



Special Educational Needs & Disabilities Policy

Date: June 2018

Review Date: June 2019

Key Staff responsible:

SENCO

Ms D Blackburn
15 Eton Avenue
Belsize Park NW3 3EL

Headmistress
School Nurse

Mrs Smith
A Buike

INTRODUCTION

The purpose of this document is to state the school's policy and procedures for the identification, assessment and teaching of pupils with learning difficulties & disabilities / special educational needs (hereafter abbreviated to 'SEN'). It has been written with due reference to the Special Educational Needs Code of Practice, September 2014, and the Equality Act 2010.

Definition

Children have special educational needs if they have a learning difficulty that 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) physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' (Section 6, Equality Act 2010)
- c) Included in the definitions above are pupils with sensory impairments such as those affecting sight or hearing, long term health conditions such as asthma, diabetes, epilepsy, cancer and mental health conditions.

- d) A child does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught in, is different from a language (or form of language) which is or has been spoken at home (Child and Family Act, 2014:20)

Fundamental Principles

The principles underpinning the SEN policy at Sarum Hall are as follows:

- to meet the needs of all children with special educational needs;
- to offer children with special educational needs full access to a broad, balanced and relevant education;
- early identification of needs;
- to include children and parents in all stages of SEN provision;
- to work collaboratively with outside agencies and specialists;
- to base intervention on good and best practice;
- to implement a graduated approach to identification and support for SEN children;
- to review intervention regularly.
- To consistently provide quality teaching as a first intervention.

Objectives

The objects of the SEN policy are:

- to apply a whole school policy to meet each child's individual needs, following the Code of Practice for SEN (DfES 2014) and the Equality Act 2010.
- to ensure that each child has access to a broad and balanced curriculum whatever their special educational needs in order that they may all reach their full potential.
- to identify, assess and make provision for children with special educational needs at the earliest opportunity.
- to provide different levels of intervention to match the child's need.
- to ensure that no child is discriminated against, in any area of school life, on the basis of her disability or learning difference.
- to provide pastoral care and support for all children to ensure they build a strong sense of self-esteem and feel valued members of the school community.

- to ensure that each child's progress is regularly monitored and that appropriate records are kept concerning their special educational needs, the interventions that have been provided and their outcomes.
- to support class teachers working with children who may or may not have special educational needs;
- to work in partnership with the children's parents at all stages as they have a vital role to play in supporting their child's education.
- to ensure that the pupils themselves (wherever possible) are encouraged to participate in all the decision making processes including those regarding the type of intervention proposed and the setting of targets.
- to support the school policy to ensure that each child feels a valued member of the school community whatever their abilities.
- to develop and build on each child's strengths and successes.

IMPLEMENTATION for EYFS, KS1 and KS2

Staffing

The school has a Learning Difficulties & Disabilities / Special Educational Needs Co-ordinator (hereafter referred as 'SENCO').

The role of the SENCO is to oversee the development and operation of the SEN policy and provision in the school in order to raise the achievement of children with special educational needs by working closely with staff, parents, carers and outside agencies where appropriate. The SENCO also provides related professional guidance to colleagues in order to secure high quality teaching for children with special educational needs.

The key responsibilities of the SENCO:

- supervising the day-to-day operation of the school's SEN policy;
- co-ordinating provision for children with special educational needs;
- assisting class teachers to identify, assess and make provision and intervention – through normal class differentiation and extra support – for children with SEN from Nursery through to Year 6;
- to employ a cycle of 'assess, plan and do' then regular review of the success of interventions employed for children identified with a special educational need or those on Education, Health and Care Plans (EHCP);
- providing specialist teaching to small groups or individual children, in response to needs identified on EHCP;

SEND Policy
This policy applies to EYFS

- disseminating information on all children with special educational needs to all staff who may be involved with them;
- liaising with parents of children with special educational needs, reporting children's progress to them and involving them in decision making;
- seeking and responding to the views of the child with SEN at all stages;
- to help staff meet the needs of pupils with special educational needs with appropriate provision and resources. Where possible this will be done within school, but on occasions it may be necessary to advise parents to seek specialist assessment and/or teaching outside school.
- ensuring that suitable exam and entrance assessment arrangements are made for children who are disadvantaged by the normal procedures;
- liaising with external agencies, e.g. educational psychologists, speech therapists, occupational therapists, where appropriate; and arranging provision for them to see pupils in school if needed.
- contributing to the in-service training of staff.

Admission Arrangements (EYFS – Year 6)

Pupils are admitted to the nursery following an interview with their parents. Children wishing to enter the school at a later stage will normally spend a day in the classroom with their year group and be assessed by the class teacher or subject teachers. In addition, an assessment interview with reading, spelling, numeracy and ability tests may be carried out by the SENCO. Should any child already have identified special educational needs, the parents should bring relevant reports to the admission interview so that they can decide whether Sarum Hall is appropriate for their child.

Identification and Assessment

Quick and accurate identification is considered extremely important. A child's needs may become apparent through the following:

- admission procedures;
- concerns raised by a member of the teaching staff or classroom assistant (from Nursery (EYFS) through to Year 6);
- screening procedures (baseline assessments, screening, reading and spelling tests, CATs test in Year 5, termly Maths and English tests, standardised verbal and non-verbal reasoning tests, Progress in Maths-PIM and Progress in English - PIE);
- through expression of parental concerns;
- as a result of an assessment undertaken by the SENCO or external Educational Psychologist. (conducted with parental consent/knowledge)

GRADUATED RESPONSE

In order to help children who have special educational needs the school adopts a graduated response that encompasses an array of strategies. There is a continuum of special educational needs and, where necessary, strands of action are organised so that increasing specialist expertise is used to support a child. Interventions can also be reduced as a child makes adequate progress. For the vast majority of pupils, extra help will be provided from within the school's own resources.

When a pupil has been identified with SEN the following four areas of need will be considered:

1. Communication and Interaction:

This includes pupils who are on the autistic spectrum, including Asperger's syndrome and pupils with speech, language and communication needs (SLCN). All of whom have difficulty communicating with others.

2. Cognition and Learning:

This includes pupils with specific learning difficulties (SpLD) which incorporates a range of conditions including dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health Difficulties:

This may include pupils who have a wide range of social and emotional difficulties which can manifest themselves in a variety of ways including self-harm, eating disorders, depression and/or anxiety, substance misuse or physical symptoms which are medically unexplained. Attention Deficit Hyperactive Disorder and Attention Deficit Disorder would also fall under this category. (ADHD and ADD)

4. Sensory and/or Physical Needs:

This includes pupils with a physical disability (e.g. vision impairment VI, hearing impairment HI). Those pupils may need additional on-going support and equipment to access the curriculum.

It should be noted that some children may have SEN that exists within more than one of the categories above.

SEN provision from the Early Years (EYFS) to Year 6.

For many children the identification of special needs occurs during the first few years at school. Initial concern that a child's current rate of progress is inadequate (compared to the majority of her peers at Sarum Hall) either generally or in a specific aspect of learning may be triggered by any of the following:

- a class or subject teacher's on-going observation and assessment;
- the results of screening procedures (outlined earlier);
- through expression of parental concerns.

If a child is identified as causing the class teacher concerns in any of the above categories the first step is to fill in a cause for concern sheet which is handed in to the

[SEND Policy](#)

[This policy applies to EYFS](#)

SENCO. At this stage, the focus is to remove any barriers to learning and to start the graduated response (PLAN, ASSESS, DO).

PLAN - Once the SENCO has received this form a meeting is organised to discuss the student. During this meeting the SENCO and form teacher will decide the next step: monitor the student over a specified period of time or proceed to the assessment stage in which case parents would be contacted.

ASSESS – Information about the student’s strengths and weaknesses need to be collected from a wide range of sources. The SENCO and form teacher will collect all relevant information about the child, seek additional information from the parents and, in some cases, from outside professionals from health or social services, or from an educational psychologist.

The assessment stage is essential to glean a picture of the students’ strengths and weaknesses. This information comes from observations, test results, class work, parental information and when appropriate information from the student herself. The SENCO may also conduct further assessments if appropriate.

DO – information from the assessment stage is then used to inform what action and interventions will be put in place. These interventions are additional to or different from those provided as a part of the school’s normal curriculum. In the first place once weaknesses have been identified the SENCO and class teacher will consider differentiated learning strategies within the classroom and any teaching resources that may assist removing any barriers the student faces to learning. It may be decided that further support in an identified area may be put in place involving individual or small group teaching either in the classroom or a withdrawal situation and supported by the class teacher, SENCO, or Teaching and Learning assistant.

A pupil profile is drawn up to reflect the students’ current difficulties in class, strengths and weaknesses, suggested strategies for teaching and learning in class and targets set for progress. Parents will be asked to come in to school and discuss the pupil profile with the SENCO and class teacher. They will be encouraged to support their child at home in this way viewing the whole process as systemic rather than being isolated to one source. Review meetings will occur three times a year in consultation with the parents where progress will be discussed and next steps are planned for. If a child’s difficulties prove to be transient and the attainment gap closes between the child and her peers, she will no longer require this action.

EYFS – ASSESS, PLAN, DO.

It is important to note that children in nursery and reception make progress at different rates. This is taken into consideration when monitoring EYFS children. Children in EYFS are identified through teachers monitoring the EYFS Early Learning Goals, information from previous nurseries, parental information and observations of age related development. When teachers are concerned with a student’s stage of development or progress, an initial concern sheet is filled in just as in the primary school. The ASSESS and PLAN stage is completed as stated above with the class teachers having more a key role in collating the assessment information.

DO - At this stage most support is provided by the class teacher and TLAS. Intervention is based on targeting EYFS goals, language and communication skills and social skills. Ideally all support is provided in class and students would not be removed. The SENCO provides support, advice and training to staff. This is to reflect the fact that children of this age develop at different rates and to limit the number of adults they need to interact with.

Referral for an Education, Health and Care Plan

EHC plans will focus on what a child wants to achieve and what support is needed to achieve this. The school or parents may apply for an assessment for an EHC plan if the child has demonstrated significant cause for concern and any strategy or programme implemented for the child that has been continued for a reasonable period of time without success and that alternatives have been tried.

All paper work and evidence of support, progress and current levels will be provided by the school to support the application where appropriate.

If an EHC plan is agreed to, the LA may conclude that the school could not reasonably be expected to make such provision from within its own resources and that the LA should formally identify in a EHC plan the child's needs and the full range of provision to be made. The LA conclusions will of course depend on each individual case.

All children with an EHC plan will have a pupil profile with specific targets set to enable them to make and demonstrate progress. These targets will be reviewed as required by all people that are involved in the teaching of the child, the parents and the child herself.

PRACTICE & PROCEDURES

Timetabling

When support is needed in a withdrawal situation, the first priority is to ensure that all children have access to a broadly based curriculum and do not miss core subject lessons. Their individual preferences and strengths are taken into account in addition to the advice of the staff members and parental requests. Children may be withdrawn from part of the weekly lessons in art, music, humanities, games / PE or information technology. Assemblies and break-times may also be used.

Exam Procedures

In public exams the official guidelines are followed. Extra time can be requested for pupils in certain circumstances. Future schools may be contacted (if parents wish) to discuss the need for extra time in Common Entrance / Consortium exams.

Working with Parents

Implicit in this whole policy is the concern that all parents at Sarum Hall are kept fully informed and have an active and valued role in the education of their child. Close co-operation and communication between home and school will benefit the child through an enhanced level of understanding, increased information sharing and a wider perspective on the child's response to any interventions provided.

In addition to Parent Consultation Evenings parents who have concerns regarding their child's progress may make an appointment to see the Headmistress or SENCO through the school office.

Pupil Participation

Children with special educational needs should be enabled and encouraged to participate in all decision-making processes from the start. The ways in which they are involved will obviously reflect the child's evolving maturity. Pupils need to know that they are listened to and their views are valued.

Record Keeping

The SENCO is responsible for ensuring that the records of any child with special needs are kept up to date and are available when needed. This will include a SEN Cause for Concern Form and samples of work exemplifying their concern where appropriate, information from the parents and any external agency, Pupil Profiles, the results of any assessments undertaken, and school exams. It may also include the child's own perception of any difficulties and how they might be addressed. Written notes of any discussion with the parents should be given to the Headmistress and kept in the office files.

Access to the School Environment

Our site is accessible to staff and pupils with physical impairments on both the ground and first floor level. At present the playground is not accessible.

Access to the Learning Environment

Software and hardware for supporting children with disabilities will be purchased as the child's needs require. As are other resources that are considered within the schools budget.

We take a Dyslexia-friendly view of the classroom environment and teaching styles.

External Agencies and Teaching Staff

The school maintains a list of educational psychologists to whom parents may take their child for assessment. Other external specialists can also be recommended.

A speech and language therapist is based in the school one morning a week. Parents are referred to the speech therapist if teachers note any concerns with speech or language development, or parents request to see the speech therapist as they have concerns. The SENCO organises any referrals and the therapist's timetable with due consideration of each pupil's schedule. Once contact has been made the parents deal directly with the Speech therapist on a private basis.

Information about pupils is shared with external staff, such as peripatetic teachers and club leaders, if we feel it will be beneficial to their progress and involvement.

Criteria for Evaluation

The following evaluation criteria will be applied to measure the success of the SEN policy:

SEND Policy
This policy applies to EYFS

- All staff are fully aware of the contents of the policy and the procedures contained in it;
- There is speedy and accurate identification of the special education needs of children;
- Effective provision is put in place;
- There is continuous monitoring of the child's progress;
- Reviews are systematic and effective;
- Parents are aware of SEN policy and work in partnership with all staff involved with the child;
- Resources are acquired and developed to support the special needs of children in school;
- Pupils' progress towards independent learning.

Complaints Procedure

If there is any cause for complaint over an issue relating to Special Needs, it should first be directed to the appropriate teacher or SENCO. If your concern has not been satisfactorily addressed the school has a detailed complaints procedure that can be found in our 'Complaints Procedure Policy'.

INSET

All staff attend regular conferences and courses on their specialism. Regular INSET days and curriculum meetings are held at school on topics of general concern. Special Needs is included in this programme.

Linked guidance, policies and procedures:

[Keeping Children Safe in Education \(KCSIE\) statutory guidance](#)

[Working together to safeguard children.pdf](#)

<http://www.nspcc.org.uk/help-and-advice>

Relevant school policies:

Keeping Children Safe in Education, Child protection Policy and Code of Conduct.

Health & Safety