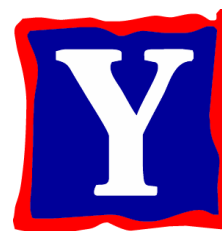


Yarlet School



Special Educational Needs and/or Disabilities (SEND) Policy

Introduction

The Head of Learning Support at Yarlet School ensures that the Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school.

Yarlet is a co-educational non-selective, Independent Preparatory School and nursery for pupils from the age of two to thirteen years. It is our belief that all children have an equal right to a full and rounded education, which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is additional to and different from that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Every teacher is a teacher of every child or young person including those with SEND. This policy is to provide guidelines for staff to help with this requirement. A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision, which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice 2014)

The school recognises that the needs of high achieving children should also be catered for and recognised as a special educational need. This SEND policy details how, at Yarlet School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Yarlet School plans a whole school approach to special needs through the structuring of curriculum policies to ensure that children, including those with special education needs, can achieve their full potential.

We believe in raising the aspirations of and expectations for all pupils with SEND. Yarlet School provides a focus on outcomes for children and young people and not just hours of provision/support.

In some cases, teachers may require advice when catering for the needs of an individual or a group of children and require help with the implementation of their planning to meet those needs. This will be available from the support network of curriculum co-ordinators, the special needs teachers within the school and the expertise of professionals from other disciplines.

Within any class, the range of abilities, skills and experiences which children bring to school will be varied. Staff therefore must be aware of the need for a differentiated curriculum from the moment children start school.

The class teacher, subject teacher and form tutor should work to create a classroom experience which supports the achievement of children with SEND and allows them to make progress in line with their ability. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

“Slow progress and low attainment do not necessarily mean the child has SEND...the class teacher working with the SENDCo should assess whether the child has SEND” (Code of Practice 2014)

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children’s special educational needs. Lessons have clear learning intentions and staff differentiate work appropriately, and use assessment/ response marking to inform the next stage of learning.

By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Children on the special needs register have an Individual Education Plan/Support Plan with individual targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from core subjects. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Aims and Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs.
4. To provide a Head of Learning Support who will coordinate and lead the provision for children with SEND.
5. To provide support and advice for all staff working with special educational needs pupils.
6. To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.

7. To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
8. To make clear the expectations of all partners in the process.
9. To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
10. To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
11. To identify the roles and responsibilities of all staff in providing for children's special educational needs through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
12. To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in Yarlet we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage and own their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Identifying Special Educational Needs

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Other considerations

Other considerations need to be taken into account as these may also impact on the progress and attainment of our pupils;

- Disability (The Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation although these alone do not constitute SEND.)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour as a need is not an acceptable way of describing SEND. Any concerns relating to a child or young person's behaviour will be described as an underlying response to a need which we as a provider will be able to recognise and identify clearly as we know best that child/young person.

A Graduated Approach to SEND Support

Yarlet aims to follow the guidelines set out in the Code of Practice 2014.

Before identifying a child as requiring SEND support the class teacher or subject teachers and Head of Learning Support should establish a clear analysis of the pupils needs.

Assessment / Identification

Assessment is an integral part of the teaching and learning process, providing information useful to the pupil, the teacher and the parents. It demonstrates what has been learned, gaps in learning, successful and faulty learning styles and it should identify what the next learning stage should be. It also provides valuable information about how the curriculum could be suitably differentiated and which methodologies should be adopted to meet individual needs.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

The Role of the Head of Learning Support at Yarlet School

The Head of Learning Support's responsibilities include:

- Compiling and managing the SEND Register.
- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND.
- Overseeing the records of all children with SEND.
- Ensuring that IEPs/Support Plans are produced, completed and reviewed twice yearly.
- Reading / summarising / disseminating information regarding educational reports.
- Liaising with the named coordinator for Early Years education to disseminate information regarding pupils transferring to Key Stage One.
- Advising / liaising /managing and the deploying of TAs.
- Screening visiting children where appropriate, reviewing the identification procedure, monitoring progress and record keeping.
- Organising / attending review meetings.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Identifying, ordering and utilising the resources available from other agencies.
- Being involved in the development of curriculum policies to ensure that the needs of the children and teachers are considered.
- Contributing to the in-service training of staff.
- Assisting, liaising with and advising fellow teachers in planning appropriate programmes of work for the children to receive special needs support.
- Making regular visits to classrooms to monitor the progress of children and to work in classrooms to provide additional support.
- Attending relevant courses to update information and be aware of current trends.
- Liaising, advising and supporting parents of children with SEND.

In order to help children with special educational needs, Yarlet School adopts a graduated response to identifying and supporting pupils with SEND.

Raising a Concern

Arrangements for appropriate screening and support are made through the school's graduated approach to SEND. Concerns may be raised by any member of staff at any stage in a pupil's time at the school. Concerns should be discussed with the child's other teachers, and further discussions should take place in the relevant pupil progress meetings. A decision is then made to plan appropriate intervention, monitored by the Head of Learning Support. Should this not have the desired outcomes then a record of concern is made.

When a record of concern is created and deemed necessary, parents will be consulted and permission sought for screening to be carried out to try to identify specific areas of difficulty.

The school will take seriously any concerns raised by a parent. The child's own views will also be taken into consideration.

Upon receiving feedback from screening the evidence gathered helps to ascertain whether the child needs additional targeted support. If this is the case, at this stage more formal action will need to be taken.

The class teacher/tutor after discussion with the Head of Learning Support will then provide interventions that are additional to those provided as part of the school's differentiated curriculum with individual targets and specified extra support as necessary. A child in EYFS may be given individual learning targets within an IEP/Support Plan which will be applied within the classroom.

The child's class teacher/tutor will be responsible for implementing the interventions and utilising TA support as necessary, whilst working with the child regularly and ensuring delivery of any individualised programme in the classroom as practically as possible with reasonable adjustments taken into account.

Parents will continue to be consulted and kept informed.

These targets will be monitored by the class teacher/tutor/subject teacher and Teaching Assistants within the class and reviewed formally with the Head of Learning Support, parents and young person. The period of intervention will vary for each individual target.

In some cases, the Head of Learning Support may deem it necessary to take a child for additional one-to-one sessions.

In raising a concern the teacher will:

- Initially identify a pupil's special needs through ongoing assessment and classroom practice.
- Raise a concern at staff meetings. This will include discussion of the teacher's assessment and experience of the pupil, pupil progress, attainment and behaviour. They will also compare the child's development in comparison to their peers. This may also be raised formally at the termly Pupil Progress Meetings. The Head of Pre-Prep or Assistant Head (Main School) informs the Head of Learning Support of their concern and provides them with the relevant information to help establish whether the child's needs are in fact different from or additional to those met by the differentiated class curriculum.
- Make a decision as to what support needs to be put in place through appropriate screening of the pupils abilities, analysis on other subject teachers assessments where relevant, the individuals development in comparison to their peers and national data, the views and experience of parents, the pupils own views and if relevant advise from external support.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Pupils are only identified as SEND if they do not make adequate progress once they have received intervention/adjustments and good quality personalised teaching. Where a pupil is identified as having SEND, the school will take action to remove barriers to learning and put effective special education provision in place. The pupil's parents are then formally informed that special educational provision is being made.

The teacher and Head of Learning Support will then:

- As the first step in responding to pupils who have or may have SEND ensure that high quality teaching, differentiated for individual pupils, additional intervention and support is in place. At Yarlet, we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Put in place, if need be, suitable interventions to support the pupil who has been raised as a concern.
- Carry out further analysis of the pupil's needs and may seek advice from outside agencies or specialists as required.
- Begin the process of the Assess-Plan-Do and Review cycle as part of a continuing cycle to ensure the needs of the pupil are being met.
- Decide if a pupil continues to require further support despite intervention. If this is so, with agreement from the parents the pupil is added to the Special Needs register.
- Produce IEPs/Support Plans, which tell us exactly what needs have been identified, how to remove key barriers to learning effectively i.e. what works; the clear outcomes to be achieved within an agreed time frame. The teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.
- Discuss with parents and pupil ways they can contribute to the child achieving the targets on the IEP/Support Plan.
- Organise the timetable, class grouping and available resources so that the pupil receives all possible support to reach the targets.
- Brief TAs / SEND teachers about lesson content and the level of support required for individual / groups of pupils if working within the classroom.
- Findings are discussed with SLT, class teacher/tutor/subject teachers and parents. In consultation with all parties, further appropriate action will then be decided.

Reasons for a child being added to the SEND register

These may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

If a child makes the required progress needed and no longer needs support for their special educational need, the child, in agreement with parents may be removed from the SEND register.

The Nature of Intervention

The Head of Learning Support and the child's class teacher/tutor/subject teachers will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the Head of Learning Support; or, with TA support or other intervention. Depending on the needs of the pupil this may be at an additional cost to the parent.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- The Head of Learning Support will draw up an IEP/Support Plan if necessary.

Individual Education Plans/Support Plans

- The school will record the steps taken to meet the needs of individual children through the use of an IEP/Support Plan and the Head of Learning Support will have responsibility for ensuring that records are kept and available when needed.
- IEPs/Support Plans are shared with parents on a twice-yearly basis.
- IEPs/Support Plans are completed for pupils whose difficulties affect their day-to-day performance in the classroom. The aim of these is to target specific areas of learning or behaviour.
- Targets should be in addition to the normal learning targets and should be: SMART: Specific; Measurable; Achievable; Realistic; Time-bound. There will typically be only three or four targets and they will relate to the area of need for the child: communication, Literacy, numeracy, behaviour and/or social skills.
- The SEND support will take on the form of a four-part cycle (we apply the ASSESS – PLAN – DO – REVIEW cycle) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes.
- Targets will be set and reviewed regularly and outcomes will be recorded. Strategies to be used to enable the pupils to achieve their targets will be also recorded. Where appropriate, specialist teachers will be asked to contribute by commenting on pupils' progress in the outcomes sections of IEPs/Support Plans.
- All staff members have access to IEPs/Support Plans via the school MIS system and parents are emailed a copy. Paper copies of completed IEPs/Support Plans are collated by the Head of Learning Support.

SEND Register and Educational Reports

- The SEND register is managed by the Head of Learning Support but is available to all staff and distributed at meetings.
- Reports written by other professionals, but relating to pupils on the SEND register are kept in pupil files and a central SEND file by the Head of Learning Support, stored securely. The named people responsible for Special Needs at Yarlet School are:
 - Natalie Jones (Head of Learning Support)
 - Stephanie Dewey (Learning Support, EYFS)

Class teacher/Specialist Subject Teacher Role

It is the responsibility of the class teacher/specialist subject teacher to:

- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Provide high quality teaching, differentiated for individual pupils. This is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. At Yarlet School we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. When deciding whether to make special educational provision, they with the Head of Learning Support consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes accurate formative assessments and specialised assessments from external agencies and professionals.
- Gather Information and have an initial early discussion with the pupil and their parents. These early discussions with parents are structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.
- Add these early discussions to the pupil's record on the school information system and give a copy to the parents.

The use of outside agencies

When assessing or meeting the needs of pupils, Yarlet School may call upon specialist expertise, if as a school we feel that our interventions and school-based assessment prove inadequate and are still not having an impact on the individual. With parental permission, we will welcome contact with outside agencies, including Therapists, Psychologists, Social Workers, Paediatricians and Dyslexia Specialist Teachers to ensure continuity and consistency of support for the child and family.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his/her peers.

Where children are taking external or internal test/exams the school will either make appropriate provision or apply for additional support for the child.

School Request for Statutory Assessment or Education Health and Care Plan

If we refer a child for Statutory Assessment/Education Health and Care Plan, we will provide the LA with a record of our work with the child to date. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The Head of Learning Support is the person responsible for instigating and maintaining contact with the LA, in order to identify individual needs and call on the support of the Inclusion and Special Needs Team at the LA. It is the responsibility of the Head of Learning Support to ensure records of meetings and conversations with outside agencies are kept. These are confidential, but are available to the child's parents on request. A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs will be reviewed

each term in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the Head of Learning Support from the Secondary school will be informed of the outcome of the review.

Guiding colleagues in supporting pupils with SEND

The Head of Learning Support is a support and a reference point for colleagues on all SEND matters, including identifying and supporting those working with children who have Special Educational Needs. The staff support the Head of Learning Support in her role and respect and maintain confidentiality at all times. All staff read and abide by the SEND policy.

Commitment to attending training

It is the responsibility of the Head of Learning Support to undertake relevant training and to ensure that staff have the opportunity to update their skills and knowledge. It is the role of the Headmaster to support the Head of Learning Support and where possible cater for staffing and financial implications concerning SEND. Specialist resources are available and advice on their use, adoption or in the making of appropriate materials can be gained through discussion with the Head of Learning Support.

Considering the views of parents & pupils

Parental Involvement

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings. We inform the parents of any outside intervention, and share the process of decision making by providing clear information relating to the education of their child. Parents always have access to the Head of Learning Support through school email.

Parents can give us further insight and perspectives about our pupils' learning styles and difficulties. Parents are more likely to react positively to such approaches if links with school have been frequent, friendly and constructive. It is intended that parents should be involved with a programme of work at home. Where a child is placed on the SEND register parents will receive a copy of the IEP/Support Plan twice yearly. In line with the Code of Practice 2014, parents and pupils in consultation with the Head of Learning Support / Class teacher / Tutor / Specialist teacher are welcomed to focus on and participate in decision making at individual and strategic levels and contribute and review their IEPs/Support Plans.

All discussions are dealt with confidentially and in a sensitive manner. We keep a record of any discussions with parents, and all notes and action plans arising from these meetings are kept in a secure place in order to maintain confidentiality.

Considering the Child's Views and Opinions

The child's views will be sought whenever possible, by asking, listening and observing the child's reaction to activities and resources. A judgement is made on the child's reactions and discussed with colleagues and parents.

Ascertaining the child's views may not always be easy. Very young children and those with severe communication difficulties, for example, may present a significant challenge for education, health and other professionals. However, the principle of seeking and taking account of the ascertainable views of the child, or young person, is an important one. Their perceptions and experiences can be invaluable to professionals in reaching decisions.

Pupils with English as an additional language

Pupils whose first language is not English, or who may not speak English regularly at home, are supported by a TA within the classroom setting or withdrawn for individual support if required. This is either provided by a TA or by a member of the SEND team. Work within the class will be differentiated according to the pupil's language abilities and needs.

Gifted & Talented

Gifted and talented are extended in the classroom once they have been identified (see policy on Gifted and Talented pupils). They are provided with differentiated work to extend their learning and allow them to investigate their topic in more detail. They are encouraged to develop their skills if they are talented and move forward academically if they are gifted. Work is developed to extend and stretch their ability rather than just being 'extra' of the same. Other opportunities are presented to our Gifted and Talented pupils beyond the classroom and the Head of Learning Support keeps a record of this.

There is provision on the Planning Proforma to add Gifted and Talented activities to give teachers the opportunity to plan for the children in their classes who fall into this category. Children are expected to show a higher value added showing a faster rate of progress.

Procedures for resolving complaints about SEND provision

Any complaints about SEND provision should follow the school's standard Parental Complaints Policy and Procedures.

Disability Discrimination Act

Though we acknowledge that not all children with a disability have a special educational need we have regard for the Disability Discrimination Act (1995) and will make reasonable adjustments to include all children and their families.

Admissions

Yarlet is non-selective in terms of academic ability and will always make any reasonable adaptations which may be necessary to accommodate children with physical disabilities.

However, we must be certain that we can meet the needs of the children we admit. With this in mind, we may not be able to admit children with moderate, severe or profound learning difficulties or those with disabilities which require specialist human or physical resources which Yarlet does not have and cannot easily acquire.

With regard to behaviour, Yarlet has high expectations of pupil behaviour and works very hard to maintain good standards. Children with a record of unacceptable behaviour and/or poor attitude towards their studies will not be admitted to the school. The Headmaster will normally request copies of previous reports and request references from previous schools to establish previous patterns of attitude and behaviour.

Where a parent alerts the school to SEND prior to entry this is accounted for in the familiarisation procedures. In all these situations, the school will consider the needs of other children to ensure such arrangements do not impact on their educational experience.

Supporting pupils at school with medical conditions

The school employs a Matron and several paediatric first aid trained staff who maintain and share up-to-date and relevant medical conditions with teaching staff.

Any additional requirements identified by other professionals would be shared with the Head of Learning Support and reasonable adjustments made to the curriculum to enable those children to access resources.

Accessing school trips

All staff are aware of all pupils' medical needs and these must be taken into account on the Risk Assessment completed prior to a visit of any medical conditions of children going on a school trip. Any SEND pupils will be well supported by TAs accompanying the trip. See Off Site Visits Policy.

Funding

There is normally no additional charge for group learning support when this is provided by our Head of Learning Support or other Yarlet staff. However, where the level of support required is one-to-one or when it exceeds what is typically delivered in-house, the additional support provided is

chargeable. When an EHC Plan is in place, some or all of this charge may be covered by the LA; in all other cases, this is added to pupils' accounts. Additional support varies from child to child and is aimed at meeting individual needs. Yarlet works with Educational Psychologists, Speech and Language Therapists, Autism Outreach, Occupational Therapists and Specialist Teachers. Agencies and other professionals sometimes bill parents directly for individual tuition or assessments.

Parents will be expected to absorb the cost of any specialist report or assessment that is required by the school, where it is not funded by others such as the NHS or LA.

Review

This policy will be reviewed every two years or earlier if there are changes to the Code of Practice or other guidance or statutory requirements which affect this policy.

Signed: 

Date: April 2017

Review Date: April 2019