

# COGNITA



## DOWNSEND SCHOOL

*Inspiring Young Minds*

LITTLE DOWSEND

ASHTEAD • LEATHERHEAD • EPSOM

### Little Downsend

## Special Educational Needs and Disability Policy

### September 2020

### 1 Definition of Special Educational Needs and Disability (SEND)

- 1.1 '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. Children and young people who have SEND may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' (Code of Practice)

### 2 Legislation and Regulation

- 2.1 This policy has regard to:
- The Equality Act 2010;
  - The Children and Families Act 2014;
  - SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015) (DFE); and
  - The General Data Protection Regulation 2016 (GDPR)

### 3 Principles underlying Practice

- 3.1 The Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN and/or disabilities. The school aims to:
- Focus on inclusive practices and removing barriers to learning;
  - Identify early the special educational needs of young people;
  - Make high quality provision to meet the needs of young people and to ensure equality of opportunity;
  - Take into account the views of young people and their families;
  - Enable young people and their parents to participate in decision-making;
  - Collaborate with partners in education, health and social care where appropriate;
  - Ensure that appropriate resources are available for pupils with temporary or long-term special needs; and
  - Provide support for teachers to meet the learning needs of all pupils, making reasonable adjustment to provision to meet such needs.
- 3.2 The school takes a positive and professional whole-school approach to pupils with SEND.
- 3.3 Pupils with SEND are the shared responsibility of all staff. All staff are expected to have an understanding and awareness of the impact of specific learning profiles on teaching and learning.
- 3.4 To ensure the needs of pupils with SEND are addressed, the Senco will work with class teachers to:
- Identify and assess pupils with SEND, and where necessary, refer for further assessment by other professionals such as Educational Psychologists, Specialist Teachers and Therapists;
  - Develop and monitor support measures where a need is identified;
  - Develop and update the SEND Register and ensure that these are circulated amongst teaching staff;
  - Work in close liaison with teaching staff to ensure confidential communication on learning needs and progress of pupils;
  - Teach pupils according to their specific needs, recognising their particular strengths and learning needs to promote achievement of their academic potential;
  - Communicate effectively with parents/guardians on the learning needs of pupils and provide an Individual Support Plan for those pupils on the SEND Register and ensure that these are circulated to the staff of specific pupils; and

- Collate evidence to support applications for additional funding and access arrangements in examinations.

### 4 Identifying Special Educational Needs

4.1 Early identification of pupils' needs is the key to unlocking the potential of pupils who may have special educational needs. We adopt a graduated approach to ensure that pupils who do not develop age appropriate knowledge and skills, or who fall behind their peers, are identified as early as possible.

4.2 In attempts to understand the learning needs of pupils, we apply the four broad categories of need as set out in the SEN and Disability Code of Practice:

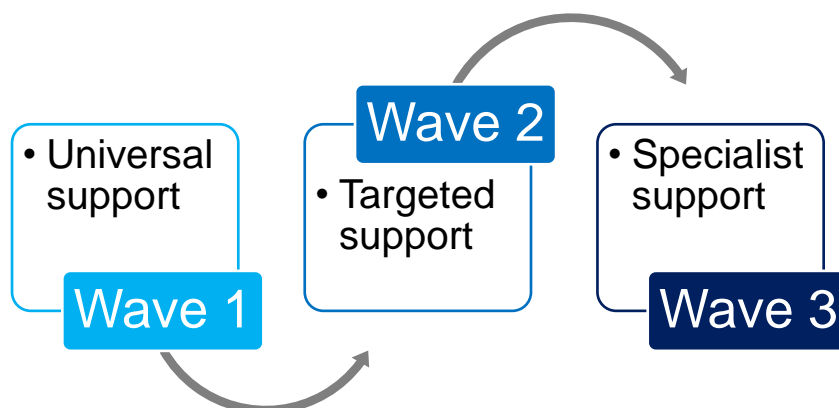
Communication and interaction needs	Cognition and learning needs	Social, emotional and mental health needs	Sensory and/or physical needs
Students who experience difficulty with speech, language and communication.	Students who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes students with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general.	Students' needs may be manifested in different ways, such as becoming withdrawn or displaying challenging behaviour. These may include being disruptive or self-harming. Students who have difficulty paying attention, or forming attachments with adults also fall into this category.	Students who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available.

### 5 Early Years

5.1 This policy applies to children in the early years. The person with responsibility for SEND in the early years is Emma Taylor.

### 6 Categorisation of Students

6.1 We use a simple categorisation of students which helps provide a consistent and understood language:



Wave 1 Universal Support	Wave 2 Targeted Support	Wave 3 Specialist Support
<p>It is our firm belief that pupils' needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all pupils they teach, including those with SEND. At this universal level, we train teachers to deliver high quality teaching, differentiated for individual pupils. We review the progress of all pupils at least three times per year and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual pupils they teach. In addition, we talk to students and their parents to gain as full an understanding of their learning needs as possible.</p>	<p>We provide targeted support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to a pupil's learning, or to help them catch up when termly data analysis shows they have fallen behind their peers. Such specific, targeted one to one or small group interventions may be run outside the classroom, and limited to a number of weeks to minimise disruption to the regular curriculum.</p>	<p>We provide specialist support when we consider it necessary to seek specialist advice and/or regular long term support from a specialist professional outside the academy in order to plan for the best possible learning outcomes for those pupils who fail to make progress in spite of high quality teaching and targeted intervention. This may include assessment and/or support from: an Educational Psychologist, an Assistant Educational Psychologist, a Speech and Language Therapist, Specialist Dyslexia Teacher, Specialist Sensory Advisory Teachers (for students with hearing or visual impairments); an Occupational Therapist; a Physiotherapist; a Therapeutic Learning Mentor; an Arts Psychotherapist; a Psychotherapist or a Counsellor. This is not an exhaustive list.</p>

### 7 The Graduated Approach

- 7.1 The school's approach to identifying and supporting SEN is informed by the SEN Code of Practice 2015, which recommends a graduated response to pupils who may be underachieving, based on a continuous process of assessment, planning and review. The school will make reasonable adjustments to remove barriers to learning or to increase access to all aspects of school life, including academic and extra-curricular activities.
- 7.2 The first response to existing SEN or possible SEN is High Quality teaching in subject lessons, using differentiated teaching strategies to target specific difficulties. Teachers use data that has been collected by the school and any available information regarding existing SEN to gain a full understanding of progress and individual needs. Sources of information might include:
- Standardised tests (e.g. GL Assessment, NFER, CAT4, MIDYIS, YELLIS, ALIS);
  - Educational Psychologist (EP) or Specialist Teacher reports;
  - Speech and Language Therapist and Occupational Therapist reports;
  - Information from previous schools for new pupils;
  - Discussions with parents;
  - Observations in lessons;
  - In-class assessments; and
  - Discussions with the class teacher and Senco.

- 7.3 Teachers will implement strategies in response to the picture of need and then review outcomes within a reasonable time frame. Where pupils have not made progress despite this approach the cycle will begin again but may incorporate further specific interventions such as:
- Additional assessment;
  - Targeted one-to-one or small group lessons with a specialist in the Senco to help with literacy, comprehension, study skills, writing skills, or revision techniques;
  - Mentoring sessions; and
  - The Senco may observe lessons and offer advice regarding additional strategies in subject lessons.
- 7.4 Once again, the pupil's progress will be reviewed following these specific interventions and if the desired progress has not been made, the level of support may increase to include liaison with outside agencies such as:
- Education or Clinical Psychologist, or Psychiatric Assessment;
  - Full Specialist Teacher assessment;
  - Speech and Language Therapist assessment;
  - Occupational Therapist assessment;
  - CAMHS involvement;
  - EHCP request; and/or
  - GP/Paediatrician review.
- 7.5 Using all the information gathered at this stage, the process of applying new strategies and reviewing progress will continue.

## **8 Responsibility for SEN**

- 8.1 The SEND Code of Practice makes explicit that, 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff'. All subject staff are required to be aware of a pupil's specific needs and be prepared to differentiate work appropriately with particular regard to the advice included in the Personalised Learning Plan. The Senco works closely with pupils and parents when reviewing targets and assessing effectiveness of strategies/interventions. In cases where there is a complex need (including pupils who have an Education Health and Care Plan), reviews may need to include outside agencies/specialists.

### 9 Managing Learning for Pupils on the SEND Register

9.1 The school's SEN process follows the graduated approach of Assess- Plan- Do -Review.

9.2 Class teachers make regular assessments of progress and set ambitious targets for all children. These are used to identify those children making less than expected progress given their age and circumstances. Where, in the light of good teaching, relevant differentiation and reasonable adjustments, a child's progress continues to be less than expected, the class teacher and SENCO assess whether the child has SEN.

Our SEN register follows the following stages and children may be moved on or off the register at any point.

a) Record of Concern (RoC) This approach starts with the class teacher using differentiation strategies to meet the individual needs of pupils. A pupil is placed on alert if staff have any concerns about them but are currently able to manage their learning within the classroom through group work and differentiated activities. A Record of Concern (See Record section below) should be filled in by the class teacher. The Record of Concern should be given to the SENCO who will then discuss it with the member of staff concerned and decide on appropriate action. If, following any appropriate changes in teaching strategies, differentiation and reasonable adjustments, the class teacher/SENCO/Head still have concerns regarding the child's progress they will then inform the parents of the concerns and ask permission for any assessments that are deemed advisable. After any assessment has taken place parents must be informed and invited into school to discuss the findings as soon as it is reasonably possible to do so.

#### b) School Support (S)

A pupil moves to School Support if it is felt that staff, in consultation with the SENCO, have identified that the child has special educational needs which require additional support i.e. interventions are necessary that are additional to or different from those provided as part of the school's usual differentiated curriculum. An Individual Support Plan (ISP) is then drawn up by the class teacher in consultation with the SENCO. This is reviewed and targets rewritten and adjusted as appropriate and at least termly, in consultation with the parents/guardians of the pupil.

For younger pupils, or for those whose needs are considered short-term, the review period may be not as long. In all cases the review period may be flexible. If appropriate the pupil will be asked to assess his/her progress. Where significant progress is made the class teacher and SENCO may decide that the child will come off an ISP and be monitored by the teacher whilst still receiving any necessary differentiation. At this time the SENCO may set targets to ensure that progress is maintained, the parents/ guardians will be informed and their views taken into account before the decision is made. Any withdrawal from the classroom will be monitored to ensure it does not interfere unduly with the child's access to the whole curriculum. If, upon review, the SENCO and class teacher, in liaison with the parents, establish that the pupil continues to make less than expected progress, consideration will be given to involving external specialists e.g. an educational psychologist, speech and language therapist, occupational therapist, Early Years Advisor etc. Parental permission to involve external agencies is always sought. The SENCO works with the class teacher to complete forms for referral to outside agencies and the SENCO provides documentation to support the referral. The school encourages parents to consult with specialists and outside agencies and then seeks to ensure that there is good liaison between the school's provision and that recommended or provided by the outside agency. Parents/guardians will be asked to fund any further assessments that are not covered by the local authorities and will be asked to inform the school of the outcome of assessment. A meeting must be arranged with the parents and relevant parties in school to discuss the outcomes. A range of evidence based and effective approaches, equipment, strategies and interventions may be put in place to support the child's progress. Outcomes and SMART (Specific, measurable, achievable, realistic and time bonded) targets will again be agreed. These targets and strategies will be regularly reviewed and adapted to ensure suitable progress. The class teacher and SENCO will assess the impact of any provision and revise the ISP in consultation with any other professionals involved with supporting the child. Where School Support intervention proves successful and progress is deemed to be at the expected level the child will be removed from the SEN register and once again be supported by normal class teacher differentiation. Again the views of the pupil and parents/carers will be taken into account and parents/carers wishes will be respected. Parents and carers are advised that for children in the Early Years school is required to share children's Code of Practice support details with the Surrey Early Years and Childcare Service (SEYCS). This is purely for school and government monitoring purposes. No conversations between school and SEYCS regarding individual children will be held without parent's written permission.

Should the school's Early Years Advisor recommend application for additional funds in order to support agreed additional provision, school will work with parents to complete either Inclusion Support Grant or Discretionary Funding paperwork to request consideration of this by the local authority.

- 9.3 All interventions are kept under review and ISPs are reviewed at least every 6 weeks
- 9.4 Class Teachers and Teaching Assistants are the key adults involved when carrying out the objectives and recommendations noted by the ISP and by specialists. They are able to give daily and ongoing support for each individual and are able to advise and help parents to support their child at home. The teachers are supported by the SENCO, Headteacher and any additional specialist therapy or teaching which the child receives.

### 10 EHC Plans

- 10.1 Where a child has an Education Health and Care Plan (EHCP) it will be reviewed annually, working with the local authority as appropriate. Schools must also make sure that particulars of educational and welfare provision for pupils with EHC plans is made available to parents, parents of prospective pupils and, on request, to the Chief Inspector, Secretary of State or independent inspectorate.

### 11 Recording SEND

- 11.1 We are required by law to keep a record of those pupils who have been identified as having SEND, and the provision we make for such pupils. For each pupil with SEND, the SENCo will record on the school data management system their broad area/s of need as listed above, as well as a description of any specific areas of need. This will make up the school SEND register. Where a pupil no longer requires the additional provision or support, the entry will be deleted from the SEND register.

### 12 External Agencies

- 12.1 We always work proactively and collaboratively with external agencies.

### 13 Exam Concessions

- 13.1 Exam boards set out the regulations that all schools are required to follow when considering exam concessions. Schools are required to make 'reasonable adjustments' while ensuring that no pupil is given an 'unfair advantage'. The Learning Support Team will assess needs and update the evidence.

### 14 Use of Laptops and Word Processing

- 14.1 If a report by an Educational Psychologist or other professional, such as an Occupational Therapist, recommends the use of a laptop in class, pupils should aim to type faster than they write and touch typing classes are suggested to support this. If the laptop is part of a normal way of working in lessons then it may be used in examinations.

### 15 Extra Time

- 15.1 In order to qualify for extra time in an examination, the school will adhere to exam board regulations. Alongside specific assessment test outcomes stipulated by exam boards, it is usual practice to demonstrate that the use of additional time is part of a normal way of working in school.

### 16 Transition

- 16.1 Transition can be challenging for many children, but in particular for those pupils with SEND. The following key principles are adhered to in order to support successful transitions for children with SEND. Transition arrangements are made for pupils needing significant support with SEND matters in collaboration with the family, the receiving school and any outside agencies involved:
- An exchange of effective and meaningful documentation in order to understand prior learning need.
  - Senco will contact the previous school.
- 16.2 Where children with SEND leave the school, the SENCO will work cooperatively with the receiving school to provide information about the pupil.



### 17 Management and Roles

17.1 All schools have duties under the Equality Act 2010, not only to ensure that 'reasonable adjustments' are made for pupils already attending the school, but also to consider what might be needed to ensure that any future pupils with a disability are not disadvantaged. The Senior Management Team, led by the Head, should regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement. The SENCo for the school is Emma Taylor. To ensure best practice, the SENCO is an experienced, qualified teacher who holds the National Senco Award and other relevant specialist qualifications.

#### 17.2 Class and subject teachers

- Responsible for the progress of pupils with SEND.

#### 17.3 The SENCO

- The SENCO has day-to-day responsibility for the operation of the SEND Policy and coordinating provision made for students with SEND.
- The SENCO provides professional guidance to colleagues with the aim of securing high quality teaching for students with SEND, and works closely with students, parents and other professionals to ensure students with SEND receive appropriate support.
- The SENCO plays an important role with the Head and proprietor in determining the strategic development of the SEND Policy and provision within the school in order to raise the achievements of students with SEND.

17.4 In compliance with the Special Educational Needs and Disability Regulations 2014, the SENCO is also responsible for the following:

- In relation to each of the registered pupils who the SENCO considers may have special educational needs, informing a parent/carer of the pupil that this may be the case as soon as is reasonably practicable;
- In relation to each of the registered pupils who have special educational needs:
  - Identifying the pupil's special educational needs, and co-ordinating the making of special educational provision which meets those needs;
  - Monitoring the effectiveness of any special educational provision made;
  - Securing relevant services for the pupil where necessary;
  - Ensuring the records of the pupil's special educational needs and the special educational provision made are maintained and kept up to date;
  - Liaising with and providing information to a parent/carer of the pupil on a regular basis about that pupil's special educational needs and the special educational provision made;
  - Ensuring that, where the pupil transfers to another school or educational institution, educational provision made is conveyed to the appropriate authority or the proprietor of that school or institution;
  - Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;
  - Selecting, supervising and training learning support assistants who work with pupils with special educational needs;
  - Advising teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs;
  - Contributing to in-service training for teachers at the school to assist them to carry out necessary tasks to meet the needs of pupils with special educational needs; and
  - Preparing and reviewing the information required by law to be published in relation to special educational needs provision.

#### 17.5 The Headteacher

The Headteacher has overall responsibility for the strategic planning and day-to-day delivery of SEND provision.

### **18 Document Retention**

18.1 We are required to keep SEND documents for specified amounts of time in accordance with legislation, please see the Data Retention Policy for specific guidelines.

### **19 Complaints**

19.1 All complaints should be dealt with via the school's agreed Complaint Procedure.

## Special Educational Needs and Disability Policy

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<b>Ownership and consultation</b>	
Document sponsor (role)	Group Director of Education
Document author (role)	Director of Education
Consultation – May 2017	The following schools were consulted: North Bridge House Senior School, North Bridge House Canonbury School, Downsend Prep School, Kings School, Polam School, British School of Barcelona, Oakfields Montessori School and El Limonar Villamartin. Education Team representative – Marian Harker, QA Officer.
Consultation – April 2018	Emily Joyce – Group Legal Counsel
Review – June 2019	David Baldwin, DE

<b>Compliance</b>	
Compliance with	Legislation listed in policy, as amended from time to time
Related documents	Complaint Procedure Policy on Supporting Pupils with Medical Conditions EAL Policy

<b>Audience</b>	
Audience	School staff

<b>Document application</b>	
England	Yes
Wales	Yes
Spain	Yes

<b>Version control</b>	
Implementation date	September 2019
Review date	Review and update for implementation from September 2021