

SPECIAL EDUCATIONAL NEEDS POLICY (INC EYFS AND BOARDING)

1. Introduction

This policy is guided by the Special Educational needs and disability code of practice: 0-25 years which provides guidance for organisations who work with and support children and young people with special educational needs and disabilities.

The Special Educational Needs and Disability Act 2001 (SENDA) first enacted the provisions which are now found in section 85 of the Equality Act 2010 which imposed non-discriminatory duties on schools, to make reasonable adjustments to policies, criteria and practices, in admissions procedures and in the provision of educational and associated services, to address potential issues of discrimination.

The school recognises that some pupils may be described as having a Special Educational Need or Disability (hereafter referred to as SEND) either throughout or at any time in their school career whereby they require Special Education Provision (SEP) to be made for them.

This SEND Policy seeks to inform teaching and learning throughout the school, including the EYFS, to ensure that provision for pupils with SEND is made in line with current legislation.

2. Aims and Objectives

Aims

The school's mission statement is to develop individual potential and self-worth through stimulating and positive relationships and thorough understanding of Christian values, so that our pupils are prepared for the changes they will face in adult life. This applies to all pupils, irrespective of SEND, and every pupil will be provided with a broad and balanced curriculum.

The school adopts a whole school approach to SEND and all staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with SEND achieve their potential.

Our aims are:

- To ensure that all pupils with SEND have their needs identified in order to support development, academic progression and continued good physical and mental well being
- To ensure a supportive environment is provided whereby SEND pupils feel accepted and valued and can fully participate in all school activities
- To ensure that all pupils can access a broad and balanced curriculum in line with the SEND Code of Practice which is differentiated where appropriate
- To ensure that every child is protected from harm and neglect and that every effort is made to allow them to grow independently (further information can be found in the school's Child Protection – Safeguarding Children Policy)
- To ensure that the school is accessible to all pupils and that no pupil will be discriminated against on grounds of disability or special educational need (further information can be found in the school's Accessibility Policy).

Objectives

In order to achieve these aims, it will be necessary to meet the following objectives on an on-going short and medium term basis:

- Monitor the progress of all pupils in order to aid the identification of SEND
- Identify and assess the needs of individual pupils of concern via a range of assessment and observation procedures as early as possible
- Make appropriate Special Educational Provision (SEP) for pupils with SEN to overcome those barriers to learning, ensuring that any provision clearly demonstrates a graduated response
- Ensure that SEND provision is the responsibility of all staff and that quality first teaching (QFT) personalised learning is the first step in a graduated response to SEN
- Monitor and review the progress of SEND pupils at regular intervals in consultation with the appropriate staff and parents/legal guardians and the pupil
- Raise staff awareness of SEND so that they are better equipped to meet the individual needs of pupils with SEND within the mainstream classroom
- Establish a close and positive contact with pupils, parents/legal guardians and relevant outside agencies
- Provide a smooth transition for pupils receiving support as they move through all key stages of their education
- Provide the pastoral care and support needed for all pupils so that they may develop in all areas and build a strong sense of self-esteem.

3. Definitions

Section 20 of the Children and Families Act 2014 and the new SEND Code of January 2015) provide the following definitions of SEND:

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her
- 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 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 and post-16 institutions
- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers: for a child under two, special educational provision means educational provision of any kind
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them

Many children and young people who have SEND may have a disability under the Equality Act 2010 which is defined as “... 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 provides a relatively low threshold and includes more children than many realise with “long term” defined as “a year or more” and “substantial” being “more than minor or trivial”. This definition includes sensory

impairments such as those affecting sight and hearing, and long term conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but do meet the definition of disability. Children with such conditions would be placed on both the medical and SEND registers. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

4. Reasonable Adjustments

The school will examine pupils' needs and make appropriate and reasonable provision based on identified needs. It must make reasonable adjustments to ensure that disabled pupils and prospective disabled pupils are not placed at a substantial disadvantage in comparison with those who are not disabled. Such provision will be made in the most appropriate way within the constraints of available resources.

When it has been decided what could or may need to be done to meet the individual needs of a SEND pupil, a reasonable test should be applied to any possible action. The school will need to take into account several factors in making "reasonable adjustments" including the following:

- The need to maintain academic, musical, sporting and other standards
- The financial resources available
- The costs of taking particular action
- The extent to which it is practicable to do so
- The extent to which aids and services will be provided via an Education and Health Care Plan (EHCP) if one is in place for the pupil concerned
- Health and Safety requirements
- The interests of other pupils.

Each case will be investigated and assessed on an individual basis after consultation with the relevant staff, including the Deputy Heads and the SENDCo.

5. General Statements

Admission to Ockbrook School is dependent upon a prospective pupil reaching the appropriate standard in the entrance test and meeting the criteria required to maintain the academic standards of the schools. All EYFS children are invited into school for an assessment morning. The school has a duty to take all reasonable care to educate and develop pupils to the best of their potential, having regard to the standard and resources available of the school. (Further information can be found in the school's Admissions Policy.)

The school is committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their relevant merits and abilities. This commitment is shared by pupils, staff, parents/legal guardians and the Board of Governors. (Further information can be found in the school's Equal Opportunities Policy.)

The parents/legal guardians of all prospective pupils will be asked to give details of any known special educational need and provide any relevant documentation when applying for a place for their child. Systems will be put in place to ensure that all applicants have equal opportunities in entrance examinations. The school will be

sensitive to any request of confidentiality concerning a special educational need but may ask for reports or references from relevant agencies including previous schools.

Parents/legal guardians bear the overall responsibility for taking decisions about the management of their child's learning difficulties.

6. Identification and Assessment Procedures

The school must be notified by the child's parents/legal guardians of any known special education need(s) prior to admission. Confidential information of this kind will be communicated and subsequently stored following current Data Protection guidelines.

When a prospective pupil declares that she or he is disabled or has SEND, the school will discuss the matter with parents and appropriate staff to determine the exact nature of the SEN/Disability and the practical difficulties and/or limitations that may result. If necessary, medical advice will be sought.

Once in school, a child's special educational needs (SEND) and/or learning difficulties/disabilities (LDD) may become apparent through the following channels:

- performance within the classroom and via observations (EYFS) with concerns raised by a member of staff
- expression of concern from either parents/legal guardians and/or the child
- concerns raised by specialist teacher (SENDCo) following a more detailed assessment including additional screening procedures
- concerns raised by staff following performance in examinations or tests.

The school will use its best endeavours to identify all children with special educational needs as early as possible and this approach will be guided by the SEND Code of Practice 2015.

The screening tests used by the school are not infallible and do not replace those diagnostic tests that an Educational Psychologist would carry out. The purpose of these tests is to highlight areas of potential concern in order to develop appropriate intervention programmes and to detect circumstances which may require further investigation and/or assessment. These screening tests will be carried out by the SENDCo and may vary from time to time depending on the issues of concern. The cost of initial internal assessments is included in the tuition fees and forms part of the school's role to identify potential difficulties as early as possible. Information on internal assessments by the SENDCo will be made available to relevant staff alongside recommendations to address the child's difficulties in the classroom.

If the outcome of a screening test, observations or any other assessment procedure suggests the possibility of a specific learning difficulty, the school will report and consult with the child's parents/legal guardians as necessary and make recommendations. The child's progress will continue to be monitored and the school may arrange for the child to have learning support in their area of difficulty. An Individual Education Plan (IEP) or Pupil Learning Profile (PLP) may be drawn up and additional SEN provision made.

If the results of screening, observation and/or assessment indicate that the child may have a learning difficulty that ought to be further assessed without delay, the schools will ask the child's parents/legal guardians to be assessed by a suitably qualified specialist. The school will ask the child's parents/legal guardians to follow the recommendations of the specialist unless there are persuasive reasons to the contrary. The cost of any formal assessments must be borne by the parents/legal guardians and it is the responsibility of the parents/legal guardians to ensure copies of any such reports are made available to the school. Once these have been received the school will continue to monitor the pupil and keep teaching staff informed.

Where a specialist report is received from either an Educational Psychologist or a suitably qualified specialist, it will be assessed by the SENDCo and an Individual Education Plan (IEP) or Pupil Learning Profile (PLP) will be drawn up for that pupil. The pupil's name will be added to the SEND register, parents fully informed and progress very closely monitored. Additional SEND provision will also be discussed if not already in place.

In exceptional circumstances, the school may recommend referral to an appropriate outside agency for additional specialist tuition, the cost for which would be borne directly by the parents/legal guardians of the pupil.

7. Curriculum Provision for Pupils with SEND

Provision for any child with SEND will be made in the most appropriate way within the constraints of available resources. The school may request pupils who are encountering difficulties to attend learning support (SEND) sessions.

The school's core curriculum is inclusive and differentiated and thereby allows pupils to achieve their potential without additional support ie the curriculum is based on the principles of setting suitable learning challenges, responding to pupils' learning needs and overcoming potential barriers to learning. The teaching of such pupils is whole school based responsibility, requiring a whole school response. Quality First Teaching (QFT) remains at the heart of the school's approach to learning. This principle applies to more gifted and talented pupils as well as those who are less academically able.

However, there will be times when SEND pupils may need additional SEND support and the monitoring structures in place within the school are designed to identify such situations. This support for Primary and Senior pupils will be co-ordinated by the SENDCo. For early years any SEP would be arranged by the SENDCo and Head of Early Years in consultation with the relevant staff. Examples of such support include building basic phonic and number skills, improving reading and comprehension, spelling, writing, handwriting as well as practice for exams, including question analysis and time management, general study skills, revision tips and memory techniques, organisation and planning, subject specific support from departmental staff, and developing social skills for those pupils who have a difficulty in this area. More information on SEND provision can be found in the SEND Information Report available on the school's website.

Learning support may also be provided for students who are identified as requiring individual or small group tuition to help them reach their potential. Not all pupils receiving learning support will have a diagnosed Specific Learning Difficulty (SpLD) nor will all pupils with a SpLD receive Learning Support.

No pupil is denied access to any course in the curriculum as a whole on the grounds of special needs. However, there may be occasions where adjustments may be made and a modified timetable and/or SEP (as outlined above) will be offered to the pupil, following detailed discussions with staff, parents/legal guardians and importantly, the pupil themselves.

8. EAL

Provision for students for whom English is an Additional Language (EAL) (See Curriculum Policy)

EYFS:

For EYFS children in our provision for whom English is not their first language, reasonable steps will be taken to provide opportunities for children to use their home language at school in play and learning and also support this at home. Reasonable steps will also be taken to provide sufficient opportunities to learn and reach a good standard in English Language.

There will be close consultation with the child's parents and carers. Specific provision for each child will very much depend on their individual needs.

Primary School:

Students are accepted into the school on the grounds of their academic ability and their potential to do well in the system of education which we are able to provide. Teachers will make reasonable adjustments to their planning and teaching as would usually be expected to meet a pupil's individual needs but there is no additional staffing provision for support within lessons. On some occasions the school will make external extra English lessons (organised and paid for by the parent) one of the conditions of the offer of a place.

Senior School:

All candidates for entry are assessed and we require them to reach a satisfactory standard. If it is judged that they will thrive in our academic community but require a little short term language support then this will be sought. This support is additional to the educational fees paid for the academic education of the student and is calculated on an hourly basis. The school will make reasonable curriculum modifications as detailed in our Curriculum Policy. There is no additional staffing provision for support within individual lessons. Regular reviews are made of the progress being made and parents/guardians are informed about this progress. Students are encouraged to make use of electronic and paper dictionaries in class work as necessary. They are supported in gaining fluency as quickly as possible to facilitate both their learning and socialisation. The SEND Coordinator and the Examinations Officer will consider information from colleagues and, where it is required and where the JCQ criteria can be met, application will be made for access arrangements for public examinations. Typically this involves the use of a translation dictionary and/or extra time.

9. EYFS

The Head of Early Years acts as SENDCo for the Early Years and works very closely alongside the Head Primary and SENDCo to ensure that concerns about possible SEND are identified as early as possible. Regard is made to the four broad areas of need which are: communication and interaction, cognition and learning, social, emotional and mental health and sensory and/or physical needs and planning for intervention is made accordingly. The EYFS Learning Journey provides parents,

practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities and their progress is observed, monitored and reviewed throughout the year. There are two specific points in the EYFS for formal assessment; the Two Year Check and the Profile Report. The Two Year Check is completed between the ages of two and three and any areas causing concern can be highlighted. A profile will be completed for all children in the final term of the year in which they turn five. Both are particularly helpful for children with SEN and inform plans for future learning including any SEP that may be required. Section 5 of the SEND Code of Practice 2014 (updated January 2015) sets out the obligations of providers and the school is committed to following these guidelines.

10. Role of the SENDCO

The SENDCO will:

- Oversee the day to day operation and implementation of the school's SEND policy
- Provide an SEN Information Report and make this publically available to all via the school website outlining the school's SEN provision and procedures
- Provide the Head Teacher and Governing Body with an annual SEND report
- Maintain and update all records of pupils on the SEND register including EYFS as well as those on the concerns lists for other pupils
- Produce and maintain a Pupil Learning Profile for all Senior pupils on the SEND register with a cognitive learning difficulty
- Provide input and guidance on Individual Education Plans for those Primary pupils receiving additional SEND support either with a specialist teacher, class teacher or teaching assistant
- Co-ordinate SEP including 1-1 and small group support to ensure individual needs are met
- Deliver specialist lessons for those pupils with specific learning difficulties
- Monitor and review the progress of all SEND pupils on a regular basis
- Screen and assess pupils if concerns are raised
- Screen and assess pupils of concern to provide evidence for access arrangements for external examinations
- Carry out further screening and assessments for pupils of concern with literacy difficulties and those diagnosed with SEND and on the SEND register
- Carry out Access Arrangements Assessments for external examinations.
- Carry out observations of pupils of concern and pupils on the SEND register or concerns list as requested by Deputy Heads, Heads of School or Head of EYFS
- [Send the SEN report to the Local Authority as requested \(EYFS\)](#)
- Maintain the iSAMS SEND Manager so that it is relevant and up to date
- Liaise and support class and subject teachers and provide advice on appropriate strategies for teaching children with SEND
- Build a bank of suitable resources which support the teaching of children with SEND for all staff
- Liaise with the exams officer concerning exam access arrangements
- Liaise with parents/legal guardians as required
- Liaise with outside agencies and other specialist support staff as needed
- Liaise with the Deputy Heads regarding funding and resources
- Liaise with Heads of Lower and Upper School and Deputy Head on Senior pupils of concern and those with SEND on a regular basis
- Maintain individual CPD regarding SEND conditions and issues

- Raise awareness of all staff in school on SEND by providing appropriate advice/expertise
- Identify relevant training needs of staff and deliver and/or co-ordinate appropriate INSET training
- Provide induction training for new staff on SEND provision and procedures
- Provide support and advice to teaching assistants as required
- Liaise closely with the Head of Early Years to ensure a smooth transition from Reception to Key Stage 1
- Liaise closely with Senior staff during periods of transition and most especially transition from Year 6 to Year 7
- Undertake an annual review for any pupil with an Education and Health Care Plan (EHCP).

11. Role of all Staff

It is the responsibility of all staff to adapt their teaching to the respond to the strengths and needs of all pupils and every teacher is expected to anticipate individual learning needs and should:

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these barriers to learning
- Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.
(Taken from the DfE Teachers' Standards 2011)

In addition, it is expected that teaching staff at Ockbrook School:

- Be specifically aware of the information and guidance provided by the Head of SENDCo on SEND pupils via Sharepoint, iSAMS and staff briefings
- Take an active part in monitoring and reviewing progress for SEND pupils that they teach, alongside input from Deputy Heads, SENDCo and Heads of School and those staff whose role is to specifically track assessment and progress in all sections of the school
- Be vigilant in the classroom for pupils with potential SEND and report any concerns to the SENDCo via the appropriate member of staff for each section of the school.

12. Role of Governing Body and other staff with responsibility for SEND

The Governing Body are responsible for ensuring a named Governor for SEND. The named governor is Doctor V Poultney. Each Deputy Head at Primary and Senior School is responsible for ensuring their school's approach to SEND provision alongside key input from the SENDCo. The Deputy Head of Senior school is the line manager responsible for the SEND Department and to which the SENDCo reports. The Head of Early Years is the SENDCo for this part of the school as outlined previously.

13. Examinations

Children who have been diagnosed by a suitably qualified specialist as having a special educational need may be eligible to apply for access arrangements in internal and all public examinations. The child's parents/legal guardians are asked to liaise with the school in good time with respect to this.

Within the terms of current regulations (JCQ Regulations and Guidance to Candidates who are Eligible for Adjustments in Examinations) the school has an expectation that pupils will have attended relevant support sessions prior to them being granted additional time in their external examinations.

Note that the regulations are reviewed on an annual basis and a diagnosis of a specific learning difficulty does not, in itself, qualify a pupil for extra time. If initial screenings by the SENDCo indicate that a pupil may qualify, due to below average scores in speed of processing, reading or handwriting, parents would need to arrange an external assessment by a suitably qualified assessor (SENDCo) prior to any application to JCQ and meet the costs of such a report. The school must provide significant evidence that any arrangement demonstrates a pupil's "normal mode of working". If no such evidence exists, then the Headmaster, as Head of Centre, reserves the right not to accept such a recommendation, following consultation with the SENDCo, Examinations Officer and other staff.

14. Education and Health Care Plan

Parents/legal guardians have a right under Section 36 of the Children and Families Act 2014 to ask the local authority to make an education, health and care needs assessment for a child or young person aged between 0-25 years. The Education and Health Care Plan (EHCP) replaces Statements of SEN.

This means that children, young people and families will have a single assessment process, covering education, health and care, ensuring that families have confidence that all of the different local agencies across education, health and social care are working together to meet their needs. All families with an approved EHCP will have a legal right to request their own personal budget by agencies managing the funds on their behalf, or where appropriate, by receiving direct payments, if they are suitable, to purchase and manage the provision themselves.

Where the local authority considers that special educational provision may need to be made in accordance with an EHC Plan and if an assessment is necessary, it must notify all relevant parties involved with the child or young person. These include the child's parents or the young person, the health service, the local authority officers responsible for social care for children or young people with SEN and either the manager of the early years setting or Head Teacher of the school or principal of a post-16 institution.

Local authorities will be responsible for producing a Local Offer for children with EHC Plans and are required to follow the framework for such arrangements under the Special Educational Needs and Disability Regulations 2014.

Whilst any funding provided for the support of a pupil/student will be used by the school to promote the best interests of that pupil, within the context of the whole school, it is noted that the cost of schooling may not be met by the Local Authority or the Secretary of State if the pupil continues to be educated within the independent sector.

15. Alternative Arrangements

The school reserves the right, following consultation with parents/legal guardians, to ask or require them to withdraw the child from school, if, in the school's opinion:

- (a) the child is in need of a formal assessment, specialist teaching or learning support or medication to which the parents/legal guardians do not consent
- (b) the parents/legal guardians have withheld information from the school, which, had the information been provided, would have made a significant difference to the school's management of the child's learning difficulties and/or
- (c) the child's learning difficulties require a level of support or medication which, in the professional judgement of the Headmaster, the school is unable to provide, manage or arrange
- (d) the child has special educational needs that make it unlikely that he/she will be able to benefit or progress sufficiently from the mainstream education and facilities which the school provides.

In any of the above circumstances the school will do whatever is reasonable to help parents/legal guardians find an alternative placement which will provide the child with the necessary level of teaching and support.

Withdrawal of a pupil in these circumstances may incur a charge to fees in lieu of notice and the deposit paid in respect of the child will be credited to the parents'/legal guardians' account.

The schools' references to another educational provision and/or agency will include relevant information about the pupil's special educational needs.

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