

Including Sandford, our Early Years Foundation Stage provision

## Special Educational Needs and Disability (SEND) Policy

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| <b>Reviewed</b> | June 2015           |
|                 | Autumn 2016 (1-0-1) |
|                 | Autumn 2018 (1-1-0) |

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 DfEE 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).

The School has an Accessibility Plan and this policy should be read in conjunction with that plan and with the School's standard Terms and Conditions. Nothing in this policy shall imply provision or alteration of facilities or equipment.

### Definitions

For children aged two or above, 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. For a child under two years of age, 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 (Section 20 Children and Families Act 2014).

"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 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. Pupils are classed as 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 activity (Equality Act 2010). 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition."

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Early identification of a SEN or disability is important therefore measures are taken across the entire age range (6 months to 18 years) to monitor progress against expected norms.

The school maintains an Individual Educational Needs Register, which is the responsibility of the Coordinator of IEN. It is a fluid document; pupils may be added or removed from it at any time dependent upon their individual educational need as measured throughout their school career. It is listed in year groups from Sandleford to the Sixth Form. The inclusion of a pupil's name on the register at St Gabriel's can be for a broad range of reasons: from a slight interruption in progress which requires greater than normal differentiation to a recognised learning difficulty or disability which demands a much more, potentially long term, specialised approach. The register also includes any child with an Education, Health and Care (EHC) plan from a Local Authority.

## Background

This policy is designed to provide a framework to manage individual educational needs (from identification to provision) in Sandleford and the Junior and Senior Schools. The Policy for English as an Additional Language is added as Appendix 1 to this document; however, it should be noted that the School recognises that a child should not be regarded as having a learning difficulty solely because the *language or (form of language) in which she or he is or will be taught is different from a language (or form of language) which is or has been spoken at home.*

## Aims and Objectives of Individual Educational Needs Provision

- To contribute to an environment in which all children are nurtured to develop in Sandleford and as they progress to Reception and beyond are intellectually challenged through academic study, stimulated through extra-curricular activities, and encouraged to achieve their best throughout the Junior and Senior Schools.
- To develop procedures and practices, which will enable the identification, assessment and subsequent monitoring of the needs of individual pupils.
- To establish ways to facilitate the monitoring, evaluation and review of individual educational needs provision, and to link this to other assessment and reporting on pupils.
- To provide in-service training for staff through the means of both inside and outside agencies, in order to encourage awareness and respect for individual differences and varying ways of learning. All staff take responsibility for contributing to the education of pupils with individual educational needs, and continue to develop differentiated approaches to meet those needs.
- To keep staff informed and updated concerning developments in this area.
- To involve the parents of pupils with individual educational needs and to encourage them to collaborate with the School in the education of their child.
- To report to parents on the implementation of the SEND Policy
- To build up effective links with outside bodies to enhance the quality of the provision.
- To assist with compliance with health and safety legislation whilst making appropriate provision for those with IEN

## Roles and Responsibilities

The Individual Needs Department is staffed by a Coordinator of Individual Educational Needs (IEN) and a qualified SpLD specialist teacher.

The Principal and Governors of the School have an overview of the IEN provision; there is a nominated Governor. The Principal will be responsible for oversight of this policy and will delegate its implementation to the Coordinator of IEN.

## The Coordinator of Individual Educational Needs is responsible for:

- Liaising with the Principal, Vice-Principal, Director of Curriculum, Director of Teaching & Learning, the Challenge and Extension Co-ordinator, the Head of the Junior School, Sandleford Curriculum Coordinator, Heads of Department, Heads of School, Form Tutors and the School Nurse, as appropriate, both formally and informally.
- The day-to-day operation of the School's IEN policy.

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- Reporting on IEN issues regularly in staff meetings and Heads of Department meetings.
- Overseeing records of students on the register.
- Ensuring that up-to-date IEN records are maintained
- Writing Support and Achievement Plans (SAPs) for pupils in Reception to Year 6. Regularly reviewing and amending these documents in consultation with parents, Form Teachers and other relevant members of staff.
- Writing Pupil Passports containing strategies for teaching and learning (formally Information Sheet.)
- Liaising with external contacts and support services.
- Contributing to in-service training of staff
- Monitoring continuing professional development of all members of the IEN Department, including personal regular attendance at national conferences.
- Liaising with parents of children with IEN.
- Liaising with the Examinations Officer and monitoring provision of Access Arrangements for internal and public examinations.
- Liaising with other schools.
- Updating related policies where appropriate.
- Monitoring and evaluating the effectiveness of IEN provision at regular intervals.
- Initiating Personal Evacuation Plans in conjunction with the Heads of School.

#### **All teaching staff are responsible for:**

- having an awareness of individual educational needs of pupils
- ensuring that they have appropriate and up-to date knowledge, are implementing suitable strategies in the classroom and positively reinforcing IEN pupils in this context
- liaising with IEN staff to identify pupils' subject specific areas of difficulty and agreeing appropriate targets

#### **Admission Arrangements for Pupils with Individual Educational Needs**

The admission arrangements are exactly the same as for any other pupil. If a child has a special educational need, learning difficulty or disability, information is gathered, and a decision is made dependent on the school being able to meet the needs of the individual adequately and on the ability of the child to thrive in this particular setting.

Please refer to the School Admissions policy.

- The Coordinator of IEN assesses all new pupils for entry to Years 3 to 6 and those girls joining the Senior School at any time other than at the beginning of Year 7.
- The Coordinator of IEN is involved in the senior team meeting which decides on all new entrants to the beginning of Year 7 of the Senior School.

#### **Allocation of Resources**

The Coordinator of IEN requests finance through the Vice-Principal and this enables the department to run effectively. There may be occasions when an external specialist assessment may be recommended or additional specialist resources or equipment for a child's sole use is recommended; the cost of which is met directly by the parents.

#### **Identification and Provision**

There are four broad areas of development recognised by the SEND policy: communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical need.

- The Coordinator of IEN liaises with colleagues in Sandleford, the Junior and Senior Schools and, if necessary, other schools in identifying those pupils who are already considered to possess Individual Educational Needs or disabilities prior to their entry to St Gabriel's.

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- Parents should have indicated on the Application Form for admission to the School if their child has an individual educational need or disability.
- A cyclical process of assess, plan, do, review is then followed.
- During Sandleford (Early Years), development from baby through toddler to Reception, children are monitored using the DFE Early Years Outcomes as a steering guide.
- Teachers are responsible and accountable for all pupils in their care; the first step in responding to any potential educational need is to provide high quality, well differentiated teaching. If, despite this, teachers are concerned they inform the Coordinator of IEN by completing a referral form.
- School monitoring, such as occasioned by teacher observation, written reports, academic monitoring, pupil profiling, or sessions on study skills, may highlight a potential difficulty.
- Concerns shared by parents or pupils, through meetings, letters or profiling may also help identify areas of need to be addressed.
- Other assessment procedures (e.g. NFER progress tests, CAT scores, MidYIS, Yellis and ALIS scores and annual reading and spelling test scores) are employed to detect further candidates for IEN provision.

## Intervention

- Once the Coordinator of IEN is aware of a pupil, further information on the profile of the pupil will be gathered and additional, more specialist assessments may be carried out within the department.
- The Coordinator of IEN will communicate openly with parents so that School and the parents can work collaboratively.
- A recommendation for further assessment by an external specialist (e.g. Educational Psychologist, Speech and Language specialist etc.) may be made if it is deemed useful, the cost of which is met by the parents. A written copy of any such report should, with the parents' permission, be made available to the School and will be kept on the pupil's record.
- The pupil's name will be added to the IEN register.
- A plan is then devised to assist the pupil's further development. Desired outcomes for the pupil are at the centre of this process. An IPP (up to Reception) or a SAP (up to Year 6) is prepared if appropriate. These documents contain SMART targets, with desired outcomes and are written by the class/subject teacher in conjunction with a member of the IEN department and are shared with parents and pupils and adjusted if necessary. A Pupil Passport is written involving the pupil which contains key information, strengths and weaknesses and strategies for support.
- If deemed appropriate, one, occasionally two, 1:1 lessons per week with a member of staff from the Individual Educational Needs department will be offered/suggested. An additional charge as published in the Schedule of Fees is only made for these lessons and this is agreed in advance with the parents. An attendance register is maintained, and the number of sessions calculated and billed at the end of each term
- Pupils contribute to the regular review of their progress.
- Appropriate records are kept and all teaching staff have access to the IEN register, Pupil Passports and IPP/SAPs.
- The School and or parents can request the local authority to make an assessment with a view to an EHC plan being drawn up. It is also the right of the parents to appeal to the First-Tier Tribunal (Special Educational Needs and Disability) if the local authority refuse to make an assessment. The School will consult with the parents in this regard and, where appropriate, the local authority to ensure the provision in the EHC plan can be delivered by the School.

All data gathered will determine the provision St Gabriel's makes for pupils.

## Examinations

Should the school hold sufficient information on the history of need and the history of provision for an individual, it will be possible to make an application for an access arrangement for an external examination. A decision will be taken by the exam board dependent on the evidence put forward by the school and the fact that it is the pupil's normal way of working.

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## Evaluating Success

The success of the school's IEN Policy and Provision is evaluated through:

- monitoring of classroom practice by the Coordinator of IEN and Heads of Departments
- analysis of pupil tracking data and test results
  - For individual pupils
  - For cohorts
- value-added data for pupils on the IEN register
- school self-evaluation, using a variety of approaches
- the School Development Plan/IEN Development Plan

## Complaints

Any complaints regarding the IEN Policy or the provision made for pupils with individual educational needs should be made in keeping with the school's formal complaints procedure which can be found on the school website.

## Withdrawal

St Gabriel's reserves the right, following consultation with parents, to ask or require the withdrawal of a child from the school if, in our opinion

- the School cannot provide adequately for your child's individual educational needs or disability
- your child's progress is unsatisfactory.

## Alternative placement

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

## Financial

Withdrawal of a pupil in these circumstances will not incur a charge of fees in lieu of notice.

## 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

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- 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.

The following legal requirements and Educational Standards have been used as references.

- A: Commentary on the Regulatory Requirements, September 2018, Part 3 ([www.isi.net](http://www.isi.net))  
 B: Reference Guide to the key standards in each type of social care service inspected by Ofsted ([www.ofsted.gov.uk](http://www.ofsted.gov.uk))  
 C: "Health and Safety at Work" Section H of the ISBA Model Staff Handbook,  
 D: "Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide  
 E: "Insurance" Chapter K of the Bursar's Guide by HSBC Insurance Brokers Ltd  
 F: Health and safety Executive, SEN guidance series, ([www.hse.gov.uk/pubns](http://www.hse.gov.uk/pubns))  
 G: "Inclusive schooling: Children with Special Educational Needs" ([www.gov.uk](http://www.gov.uk))  
 H: Special Educational Needs: Code of Practice (DfES/581/2001)  
 I: Special Educational Needs & Disability Regulations 2014

## Review

The SEND Policy and provision is reviewed at regular intervals and developmental plans drawn up in order to continually increase the impact and effectiveness of this aspect of the School's educational and social role.

This policy should be read in conjunction with our Curriculum Policy, Behaviour Policy, Challenge & Extension policy, Child Protection (Safeguarding) Policy and Safeguarding Guidance and Accessibility Plan.

| Date        | Changes  |
|-------------|--|
| Autumn 2018 | Health and Safety information added<br>EAL policy added as appendix instead of standalone policy |

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## 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 Sandford 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 Sandford 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

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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.

### **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.

### **Key Resources**

Developing quality tuition: effective practice in schools- English as an Additional Language. March 2011. [www.gov.co.uk](http://www.gov.co.uk)

<http://www.naldic.org.uk/eal-teaching-and-learning/outline-guidance/early-years>

Identifying Children who are Learning English as an Additional Language (EAL) and who may also have Learning Difficulties and/or Disabilities (LDD) Guidance for Early Years Foundation Stage Practitioners on Assessing and Supporting Young Children January 2009