to allow them to work to their potential. Flexibility of movement between groups ensures pupils are working at the appropriate level. | Head of Department, Teacher |
| | Advice and recommendations of appropriate strategies to meet the needs of specific pupils will be circulated to all relevant staff regularly. Guidance | Head of Learning Support |



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| | for working with specific groups of pupils is also included, such as children with dyslexia. These strategies may originate from the Speech and Language Therapy Service (SALT), the Educational Psychologist, outreach teachers from specialised schools and centres and medical practitioners. INSET training is also offered to staff to ensure they are regularly updated with research and strategies. | |
| | Sixth Form mentors give support to reluctant readers in years 7 and 8. | Head of Learning Support |
| | Specialist teachers provide 1:1 support outside the classroom for identified pupils supporting their ability to access curriculum subjects, developing independent study skills, literacy and numeracy skills. | Learning Support Department |
| | Support also takes the form of small group study skills and individual tuition for specific learning difficulties such as dyslexia, dyspraxia etc, as well as for pupils who are finding independent study difficult or who are suffering with anxiety when approaching exams. | Learning Support Department |
| | Occasionally pupils with particular difficulties are given the option of additional support in place of Modern Foreign Language lessons. These pupils may also be given the opportunity of a reduced timetable in KS4 in order that they can be provided with additional support with their learning in the remaining chosen options. | Housemaster/mistress, Head of Department, Head of Learning Support, Head of MFL |
| | Parents/carers will be consulted and informed of any of these additional arrangements in advance and regularly updated with progress. | Head of Learning Support |



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| | Help and advice is offered to pupils regarding choice of GCSE and A Level subjects and there is assistance with the transition between key stages, in addition to the move from school to further education. | Housemaster/mistress, Head of Department, Learning Support Department |
| | The Head of Learning Support works with the Senior Management Team and the school governors to ensure that the school meets its responsibilities regarding reasonable adjustments and access arrangements. | Senior Management Team, Governors, Head of Learning Support, Examinations Officer |
| Evaluation | Pupils receiving intervention are regularly monitored. Teachers, parents and the pupil are consulted, and progress evaluated. Pupils no longer receiving intervention continue to be monitored to ensure progress is maintained. | Housemaster/mistress, Head of Department, Head of Learning Support, Teacher, parent, pupil |
| | Progress is reviewed 6 times a year on Grade Sheets, in annual written reports, in informal discussions with parents and at annual parents' evenings. | Housemaster/mistress, Teacher |
| | Close links are maintained with House Tutors, Housemasters/mistresses and Heads of Department to evaluate progress. | Housemaster/mistress, Head of Department, House Tutors, Learning Support Department |
| Pastoral | Pupils are offered support for difficulties with organisation, help with revision timetables and dealing with anxiety. Learning Support staff provide | Learning Support department |



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| | <p>a mentoring role to pupils, ensuring they have the confidence to share any difficulties with them, knowing they will be listened to and followed up. Pupils are made aware that any disclosures will be shared with appropriate staff.</p> | |
| | <p>Young people with SEN are encouraged to engage in the many extra-curricular activities taking place at Aldenham. All staff offer encouragement to ensure SEN pupils are fully included in all aspects of school life.</p> | All |
| | <p>The Head of Learning Support attends the weekly Pastoral meeting, alongside the Deputy Head (Pastoral), the Health Centre and the school's Counsellor and Chaplains.</p> | Head of Learning Support |
| Physical disabilities | <p>It is recognised that some children with learning difficulties and/or disabilities may also have physical disabilities. Parents and prospective parents of children with physical disabilities can obtain copies of Aldenham School's Accessibility Plan and Disability Policy from the web site. This shows the ways in which we plan to make our buildings progressively more accessible to pupils, parents and visitors with physical disabilities.</p> | Head of Learning Support |
| Education, Health and Care Plan | <p>Pupils who have previously had an EHC Plan are given the opportunity to discuss any concerns about transferring to secondary school and to have a look around the school and meet staff before joining. Pupils with SEN meet the Head of Learning Support and if other professionals are involved, a 'Team Around the Child' meeting will be held to discuss the child's needs,</p> | Head of Learning Support |



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| | share strategies used, and ensure provision is put in place before the child starts. | |
| | The progress of children with an EHC Plan is formally reviewed at an interim review meeting, two months after joining the school. Parents/carers, professionals and, most importantly the young person, are asked to provide views of their progress. Subsequently an Annual Review meeting is organised whereby feedback from the pupil, parents and teachers is collected and discussed. | Head of Learning Support, Housemaster/mistress, Tutor |
| Training | The Head of Learning Support is a qualified teacher of Maths who also holds a post-graduate certificate in Special and Inclusive Education, which is the National Award for Special Educational Needs Coordinators. She has a post-graduate certificate in Specific Learning Difficulties (dyslexia), endorsed by the Department of Education and British Dyslexia Association (BDA) and includes associate membership enabling her to be a specialist teacher and practising assessor of young people with dyslexia. She has been awarded a Masters in Specific Learning Difficulties (dyslexia). | Head of Learning Support |
| | The Learning Support Teacher in the department is a qualified teacher of English, who has participated in a variety of SEND training courses. | Learning Support Department |
| | Whole staff training is regularly delivered and updated on subjects such as dyslexia, ADHD, Autism, differentiation, SEND Code of Practice and exam access arrangements, led by specialists in their area. | Head of Learning Support, other professionals |



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| Agencies | The Learning Support Department work with external agencies such as Local Authority support services and voluntary sector organisations in meeting children and young people's SEN and supporting their families. Referrals will be made to advise and support the school in enabling the child to make progress. Parents will be consulted and kept informed throughout. | Learning Support Department |
| | At the request of parents, Educational Psychologists visit the school to administer assessments and the Head of Learning Support liaises with them to ensure an accurate evaluation can be made of the pupils' strengths and weaknesses. | Head of Learning Support |
| | When appropriate the school's medical staff are called to meet with pupils and families. | Head of Learning Support |
| | The Learning Support Department is a member of a cluster group of learning support departments in independent schools, through which expertise and experience in provision for SEN in the independent sector is freely shared. | Learning Support Department |



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| Contacts | H Southgate, Head of Learning Support, hjsouthgate@aldenham.com | |
| | Special Educational Needs Disability Information Advice and Support Service (SENDIASS) 01992 555847 sendiass@hertfordshire.gov.uk | |
| | Dyslexia Herts 01442 463950 enquiries@dyslexiaherts.co.uk | |
| | SEN Team 0300 123 4043 localoffer@hertfordshire.gov.uk | |
| Complaints | Forward complaints to Dr P Reid, Deputy Head (Academic) 01923 858122 pjr@aldenham.com | |

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