



Breaside Preparatory School

**SEND Policy
(Special Educational Needs & Disability)**

March 2017

SEND Policy

(Special Educational Needs and Disability)

1. Introduction

This document is a statement of the aims, principles and strategies for the identification and management of children with special educational needs at Breaside Preparatory School. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school's policies for teaching and learning, as together they form a statement of the principles underpinning all the work of the school.

Breaside Preparatory School is a caring school where attention is paid to the planning of the curriculum, both to extend the most able and to support the individual needs of pupils with identified learning difficulties within the mainstream setting. Admission of a pupil with special educational needs (SEN) is at the discretion of the Executive Principal and SEN Coordinator (SENCO) and may be reviewed after six months. Children entering the school will normally spend up to a day in the classroom with their year group and be assessed by the class teacher. The Executive Principal and SENCO will discuss the needs of the individual child with the parents and SEN team should a child present complex needs. If the school is able to meet those needs, then the child may be accepted.

2. Principles

We are committed to providing equal access for all children to the broad and balanced curriculum to which they are entitled. We welcome children with special educational needs as part of our community. Children with special educational needs must be valued as individuals and should be encouraged to integrate with their peers, both socially and academically. At all times, consideration will be given to maintaining and enhancing the self-esteem of children with special educational needs. We recognise that we must consider the individual needs of all children when planning our curriculum and we aim to provide a curriculum, which is accessible to the individual needs of our children. This document includes all Key Stages in the school.

To achieve this commitment:

- a) We aim to employ the best practice when devising support for SEND.
- b) We recognise a continuum of special needs: any child may experience a special need at any stage of their education. Our aim is to raise the expectations and achievements of all children.
- c) Early intervention: We recognise the importance of early identification and assessment of children with special educational needs. We aim to address special needs as soon as concerns are raised, so that learning experiences are appropriate to children's current needs and future difficulties are minimised. We seek to develop practices and procedures that are designed to ensure that all children's special educational needs are identified and assessed, with the curriculum being planned to meet their needs. We recognise that good practice can help prevent some special educational needs arising at all, and can minimise others.
- d) We recognise that responsibility for SEND is a whole-school issue and lies collectively with all staff, supported by the SENCO and the Senior Leadership Team (SLT). We aim to equip all staff to effectively meet a wide range of children's needs. Lessons provide differentiated and reasonably adjusted activities to meet these needs.

- e) All children have a right to a broad, balanced and relevant education. We believe that SEND should be addressed by using a variety of groupings, settings and differentiation strategies to ensure full curricular access.
- f) We believe in the involvement of the child and the importance of taking their views into account. They should be actively encouraged to participate in discussing the purpose of learning tasks, investigating their learning styles, helping create personal targets and in evaluating their outcomes. Our SEND provision aims to involve children in this process in the light of their age and understanding.
- g) We recognise that parents and carers have a vital role to play in supporting their children's education. We aim to work in close partnership with parents and outside agencies to support them in the child's learning and development. We will inform them about SEND provision for their child and take their views into account in respect of their child's needs.
- h) Wherever possible, we intend to work in partnership with other agencies (e.g. health professionals) and with parents, sharing information and assessment reports and taking prompt action to implement recommendations.

Aims:

The aims of our Special Educational Needs provision at Breaside Preparatory School are:

- to recognise that some children have difficulties which call for special educational provision;
- to apply a whole school policy to meet each pupil's individual needs following the guidelines of *The Code of Practice for SEN (DFE 2014) and the Equality Act 2010*;
- to give every child with SEND the best possible access to our broad and balanced school curriculum;
- to acknowledge and encourage the role parents have in their child's learning;
- to continue to develop staff training;
- to make clear the expectations of all partners in the process; and
- to enable all children to have access to all elements of the school curriculum.

3. Definitions

Definition of SEN [SEN Code of Practice, 2014, p.94 - 95]

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that which is normally available to pupils of the same age."

A child *may* be identified as having SEN where progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early.

Children must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which they will be taught.

SEND can be categorised into:

- general learning difficulties;
- behavioural and emotional difficulties;
- speech, language and communication difficulties;
- physical and sensory impairment; and
- specific learning needs which can include being gifted and/or talented.

A definition of giftedness is a child who stands out from their peers by virtue of a special talent. The criteria for academic giftedness will be a high IQ as identified by an Educational Psychologist or a particular gift in any subject area. Giftedness can also be seen in aesthetic or physical areas and every opportunity will be given to support these pupils in their particular area.

Academic giftedness should be supported by extension work in school and by engaging the pupil's interests at home by providing suitable stimulation. The class/subject teachers must ensure that the pupil's interest is engaged and should be careful that a pupil does not become bored in class. A sign of boredom may be if a pupil is disruptive in class.

The school has a separate policy for gifted and talented pupils.

Definition of Disability [Disability Discrimination Act, 1995, Section 1(1)]

'A person (P) has a disability if –

- (a) P has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'

Equality Act 2010 Chp. 1 para 6.

In the light of the Disability Discrimination Act we have carefully considered what reasonable adjustments may be made to make our building more accessible to those who have physical disabilities. Unfortunately, we have had to conclude that we are unable to help certain disabilities due to the physical structure of the school i.e. installing a lift.

4. Roles and responsibilities

Provision for children with special educational needs is a matter for the school as a whole. In addition to Cognita (governing body), the school's Executive Principal, the SENCO and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.** Teaching such children is therefore a whole school responsibility.

All staff should be aware of their particular responsibilities with respect to the SEND Policy. They should seek advice from the SENCOs whenever necessary.

The school has a main SENCO of KS1 and 2 children with a SENCO for EYs. In addition to the SENCO the school has a SEND team who help class teachers decide on reasonable adjustments, interventions and

support systems for their SEN pupils. The SEND teaching assistants also work 1:1 or in small group settings for Wave 2 – 3 SEN pupils.

The role of the SENCO:

SEN arrangements are coordinated by the SENCO whose role includes:

- overseeing the operation of the school's SEN policy and SEN action plan;
- responsibility for the documentation within the SEN file, including IEPs.
- attending and contributing to IEP review meetings/parent meetings when necessary.
- keeping the Executive Principal informed about provision, pupils' needs and changes to statutory requirements;
- promoting in-service training of staff both in-house and external as well as networking with other SEN Coordinators in Cognita schools;
- liaising with external agencies including the Educational Psychology Service, Speech and Language Therapists, Health Services and the schools to which pupils transfer;
- ensuring that in partnership with class teachers and parents suitable examination and other assessment arrangements are made for pupils who have difficulties with the usual procedures, ensuring that appropriate resources are made available; and
- managing the SEND team and TAs.

It follows from this that the SENCO has planned time to administer the school's SEN arrangements with aid from the SEN team.

The role of the SEN team:

- carrying out observations of individual pupils to help support and provide for them;
- liaising with and advising teachers and other TAs, managing these where appropriate, offering advice and support, so that they can apply targets and make provision for identified pupils;
- identifying and monitoring areas of need and provision across the school, reporting to the Head Teacher and / or SENCO;
- advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;
- keeping notes on SEND pupils in the system;
- support teachers in planning work for pupils at wave 1 - 2 level;
- liaise with SENCO to plan work for pupils at wave 3 level;
- planning, implementing and evaluating support strategies with groups or 1:1;
- tracking pupils' progress using IEPs and other records;
- maintaining the schools electronic SEND register, provision mapping and timetable.
- advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;
- to review and write IEP's when required (supported by SENCO and SEND team and teachers);
- attending and contributing to IEP review meetings when necessary.

The role of the teachers:

- identify pupils of concern and liaise with SENCO;
- keep notes on SEND pupils in the system;
- plan work with the SEND teachers for pupils at wave 1 - 2 level;
- liaise with SENCO and SEND teachers to plan work for pupils at wave 3 level;
- direct support from teaching assistants if appropriate;

- each member of staff is expected to keep up-to-date with information about SEND children that they teach;
- liaising with parents of children with SEN, keeping notes of these meetings; and
- ensure reasonable adjustments are made to classroom environment and to teaching practice in order to best support SEN pupils.

The role of the Executive Principal:

The Executive Principal has due regard to the Code of Practice (DFE 2014) when carrying out her duties toward all children with special educational needs.

- ensure that the SENCO and other staff have sufficient time allocated to carry out their teaching and administrative roles;
- liaise with SENCO and SEN support team regularly regarding individual children;
- discuss staff training needs with SENCO;
- in discussion with SENCO arrange sharing of good teaching practice;
- look at resource requests for the Learning Support Department; and
- share information on SEND with the school's Cognita Education Executive.

5. Processes

Identification

Early identification and assessment of a child with SEN is a vitally important part of the remedial process. Identification occurs as and when need arises. Initially the teacher (having followed step 1, 2 3 identification procedure) and SENCO will discuss the child's needs and information will be discussed. A meeting of all interested parties will be carried out - if necessary further testing may be carried out. Full information and assessment will determine whether a child may or may not need to be placed on the SEN register.

SEN Register

At Breaside Preparatory School we have due regard for The Special Educational Needs and Disability Regulations 2014.

It is the school's aim to be guided by the DFE SEN Code of Practice when deciding the procedures that should be adopted to meet the needs of all children, for observing and assessing their progress, and for deciding the nature of the special educational provision that they should receive. These procedures are carefully managed and monitored with effective internal communications and liaison arrangements between staff and concerned parties.

Our school's arrangements are a graduated response to children with SEN. The SEN register follows the following stages and children may be moved on or off the register at any point.

a) Wave 1

This approach starts with the class teacher using differentiation strategies to meet the individual needs of pupils. Staff may have initial concerns about a child but are currently able to manage their learning within the classroom through group work and differentiated activities. The teacher is responsible for collecting information to support their concern on monitoring forms (Step 1, 2, 3 Procedure Forms).

Step 1: Teaching Strategies Checklist

Step 2: SEND Support Overview Form (next step *may* be Record of Concern Form)

Step 3: Tracking and Monitoring SEN Targets

At Step 2 the feedback is presented to the SENCO who will then discuss information gathered with interested parties. The class teacher will then arrange a meeting with SENCO and parents to discuss concerns reflected on Record of Concern form and possible interventions.

(A whole school provision map outlines wave 1 reasonable adjustments which have been implemented to ensure inclusivity with the aim to allow all children to have full access to the curriculum.)

b) Wave 2

A pupil moves to Wave 2 if it is felt that staff in consultation with the SENCO have identified that the child has special educational needs. SEN pupils will require additional support, interventions and reasonable adjustments that are additional to or different from those provided as part of the schools usual differentiated curriculum. An Individual Education Plan (IEP) will be drawn up by the SENCO and SEND team for all pupils at wave 2 - 3 level.

IEPs are reviewed and rewritten termly in consultation with the parents and 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 and SENCO may decide that the child will come off an IEP and be monitored by the teacher, whilst still receiving any necessary differentiation.

During this time the class teacher should continue with differentiated strategies, including using different tasks as well as varied support provision and revised outcomes, adapting these, in consultation with the SEND team and/or SENCO, so that together they meet the child's needs. They should ensure that withdrawal from the classroom is minimal and does not interfere unduly with the child's access to the whole curriculum. Parents must be informed about SEN support.

c) Wave 2 - 3

A pupil moves to wave 3 if despite receiving an individual programme they continue to make little or no progress. The SENCO works with the class teacher to complete forms for referral to outside agencies such as SLTs, OTs and Educational Psychologists. The school encourages parents to consult with specialists and outside agencies and the school then seeks to ensure that there is good liaison between the school's provision and that recommended or provided by the outside agency. Parents will be asked to fund any assessments that are not covered by local authority action and will be asked to inform the school of the outcome of assessment. A meeting must be arranged with the parents and interested parties in school to discuss the outcomes.

The class teacher, the SENCO and SEND teacher, must work closely together to provide a comprehensive support programme for the child. The class teacher, SEND teacher and SENCO should revise the IEP in consultation with any other professionals involved with supporting the child in school. Wave 3 support must remain in place and all those involved must keep clear records. IEP's will continue to be written on a regular basis and reviewed termly.

Where a report from an outside consultant has been provided the school must have regard to this guidance for up to three years, after which the report is may no longer be relevant. Either a new report should be obtained or the pupil's needs should be re-assessed, or the pupil should be removed from the SEN Register.

Where wave 3 intervention proves successful, the child may revert to wave 2. Again the views of the pupil and parents will be taken into account and parents' wishes will be respected.

d) Wave 3 / Statutory Assessment (Education, Health and Care Plan – EHCP)

For a very small number of pupils, progress at school wave 2 - 3 may still not adequately support their needs. At this point parents can request an Education, Health and Care need assessment. The preparation of an EHCP is carried out under the regulations laid down by the Code of Practice 2014. Once a EHC Plan has been approved, it is mandatory that the LEA provides the service that the child requires, with the addition of any extra support provided by the school. The EHC Plan may mean support for the child in the class in the school or the offer of a place at a school which specifically meets his/her needs.

To inform its decision for an EHC Plan the local authority will expect to see evidence of the action taken by the school as part of the SEN support. The SENCO, with the advice of the class and SEND team, will fill in all the forms sent by the authority and will liaise with the parents and the authority about assessment criteria.

The school will be asked to provide educational advice about the pupil, drawing on record keeping for differentiation and *wave 1 – 3* interventions and outcomes. Intervention remains in place during the assessment process.

The LEA will assess the evidence and decide whether the child's difficulties or developmental delays are likely to be addressed only through an Educational, Health and Care Plan (EHCP). If the LEA decides to proceed, they will request further evidence from all professionals involved.

All those involved with the pupil must continue to keep detailed records. If possible the SENCO or SEND teacher should observe the pupil in the class situation once a term and give written feedback to the class teacher on the needs of the pupil. These reviews should be discussed with the parents during IEP review meetings.

This may result in an Education, Health and Care Plan (EHCPs). A pupil with a plan will have their progress reviewed every six months with teachers/SENCO/ parents/ outside agencies and the LEA. All those involved with the pupil must continue to keep detailed records. It is the responsibility of the SENCO to collate these records and to maintain the pupil's file. The EHC Plan will stay with the child as he/she moves to any education settings they might attend until the age of 25 years, providing the Annual Review sanctions it.

6. Procedures relating to the SEN register

Records

The SEN provision records are as follows:

- **Monitoring forms** are kept in Provision Mapping Folders. Blank copies can be found in the SEN file.
- **Records of Concern/Observations** are kept by the SENCO in the school SENCO file. Blank copies can also be found in the SEN file.
- **Planning, Assessment and Progress files** are kept by the SENCO in the office and in class Provision Mapping folders.
- **IEPs** are kept by the SENCO. Copies are kept in the SENCO file and a copy is given to teachers.
- **School based assessments** are stored in class pupil files and class files.

- It is the responsibility of the class teachers and SEND team to familiarize themselves with the reports.
- **IEP review forms** are kept with the relevant IEP's in the above places.
- **Any other records**, Educational Psychologist's reports, Speech therapy etc are kept by the SENCO in the SENCO file after circulation.
- **The register of pupils with special educational needs** is kept electronically and hard copies are kept by the SENCO and SEND team and class teachers.

The SENCO team and the Executive Principal hold regular meetings to review the register of SEN children. IEP's and IEP tracking are working documents and used when planning – they are accessible but remain confidential. The IEP might include arrangements for withdrawal support.

7. IEPs

An IEP is used to plan the support for a pupil that is additional to and different from that available to all. It focuses on key individual targets and includes information about:

- the pupil's strengths and weaknesses;
- short term targets set for or by the pupils, with a review date;
- the teaching strategies to be used, how these are to be delivered and by whom;
- exit criteria for each target;
- the provision to be put into place; and
- when the IEP is to be evaluated and reviewed and any outcomes, including next steps and revised targets as appropriate.

IEP targets should be **SMART**:

- **Short**;
- **Measurable**;
- **Achievable**;
- **Realistic**; and
- **Time defined**.

IEP's are based on a cycle of planning, intervention and review. As far as possible this is met within the classroom, in some instances the school can organise group or 1:1 sessions with the SEND team. The IEPs are kept under review at all times and may be adjusted accordingly. Each is formally reviewed termly and the SEND team reviews progress termly with the class teacher. Parents and pupils are also consulted, either formally in a meeting or informally. Parents receive a copy of the IEP and are asked to sign a copy for the school to keep. Pupils (age appropriate) are encouraged to give input regarding targets and also asked to sign their IEP.

Regular opportunities are available on a formal or informal basis for parents to discuss their child's progress. Parents are able to discuss their concerns with the staff whenever they need to.

8. Strands of action to meet special educational needs

	Wave 1 Differentiated learning in class. Reasonable adjustments. See provision map.	Wave 1 – 2 Differentiation, Some 1:1 & small group support. Largely teacher led.	Wave 2 Differentiation, 1:1 & small group support. Increased SEND teacher aid.	Wave 3 / IEPs Individual help & advice from an external agency.
Assessment and planning	Teacher assessment; Screening tests	Teacher assessment, whole class assessments	In-school individual assessment	External assessment by Ed Psych or other therapist(s)
Grouping for teaching purposes	Grouping strategies used flexibly within the classroom. Effective use of TAs.	Small groups used for out of class activities with group targets	Individual or small group tuition to support IEP targets	Individual or small group tuition to support IEP targets or programme drawn up by the school with support from external therapist(s)
Human resources	Class teacher and teaching assistants (TAs) with advice from the SEND Team as necessary	SEND team in liaison with class teacher and the parents & pupil	SEND team in liaison with class teacher and parents & pupil	SENCO & SEND team in liaison with external therapist, class teacher, parents
Curriculum and teaching methods	Differentiation for curriculum access and suitable adjustments within the classroom. Behavioural target/ charts	Specific reinforcement or development of particular skills through differentiated activities and materials using multi-sensory(VAK*)	Individual programming to support specific targets; Access to ICT SpLD teaching tools & programmes	Individual programming to support specific targets; Access to ICT SpLD teaching tools & programmes SEN training

*(VAK) visual, auditory, kinaesthetic