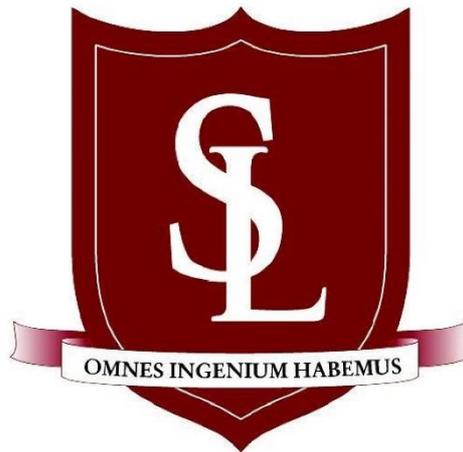


---

# SEND POLICY

---



**South Lee School**

**Reviewed by: T Roberts (Head of ID) R Donald (ID) & M. Watch (Headmaster)**  
**Date: September 2016**

## **INTRODUCTION**

This is a whole school policy and applies across South Lee School (the School) from EYFS up to Year 8.

Creating a secure and sensitive environment for effective learning within the Individual Development Department ensures that as a school we provide any child who feels the need with the opportunity to fulfil his or her individual potential.

We aim to develop positive attitudes towards learning by providing support where appropriate to develop self-esteem and inner confidence. The School recognises that it is important to have high expectations for all children. It embraces the growth mindset approach in that through perseverance and hard work it is possible to improve certain areas of intelligence and hence raise academic performance and achievement. As a school we are committed to ensuring all children strive towards becoming the best they can be. To achieve this sometimes personalised programmes are drawn up based on discussions with staff, pupils and parents to develop individual skills and strengths and to address any areas of difficulty. The Individual Development Department has a range of assessments it can conduct to aid provision mapping and tracking.

The School recognises that many children have individual learning needs even if they do not fall into the category of having a learning difficulty or disability. In the 2014 Code of Practice (COP) it states that every teacher is a teacher of special needs pupils whether officially identified as SEN, disabled or just needing some extra support. Every teacher is asked to anticipate individual learning needs and help overcome barriers to learning. All staff at the School have long recognised the importance of their role and are totally committed to supporting children with individual learning needs.

The Individual Development Department is committed to supporting, nurturing and preparing any child in the School who feels the need. With this in mind staff in the department respond to the needs of the children on an individual basis. If a child is then felt to be showing signs of specific learning disabilities further investigation will be carried out, including possible referral to outside agencies where appropriate.

The Individual Development Department works closely with all staff to build on best practice including:

- Strong teaching and learning with high expectations
- Well-designed curriculum
- Pace of lessons adjusted to reflect how children are learning
- Differentiated language and tasks to support learning
- Assessment and identification of needs leading to a clear route to gain specialist support.

## **What are Special Educational Needs?**

### **DEFINITION**

The Special Educational Needs and Disability Act became law on 11th May 2001 and came into effect in January 2002. Schools and education authorities have had a duty to provide reasonable adjustments for disabled pupils under this act and under the Equality Act of 2010.

Below is an excerpt from the Children and Families Act 2014 Part 3: CHILDREN AND YOUNG PEOPLE IN ENGLAND WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

### **When a child or young person has special educational needs**

- (1) 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.
- (2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she
  - has a significantly greater difficulty in learning than the majority of others of the same age, or
  - (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- (3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
- (4) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.
- (5) This section applies for the purposes of this Part. (i.e. Part 3 of the Act)

Bearing in mind point (4) above, the School has a separate policy and handbook for children with EAL (see EAL Policy and Handbook).

The Equality Act 2010 and SEND Act 2001 define disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on his /her ability to carry out normal day to day activities.' This includes sensory impairments such as those affecting speech, sight or hearing; developmental such as autistic spectrum disorders (ASD), dyslexia and dyspraxia; memory, ADHD / ADD, mental health conditions and medical conditions such as asthma, diabetes, epilepsy and cancer. Long term is defined as lasting, or likely to last, for at least twelve months. Special needs are defined as someone who has significantly greater difficulty in learning than the majority of pupils his / her age.

The reasonable adjustments duty within the act is 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage to a disabled person'. There are two further elements to the reasonable adjustments duty that apply to schools:

- 'Where a disabled person would, but for the provision of an auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to provide the auxiliary aid.'
- There is no standard definition of an auxiliary aid or service but could include: pieces of equipment, note taking or readers.

These acts and duties require schools to examine all aspects of their provision of educational and associated services to ensure that appropriate responses are made to meet the needs of those with a disability. The duty to make reasonable adjustments requires the school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school and that they can enjoy the benefits and facilities which the school provides for pupils. Individual situations need to be approached with an open mind and a positive attitude to look at how the school can work together with parents and pupils to ensure appropriate access to the school and curriculum. Consideration of reasonable adjustments will be done on an individual basis.

## **Aims and Objectives**

South Lee has an underlying belief in quality teaching practices and high expectations for all children. Our aims are:

- All children, including those with SEND, will have full access to a broad, balanced and relevant curriculum including the National Curriculum
- All children need to experience success and a sense of achievement and work towards fulfilling their maximum potential
- The school will make reasonable adjustments to ensure that children with SEND can fully participate in the education provided and enjoy the benefits and facilities, which the school provides for pupils. Consideration of reasonable adjustment will be made on an individual basis
- To acknowledge parent/carer as invaluable partners and involve them in decisions about their children's education.
- To ensure that children with medical conditions are supported to enable their maximum inclusion in all school activities.

## **Education and Associated Services**

The school has a duty under SENDA to ensure that less favourable treatment does not occur in the following areas.

- Curriculum
- Teaching and Learning
- Timetabling
- Prep
- Serving of school meals
- Interaction with peer
- Assessment and examination arrangements
- School discipline
- Exclusion and suspension procedures
- Preparation of children for the next phase of education.

All of these are bound by the limits of reasonable adjustments as mentioned previously. The school will consider each case individually and plan and support accordingly.

The school also recognises the aims of Every Child Matters and the 25 specific aims for children and young people that have been identified and the support needed in order to achieve those aims.

1. Be healthy: enjoying good physical and mental health and living a healthy lifestyle.
2. Stay safe: being protected from harm and neglect.
3. Enjoy and achieve: getting the most out of life and developing the skills for adulthood.

4. Make a positive contribution: being involved with the local community and society and not engaging in anti-social or offending behaviour.
  5. Achieve economic well-being: not being prevented by economic disadvantage from achieving their full potential in life.
- (SHEEP: Every child: Safe, Healthy, Enjoy/Achieve, Economic, Positive contribution)

Special Needs provision is the overall responsibility of the Head of Individual Development, who works closely with the other members of the Learning Support Department, the Welfare and Pastoral Committees, the Head of Pre-Prep, Head of Senior School and children's tutors and teaching staff.

## **Roles and Responsibilities**

### **Governing Body**

The school governors have a specific responsibility to ensure that:

- Necessary provision is made for any child who has SEND
- Pupils needs are made known to all who are likely to teach them
- Teachers in school are aware of the importance of identifying and providing for pupils who have SEND
- Resources to support SEND are use efficiently and effectively
- Parents are notified of a decision by the school that SEND provision is being made for their child.
- The governors have due regard of the SEND code of practice and the Disability Rights Code of Practice.

The named governor for SEND is Mrs Mia Batty.

### **The School**

The school as a whole, the Headmaster and the Special Needs and Disability Co-ordinator will co-operate with interested agencies and comply with the Code of Practice in ensuring appropriate support and provision for children with Special Educational Needs and/or with Education Health and Care (EHC) plans. Other staff will be involved as applicable to the needs of the child – class teachers, subject teachers, teaching assistants and the Director of Studies.

All teachers are teachers of children with SEND and are responsible for ensuring that they have adapted the curriculum to meet the needs of these children. All staff should be aware of the procedures for identifying, assessing and making provision for children with SEND.

The SENDCos are:

- EYFS – Jo Rayment NVQ3 childcare
- Pre- Prep School (Rec – Yr 3) – Rosie Donald Bsc (Hons) PGCE, OCR level 5 and 7 Spld (currently on maternity leave – responsibility covered by Tiffany Roberts
- Prep school (Year 4 – 8) – Tiffany Roberts Bsc (Hons) PGCE , PG Dip Spld.

Individual Development Teachers

- Sophie Whitcombe Dip Spld – Hornsby Course

Teaching Assistants:

- Pre Prep School
  - Rachel Popham
  - Donna Macfarlane
  - Helen Tilbrook
  - Jackie Humphreys
  - Paula Parsons
  -
- Prep School
  - Wendy Harris
  - Michelle Paterson

## **Admissions**

The school recognises the importance of liaison between the Individual Development Department and the Governing Body in respect of admissions procedures for SEND pupils and what the school provides in respect of equal access to learning. When drawing up the School's Accessibility Plan ways to increase accessibility are always considered and discussed. (see Accessibility Plan within the Equality and Diversity Policy).

The School's Admissions Policy makes provision for the disclosure of disability and / or special educational needs and the commitment of the School to deal appropriately and supportively in the admissions assessment process. The School therefore fulfils its anticipatory duty as defined by the Act. The failure of a parent to divulge SEND at this time constitutes a justification under the act for discrimination. Where a parent requests confidentiality regarding a SEND this request would limit what the School could provide in making reasonable adjustments.

No child should be discriminated against on entry to the School because of their special needs. Where necessary, we make reasonable adjustments for disabled applicants sitting the entry test, such as, for example allowing it to be completed on computer rather than by hand. However, independent schools may select on

the grounds of both ability and aptitude and all pupils must therefore satisfy the academic criteria set out in the School's Admissions Policy (see Admissions Policy).

When offering a child with a disability a place at the School a letter will be sent to parents setting out the proposed support for that child, including the reasonable adjustments that the School will implement to ensure that the pupil is not placed at a substantial disadvantage. The exchange of information and the involvement of colleagues most concerned with the management and welfare of individual pupils are of the greatest importance prior to a decision to accept, or not accept, any child with a disability. This process will include discussions with parents as well as liaison with colleagues in order to establish whether a pupil's individual needs can properly be met. These discussions continue at regular intervals after the child has joined to ensure that the School is still managing to meet the individual's needs.

### **INITIAL IDENTIFICATION AND ASSESSMENT ARRANGEMENTS**

South Lee is committed to the early identification of children with SEND. The school has a Individual Development Register and is accessible to all staff on Chips. This list is constructed by the team of Individual Development Staff. It gives a brief summary of a child's difficulties and staff who are involved with the child, including outside agencies. It has a traffic light system to indicate the level of support each child on the list requires.

- **RED:** Children requiring a high level of support within the school but not necessarily from ID staff
- **ORANGE:** Children requiring a reasonable amount of support within the School
- **YELLOW:** Children requiring some support within the school
- **GREEN:** children whom staff have raised as having some concerns and who are being monitored by the Individual Development Department on a termly basis with a view to possible further intervention or support.

The list is regularly updated throughout the year in consultation with the appropriate staff and parents. Information is also shared at regular staff meetings.

### **Identification and assessment in EYFS**

All children in EYFS are assessed using the WELLCOMM toolkit. This identifies children who may have difficulties in certain areas and need support. 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.

## **Identification and assessment in pre-prep and prep school.**

Staff initiate any concerns through discussion and completion of a referral form which is passed to the relevant SENDCO (known as Individual Development Co-ordinator at South Lee). In addition, a range of evidence is collected through the school's assessment and monitoring arrangements. After consultation with staff and parents a decision is then made as to the next step, which may include:

- An in House assessment to obtain a clearer picture of the child's strengths and weakness. (See Learning Support Handbook for more detailed information on tests carried out during assessment)
- Liaison with class teacher or tutor to discuss findings from assessment and possible strategies to help support the child. These strategies may include intervention from the Individual Development Department
- Referral to outside agencies such as an Educational Psychologist, SALT, OT, Physiotherapist, or Behavioural Optometrist

Where it is decided that a child needs intervention from the ID department then an Individual Education Plan will be drawn up which will record the provision or action that is additional to or different from that which is available to all. For the children in EYFS these are included on their Possible Lines of Direction (PLOD) This will be written in consultation with the child and shared with staff and parents. All children receiving support in school will have bullet points outlining their strengths and weaknesses and recommendations as to how to best help them in class. These bullet point sheets are accessible to all staff and can be found on CHIPS.

## **Organisation of Provision**

South Lee has a well-equipped ID department with specialised staff who are experienced in working with children with a variety of learning difficulties. The SENDCOs have had specialised training in teaching SEND as well as being qualified classroom teachers. They regularly attend courses to ensure their continued professional development

The majority of the teaching assistants have attended courses on teaching children with SEND and this is an on-going process.

The timetable for withdrawal and other support is organised at the beginning of the term after discussion with staff and parents. It is the policy of the department not to withdraw children from lessons in which they will sit examinations. Parents are informed of the provision that has been made including both the reasonable adjustments in class and further provision that will have been discussed with parents prior to implementation. The proposed plan of support is not rigid and will be altered as and when the pupil's needs change.

There is a variety of provision on offer including withdrawn lessons with specialists, small group work, active revision and essay guidance as well as guidance with assignments. All children are encouraged to seek help when it is required. In class support by teaching assistants is also offered.

There is also regular liaison between the ID department and outside agencies both who visit and work in the school and those who work out of the school such as sensory OT specialists, psychiatrists and paediatricians.

Children who no longer need support will remain on the ID support involvement list are monitored throughout their time at South Lee School. A record of the difficulties that they have experience together with any reports and IDPS are kept in the department.

## **On-going Assessment, Evaluation and Examinations**

### **EYFS**

Children in EYFS are regularly reviewed. They have measurable targets on their IDPs which gives an indication of their progress. Class teachers and parents are involved in this process.

### **Pre-Prep and Prep School**

All children at the School are regularly assessed e.g. end of term/year assessments. Children that receive support within the ID department are tested twice a year to help monitor their progress. For children in Years 7 and 8 it is at the discretion of the ID department whether it is necessary to assess the child in addition to the school assessment programme. The results of these tests are to be found on Chips

The tests include:

- Young's Spelling Test
- York Assessment of Reading Comprehension

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

- Closes the attainment gap between pupils and peers
- Prevents the attainment gap growing wider
- Is similar to that of peer starting from the same attainment base line but less than the majority of peers
- Matches or improves upon the pupil's previous rate of progress,

Given that teaching is a matter for the whole school it is not always possible to measure pupils' progress in Individual Development in quantifiable terms.

However, the School makes its best endeavours to evaluate the success of its provision, including:

- Consultation with subject staff, tutors and pastoral staff
- Consultation with and involvement of parents and pupils

In evaluating the success of provision, the Learning Support Department is able to refer to the following:

- The numbers and patterns of children on the LSI list from traffic light system
- The range of support put in place
- The whole school involvement including IDPs and Outside Agencies
- Progress made on IEP targets for individual pupils
- Records of meetings with parents and how issues were addressed to support the pupil
- Tracking of exam results including comparison of exam results before and after intervention from the Individual Development Department
- Analysis of CE results of pupils who have received support

The department also looks at the school's regular in class assessments and exam results to help them in the planning of a child's individual programme. Where it is necessary to make adjustments regarding assessment and examinations, the school will take the advice of Outside Agencies and Examinations Boards and implement the adjustments accordingly. The school will adopt these procedures for its internal examinations. These may include arrangements such as the use of laptops, dictation equipment or scribes. Children who require extra time will sit their examinations in a separate room.

## **Individual Development Plans**

### **EYFS**

Any child on the EYFS ID register needing support will have a support plan. Every child in EYFS will have targets which are put on their possible lines of direction (PLODS) and any child needing support will have targets specific to their needs and following their support plans. In addition to this some of the children will have an IDP.

### **Pre-prep and prep school**

These are drawn up in the ID department and are reviewed twice year. However, this is a working document and comments and notes will be added as appropriate. The IDP will set targets for the pupil and will detail:

- The short term targets set for or by the pupil
- The teaching strategies to be used
- Assessment criteria

- When the plan is to be reviewed
- Outcomes recorded as and when achievements or difficulties arise

These IDPs are supplied to all teachers involved in the child's learning. They are also accessible on Chips. Review of the child's IDP is communicated to parents via their school reports.

## **Bullet Point Sheets**

### **EYFS**

All children on the EYFS learning support register will have learning profiles showing their strengths and weaknesses on their learning journeys. These are readily accessible to staff in the Development Matters section of their Learning Journeys.

### **Pre-Prep and Prep**

All children who receive withdrawn lessons from a member of the ID department will have a bullet point sheet drawn up which is circulated to relevant staff and also stored on Chips. Information on these sheets includes:

- Age, DOB, Provision Map, IQ scores from EP assessment where relevant
- Strengths and Weakness including further scores from EP assessment where relevant e.g. working memory
- Suggested strategies to implement in the classroom

## **Education, Health and Care Plans (EHC)**

For pupils who have an EHC plan, formally known as a statement, their progress and support, outlined in their plan, will be reviewed annually and a report provided for the Local Education Authority. This review is additional to the review of any IDP.

### **HEALTH, SAFETY AND WELFARE**

Pupils with certain disabilities will be at greater risk of accident or injury. In addition, some pupils on the Individual Development Register may have additional welfare needs. The School will discuss these pupils during Welfare Meetings, carrying out a specific risk assessment where necessary. In each case the School will determine what particular action or procedures may be necessary to avoid or reduce risk and to coordinate support

## **Reduced Curriculum**

Depending on individual circumstances the full range of academic and non-academic activities may not reasonably be available to pupils with disabilities. Where reasonable and practical, other options will be offered such as ID lessons during timetabled French for a child not studying MFL.

## **COUNSELLING**

It is recognised that specialist counselling may, from time to time, be appropriate for particular pupils. Needs are assessed and discussed during Welfare Meetings and individual cases referred to the School Nurse who keeps a central register of children receiving counselling. Liaison and communication with parents would be decided at the Welfare Meetings.

## **IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS**

The school gives active consideration to increasing the amount of information available in alternative format for pupils with specific learning difficulties. These include the use of voice activated software on laptops and iPads, Powerpoint presentations and notes on the School website for some subjects, provision of note summaries in various formats, audio books, school netbooks and computers in the Individual Development Department for the children's use.

## **SCHOOL TRIPS**

School trips are already subject to scrutiny at the planning stage. Risk assessments will be appropriate for pupils with disabilities. In some circumstances it may be appropriate to invite parents to go on the trip or to have another adult present for that child.

## **ACCESSIBILITY**

Please refer to the School's current Accessibility Plan within the Equality and Diversity Policy.

## **TRANSFER TO NEXT SCHOOL**

When pupils move to another school the Head of Individual Development will ensure as smooth a transition as possible. Where appropriate the Head of Individual Development will contact the SENCo of the future school to give a brief description of the child's needs and the level of support he / she has been receiving at South Lee School. At the same time the School will respect the fact that any reports from outside agencies that are held in school are the property of the parents and may not be sent to other educational establishments without the consent of the parents.

## **School Database**

At present information, which is relevant to the needs of pupils, is on Chips under each individual pupil. These include current IDPs bullet point sheets, reports from outside agencies and reading and spelling scores carried out the ID department twice a year. The ID involvement list is also store on Chips. ID support staff regularly circulated information about children, but is the responsibility of the staff to make sure they have the relevant paperwork from Chips for the pupils they teach and their tutees.

## **Transfer to the next school**

When pupils move to another school the SENDCO will ensure as smooth a transaction as possible. Where appropriate the SENDCO will contact the SENDCO of the future school to give a brief description of the child's needs and the level of support he or she has been receiving. At the same time the school will respect the fact that any reports from outside agencies that are held in school are the property of the parents and may not be sent out to other educational establishments without the consent of parents.

## **Complaints**

Any concerns or complaint about the provision of children with SEND should be addressed in the first instance to the SENDCO. The SENDCO will investigate the complaint and meet the parents within two weeks to discuss the matter. If the situation is not resolved it should be referred to the head of school.

This policy will be reviewed annually.