



'ALIS VOLAT PROPRIIS'

SEATON HOUSE SCHOOL

SPECIAL EDUCATIONAL NEEDS AND
DISABILITIES POLICY

All confidential reports and minutes are stored online on a register. The file is password protected. Hard copies are stored in a locked cabinet in the Head's office.

Contents

1. Objectives	3
2. Procedure for Implementation	4
2.1 Staffing	4
2.2 Responsibilities of the SENCO	4
2.3 Learning Support Procedure	5
2.4 Admission Arrangements	6
2.5 SEND Specialism	6
2.6 Identification	6
2.7 Provision	7
2.8 Integration	8
2.9 Personal Development	9
2.10 Evaluation	9
3. External Agencies	9
4. School Transfer	10
5. INSET	10
APPENDIX 1 – Other Areas of ‘Special’ Need	11
APPENDIX 2 – Job Title (SENCO)	12

SEND POLICY FOR SEATON HOUSE

Introduction

This policy applies to all pupils from the Early Years to Key Stage 1 and 2.

DEFINITION:

What are special educational needs (SEN) or a disability?

We accept the definition for SEN and for disability from the SEND Code of Practice (2014) which reads as follows:

SEN: 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.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long term-health conditions such as asthma, diabetes, epilepsy, and cancer.

1. OBJECTIVES

1.1.1 To apply a whole school policy to meeting each child’s individual needs following the guidelines for the Code of Practice for SEND (Based on recommendations from the SEND Code of Practice and the Children and Families Act 2014; SEN CODE 2015) where possible. However, as an independent School we are **not** on the Section 41 list of providers that have to comply with the Code. There are also some services from local support agencies that we, as a school, cannot access – however, parents do have recourse to these services if they pursue them privately at their own expense.

1.2 To identify, at the earliest opportunity, any child who may have particular educational needs and to maintain a Learning Support ‘register’.

1.3 On the basis of informal and formal assessments, to plan and implement an appropriate programme, either within the class or on a withdrawal basis, either with

the support teacher or at an additional cost to parents with an outside specialist, whichever is deemed appropriate to the individual. Such a support programme should enable the child to make satisfactory progress within the class and at their own rate, according to ability.

- 1.4** To ensure that all school staff are aware of each child's needs so that their needs may be accommodated within mainstream classes and planned for accordingly.
- 1.5** To provide pastoral care and support for the children with special needs so that they may develop in all areas and build a strong sense of self esteem.
- 1.6** To maintain a confidential record for each child, containing all relevant reports which shall be available to staff who are directly involved with the child.
- 1.7** To conduct regular reviews of the children's progress with regard to their particular educational needs and to their general development.
- 1.8** To maintain, at all times, close dialogue with the parents.
- 1.9** To endeavour to ensure that each child with particular educational needs progresses to a suitable Secondary School to which their current needs will be communicated and at which their future needs will hopefully be met.
- 1.10** To provide regular updates of any changes to each child's circumstances.

2. PROCEDURE FOR IMPLEMENTATION

2.1 Staffing

Special Educational Needs Co-ordinator (SENCO) (Mrs Mason)
Teaching Assistants (TAs)
Special Educational Needs Manager (Mrs McGreevy)

The Governor responsible for Special Educational Needs and Disabilities is Mrs Judith Evans.

2.2 Responsibilities of the SENCO

- Maintaining the Register of pupils requiring Learning Support
- With colleagues, reviewing progress, which may involve collecting and sharing of information relating to individuals and reviewing differentiation within planning and different subject schemes of work.
- Being available to colleagues for advice and support.

- Confirming any special examination arrangements being made for children who cannot cope with the standard examination procedures.
- Reviewing and monitoring progress of children whose support programme has been discontinued.
- Liaising with the Head of Early Years with respect to Special Educational Needs and Disabilities in the Early Years and Foundation Stage.
- To give individual support to children with SEN
- To screen pupils who are showing possible traits of a Specific Learning Difficulty.
- To liaise regularly with parents either through meetings, emails and/or phone calls.
- To liaise with outside agencies.

2.3 Learning Support Procedure

- 2.3.1 As a result of a teacher's ongoing reviewing of a pupil's performance, as noted in lesson evaluations, pupils requiring additional support to aid the learning process will be identified by the teacher concerned and this is passed on to the SENCO. The SENCO will ensure that information is passed to all staff for whom it is relevant. A full list of particular educational needs will be kept in the Learning Support Records file, in the care of, and updated as required by, the SENCO.
- 2.3.2 Once pupils have been identified as requiring additional learning support, teaching staff will be expected to differentiate appropriately within lessons. If necessary, the SENCO will be available to advise colleagues on suitable strategies and / or resources.
- 2.3.3 The SENCO will liaise with staff responsible for other areas such as Able and Gifted & Talented, Pastoral or Medical Welfare, where these are relevant to the educational progress of the pupil.
- 2.3.4 Reviews will be ongoing and adjustments made to the pupil's individual teaching programmes wherever necessary.
- 2.3.5 The SENCO must be kept fully informed about any meetings between Form / Subject staff and a pupil's parents which raise concerns about the pupil's educational progress and / or needs. If it is felt appropriate, the SENCO will be present during such meetings or, if preferred, will liaise with parents on her own. In all cases, detailed information relevant to the pupil's educational requirements must be relayed to her as soon as possible after any such meeting, in order to keep records up to date.
- 2.3.6 The SENCO will be available, by appointment, to meet with the parents of any pupil being supported, with or without the Form / Subject Teacher or Head Teacher, as required at the time.
- 2.3.7 Parents of children who are deemed to require assessment through an outside agency may be provided with contact information and telephone numbers by the school. Please note that within our school setting, parents are responsible for this additional cost. We are not able to endorse or promote particular individuals.
- 2.3.8 The SENCO will meet with the relevant staff once a term, for a review of pupils receiving additional support to monitor their progress and the efficacy of the support being provided. Additional meetings are scheduled as and when needed.

2.3.9 All records regarding action on educational concerns will be retained whilst the pupil concerned is on-roll at Seaton House and for one further academic year after the pupil leaves the school.

2.4 Admission Arrangements

- Children joining Nursery are observed during their first half term and an Entry Assessment report is completed. This is shared with parents and any concerns or additional needs are discussed. Early identification means that support can be given both at home and school.
- Children entering the school at Year One or above will normally spend a day with their year group and be assessed in English and Mathematics by the class teacher or subject teacher(s).
- Children entering Reception spend a day in the class and are informally assessed regarding their abilities.
- In addition, an assessment interview may be given by the Head Teacher. Should a child already have an identified special educational need, this must be declared at the initial parent interview and any relevant reports will be requested before a place is offered.
- Children with special educational needs and disabilities can be admitted to the school only if they are considered able to manage in their correct year group.

2.5 SEND Specialism

- Seaton House exists primarily as a school which prepares children for 11+ examinations. As such, it is a school which maintains a strong academic tradition and may not be suitable for children who are below average ability and are very aware of their own shortcomings and this results in a failure to thrive.
- The school is able to support a limited number of children with mild to moderate special learning difficulties.
- The School employs a SENCO with specific training for working with children who have specific educational needs and disabilities.

2.6 Identification and Assessment

A child's needs may become apparent through:

- a) admission assessments;
- b) Nursery Entry Assessment for early identification of additional needs
- c) teaching within the classroom;
- d) screening procedures
e.g. reading, spelling tests, standardised annual assessments, annual assessments in Mathematics and English and/or subject specific examinations.
- e) through expression of parental concerns.
- f) Additional evidence gathered over a period of time.

2.7 Provision

2.7.1 *Bridging the gaps between Individual Lessons and the Classroom*

There is close liaison between subject teachers and form teachers so that skills learnt and strategies implemented can be encouraged across the curriculum. Many subject specific tasks have a cross-curricular dimension, which help with a broad spectrum of specific needs. For example, a map drawing task in geography helps a child develop fine motor control, visual tracking and a sense of spatial awareness.

2.7.2 *Additional Support Level 1*

When a child is identified as having special educational needs or disabilities the subject teacher (Senior House) or class teacher (Junior House) should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. The SENCO will advise and support members of staff and apprise the Head Teacher of all progress.

In Junior House, the Form Teacher may feel that structured help by a TA is required, either within the classroom, in a small group or 1:1 on a withdrawal basis. The child's progress will be monitored for a predetermined amount of time and then reviewed. If necessary, the Form Teacher will then consult with the SENCO regarding future intervention.

In Senior House, the Form Teacher may consult the SENCO and/or the Head Teacher if she/he has not been able to understand/identify fully a specific problem.

If the child does not make a significant amount of progress by a set review date, triggers will be identified from those defined in the Code of Practice and will be considered in conjunction with other information available to the school e.g. test results; reports from outside agencies; observations recorded by staff.

The SENCO will arrange to provide extra support where this is deemed beneficial and will maintain a complete record of the child's progress.

2.7.3 *Additional Support Level 2*

If the school feels that the provisions under Level 1 are not producing the desired progress, a meeting will be arranged with the SENCO, parents, head or class teacher and parents advised of the next steps regarding professional assessment or outside agency support.

It may be recommended to the child's parents that the child is sent for formal testing by external specialists such as an Educational Psychologist, Speech Therapist etc. The cost of this will be borne by the parents.

The SENCO will be informed of all suggested action and will ensure that copies of any reports are kept on file.

2.7.4 School Request for an Educational Health Care Plan

If none of the provision provided by the school or outside agencies makes any impact on the child's progress, the Head Teacher and/or SENCO will consult with the child's parents with regard to requesting a statutory EHCP. The school will have in its possession the documentation as defined in the Code of Practice

2.7.5 Support Programmes

- In Nursery, high staff/pupil ratios allow for individual support so that all children can achieve to their maximum potential. Individual Plans will be drawn up if the key person deems it necessary.
- In Junior House, each child may follow an individual programme of study, at her own pace. Special one-to-one support for Language and/or Numeracy may be given, where appropriate. Where there are several children with difficulties, the TA may work alongside the class teacher in the classroom.
- In Senior House, 'split' lessons are timetabled weekly for both English and Mathematics so that particular needs can be addressed as necessary. As much as is possible, both groups will be taught by a teacher. In addition, 1:1 reading support will be arranged for pupils falling below the expected level for their age. This might be before school or as part of the school day.
- Individual Plans will be reviewed as part of the target setting arrangements and new IPs written by October half term, February half term and May half term. This pertains to pupils who have an official assessment and diagnosis from an outside source and if it is beneficial for the child, to do so.
- Individual support to children with SEN throughout the school.

2.8 Integration

2.8.1 General

The children who have been recognised as having special needs are fully integrated within the school as a whole. All staff are aware of which children receive support or where the expectations of work produced is different, but the atmosphere is one of understanding and encouragement.

2.8.2 Examination Procedures

Occasionally it will be found that some of the children with special needs find the examination process very stressful. In these situations, special arrangements may be made. Children may, for example, sit their examination with support to hand so that, where appropriate, they may ask for assistance in reading the paper and check their understanding of the question. (Not appropriate in an English examination) An

application for enlarged scripts may be made where necessary. For the Year 6 SATs tests, the DfE guidelines are adhered to regarding extra time.

Where appropriate rest breaks will be given.

Extra time may be allowed wherever a pupil's reading or writing speed is below her age level or proof reading is essential. The DASH handwriting assessment will be carried out to determine whether a pupil's handwriting speed meets the minimum criterion for speed.

The YARC test is done to determine the reading rate and reading accuracy of pupils.

The school builds up a bank of evidence for consideration for extra time from FIII upwards.

The guidelines for SEND and SATs will be followed where applicable.

2.9 Personal Development

Considerable attention is paid to the child's overall development and progress (against their own previous targets, not peers)

It is the aim at Seaton House, that every child should be able to develop a strong sense of self-esteem through playing an important role within the classroom, on the sports field, in the choir or orchestra, or within the community in general.

2.10 Evaluation

Each child's progress is carefully monitored through the use of some / all of the following:

- In the nursery, progress will be evaluated through observation and assessments. This evidence is regularly reviewed by the pupil's key person. In certain circumstances, guidance is sought from the Early Years Extended Services.
- Weekly classroom based spelling tests,
- Other classroom based tests (for example, mental arithmetic) and assessment activities,
- General school examinations,
- Regular reviews of set learning targets,
- Standardised Reading and Comprehension, Spelling and Mathematics tests, annually,
- Standardised tests in Reasoning (Forms IV – VI).

The above list is not exhaustive and other assessments may also be used.

3 External Agencies

The school maintains a list of relevant external agencies to whom the parents may be referred for assessment at an additional cost to parents.

This is normally if progress rates are judged to be inadequate despite the delivery of high quality interventions. This will only be undertaken after parent permission has been obtained and may include referral to:

- * Educational Psychologist Service
- * Learning and Language Service
- * Speech and Language Service
- * Behaviour Support Service
- * Autism Outreach Team
- * Physical Sensory Support Service (PSSS)
- * Educational Welfare Team
- * Social Services
- * Child and Adolescent Mental Health Service (CAMHS)
- * Occupational Therapy and Physiotherapy
- * Local authority support services

4. School Transfer

All parents are advised by the Head Teacher regarding a pupil's future placement.

In the event of a child having special educational needs, advice is given to parents as to the amount of continuing support the child may require and appropriate future schools are recommended.

The records of a child who is receiving support when she/he transfers to another school will be available for the receiving school if requested.

5. INSET

Staff at the school attend conferences and training days on their own specialism. There are also regular INSET days held at the school on topics of general concern. Special Educational Needs and Disabilities are included in this general programme. The SENCO has and will continue to contribute to these sessions.

REVIEW

This policy will be reviewed every year.

Reviewed February 2018

Judy Evans
Chair of Governors

Debbie Morrison
Headmistress

APPENDIX 1

OTHER AREAS OF 'SPECIAL' NEED

1 MEDICAL NEEDS.

Details of children with specific medical conditions are kept in the Medical Records File (located in the School Office). At the start of each academic year all staff will be familiarised with the details of these children. Information will be updated if/when there is change in the condition of the child or his/her medication and all staff should be informed. The Deputy Head should be advised of any new information which may become available to each member of staff, in order that the file can be updated.

2 SPECIFIC PASTORAL NEEDS

Details of children with specific behavioural or social problems, or with other identified pastoral needs are kept in the Pastoral Records File, located in the School Office. At the start of each academic year all staff will be familiarised with the details of these children. Information will be updated if/when there is a change in the of the child's circumstances. The Headmistress should be advised of any new information which may have a bearing on the behaviour / emotional state of the individual concerned as it becomes available, in order that the file can be updated.

See also Pastoral Care Policy

3 CHILDREN WITH ENGLISH AS THEIR SECOND LANGUAGE

See separate EAL Policy

4 GIFTED and TALENTED CHILDREN (Able, more able and talented)

Details of pupils identified as being particularly gifted or talented are kept in the Gifted and Talented file, which is housed in the staff cabin. These records are maintained and updated by the designated member of staff.

See also Gifted and Talented Policy

5. PUPILS WITH DISABILITIES

See separate Disability Policy