

**Special Educational Needs and Disability (SEND) Policy
Including our Early Years Foundation Stage Nursery**

Reviewed	June 2015
	Autumn 2016 (1-0-1)
	Autumn 2018 (1-1-0)
	Autumn 2019 (1-1-1)
	Spring 2021 (1-1-2)
	Summer 2022 (1-1-3)
	Summer 2023 (1-2-0)

St Gabriel's is committed to the equal treatment of all pupils including those with special educational needs ('SEN') and disabilities. This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision
- not treating disabled pupils less favourably than their peers
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education
- ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEN and disabilities
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with SEND at St Gabriel's. The DfE Special Educational Needs and Disability Code of Practice: 0-25 years (2015) has informed the formulation of this policy and the school will take account of government guidance within the education sector in the provision of education. This policy is applicable to all those involved with the provision of educational services to those with SEN and learning disabilities.

St Gabriel's is a learning community where pupils work towards successful experiences. Sometimes a pupil needs additional support to enhance development or learning performance, leading to a strengthening self-esteem across all areas of the curriculum. We are committed to an inclusive culture where those with a range of abilities and educational needs are enabled to have an equality of access to the curriculum in a welcoming, valuing and respectful environment. This policy is written for the benefit of all members of the school community to ensure that the potential of every pupil is maximised where practicable, irrespective of ability, disability, race, gender, orientation and

social origin. The department which takes responsibility for this is called Individual Educational Needs (IEN).

In drawing up this policy, the School has had regard to the following guidance and advice (in so far as they apply to the School):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- EHRC guidance 'Reasonable adjustments for disabled pupils'
- Statutory framework for the early years foundation stage (September 2023)

This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunities Policy and Accessibility Plan. Nothing in this policy shall imply provision or alteration of facilities or equipment.

Definitions

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or early years providers;
- are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

The expression 'learning difficulty' covers a wide variety of conditions and may include those known as an autistic spectrum condition, dyslexia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in this Policy.

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). Long term means that the impairment will have lasted or be likely to last for 12 months or more.

Not all pupils who have SEN are disabled and not all disabled pupils have SEN but understandably, there is overlap.

Governor and staff responsibilities

The governing body is responsible for determining school policy and provision for pupils with SEN and disabilities.

The Principal is responsible for overseeing all aspects of the School's SEN provision and keeping the governing body fully informed of the implementation of the School's policy in practice.

The Special Educational Needs Coordinator ('SENCO') is Individual Needs Coordinator. Their responsibilities include:

- determining the strategic development of the SEN and disability policy and provision in the School, together with the Deputy Head (Academic), Principal and governing body
- having overall day-to-day responsibility for the operation of the SEN and disability policy
- coordinating specific provision for children with SEN and disabilities, including those who have EHC plans
- ensuring all staff understand their responsibilities to children with SEN and the School's approach to identifying and meeting SEN
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- ensuring parental insights are considered by the School to support their child's SEN and disability
- liaising with pastoral staff, the School Nurse and other external professionals and agencies, as appropriate
- ensuring that the School keeps records of all pupils with SEN up to date.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

Identifying and supporting pupils with SEN and disabilities

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. The School regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN).

However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support.

The School may request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will usually be borne by the parents. Where parents

wish to request a formal assessment from outside of school, they should ensure the School is given copies of all advice and reports received.

If there are significant emerging concerns, or identified SEN or disability, the School will take action to put appropriate special educational provision in place taking into account any advice from specialists. Parents should be consulted and kept informed of any action taken to help their child, and of the outcome of this action, usually through the Head of School, the Individual Needs Coordinator, or the Deputy Head (Academic). Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).

Arrangements for special educational provision and support usually follow the School's graduated approach to SEN support as follows;

- **Assess** - The School will carry out an analysis of the child's needs so that support can be matched to need. If not already done so, the School may in consultation with parents, request reports from external agencies and professionals to help assess the child's needs and advise on any support needed. Any specialist advice received will usually be discussed with the child's parents.
- **Plan** - Where it is decided to provide SEN support, teachers, pastoral staff and the Individual Needs Coordinator will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on a Individual Needs Register and Pupil Passports held on the School's systems.
- **Do** - Teachers will work closely with the Individual Needs department to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- **Review** - The effectiveness of any support and its impact on the child's progress will be reviewed periodically. Teachers and the individual needs department will review the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil (as appropriate).

The School recognises that some pupils with a SEN may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School is able to cater for.

Reasonable adjustments

The School is committed to treating all pupils fairly. In light of the School's obligations under the Equality Act 2010, the School will seek to ensure that disabled pupils are not put at a substantial disadvantage, by comparison with pupils who are not disabled, by making reasonable adjustments:

1. to policies, criteria and practices (i.e. the way the School does things); and

2. by providing auxiliary aids and services (i.e. provision of additional support or assistance). There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled pupils or applicants is likely to be an auxiliary aid or service. Examples could include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- readers; and
- assistance with guiding.

The School is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils or applicants. Similarly, the School is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

School staff seek to understand the needs of each and every pupil and to ensure that all pupils have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff at short notice or no notice, for example, taking steps to ensure that a child has understood instructions, or that they are seated where they are able hear and concentrate.

Once any required adjustments have been identified, the School will consider whether they are reasonable adjustments for the School to make by reference to the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- the School's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other pupils (and potential pupils).

The School will discuss the proposed adjustments with parents and, where appropriate, the pupil, Pastoral Staff, and (with the parents' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The School will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate).

Parents can assist the School in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the School if appropriate to implement any measures or reinforce any strategies put in place.

Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the School provides, a disabled pupil is evidently still at a substantial disadvantage, the School may draw this to the attention of the parents and make

recommendations. This might include, for example, seeking further external professional advice, seeking a statutory assessment, additional support funded by the parents or other external sources.

How do parents request adjustments?

If the parents feel that there are further particular adjustments the School could make, parents may write to or speak with their child's Head of School or the Individual Needs department. Parents are encouraged to provide copies of any medical or specialists reports as evidence of the adjustments required.

Recording progress of pupils with SEND

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan. This will be recorded by way of a Pupil Passport. This is drawn up in consultation with the pupil's teachers (including pastoral staff), the pupil and their parents and kept on the School's systems. The Pupil Passport contains key information such as:

- Progress and attainment level
- Outcome sought
- Teaching strategies
- The additional or different provision of support in place
- Involvement of any specialists or professionals
- Information the pupil would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil and how these affect them
- Date the Pupil Passport was drawn up and date for review.

The Pupil Passports may be amended as and when circumstances change and at the request of the pupil, parent, teachers, or Individual Needs Department.

The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to contribute to setting their own targets].

The School will measure the overall progress of pupils with SEND at the end of the various key stages such as GCSE and A level to see how much progress they make compared with that of their peers.

Early Years Provision

The School monitors progress of all pupils in the Early Years Foundation Stage ('EYFS'). The designated teacher responsible for coordinating SEN provision in the EYFS provision is Carla Oxley, Individual Needs Coordinator. The Nursery Manager will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

Pupils with an Education Health Care Plan ('EHC Plan')

The needs of the majority of pupils with SEN will be met effectively through the School's SEN support. However, where the child or young person has not made expected progress despite the SEN support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan will need to be charged to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to 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).

The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

Further aspects relating to SEND provision

Admissions

The School does not unlawfully discriminate in any way regarding entry. The School welcomes pupils with disabilities and/or special educational needs, provided we can offer them any support that they require and cater for any additional needs and that our site can accommodate them. We aim to ensure that all our pupils, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn.

Where a prospective pupil is disabled, the School will discuss with parents (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if they become a pupil at the School, to ensure that the prospective pupil is not put at a substantial disadvantage compared to a pupil who is not disadvantaged because of a disability.

There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's disability. For example, if, despite reasonable adjustments, we feel that a prospective pupil is not going to be able to access the education offered, or that their health and safety or those of other pupils or staff may be put at risk, we may not be able to offer a place at the School.

The School's Admissions Policy can be found on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEN and/or a disability.

Withdrawal

We reserve the right, following consultation with parents, to request or require the withdraw of a pupil from the School if, in our opinion after making all reasonable adjustments the School is unable to meet the child's needs. In these circumstances the School will support the parent's in finding an alternative placement which will meet the child's needs. Any decision to request withdrawal or require the removal of a pupil will be made as a last resort and in line with the terms of the parent contract.

Entitlements to additional time and/or support in external assessments

Children who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Exam access arrangements allow examination candidates with special educational needs and disabilities to access the assessment without changing the demands of the assessment. These are strictly regulated by the Joint Council for Qualifications on behalf of the examination boards, under the remit of Ofqual, and are administered and applied by the School in accordance with the published guidance and requirements.

Parents should speak with the School with regard to any application for additional support as soon as reasonably practicable. The Individual Needs department will process applications for appropriate examination access.

Bullying and behavioural issues

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum and PSHE lessons the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEN may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment

may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

Three-year accessibility plan

In line with its duty under the Equality Act 2010 the School's three-year Accessibility Plan sets out how the School will;

- increase the extent to which disabled pupils can participate in the School's curriculum;
- improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

A copy of the School's Accessibility Plan is available on the School website.

Staff development

- IEN staff attend appropriate development sessions.
- In turn, the Coordinator of IEN provides development for other teaching staff through meetings, CPD activities and in other appropriate contexts.

Health & Safety Considerations and Risk Assessment

Although it is rare that the school needs to make provision that includes any of the measures listed below the guiding principles when working with pupils with more serious or demanding IEN will be;

- a balance between the health and safety considerations of employees and individual students' rights to dignity, autonomy and privacy should be maintained.

- employees' health and safety should be maintained, but this should not be used as an excuse for denying disabled pupils and those with IEN access to educational opportunities.

Particular health and safety risks that may need to be considered could include:

- manual handling of students with physical disabilities;
- pupils unable to recognise everyday hazards, communicate distress, or move around independently;
- using mechanical aids and equipment;
- administering medical treatment and minimising risk of infection;
- management of difficult behaviour and the use of restraint;
- lone working where an employee works on a one-to-one basis with a IEN pupil;
- transport issues, such as getting learning disabled or physically disabled students in and out of transport and making sure that access to the premises is appropriate; and
- requirements of specific legislation such as exposure to hazardous substances, use of display screen equipment etc.

Risk assessments of health and safety issues may need to be at different levels. At a general level, they should examine what reasonable steps can be taken to minimise health and safety risk without avoiding disability discrimination. An individual risk assessment will relate specifically to the pupil on a case-by-case basis and may be needed before pupils with more serious IEN are admitted.

They may include the following situations

- when planning educational activities both on and off site;
- when planning and purchasing new facilities and when work practices are to be introduced or changed;
- when deciding on a placement;
- when an existing pupil develops a health need;
- when a pupil is to undertake work experience.

The school may seek the involvement of external professionals such as occupational therapists and educational psychologists when undertaking risk assessment. Any risk assessment should be kept under review and the practical control measures monitored for effectiveness. The risk assessment should be made available to those with involvement with the provision being risk assessed. Training will be given to enable those working with IEN pupils and those with learning disabilities to act safely, for example training in the use of equipment or administration of medicines.

Parental responsibility

To ensure that parents and pupils can be given the most appropriate advice and support, it is important that all relevant information and documentation about any possible special educational need and any history of learning support is shared with the School. Parents must provide the School with copies of any reports or recommendations concerning the pupil's special educational needs or disability from previous schools or elsewhere. Parents agree to do this when completing the registration form and accepting the terms and conditions of the parent contract.

Concerns

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's tutor, form teacher or Head of School if their child's progress or behaviour gives cause for concern.

We hope that any difficulty or concern can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure (which applies equally in the EYFS setting) is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send parents a copy of the Complaints Procedure on request.

Review

The School will review this policy on a periodic basis to ensure the School meets the needs of those pupils with SEN and/or disabilities.

Date	Changes
Autumn 2018	Health and Safety information added EAL policy added as appendix instead of standalone policy
Autumn 2019	Additional wording for EAL section added for Sandleford.
Spring 2021	Admission arrangements for year 7 amended, Current job and policy titles amended Reference to ISI Commentary Sept 2020 SAP reference amended in Junior school
Summer 2023	Update to terminology Update to legislation

Appendix 1: English as an Additional Language

Definition

A pupil who has English as an Additional Language (EAL) is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have an Individual Educational Need but are seen to benefit from the ability to live and learn in more than one language.

Aims

The School believes that all children should have access to inclusive, good quality education, irrespective of their knowledge and acquisition of the English language. All pupils for whom English is an additional language are entitled to extra support, where necessary, to access the School's full curriculum until they become significantly competent in English. We develop EAL pupils' English language skills through a variety of strategies and in a number of settings. We aim to include all pupils and parents by respecting diversity and welcoming the enrichment that linguistic and cultural diversity brings to our school community. Overall our EAL support endeavours to ensure all pupils are challenged and cherished so that they achieve their full potential in our community.

Provision

Pupils with EAL will have full access to the mainstream provision regardless of their proficiency in English. We are committed to providing children with limited English every opportunity to learn the language, by offering them a suitably differentiated curriculum with many daily opportunities to develop their understanding, speech and written skills

- The school uses reports submitted in the registration process, performance in the entrance assessment of Junior School pupils and entrance examinations for Senior School pupils and benchmarking assessments to identify pupils in this category.
- Initially a child's skills and abilities are assessed by the child's class teacher or key person in the nursery and the Coordinator of IEN to ensure the correct level of provision is provided. However, we endeavour to allow the child time to settle into their new surroundings.
- We promote language acquisition through a range of good, inclusive strategies, interventions and differentiation of the school curriculum, including homework.
- Additional support for pupils may be given through first language resources and translation facilities; teaching support on a 1:1 basis, peer group support; key teaching of key vocabulary.
- Where necessary, catch up work will be provided for pupils arriving from overseas who have experienced a different curriculum. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Pupils are given 'time out' from English and space to process their thoughts through their own language in their own way.

- A wide range of opportunities for outdoor learning and play exist in the nursery and the Junior School, and teaching staff make effective use of the outdoor space and grounds when teaching Senior School pupils to encourage less inhibition when working and playing outdoors.
- All staff take account of the fact that some children will understand considerably more language than they use. They recognise that some children may be shy and reserved but have more receptive and expressive language than they are using.
- Lessons are planned to take account of the language skills that are required in the activities and staff ensure that all children can access them. Teachers consider strategies such as using seating plans placing those with EAL support next to strong language peer models.
- Progress of EAL pupils will be monitored, where accelerated progress in English is needed for reasons of EAL, targets will be set and provision will be made on agreement with the class teacher and the Coordinator of IEN. Provision will be recorded and monitored in line with the standard practice of the school.
- Pupils are kept safe when they may not understand verbal instructions, particularly, for example, during an emergency evacuation.

EYFS – Nursery Provision

- For children whose home language is not English, the school will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.
- The school will also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.
- When assessing communication, language and literacy skills, the school will assess children's skills in English.
- If a child does not have a strong grasp of English language, the school will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

Individual Educational Needs and Gifted & Talented Pupils

We recognise that pupils requiring EAL support may also have Individual Educational Needs and Disabilities. Such barriers to learning will be identified during assessment and provided for. Equally, despite English not being their first language, we recognise that these pupils may be gifted or talented. Such skills and abilities are recognised and teaching ensures all pupils are challenged appropriately and provided for effectively.

