



Special Educational Needs & Practice

Disabilities - Policy &

'The purpose of education for all pupils is the same; the goals are the same. But the help that individual children need in progressing towards them will be different.'

Warnock Report

Our vision for children with special educational needs and disabilities is the same as for all children and young people - that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.

Special educational needs and disability code of practice: 0 to 25 years

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Rationale

This policy applies to all pupils including those in the EYFS.

We believe that all children with specific educational needs, regardless of ability, creed or race should have access to an appropriate and balanced curriculum, as is their legal right and entitlement as outlined in the 1996 Education Act, the SEND and Disability Act 2001 (SENDDA) and most recently the Special educational needs and disability code of practice: 0 to 25 years (2014)

Most children will have relative strengths and weaknesses. Some will respond at a very high level to some or all aspects of the curriculum whilst others may experience significantly greater difficulties with aspects of their learning. It is conceivable that a gifted pupil could have Special Educational Needs & Disabilities as well as the pupil who is deemed in need of learning support due to educational or behavioural difficulties

Definition of Special Educational Needs & Disabilities (from Section 312 Education Act 1996)

Children have Special Educational Needs & Disabilities if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age ;
or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority

Children must 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.

Special educational provision **means**:

for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.

An individual's special needs may be transient or permanent; requiring either short or long term intervention. In either case the exact nature of these difficulties should be disseminated to staff in order that they can use appropriate strategies to address the learning needs of individual pupils.

The school has developed clear procedures for the early recognition and identification of an individual's specific needs and is committed to making effective provision towards meeting those needs. The culture, practice, management and deployment of the resources in the school are designed to ensure that **all** children's needs are met.

Aims and Objectives

(1) To meet the individual needs of the pupils through the commitment of the staff to a **whole school policy**, which aims to develop good practice.

Provision for children with Special Educational Needs & Disabilities is a matter for the school as a whole. Therefore all teachers should consider the kinds of options and the varieties of activities available within the class setting to enable all pupils to access the curriculum subject being taught. This should include:

- setting suitable learning challenges
- responding to pupils' diverse needs

· overcoming potential barriers to learning and assessment for individuals and groups of pupils

In order to help pupils with Special Educational Needs & Disabilities, the school has adopted a graduated response that encompasses an array of strategies to maximise the learning opportunities for all pupils. This approach recognises that there is a continuum of educational needs and only, after having made full use of all available classroom and school resources, should specialist expertise be called upon. These interventions are a means of matching special educational provision to a pupil's needs and are therefore part of the continuous and systematic cycle of planning, action and review within the school to enable *all* pupils to learn and progress

2) To increase the understanding and expertise of the staff through regular INSET and attendance at relevant courses on SEND issues

3) To recognise and identify the specific needs of individual pupils through:-

- teacher observation of a pupil's performance / behaviour
- monitoring and recording of attainment
- diagnostic assessment through standardised testing
- parental concerns and information provided by parents

The importance of early identification, assessment and provision for any pupil who may have Special Educational Needs & Disabilities cannot be over-emphasised. The earlier the action is taken the more responsive the pupil is likely to be, and the more readily can intervention take place. Assessment is regarded as a continuous process rather than a single event. The assessment process focuses on the pupil's learning characteristics, the learning environment being provided for the child, the task and the teaching style. We recognise that classroom organisation, teaching materials, teaching style and differentiation can all have an impact on how effectively a pupil is learning.

4) To meet those needs through:-

- a) accurate diagnostic assessment and evaluation, detailed monitoring and record keeping
- b) raising awareness by prompt dissemination of information via a confidential written documentation and regular dialogue with staff
- c) involvement of all relevant parties: pupil, parent, staff, outside agencies, etc.
- d) inclusion in the School SEND register according to the Revised Code of Practice 2014
- e) compilation of an **individual needs file**, hard copy of file for Pre Prep and Prep School children to be held in the Literacy Lab in the Pre Prep Building and virtual copy to be kept on Literacy Lab (SEND) Database
- f) provision of support in literacy or numeracy skills either in class, in withdrawal groups or, where necessary, through one-to-one specialist tuition
- g) developing partnership with parents through establishing strong home /school links
- h) developing resources and materials to facilitate the teaching of pupils with SEND

Access to the Curriculum

The school's philosophy is to meet the individual's educational needs through fostering inclusion rather than segregation with differentiation playing a key role. However, it is also recognised that for some pupils, it may be necessary to operate a system of short or long term intervention in order to meet their personal needs.

Every effort will be made to cause minimum disruption to the pupil's interaction with the curriculum i.e. one-to-one or group tuition for the development of literacy skills will hopefully be organised to coincide with the pupil's timetabled English lesson although this cannot be

guaranteed. Those pupils who have to be withdrawn from lessons other than literacy or numeracy may rotate with their peers. Occasionally it may be decided that the need for help will necessitate a compromise with another subject. Staff will be consulted about the withdrawal of individuals.

All subject departments aim to ensure that pupils with SEND participate in activities alongside their peers, including school visits and social activities. Differentiation can be achieved through a variety of methods, e.g. by task, by outcome or grouping arrangements.

In support of integration and the individual, it may also be appropriate at times for specialist staff to give in-class support or team-teach with colleagues.

Co-ordinating SEND Provision - SENDCO

The day-to-day operation of the school's SEND policy is the responsibility of Mrs Helen Quinn, the Glebe House School SEND Co-ordinator

The role of the SENDCO includes the following duties:

1. liaison with the Headmaster re issues relating to SEND, particularly the effective implementation of the Learning Support Policy
2. liaison with the Headmaster re screening and testing arrangements
3. liaison with the Headmaster re special arrangements / examination concessions
4. arrangements for identification of specific learning difficulties
5. maintaining the school's SEND register in liaison with the Director of Studies
6. overseeing the administration and record keeping of pupil files
7. co-ordination of support for pupils with SEND
8. development of resources and materials for SEND
9. monitor progress of children receiving support
10. liaison with learning support staff including external support staff
11. liaising with and advising staff
12. dissemination of information
13. liaison with external agencies
14. developing partnership with parents
15. planning and delivering INSET on SEND issues
16. carrying out diagnostic assessment

SEND Staffing, facilities and Resources

The department is based on the first floor of The Junior School Building in a room known as the Literacy Lab and this operates as base for most individual support and specialist English groups as well as for files and equipment for the documentation and teaching of pupils receiving support.

Other staff with appropriate skills or outside support may be sought as needed.

Budget

There is an SEND budget which will enable the staff to develop appropriate resources and materials to facilitate learning support.

Learning Support Inventory

An inventory of all the department's resources is held in the department. This provides staff with up-to-date information regarding materials and equipment available to facilitate the teaching of pupils with SEND.

Identification, Assessment, Monitoring & Review Procedures

Incoming Pupils

The SENDCO acts together with the Headmaster and all relevant staff re incoming pupils with SEND. This may involve liaison with feeder schools and parents. Copies of all relevant documentation to be requested. Class tutors to check records transferred from feeder schools and pass on any undisclosed SEND information to the SENDCO

Admission Arrangements

The admission arrangements for pupils with specific difficulties are at the discretion of the Headmaster.

Internal Monitoring

Staff Concerns - re SEND

Staff may refer individual children whose academic performance gives cause for concern to the SENDCO who will liaise with the Headmaster.

Further Diagnostic Testing

The following testing may be carried out by the learning support department.

- dyslexia screening
- reading
- numeracy
- spelling
- phonological awareness
- memory & sequencing
- perception
- laterality
- motor control
- language
- handwriting

Further diagnostic testing should be used to confirm a pupil's level of functioning as well as inform planning and teaching programmes.

SEND Register

Pupils entering the school with recognised difficulties are placed on the school's SEND register and an interview arranged with the SEND staff, class teacher and parents.

A pupil will be placed on the School SEND register after careful consultation with the SENDCO and the Headmaster.

An individual file is opened on all pupils on the school's SEND register. These files will be kept in filing cabinets in either the SEND room. An awareness label will be put on the pupil's academic file to indicate the existence of a SEND file. Full details are also placed on the School's SEND data base.

Any pupil for whom a notification of concern has been received will be kept on record (both electronic and hard copy) and information regarding the concern and outcome will be transferred to their academic file and the SEND database.

The SEND file contains information relevant to the pupil's SEND and will be kept separate from the pupil's record card until transfer to another school. It may include some or all of the following:-

- screening and diagnostic tests - results and conclusions
- examples of work
- confidential information from parents
- review meeting notes
- reports from outside agencies
- educational health care plans
- individual education programmes
- review documents
- self-assessment/evaluation sheets
- plans of work
- bi-annual reading and spelling assessment results

SEND support in the early years

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life

Where we identify a child as having SEND we work in partnership with parents to establish the support the child needs.

We have regard to the *SEND Code 2015*. This means amongst other issues covered below we plan for the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs.

In line with the 2014 Code of Practice we adopt a graduated approach with four stages of action: assess, plan, do and review.

Assess : In identifying a child as needing SEN support, the key worker, working with SENCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with us, the SENCO will contact them, with the parents' agreement.

Plan : Where it is decided to provide SEND support, and having formally notified the parents, the practitioner and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date

for review. Plans should take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge.

Any related staff development needs should be identified and addressed.

Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do : The child's key person, remains responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the interventions or programmes agreed as part of SEND support. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review : The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development.

Parents will have clear information about the impact of the support provided and be involved in planning next steps.

This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents will be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes will be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

The graduated approach should be led and co-ordinated by our SENCO working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources.

Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months and we will fully co-operate with such a review.

Stages of Concern in subsequent years

The principles of assess, plan, do and review still apply to academic progress and they will be informed by results of standardised assessments, concerns expressed about the pupil's lack of progress from individual teachers parental concerns and specific testing carried out by Helen Quinn as SENDCO .

Summary of the Division or Subject Teacher's Responsibilities

- Gathering information, initial identification and registration of a pupil's SEND and increased differentiation in the classroom.
- responsibility for differentiating teaching and devising appropriate plans remains with the division or subject teachers
- division or subject teachers can raise awareness of a pupil's learning difficulty

- teacher notifies and discusses issues with SENDCO, who will then involve other staff as necessary. The tutor or SENDCO will then make contact with parents if necessary
- parents' and child's views plus any known health or social problems are taken into account
- needs are met by increased differentiation and supportive organisation in the classroom
- responsibility for the child's educational programme remains with the tutor
- recording of concern, action taken, targets set and when progress will be reviewed, class teacher/subject teacher following discussion with SENDCO. SENDCO has the responsibility for ensuring that records are properly kept and available as needed

Provision of Support

There are four areas of support:

None- other than through differentiation

In class- through specific tutor support activities or aids

Group- withdrawal or specific catch up activities

1:1 - specialist individual support, which may or may not be, provided at school

The starting point for any further identification or referral will be a review of the strategies currently being used by the class teacher or subject teacher. This may then lead to the conclusion that the pupil requires help over and above the strategies currently being employed. The key test for the need for action is evidence that current rates of progress are inadequate. However, there should not be an assumption that all children develop at the same rate. Where progress is not adequate, it will be necessary to take additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulty the key test of how far their learning needs are being met is whether they are making *adequate progress*.

Failure to make adequate progress is defined as that which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The SENDCO, tutor/class teacher and parents discuss the observations and the SENDCO will take the lead in planning further assessment and plan future support for the child in discussion with colleagues, monitoring and reviewing action taken. The class teacher/subject teacher remains responsible for working with the child on a daily basis, and for planning and delivering an individualized programme.

The SENDCO co-ordinates the necessary assessment of the pupil's learning difficulty to determine general or specific learning difficulties. Tests will be selected from the SEND Department's assessment materials in accordance with information gathered at earlier stages.

The planning, monitoring and reviewing arrangements are the responsibility of the Learning Support staff, as is the dissemination of information to all relevant parties including the parents

If after an agreed period of time the child is still failing to make *adequate progress* then the SENDCO in discussion with parents, form tutor/subject tutor, and Headmaster make decide to refer the child to an outside agency.

Links with Health and Social Services and Voluntary Organisations

Links with all areas of the Health Service should be forged as pupils with SEND may have medical needs which need to be investigated and addressed. Establishing good communications with child health organisations is paramount to the success of referring individuals for assessment or therapy. Referrals can be made by the Headmaster with information supplied by the learning support staff and other relevant parties.

Request for Statutory Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents will consider requesting an Education, Health and Care need assessment. Parents are eligible to make a request to the LA for a formal assessment of their child's learning difficulties even though (s)he attends an independent school.

The Authority has to be satisfied that the child's difficulties match the criteria before they initiate assessment proceedings. They will look carefully at evidence from the School that a programme or strategy has been implemented for a reasonable period of time without success and alternatives have been tried.

The LA issue an Educational Health Care Plan when the LA is satisfied that the pupil's needs are significant and/or complex and special arrangements is necessary.

The Educational Health Care Plan defines the difficulty and specifies the measures and conditions that the school has to undertake.

Annual Review

An official annual review must take place for pupils with Educational Health Care Plan.

Dissemination of Information

SEND Register

The SENDCO will provide every member of teaching staff with an SEND Profile Pack outlining the difficulties and needs of all children on the SEND Register. This will be discussed at the start of every academic year and be revised as the needs of children change and as new children are placed on the register.

Staff Meetings

INSET days, general staff meetings or briefing sessions provide an opportunity for up-to-date information to be relayed, for staff to discuss concerns or give feedback on individual pupils or issues relating to SEND.

Emailing

This has proved to be a very effective way of informing all staff who teach a pupil with SEND, especially to provide information following a meeting etc.

Transition/Liaison Arrangements

Links between the Pre-Prep, Prep School and Senior Schools are very important in ensuring continuity of support.

Liaison between schools is vital to the pupil's successful transition to a new educational environment.

The SENDCO is responsible for gathering and disseminating information regarding pupils with SEND to all interested parties, (to include both incoming and outgoing pupils).

Professional Development

SEND Training for Staff

The school recognises the importance of acknowledging current thinking on SEND issues and is committed to an on-going process of training in terms of professional development and to encourage good practice.

Staff training should include formal and informal courses on aspects of SEND relevant to the Prep School. All teachers, co-co-ordinators and members of the Senior management team should be involved in SEND INSET.

Monitoring and Evaluation

In order to ensure effective learning support a review of both policy and practice should take place on a regular basis and could include a professional review of:-

- analysis of objective statistics
- classroom organisation
- curriculum issues
- teaching styles
- resources and equipment
- observation of behaviour and response
- feedback from staff, parents and pupils

Aspects of monitoring and evaluation to be considered can include:-

- What are we trying to achieve?
- Are the needs of pupils with SEND recognised and addressed?
- If it is working in practice, what do we expect to see in terms of pupils and teachers?
- How do we measure the success of an individual's progression?
- Is there a balance between quantitative and qualitative information?
- What of the pupil's emotional development, reduction of anxieties, motivation, progress, etc?
- Do we focus upon the success or failure of programmes of study?
- How can we check that support has been flexibly and appropriately targeted?
- Do we report to parents? If yes, in what format?
- Are we confident that the School is the right academic environment for some pupils with SEND?
- Is transfer to certain Senior Schools recommended for pupils with SEND?

Partnership with Parents

Involving parents and pupils in planning and reviewing progress is crucial and we provide regular feedback for parents on how their child is progressing.

We talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.

The school recognises the importance of the role of parents aims to work in close cooperation with them at all levels of concern. Parental concern must be acknowledged within 48 hours and responded to as soon as possible, certainly within 7 days of the notification. SEND concerns can be initiated by parents. An initial meeting involving the Headmaster, the parents, and tutor should be arranged in order to:

- discuss the nature of the concern
- seek their views

- gather information about the child from their perspective
- gain their approval of the school's plans
- discuss the need to proceed to School Action Plus (outside support)

At all levels of discussion with parents written confirmation of discussion points and decisions must be recorded, dated, acted upon and filed.

- all contact from case conferences or telephone conversations must be detailed, dated and filed in the pupil's learning support file
- copies of case conference notes can be circulated to relevant staff

Parents may be informed of the school's procedures and of any assessment results or reports relating to their son/daughter, as is relevant.

Parents should be fully involved in decision making and invited to contribute their views. Particular care should be taken in cases of divorced or separated parents to ensure fairness and that any legal rulings are respected.

This Policy has been reviewed and approved on behalf of the Governing Body

Signed

Date.....

Author	Governors & JPC
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References	