



Special Educational Needs (SEN) Policy

Individual Development Teaching

South Lee recognises and welcomes its duties under the Equality Act 2010, the Children and Families Act 2014 and the SEN and Disability Code of Practice 0-25 Years 2014. The school's Disability Policy and Accessibility Plan are available to parents on request.

This policy applies to all pupils in the school, including those in the Early Years Foundation Stage.

The definition of a 'disability' under the Equality Act 2010 In the Act, a person has a disability if: they have a physical or mental impairment, the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

'substantial' means more than minor or trivial

'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)

'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

The Disability Policy sets out the school's approach to disability in general. The school's Individual Development provision deals particularly with problems of curriculum access associated with learning difficulties or other disabilities and that is described within this SEN policy.

Broad Areas of Special Educational Need:

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

As set out in the school's Aims, we aim 'To provide a challenging, inspiring and individualised learning journey for all pupils that fosters a love of learning and a desire to work hard, even when confronted with obstacles.' In this sense, the school's Individual Development provision is part of a wider commitment to helping any child to discover his or her ability. The provisions of Special Educational

Needs (SEN) and Disability aside, we do not view learning difficulties as disabling but rather as obstacles to fulfilling potential which, with appropriate support, can in many cases be overcome.

This difference of emphasis has significant consequences. It is by no means the case that learning difficulties are experienced only by the less able. Indeed, the problems encountered by the most gifted children can require considerable specialist attention. South Lee is therefore committed to meeting the needs of children who have an identified learning difficulty, whatever their innate ability.

Identification of Needs

The Deputy Head oversees and leads the Individual Development department, ably supported by specialist staff, trained and qualified to recognize, assess and deal with learning problems throughout the age and ability range. With some areas of need, for example Mental Health Difficulties, there may be some overlap with Pastoral and Safeguarding and Welfare policies and procedures. It is therefore of significant importance that these areas of the school are led by senior leaders so that support for these children can be coordinated.

South Lee is committed to the early identification of children with SEN. The School follows the graduated approach and the four-part cycle of assess, plan, do, review.

All children in EYFS are assessed against the EYFS framework and specifically for their communication and language development using WellComm tests. Children who may have difficulties in certain areas and need support are identified through our assessment and data analysis cycle, or through classroom leader recommendations. Observation is an important part of the assessment process and is carried out on a continual basis. Difficulties in other areas are identified by on-going staff observation.

Further up the school, staff raise any concerns through discussion at our weekly meetings and as part of our pupil review meeting cycle. Children are then assessed either internally or via an external agency where appropriate. The school is able to refer children to a wide range of outside agencies (Educational Psychologists, Speech Therapists, Occupational Therapists, Optometrists, etc) all of whom work in close co-operation with the Individual Development department. Any such referral is discussed with parents before it goes ahead and the outcome of any assessment is communicated to all mainstream teaching staff.

The 'threshold' of intervention is much lower than in most schools. The vast majority of children in receipt of support will have very mild or mild specific learning difficulties. For many of these, the provision will be relatively short term, addressing a particular concern at a particular time. For others, support may be needed throughout their time at the school and beyond. We are very proud of the fact that working with the ID department is seen as part of school life and that no child is stigmatised by other children for the support they receive. The children in receipt of support all attend sessions happily and willingly, which bears this out.

Support

Where it is decided that a child needs intervention from the ID department then an Individual Development Plan (IEP) will be drawn up which will record the provision or action that is additional to or different from that which is available to all. These IEPs are drawn up in collaboration between class teachers, pupils, parents and ID staff, with longer term targets as well as short-term SMART targets, enabling the children to see and celebrate successes quickly after the initiation of support. All IEPs are quality checked by the Deputy Head before being shared with parents and children. All children who have an IEP are also entered onto our Additional Needs Register, which keeps a record of their specific areas of need, the support they have, the interventions that are in place to support for them in class as well as any ID specific teaching they receive. We also use this document to evaluate the impact of interventions. Interventions are reviewed every 6 weeks to ensure they are having the desired impact and if not, the support is amended. All staff have access to this document, so every teacher can see what specific support a child receives and how they are progressing with a specific intervention.

All pupils receiving support in school will have a section of their Individual Action Plan (IAP), completed by the ID staff, outlining their strengths and weaknesses and recommendations as to how to best help them in class. These summaries and the information on the IAPs are used by class teachers to inform planning. For children with learning difficulties, through specific training and through involvement in framing each child's IEPs, the mainstream teachers are made fully aware of any child's difficulties and can therefore plan their teaching accordingly. In this respect, all children benefit greatly from the teachers' awareness of different learning styles, irrespective of whether they have a learning difficulty.

Communication with home is very important to the success of any support we put in place. Parents are informed of any concern, give their permission for any assessment, discuss the outcomes of such assessment in detail with the staff concerned and are fully involved thereafter in the creation and regular updating of a child's Individual Education Plan Targets. They meet formally and informally with a child's form tutor and if necessary, their Individual Development teacher to discuss progress and agree action. After the assessment the pupil the outcome is communicated to parents and to class teachers, along with recommended strategies. Where appropriate, the pupil is given individual or small group ID sessions. With some children who have specific learning difficulties, it may be more appropriate for them to have ID lessons or independent study during the time when their peers have been timetabled to have languages lessons. This is only decided in discussion with parents and children and where the child's acquisition of basic English skills must be their area of focus.

The range of Individual Development teaching, as outlined below, is wide and will vary according to a child's needs.

- 1:1 support to address English or Maths difficulties, or to offer support with other learning needs.
- Small group support offering help in a variety of areas, such as English, Maths, motor skills, touch typing, reading and spelling.

- Following assessment, some children will benefit from using a laptop in class. Provision for the use of laptops in examinations is negotiated by the school, as appropriate, with a child's future school.
- Teaching assistants are deployed in class to support key individuals as well as to run specific interventions.
- In exceptional circumstances, we may recommend a 1:1 TA for specific individuals whose attendance at the school is dependent on intensive support.
- ID lessons are included on our annual reporting, so that parents receive a specific ID subject report, in addition to the regular informal updates and IEP reviews mentioned above.

We are very proud of the fact that our ID department is accessible to all children, as and when the need arises and no additional charge is made to parents of those children who need additional support from our ID staff.

Impact of Support

We have weekly meetings between the Deputy Head and the ID staff, to discuss the implementation of support, observations of those children receiving ID support, specific interventions and professional development opportunities. This enables us all to be aware of each child, their needs and suggested strategies and to discuss which strategies are working best for each child. All ID staff observe children in class and comment on and support the development of teaching practice to cater for individual children's needs. Quite often they will spot issues and propose strategies to support children to access learning across all curriculum areas. Through observation of all children receiving ID support, the discussions at the weekly meetings are rich and developmental and lead to strategies that have a tangible benefit to children's outcomes.

ID staff schedule in half-termly meetings with form tutors and in particular English teachers to discuss individual children's targets and next steps. These meetings are timed to inform IEP target setting and reviews.

We also have our half termly pupil review meetings where the Deputy Head meets with form tutors or class leaders and the relevant Heads of Prep, Pre-Prep and the Nursery Manager to discuss individual pupil progress. The impact of any interventions and ID support is discussed and reviewed at these sessions, which then feed in to reports and informal communication with parents.

Of paramount importance is that the children know what their targets are and when they are successful. The ID staff have developed age- and need-appropriate strategies to share these successes with the children, so that they build their confidence in their abilities and value the input and hard work they put in.

Timetabling of Individual Development Lessons

The individual needs of each child are taken into account when timetabling lessons. Lessons take place before or after school or in specified timetable slots which cause the least disruption to mainstream teaching. Children will often be taken on a rotation so that they do not always miss the same curriculum subject, and during languages lessons for those children who need to focus on their English.

Assessment of Needs

The Deputy Head oversees arrangements for all forms of internal or external assessment of those children identified as possibly requiring additional support. Internal assessments are conducted by one of our ID teachers at school regularly throughout the academic year; there is no cost to the parents for internal assessments.

Sometimes, the school may propose a referral for external assessment, such as by an Educational Psychologist or Occupational Therapist. In this instance, the cost is borne by the parents. In the best interests of the children, parents are expected to share with the school any information arising from external assessments, including ones which they have arranged themselves. These assessments are most effective when conducted in collaboration with the school and we have a bank of experts we recommend with whom we have previously worked. Any strategies for supporting a child that are made by any external specialists are woven through the support provided in school and are therefore included on the pupil's IEP.

Prospective pupils - We advise parents of children with special educational needs or physical disabilities to discuss their child's requirements with the Headmistress before he or she comes for a visit so that we can make adequate provision for him or her. Parents should provide a copy of an Educational Psychologist's report or medical report, if available, at this time. (See Admissions Policy for further information). We do not discriminate in any way regarding entry, however any disability, special educational needs or learning difficulty must be declared prior to admission, to ensure we provide the best possible care.

Application for an 'Education, Health and Care Plan'

Where the school and parents need help to meet the needs of a child, above that which can be met by the school, we will apply for an 'Education, Health and Care plan'. In such circumstances, the school undertakes to work in accordance with the Code of Practice and in co-operation with parents, the child, the LA and other agencies as appropriate, to reach an outcome that is in a child's best interests. With regard to the admission to the school of a child with an EHC plan, the school operates in accordance with its Disability and Admissions Policies. All EHC applications are overseen by the Deputy Head.