



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

**This policy covers all pupils including the Early Years Foundation Stage (EYFS)**

### **Introduction**

The main purpose of this document is to provide practical guidance and information about our approach and procedures that will enable all partners to work together to the benefit of children with learning difficulties and/or disabilities. We fully support the general principles as detailed in the Special Educational Needs and Disability Code of Practice (SEND 2015) and the Equality Act 2010.

St David's is committed to providing an appropriate and high quality education to all children and therefore tries to meet each child's individual needs following the guidelines for the SEND Code of Practice (2015) where possible. As an independent school there are some services from local support agencies that we cannot access, however parents will be supported by the school should they wish to pursue services at their own expense.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We take into account the different backgrounds, experiences, interests and strengths, which influence the way in which pupils learn when we plan our approaches to teaching and learning.

We recognise that all children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Early Years, Form One and Two pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At St David's we aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve his or her full potential. We endeavour to ensure that any pupils with special educational needs, learning difficulties and/or disabilities have appropriate adjustments made, in order to accommodate their needs. We recognise that there is a continuum of learning support and Special Educational Needs and Disabilities (SEND) and that the needs of the majority of our pupils are at the learning support level, below the SEND level.

### **Keeping Children Safe in Education**

We recognise that children with special educational needs and disabilities (SEND) can face additional difficulties which may conceal abuse or neglect, for example communication barriers and assumptions that indicators of possible abuse (such as behaviour, mood and injury) relate solely to the child's disability and not any other safeguarding cause. Any concerns about the welfare of a child on the SEND register will be referred via the Designated Safeguarding Lead following the usual Safeguarding procedures, as documented in the Child Protection and Safeguarding Policy. Should it be deemed necessary, secure written records of concerns about a SEND child will be kept, even if there is no need to make an immediate referral.

### **Aims and Objectives**

At St David's we aim to:

- Ensure that good practice, as set out in the SEND Code of Practice 2015, is followed wherever possible to enable pupils with special educational needs, learning difficulties and/or disabilities to join in the normal activities of the school, along with pupils who do not have special educational needs.

- Identify and assess pupils with special educational needs, learning difficulties and/or disabilities as early as possible.
- Ensure that all pupils gain access to a broad, balanced and differentiated curriculum and have an equal opportunity to receive an education that is appropriate to their needs.
- Offer an educational provision that is additional and different where needed, either classroom based or through individual or small group sessions, deploying staff and resources flexibly to meet identified needs.
- Educate pupils, wherever possible, in their own class group and only withdraw pupils from the classroom where additional, specialist teaching is considered essential to provide skills and strategies to enhance a pupil's performance.
- Ensure that pupils and their parents/carers have a voice in the process and are involved in decision-making regarding the pupil's education. The child and parents/carers are always at the centre of the decision-making process, including the parents/carers being fully informed and involved with how their child is progressing.
- Build relationships and ensure collaboration with outside agencies involved with our pupils, in order to take effective action on behalf of pupils with special educational needs.
- Ensure that all staff are aware of their responsibilities towards pupils with special educational needs and are able to exercise them, with regular staff inset sessions to support them.
- Monitor, record and report on progress of pupils with learning difficulties, using Provision Map software.
- Monitor our effectiveness in achieving the above objectives.

### **Educational Inclusion**

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

- Have different educational, behavioural and social-emotional needs.
- 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 structured support for children who need help with communication, language and literacy.
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions (self-regulation), particularly trauma or stress, and to take part in learning.

### **Admissions**

To ensure equality of opportunity for all pupils including those with specific educational needs, parents of a prospective pupil with an existing teacher's or health professional's assessment, an Individual Support Plan (ISP) or equivalent, an Educational Psychologist's report and/or an Educational Health Care plan are requested to submit copies of such papers to the Head Teacher. The Head Teacher will then consult with the SENDCo to determine whether the School can reasonably provide the level of support needed by the pupil. Failure to disclose this information may later result in parents being asked to withdraw the pupil, without being charged fees in lieu of notice, if, in the opinion of the Head Teacher, the School cannot provide adequately for a pupil's special educational needs.

It should be recognised that we are a small one form entry school and do not have the facilities to provide highly specialised or intensive support. As stated in the Admissions Policy, a place will only be offered, if any known Special Educational Needs or Disabilities are disclosed and we are confident as a school that we are able to cater for the needs of individuals, without unreasonably impacting the learning or safety of other pupils.

If a pupil is accepted into the school with known educational needs, the school has a duty of care to meet those needs. In this instance, the School will consult with parents to determine how the needs of the pupil can best be met. If a pupil is accepted into the School and the special needs become apparent at a later stage, the School will assess whether it is able to meet those needs or not. If the School cannot reasonably provide the level of support needed to meet the needs of the

pupil, it may be necessary to ask parents to provide additional outside support or, in very rare circumstances, withdraw the child.

All SEND records will be passed on to pupil's next schools to ensure continuity. Where it is deemed appropriate, the SENDCo may also contact the new school/previous school for a handover.

## **Roles and Responsibilities**

In order to achieve the above objectives, the Governors, the Head Teacher, and the staff all take reasonable steps within the limit of resources and time available, to fulfil the requirements outlined in the policy document.

- Governors fulfil their statutory duties towards pupils with special educational needs, learning difficulties and/or disabilities as outlined in the SEND Code of Practice. In order to do this they develop and monitor the school's SEND policy and ensure provision is an integral part of the whole school development plan. The governors monitor the quality and effectiveness of SEND provision.
- The Head Teacher has overall responsibility for the day to day management of provision. She works closely with the school's SENDCo and keeps the governing body up to date with SEND provision. She gives opportunities to all members of staff to participate in training to help meet the objectives of this policy.
- The SENDCo is responsible for the day-to-day operation of this policy and for co-ordinating provision for pupils with SEND by working closely with staff, parents/carers and other agencies. The SENDCo provides related professional guidance to colleagues concerning individual pupils (observation, assessment) and SEND issues (information and resources). They also support and communicate with parents regarding their children's needs. The SENDCo ensures that proper records are kept and that available resources are used to maximum effect. The SENDCo liaises with staff, pupils, parents and external agencies.
- The SEND Code of Practice states that **every teacher is a teacher** of SEND. Class and subject teachers are responsible for providing support for children who need help with communication, language and literacy, helping children to manage 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.
- All staff should be fully aware of the contents of this policy and the needs of each pupil with SEND.

## **Identification of Special Educational Need and Graduated Response**

At St David's we aim to identify any additional area of need as early as possible. A pupil has SEND when their learning difficulty or disability means they have significantly greater difficulty in learning than the majority of others of the same age or the difficulty prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools. (See Appendix for four main areas of need). We recognise that a range of learning support needs, learning, social-emotional, behavioural, physical or sensory disabilities needs exist in this school.

This could mean that the pupil requires provision which is different from or additional to, that of their peers. Some additional needs become more apparent as a pupil becomes older.

All pupils with SEND must have those needs addressed, via a broad and balanced curriculum and Quality First Teaching. In most cases the pupil's form and subject teachers will make this provision. Our graduated response to individual needs is carried out in a three wave response system.

### **Wave 1**

Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored. Once a pupil has been identified as possibly having SEN, they will be closely monitored by staff. The teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

If a pupil has recently been removed from the SEND register, they may also fall into this category as continued monitoring will be necessary. Pupils are considered on an individual basis and intervention stages may then progress rapidly depending on the child's need. Parents will be informed fully of every stage of their child's development and the circumstances under which they

are being monitored. Parents are encouraged to share information and queries with the school. Concerns are discussed with parents/carers. The SENDCo is alerted to newly arising concerns through the Record of Concern form, which is completed by the teacher. The concern is discussed and the SENDCo may wish to observe the pupil in class.

## **Wave 2**

If further concerns are raised about an individual pupil, parents are consulted and observations and assessments take place, in order to establish appropriate support strategies. This may include short term interventions, through small groups or 1:1 support. Progress is monitored by regular meetings with the class teacher and SENDCo. At this stage an Individual Support Plan may be put in place to monitor and assess the pupil's progress. These are developed in consultation with the pupil, parents, form teacher and SENDCo and are reviewed termly. The learning support timetable for SEND pupils is reviewed termly in line with current pupil needs and budgets.

Children who are not considered to have SEND, but who teachers feel would benefit from some short term additional learning support, may also receive this from the SENDCo. They will not be given a Support Plan or be added to the Learning Support register, as this support will generally be to boost self-confidence and esteem and not because the children have specific difficulties. Parents are informed and updated on their child's progress.

## **Wave 3**

Where there is a need for greater support, one to one support with the SENDCo will be continued. Support within school from a specialist dyslexia teacher, speech and language therapist or occupational therapist may be offered and parents would meet the cost of this specialist support. Where it is deemed helpful we will refer to outside agencies including, Local Authority advisory teams, physical and sensory support, physiotherapy, occupational therapists, behavioural optometrists and educational psychologists, some of whom work in private practice. In an independent school, parents are in a strong position to seek additional support sooner than might be suggested in some state schools and this additional support is funded by parents. A formal assessment may be sought from an external professional to provide a greater understanding of the pupil's need and how best to support them within school.

## **Educational Health and Care Plans (EHC Plan)**

If a child continues to demonstrate significant causes for concern and little or no progress is evident, a request for statutory assessment can be made to determine whether it is necessary to obtain an Education, Health and Care Plan (EHC Plan). A range of written evidence about the child will support the request. For pupils with an EHC Plan there will be an Annual Review led by the SENDCo to review the appropriateness of the provision and to recommend changes which may need to be made.

Where a prospective pupil has an EHC plan, we will consult the parents and, where appropriate, the local authority, to ensure that the provision specified in the EHC plan can be delivered by the School. We will co-operate with the local authority to ensure that relevant reviews of EHC plans are carried out as required. Any additional costs that are needed to meet the requirements of the EHC plan, for example one to one support, specialist teaching/therapy or specialist equipment will need to be charged to the local authority, if the local authority is responsible for the fees and our School is named in Section 1 of the EHC plan. In all other circumstances, charges will be made directly to the parents unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.

## **Medical conditions**

At St. David's we aim to fully support any pupil with a medical condition so that they have full access to the curriculum and school life. Where a medical need is identified, the class teacher will meet with parents and the School Office staff in order to discuss how to best support the pupil. We seek to make any reasonable adjustment to enable the pupil to fully access school opportunities. Any child with medical needs may also have SEND in which case the SENDCo will assist classroom staff in making sure that their needs are met.

## **Assessment and Recording**

GL Assessment papers in Maths and English and CAT assessments are used to indicate ability levels and to compare these with other standardised tests.

The school recognises that there is a need for school-based assessment too. These tests need to reflect the work covered in the differentiated programmes designed to meet the needs of all its

pupils and matching objectives to the wide range of abilities. These tests can monitor progress but can also be used for future teacher planning – ‘assessment for learning’.

### **Exam/Assessment Access Arrangements**

Some pupils with specific needs may need additional arrangements to be put in place so that they can take part in school assessments and exams. Access arrangements are adjustments that can be made to support pupils.

Access arrangements should be based primarily on normal classroom practice and they must never provide an unfair advantage. The support given must not change the test questions and the answers must be the pupils’ own.

The access arrangements may include extra time, rest breaks, use of a word processor, a scribe or a reader. These arrangements will usually apply to children on the school’s Learning Support register, but may be applied to a child with a temporary physical condition, such as a broken arm, or an emotional condition, such as anxiety.

The SENDCo will have had discussions with class teachers to consider whether any of their pupils need access arrangements during assessments and tests. In some cases, certain access arrangements may have been advised in external diagnostic reports. Any access arrangements are noted on the SEND Register for each child. Class teachers must adhere to these access arrangements whenever formal assessments are carried. The SENDCo is available to help staff coordinate access arrangements during assessment periods.

The SENDCo will assist parents with applications for access arrangements, when going through the entrance exam process for next schools.

### **Evaluating Success**

The success of the school’s SEND policy and provision is evaluated through:

- Discussion with children, teachers and parents
- Analysis of pupil tracking data and test results
- Value added data for pupils on SEND register
- Successes of SEND children at Prize giving, celebration assemblies etc
- Monitoring of procedure and practice by SEND Governor
- School self-evaluation
- The School Development Plan

### **Complaints procedure**

If a parent wishes to complain about the provision or the policy they should, in the first instance, raise it with the SENDCo who will try to resolve the situation.

If the issue cannot be resolved the parent can submit a formal complaint to the Head Teacher in writing. The Head Teacher will respond within ten working days. Any issues that remain unresolved at this stage will be managed according to the school’s Complaints Policy.

This policy is in compliance with the current version of ‘Keeping Children Safe in Education’ (DFE) and is to be read in conjunction with the following related policies:

- Accessibility Plan
- Admissions
- Assessment, Recording & Reporting
- Child Protection & Safeguarding
- Complaints
- Curriculum
- Differentiation
- English as an Additional Language (EAL)
- Equality
- EYFS Policies
- Gifted & Talented
- Inclusion

Policy reviewed by	J Mitchell	February 2023
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Reviewed and approved by	SLT	March 2023
Reviewed and approved by	St David's Sub Committee	June 2023
Next Review (every two years)		June 2025

## APPENDIX

**The SEND Code of Practice outlines four main areas of need:**

**Communication & Interaction:** covering speech, language & communication needs (SLCN) and Autistic Spectrum Disorders/Condition (ASD/C) including Asperger's Syndrome & Autism

**Cognition & Learning:** covering a wide range of needs and including moderate learning difficulties (MLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional and Mental Health Difficulties:** A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

**Sensory and/ or physical need:** covering children who may have a disability that requires special educational provision to help them access the educational opportunities available. This includes pupils with a visual, hearing or multi-sensory impairment.