Special Educational Needs and Disability Policy

This policy refers to all of Chandlings Prep sections including EYFS

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Definition of LDD/SEN

A child has a learning disability or difficulty (LDD) if he or she:

- has significantly greater difficulty in learning than the majority of children of the same age; or
- has a disability, which prevents or hinders him/her from making use of educational facilities that are generally provided for children of the same age

A child has special educational needs (SEN) if he or she:

- has an externally identified learning disability; or
- a difficulty that calls for Special Educational Provision (SEP) to be made for him/her.

1. Policy Statement

1.1 The Inclusion Statement

We have five principles which guide our development as a more inclusive school:

- Set suitable learning challenges
- Respond to the diverse learning needs of pupils
- Provide reasonable adjustments in order to help remove potential barriers to learning and assessment for individuals and groups of pupils
- To accept and value each individual pupil and their differences and use our 'best endeavours' to ensure that no child is discriminated against.
- To provide special educational provision for children so long as it does not damage the education of other children or result in an inefficient use of resources.

1.2 The School Aims

- To provide a warm, happy, family atmosphere ensuring that all children are valued and cared for as individuals
- To provide a strong educational foundation through a broad, well-balanced curriculum with high academic standards
- To provide high quality, challenging teaching that motivates children to learn and fosters a love of learning
- To provide relatively small classes ensuring good progress, individual attention and support
- To help children develop high expectations and a positive attitude
- To develop children's strengths and their sense of achievement and self-worth
- To develop courteous, considerate children
- To celebrate hard work and effort
- To provide equality of educational opportunity
- To provide an environment whereby pupils have their needs identified in order to support progression and well-being.
- To provide differentiated teaching and learning opportunities, extra support or additional resources, where appropriate.
- To provide high quality teaching to support the needs of the children with SEND and EAL (please see separate EAL policy).

1.3 **The School Objectives**

- To apply a whole school policy to meet each pupil's individual needs following the guidelines of the SEN and Disability Code of Practice (2015) and the Children and Families Act (2014) in line with the Equality Act 2010.
- To ensure that no child is discriminated against on the basis of his/her/their learning difficulties, disability or individual needs
- To identify, at the earliest opportunity, any pupil who may have learning difficulties, disabilities or special educational needs
- To implement a graduated approach to SEND identification and provision. This will take the form of different waves and levels of intervention together with 'reasonable adjustments' to meet the child's needs
- To ensure all staff are aware of each child's needs so they may be addressed
- To conduct regular reviews of the children's progress
- To ensure children's records include information regarding their individual needs, provision and outcomes
- To provide pastoral care and celebrate the achievements of all children so they may develop in all areas and build strong self-esteem
- To guide and support all staff, Groupees and parents in LDD/ SEN issues
- To work in partnership with parents at all stages, thus enabling them to take an active role in their child's education.
- To take into account the views of the pupil, where possible, and to promote shared responsibility in meeting his/her educational needs
- To ensure all children have access to the curriculum, including RHSE

2. Key Personnel

The Head of Learning Support (fulfilling the role of SENDCo) is Mrs Ginnie Davis.

3. Actions to Promote Special Educational Needs

Staff members have a duty to:

- Provide appropriate, quality teaching
- Raise any concerns about a child's access to the curriculum or progress with the child's form teacher who should inform the SENDCo or to inform the SENDCo directly
- Be aware of all children with LDD/ SEN by regularly accessing **Learning Support Information** and noting **SENDCo updates** in Staff Meetings on their records
- Monitor children with LDD/ SEN in all aspects of school life, reporting concerns and observations to the Form teacher and SENDCo
- Keep good records with parental meetings recorded, dated and kept on file/iSAMS
- Set individual targets for children if requested to by the SENDCo
- Provide the tasks & adjustments necessary for the child to achieve the targets set, to review progress and set new targets biannually
- Keep parents informed and attend meetings with parents and Learning Support department, when necessary.
- Transfer all records and information to the next teacher
- Maintain confidentiality regarding all Learning Support information

Learning Support Teachers have a duty to:

- Provide help, support and advice to staff and parents at all stages
- Outline, review and adjust achievable short term targets on the **Individual Target Plans** and to coordinate these plans
- Use external and internal assessment evidence to inform planning and practice
- Help provide the appropriate learning experiences/ resources/ approach agreed
- Work in partnership with parents regarding individual pupils and offer regular meetings
- Involve the child in their ITP (Pupil Voice) and monitor progress towards targets

The SENDCo has a duty to:

- Support teachers in early identification of special needs, learning disabilities & difficulties
- To provide regular professional development opportunities to enable staff to fulfil their responsibilities
- Be responsible for coordinating the procedure and provision for LDD/ SEN children at all stages and liaise with outside agencies
- Make information about the school policy and procedure accessible
- Be responsible for monitoring children with LDD/ SEN and those referred
- Continue to monitor children when Learning Support programmes finish
- Process external professional reports, summarise for staff and manage parental feedback meetings, recording outcomes
- Invite parents to review meetings.
- Ensure that targets are reviewed and adjusted at all stages until exit criteria is reached
- Manage any exam concessions, liaising with the Deputy Head.
- Write Senior School reports and request any exam concessions in entrance exams

The School has a duty to:

- Make provision for children with SEND and support them by making reasonable adjustments
- Ensure that pupils with LDD/ SEN are not discriminated against in admissions, exclusions and curriculum provision
- Ensure that information about pupil needs is accessible and that it is used to inform planning, provision and reporting throughout the school
- Anticipate future needs of disabled pupils including LDD/SEN pupils, plan to increase curriculum access, provide and arrange training for staff, improve the physical environment & make written information accessible to pupils and parents in different ways (See Chandlings Accessibility Plan).

4. Review and Development

4.1 Procedure and Provision

At Chandlings Prep, in line with the SEN Code of Practice (2015), we follow a clear, graduated procedure. This is outlined below:

Identification and Assessment

- Admission assessments and reports/ assessments from previous schools/ settings
- School Assessments, tests and subsequent Assessment Net Meetings

- Classroom teaching
- The observations of the SENCDo and Learning Support Staff
- Parental Concerns
- Screening procedures or specialist assessments within the LS department
- Further assessments by outside professionals such as: Behavioural Optometrists, Educational Psychologists, Speech and Language Therapists etc.

Level 1: Stage 1

High quality teaching and differentiation for all learners

Chandlings anticipates the needs of all learners by making good use of transition data and information; learning experiences and teaching approaches should match learning needs. The whole-school policies aim to support inclusive teaching. Where there are large numbers of pupils with similar needs, schemes of work and groupings can be adjusted to help learners progress. The planning for each year may be adjusted to take needs into account. The first response in catering for the individual learning needs of children is that of high quality teaching targeted at a pupil's area of weakness.

Level 1: Stage 2

At this stage of entitlement, if a child's progress is not as expected, individual differentiated learning opportunities or approaches can be put into place for the child; home and school work together on agreed targets. These are recorded as **Level 1 Forms,** and the SENDCo should be informed of the action taken and the outcomes. Opportunities at this stage could involve: small group support, within the class; extra reading/phonics; small group support with a TA or LS teacher.

Level 2: SEN Support

Referral to SENDCo

The SENDCo should be referred to when concerns remain and progress has not been secured through Level 1 or other planned interventions. Once a child has been referred to the SENDCo, and Learning Support lessons begin, SEND support takes the form of the 4 stage process outlined below. At this point, the child will be placed on the school SEND register. This list refers to the broad areas of need as set out by the SEN Code of Practice 2015: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; Sensory and/or Physical needs.

i. **Assess**

The child may be observed or work scrutinised by the SENDCo or Learning Support team as part of their role in supporting and advising teachers. More formal screening and assessment may be carried out, following consultation with parents. At this point, 1:1 targeted support may be offered.

Further assessment or referrals to outside professionals such as Behavioural Optometrists, Educational Psychologists, Speech and Language Therapists, Occupational Therapists will be recommended if indicated.

ii. **Plan**

Home/ School targets and approaches are also developed through liaison between teachers, the SENDCo or Learning Support team. The SENDCo will decide, following consultation, the level of SEND support the child needs. For example, the needs of some children with an Educational Psychologist report could be met within the classroom setting.

Targets for 1:1 lessons are recorded on the child's Individual Target Plan. Pupils are encouraged to understand their targets and are involved in monitoring their own progress. When appropriate, parents and children are also involved in target setting. Parents are sent copies of the targets set. External professionals may also provide targets for the plans and may be invited to review meetings arranged in school. Parental input is valued and parents are encouraged to come into school for regular meetings.

iii. **Do**

Teaching at this stage is focussed and structured; it concentrates on addressing gaps and weaknesses and also consolidates earlier learning. Provision can be delivered through individual or group programmes. A child may have individual targets which are managed in class and co-ordinated by the SENDCo or may be offered specialist teaching, on a withdrawal basis. This specialist teaching may be as an individual or in a group as appropriate.

iv. **Review**

Individual Target Plans are reviewed biannually; this usually involves teaching staff, Learning Support teachers and, most often, parents. Copies of the reviewed ITPs are also sent home. All LS teachers have a weekly 'drop in' time for parents to use if they would like more regular feedback, alternatively, parents may arrange to see an LS teacher outside of these times.

Pupils' progress is regularly reviewed through: Learning Support assessments; school assessments and NET meetings. Once enough progress has been made, parents will be notified and children no longer need to attend Learning Support lessons.

In the **Early Years Department,** identification of SEND needs may take place:

- Through early observations and health assessments from birth to two
- Through using the early years outcomes guidance
- Through using the progress check between the ages of two and three
- Assessment at the end of the EYFS

Children with identified needs will engage in activities of the school alongside children who do not have SEND. We work closely with parents and other specialists who can be called upon to support and offer advice at this stage. When necessary, early intervention programmes may be delivered in groups or to individuals. As with the main school, SEND support in the Early Years will include the 4 stages of action: assess, plan, do and review.

In **Years 1 and 2**, at SEND Level 2, a flexible approach is continued and a few children may be taught directly by an LS teacher or TA. Young children may be taught in pairs or small groups unless the needs are specific to an individual. Children may be taught for shorter sessions more frequently which will be negotiated with the child's teacher and parents. These interventions are usually led by a teacher or TA. When children require individual specialist lessons, from an LS teacher, these sessions are charged for and parents billed at the end of each term, in line with the Radley Schools Group Fees policy.

In the **Prep department,** individual specialist lessons are charged for; parents are billed at the end of each term in line with the Radley Schools Group Fees policy. If an offer of individual lessons or withdrawal for support/ intervention is recommended by the SENDCo

and not taken up by parents, this is noted on the child's LS records. The SENDCo will then take a monitoring role. It is vital that no child should be discriminated against and other forms of support or reasonable adjustments should be provided.

Level 3

When the child does not make adequate progress through Level 2, a response at Level 3 may be needed. This stage is met when Level 2 has to be supplemented by External Assessment and Support. More information and advice is sought from external professionals such as Educational or Clinical Psychologists, Speech and Language Therapists, Occupational Therapists, Child Psychologists etc.

If a recommendation for external assessment is made and parents do not wish to pursue this then the SENDCo's duty is to ensure that the school makes reasonable adjustments to support the child and aims to removes barriers to learning & achievement. The child's progress will be regularly reviewed by the SENDCo.

Level 4: Education, Health and Care Plan (EHCP)

Most children will have their needs met at Level 2 and Level 3. When there is clear evidence that the school can not meet the child's needs through reasonable adjustments within the resources of the school, an EHCP can be applied for from the Local Authority.

The Learning Support Department

- The department is called the Learning Support Department and the team consists of specialist Learning Support Teachers
- The department's remit goes beyond LDD/ SEN provision and includes support and advice regarding individual needs, learning styles and differentiation in the classroom
- The Learning Support Department is available to give advice to all pupils, staff and parents who request this independently

Teachers will be alerted to individual children's needs in their forms and classes and have access to information provided by the Learning Support Department on the LS Website, on the staff portal.

5. Complaints Procedure

Should anyone have any concerns or complaints about LDD/ SEN provision, they can refer to the SENDCo, the Head or, failing satisfaction through these routes, by referring to the formal The Radley SchoolsGroup's Complaints policy

6. INSET and Staff Training

- Staff receive some initial training in SEND policy and procedure and use of the LS Website
- SEND issues are included in the general INSET programme for whole school development
- The SEND Policy is available on the school website and LS website, available for all staff.

7. Links with other Policies

This policy should be read in conjunction with the following documents:

- Admissions Policy
- Curriculum Policy
- Equal Opportunities and Gender Equality Policy
- RHSE Policy

8. Evaluation and Review

It should be reviewed every year and staff should be made aware of any changes in their responsibilities by the School.