



Special Educational Needs & Disabilities Policy

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Key Staff responsible:
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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 and make appropriate progress.
- 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.

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This policy applies to EYFS

- 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 Head of Learning Support/ 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 or EHCP;
- to liaise closely with and to support the work of any LSA working with a child with an EHCP
- disseminating information on all children with special educational needs to all staff who may be involved with them;

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- 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.
- liaising with the Headmistress and Bursar to make recommendations of reasonable adjustments that can be implemented to support specific children's needs;
- contributing to the in-service training of staff
- maintaining accurate records including the regular updating of the Learning Support List.

Admission Arrangements (EYFS – Year 6)

Sarum Hall is a non-selective day school for pupils aged 3 – 11 and the usual entry point is at age 3. 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 an informed discussion can take place to decide whether Sarum Hall is best suited to meet the specific needs of 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 and assessments (those with standardised scores such as CATS as well as those set by the school such as end of term tests in Maths and English)

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- through expression of parental concerns;
- as a result of an assessment undertaken by the SENCO, an external Educational Psychologist or other professional (conducted with parental consent/knowledge).

A child's needs are likely to fall into one or more of the following categories:

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)

Our Health and Wellbeing Coordinator, who is trained in Mental Health First Aid, is a support to both pupils and staff in these areas. She also acts as the School Nurse and will work with pupils, staff and parents to offer help, guidance and intervention as necessary.

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.

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.

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

Identification of special needs can occur at any point in a pupils' time at school however, for many the identification process begins during the first few years at school. Initial concern that a child's current rate of progress is

slower than expected (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 returned to the 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 pupil. 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. The SENCO is likely to observe the pupil in class at this stage. The Headmistress will be informed that a concern has been raised.

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 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. The pupil will be added to the Learning Support List at this time and will be flagged as being monitored. 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. If this is decided, the Learning Support List in iSAMS will be updated and the pupil will be flagged as receiving additional support.

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. This will be informed by conversations held with parents during the assessment stage of the process. Parents will be encouraged to support their child at home as a joined up approach is the most effective way of providing support to a pupil.

Targets will be reviewed each term and, where changes, are made, parents will be informed.

If a child's difficulties prove to be transient and the attainment gap closes between the child and her peers, the Learning Support List will be amended and she will be flagged as no longer needing additional support. She will remain on the list as a pupil who continues to need monitoring and her needs will be reviewed annually. .

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 described above. While the ASSESS and PLAN stage is completed the class teachers rather than the SENCO will take the lead in collating the assessment information.

DO - At this stage most support is provided by the class teacher and TLA's. 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 for additional lessons. The SENCO will provide support, advice and training to staff as needed. 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.

The SENCO will take the lead in liaising with the parents, local authority and other professionals for reviews of EHC plans which are already in place.

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 11+ or CE exams the official guidelines are followed. Applications to prospective schools for additional time or other accommodations, such as the enlargement of exam papers or printing on different coloured paper, will be made by the SENCO in consultation with the parents when both evidence of need and history of use can be proven. Girls will generally have been working with these accommodations since Year 5

Working with Parents

Implicit in this whole policy is the belief that all parents at Sarum Hall should be kept fully informed and encouraged to 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 and/or SENCO . When individual learning support lessons are given, pupils will receive written reports in line with the school's assessment and reporting schedule.

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 and that the Learning Support List is accurate. This may include an SEN Cause for Concern Form, 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 parents should be entered on iSAMS as a record.

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 but reasonable adjustments would be made as necessary.

Access to the Learning Environment

All children will have equal access to the curriculum at Sarum Hall. Software and hardware necessary for supporting children with disabilities to access the curriculum will be purchased as the child's needs require.

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.

The school has relationships with a speech and language therapist and occupational therapist who are able to carry out treatment in school as needed.

Parents are referred to either specialist if teachers or parents note any concerns with speech or language development or fine or gross motor skills. 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 or occupational 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:

- 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