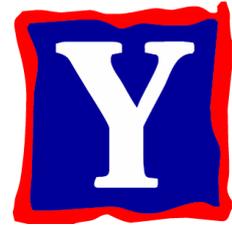


# Yarlet School



## 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.**

Although we are not a specialist school for pupils with special educational needs, we are pleased to offer learning support for pupils for whom it is likely to be of real benefit, 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

### What are special educational needs?

*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)*

Because the general level of ability within our school is high, we recognise that some children may feel disadvantaged working alongside high achieving children. They may be offered additional support, through small group activities, in order to boost their skill level and confidence.

The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'. Identification of pupils who are seen to be 'gifted or talented' along with an outline of how provision within the school is adapted for these pupils can be found in the 'More Able and Talented' policy.

This SEN policy details how, at Yarlet, 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.

## **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
4. support for special educational needs.
5. To provide a Head of Learning Support who will coordinate and lead the provision for
6. children with SEND.
7. To provide support and advice for all staff working with special educational needs pupils.
8. To create an environment that meets the special educational needs of each child in order
9. that they can achieve their learning potential and engage in activities alongside pupils who
10. do not have SEND.
11. To request, monitor and respond to parents/carers and pupils views in order to evidence
12. high levels of confidence and partnership.
13. To make clear the expectations of all partners in the process.
14. To ensure a high level of staff expertise to meet pupil need, through well targeted
- continuing
15. professional development.
16. To ensure support for pupils with medical conditions full inclusion in all school activities by
17. ensuring consultation with health and social care professionals.
18. To identify the roles and responsibilities of all staff in providing for children's special
19. educational needs through reasonable adjustments to enable all children to have full access
20. to all elements of the school curriculum.
21. To work in cooperation and productive partnerships with the Local Authority and other
22. outside agencies, to ensure there is a multi-professional approach to meeting the needs of
23. 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.

## Identification

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the Head of Learning Support and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.** Teaching such children is therefore a whole school responsibility. At the heart of every class in the school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments, or attainments within specific subjects, fall significantly outside the expected range, may have special educational needs.

A key test for our decisions for intervention and support will, therefore, be made on evidence that indicates whether individual pupil's rates of progress are *adequate* within the following definition of that term. (For qualification see Code of Practice 2014).

*'Adequate progress can be defined in a number of ways. It might, for instance, be progress which:*

- *Closes the attainment gap between the child and their peers*
- *Prevents the attainment gap growing wider*
- *Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers*
- *Matches or betters the child's previous rate of progress*
- *Ensures access to the full curriculum*
- *Demonstrates an improvement in self-help, social or personal skills*
- *Demonstrates an improvement in the child's behaviour.*

We will also use other relevant sources of information including parents, external agencies and pupils.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. Concerns regarding progress can be raised at any time to the Head of Learning Support or can be discussed with all teachers in Pupil Progress Meetings or Pupil Concerns Meetings.

The school also assesses each child's levels of Literacy and Numeracy using the GL assessment tools Progress in English and Progress in Maths twice a year. This data is used in order to establish a baseline assessment of pupil ability and to ensure that adequate progress is being consistently made throughout the child's school career, that they are building on the patterns of learning and experience already established. The data will also help to identify pupils who are experiencing significant difficulties who may require additional support.

In addition to this, a child may be referred to the Head of Learning Support at any stage for further investigation or assessment by a specialist teacher if concerns are raised about any aspect of that child's education.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

### **Provision**

In order to help children who have special educational needs, the school adopts a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

1. The first response to lower than expected progress should be **high quality teaching** targeted at their areas of weakness. Different learning materials or specialist equipment may be introduced and the Head of Learning Support may do an informal observation to give recommendations/advice to the class teacher.
2. Where progress continues to be less than expected, the class or subject teacher and Head of Learning Support will use interventions at Wave 2 level to further support learning. Concerns will be discussed with parents and a Personal Support Plan (PSP) may be drawn up at this stage if deemed necessary. The Head of Learning Support may wish to do further classroom observation or informal assessments to understand specific areas of difficulty in order to inform the PSP. Wave 2 interventions at Yarlet include a wide range of clubs such as: Memory Boost, Handwriting, Speed Up Handwriting, Maths, Revision Skills, Spelling, Social Skills, Lego Therapy, Co-ordination club, CE booster sessions, Mind mapping, Speech and Language and Touch typing, amongst others.

Support for learning is also available on a temporary basis, such as a Year 8 pupil who may need a short course of lessons to gain strategies for exam techniques. Pupils who access SEN provision on a temporary basis may not have a PSP and may not be listed on the SEN register.

3. The next step involves more rigorous interventions at Wave 3 level and often a more formal assessment by a specialist teacher to assess the child's specific difficulties is required.

Such support will often include:

- Specialist teacher involvement 1:1

- Small group teaching
- Outside agency involvement
- Amendments to a pupil's timetable
- 1:1 involvement with the Head of Learning
- Access arrangements for exams

All pupils receiving Wave 3 support will have Personal Support Plans. Individual targets will be set and reviewed regularly.

### **The use of outside agencies**

With parental permission, Yarlet School will welcome contact with outside agencies, including Therapists, Psychologists, Social Workers, Paediatricians, 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.

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.

### **SEND Register**

All pupils identified as having a Special Educational Need will be listed on our SEND register which will outline their main areas of need and their diagnosis, if they have one.

The SEND register will be updated termly and all staff have access to it on the shared network. The Head of Learning Support shares the SEND register with all new staff.

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.

Children who are currently being monitored to assess whether current needs are being met by classroom differentiation or temporary access to Wave 2 interventions are listed on the 'Cause for Concern' register and monitored closely.

### **Pupil Support Plans (PSP)**

Children who are on the SEND register will usually be provided with a Pupil Support Plan outlining their educational needs and outlining the additional support that they are receiving.

- The PSP will only record that which is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children.
- The PSP will be child-friendly and led by pupil voice.
- The PSP may document several individual targets, chosen from those relating to the key areas of communication, literacy, mathematics and behaviour and social skills that match the child's needs.
- These targets will be SMART (Specific; Measurable; Achievable; Realistic; Time-bound).
- The PSP will be shared with parents regularly and parents will be invited into school to meet with the Head of Learning Support or the child's class teacher to discuss progress.
- All staff will have access to PSPs on the school area.
- PSPs will be reviewed regularly by the Head of Learning Support and specialist teachers that are involved in the target setting.
- In EYFS and KS1, the child's class teacher will be responsible for implementing the interventions on the PSP and utilising TA support as necessary, whilst working with the child regularly and ensuring the delivery of any individualised programme in the classroom as practically as possible with reasonable adjustments taken into account.

### **The Role of the Head of Learning Support**

The named people responsible for Special Needs at Yarlet are:

- ❖ Natalie Owen (Head of Learning Support)
- ❖ Stephanie Dewey (Learning Support EYFS)

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 and ensuring these are stored securely to
- retain confidentiality at all times.

- Ensuring that Pupil Support Plans are produced, completed and reviewed regularly and when appropriate.
- 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 deployment of TAs.
- Assisting in the screening of visiting children, 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.
- Assisting, liaising with and advising fellow teachers in planning appropriate programmes of work for the children to receive special needs support.
- Attending relevant courses to update information and be aware of current trends.
- Liaising, advising and supporting parents of children with SEND.
- Resourcing for special needs provision, including the provision of EHC Plans.

### **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.
- 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.
- Raising concerns with the Head of Learning Support and following on from any recommendations given.
- Supporting pupil targets and implementing PSPs.

### **The Teaching Assistants**

These colleagues often play a crucial role in the lives of our pupils. We fully expect and encourage our staff to contribute and participate in discussions about pupils experiencing learning difficulties.

TAs are able to meet their responsibilities by:

- working under the direction of the class teacher or the Head of Learning Support
- assisting in the identification of individual needs
- helping to provide effective learning strategies for 1-1 or small groups
- responding appropriately to individual needs
- contributing to the assessment and review process

### **Education Health and Care Plan**

If we refer a child for an 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 PSPs 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 EHC Plan will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENDCo 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. Where a child is placed on the SEND register parents will receive a copy of the Pupil Support Plan. 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 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.

From Form 5 upwards, pupils meet with the Head of Learning Support regularly to discuss and contribute to Support Plans and their progress against targets which may have been set.

### **Pupils with English as an additional language**

Pupils whose first language is not English, or who may not speak English regularly at home, may need to be 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 and there may be an additional cost. 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**

All staff at Yarlet are trained in basic First Aid with key staff members holding additional training. All staff are aware of specific medical conditions affecting certain pupils.

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 Offsite 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 Dyslexic Specialist teachers. Agencies and specialist teachers 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: N Owen

Date: January 2020

Review Date: January 2022