

Special Educational Needs & Disabilities Policy (including EYFS)

September 2017

Approved by the Directors: September 2017

Review annually.

Next review date September 2018

This policy is part of a portfolio of policies associated with 'Safeguarding' and must therefore, be read in conjunction with the other policies. All policies are available on the website or in school.

About this Policy

At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. Arnold Lodge follows a broad and balanced curriculum.

The majority of children will learn and progress within these arrangements. However, those children whose overall attainments, or attainment in specific subjects, fall significantly outside the expected range may have a Special Educational or Disabilities Need.

Special Educational Needs Policy

Arnold Lodge School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This policy applies to the whole school including those pupils in Early Years Foundation Stage (EYFS).

What are Special Educational Needs (SEN)?

Arnold Lodge School adopts the definition of special education needs as stated in the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, July 2014).

Children/young people have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child 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;
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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.

What is a Disability?

Arnold Lodge School adopts the definition of disability as stated in the Equality Act 2010 as a child or young person who has 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/young people with a disability do not necessarily have a special educational need although there is a significant overlap. Where a child or young person requires special education provision they will be covered by the SEND definition.

Aims and Context

Arnold Lodge School aims to remove barriers to learning and achievement for all children and young people attending the school.

Arnold Lodge School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We have the same high expectations for children/young people with special educational needs and /or disabilities, as we do for all children/young people in our school.

All the teachers in our school are teachers of children and young people with SEND and therefore at Arnold Lodge School we adopt a 'whole school approach' which involves all staff adhering to a model of good

practice. All staff are committed to providing for the needs of all children and young people in an inclusive environment. Inclusion is regarded as crucial to this policy and the Inclusion Policy should be read in conjunction with the SEND Policy. This means that all children and young people with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child/young person and the class as a whole.

The first response to concerns about a child/young person's progress is high quality teaching targeted at their area(s) of difficulty (SEND Code of Practice (DfE, July 2014)). Due to the high level of quality first teaching and small class sizes ordinarily available to all our pupils, it is likely that fewer pupils will require SEND provision.

Our Special Educational Needs and Disabilities Policy Objectives

At Arnold Lodge we know precisely where children and young people with SEND are in their learning and development.

We ensure that:

- all staff have high aspirations for children/young people with SEND
- every child/young person with SEND has access to a broad and balanced curriculum
- decisions about provision for children/ young people with SEND are made in partnership with parents/carers and with the child/young person themselves
- provision is focused on outcomes for the child/young person, not on hours of support received
- the approaches used are based on the best possible evidence and are regularly reviewed
- challenging targets are set for all pupils and progress towards these targets is carefully monitored
- positive outcomes in the wider areas of personal and social development and preparation for adulthood are promoted
- links are maintained with other schools and external agencies
- the SEND Policy is evaluated and monitored by staff and Directors on an annual basis
- Staff, Directors and Parents/Carers are aware of the school's SEND and Inclusion Policies.

Partnership with Parents/Carers

The school works in partnership with parents/carers and we encourage parents/carers to discuss any concerns that they may have about their child's needs. We recognise the value of parents'/carers' knowledge of their children and will seek to use that information in planning support for pupils. Parents/carers are encouraged to be fully involved with their child's educational provision, so that a collaborative, problem-solving approach can be implemented.

In keeping with the principles of a person-centred approach, we believe that children and young people with SEND are integral to the decision-making processes affecting them. We recognise that children and young people are entitled to the same quality and level of information, advice and support as their parents and pupils' views, opinions, wishes and feelings are always considered. We aim to provide as much information and support as necessary to help pupils achieve the best possible outcomes, preparing them effectively for adulthood. This is especially important when preparing for post-16

The Head of SEND, Non-teaching SENCO or class teacher will contact parents/carers to discuss referrals to outside agencies. Permission is always sought before any referral is made and a charge may apply.

Arrangements for Coordinating Special Educational Needs Provision:

Identifying and Assessing Pupils with SEND

Arnold Lodge School is an independent mainstream school with experience of supporting pupils with a range of differing needs.

The four areas of special educational and disability needs are defined by the SEND Code of Practice (DfE, July 2014):

1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty communicating with others. Children and young people with Asperger's Syndrome and Autism may also have difficulties with language, communication and social interaction.

2. Cognition and Learning

Children and young people with learning difficulties, despite appropriate differentiation, may require additional support. Learning difficulties include Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia and Dyspraxia.

3. Social Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These include challenging, disruptive or disturbing behaviours, anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained.

4. Sensory and/or Physical

Children and young people may have a disability which prevents or hinders them from making use of the educational facilities provided. These include Vision Impairment (VI), Hearing Impairment (HI), Multi-sensory Impairment (MSI) and Physical Disability (PD).

These areas give an overview of the range of needs. In line with the SEND Code of Practice, we recognise that children and young people often have needs that fit into more than one of these areas and that their needs may change over time.

Behaviour is not a special educational need in itself. At Arnold Lodge School, we have high expectations for behaviour from all of our pupils. In instances of poor behaviour the school, in partnership with parents/carers and the child/young person, will endeavour to rectify using the principles and procedures outlined in the Behaviour Policy.

A child or young person with social, emotional and mental health difficulties will also receive support from their Mentor, Deputy Head (Pastoral) or another member of staff who has a good relationship with that young person.

Ongoing Monitoring and Cause for Concern

Children/young people will be assessed on entry to the school to provide information relating to their current skills and levels of attainment. We maintain close links with local nursery, pre-school, primary and secondary school settings and ensure that all relevant information is shared at the point of transfer to Arnold Lodge. Pupils' attainment and progress is assessed regularly throughout the academic year in line with the school's Assessment and Marking Procedure.

Progress is a crucial factor in identifying pupils who may have SEND. The progress of a pupil making less than expected progress might:

- be slower than that of their peers starting from the same baseline
- fail to match or better the pupil's previous rate of progress
- fail to close the attainment gap between the pupil and their peers
- widen the attainment gap

Concerns about progress may also relate to progress in areas other than academic attainment – for example, where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

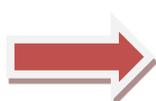
In the EYFS, the 'Early Years Outcomes' and the EYFS Profile is an aid to help teachers understand the outcomes that pupils should be working towards.

A class teacher or parents/carers may identify a concern about the progress of a child/young person. These concerns will be shared with the Head of SEND, who will support the class teacher(s) to develop a programme of in-class intervention, in collaboration with parents/carers and the child/young person. If rapid progress is not made, the class teacher(s), with support from the Head of SEND, will undertake the process of identification and assessment. This will involve discussions with parents/carers and the child/young person to develop a good understanding of the areas of strength and difficulties, the agreed outcomes sought and the next steps.

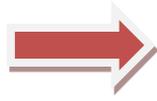
The Graduated Approach to Meeting Special Educational Needs and Disability

Where a child or young person is identified as having SEND, they will be placed on the SEND Register at the level of SEN Support. The Head of SEND, the Non-teaching SENCO and class teachers will work in partnership with parents/carers and the child/young person to establish the support needed. Arnold Lodge follows the Graduated Approach as outlined in the SEND Code of Practice (DfE, July 2014).

Assess



Plan



Do



Review



Assess

The class teacher, with support from the Head of SEND and the SENCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment and behaviour.

It will also draw on the views and experiences of parents/carers and the pupil's own views.. The Head of SEND or Non-teaching SENCO may also request support and assessment from external professionals, with the consent of parents/carers. We take seriously any concerns raised by a parent/carer.

Plan

Where it is decided to provide a child/young person with SEND support, parents/carers will already be fully involved in the process. The Head of SEND, Non-teaching SENCO and teachers will agree with the child/young person and parents/carers any interventions and support which will be put in place in order for the child/young person to make progress. Desired outcomes and a review date will also be set.

The support and intervention provided will be selected to meet the outcomes identified for the child/young person. All teachers and support staff who work with the child/young person will be made aware of their needs, the support provided and the outcomes sought.

Do

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning and Teaching Assistants (LTAs) or specialist staff. Where interventions for pupils with SEND involve 1:1 or small-group teaching away from the class teacher(s), the class teacher(s) will still retain responsibility for the learning and progress of the pupil. Teachers are expected to work closely with any LTAs or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Teachers and parents/carers are reminded that LTAs can work in a number of flexible ways to promote independent learning and increase the time that teachers spend with pupils with SEND.

The Head of SEND will support teachers in the further assessment of the child/young person's particular strengths and difficulties, in problem solving and in advising on the effective implementation of support.

Review The impact and quality of the support will be reviewed by the Head of SEND, Non-teaching SENCO and class teacher(s) and discussed with the child/young person and their parents/carers. The views of the child/young person and their parents/carers will always be an integral part of the review process. The information generated will feed back into the analysis of the child/young person's needs and will inform any changes to further support and intervention. A record of the outcomes, action and provision agreed during the review process will be kept and shared with appropriate school staff and a record given to parents/carers.

Education, Health and Care (EHC) Plans (formally Statements)

An EHC Plan brings together the Education, Health and Care needs for young people aged 0 – 25 years and sets out the provision that they need from Education, Health and Care services to meet these needs.

For pupils with the highest level of need, it may be appropriate for the Head of SEND to request an assessment for an Education, Health and Care (EHC) Plan (formally known as a Statement). Children/young people and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents/carers and the child/young person are fully included in the EHC assessment process from the start and are fully aware of their opportunities to offer views and information.

As part of the EHC assessment, the school may request additional top-up funding from the Local Authority. EHC Plans are used to actively monitor a child or young person's progress towards their outcomes and longer-term aspirations. They must be reviewed by the Local Authority as a minimum every twelve months and the school will work with the Local Authority to coordinate this review process.

Provision for pupils with SEND at Arnold Lodge

Learning and Teaching Assistants (LTAs) are deployed in each phase of the school to provide individual and group support in the classroom. As part of Arnold Lodge's commitment to promoting independent learning and resilience in all of our pupils, we do not assign LTAs to exclusively support individual pupils. Across Key Stages 3 and 4, there is a subject-specialist LTA working closely with each of the core departments (English, Maths and Science).

Working in partnership with Local Authority services, Arnold Lodge School provides a range of intervention and support programmes, including:

- Literacy
- Numeracy
- Handwriting
- Speech and Language Therapy
- Occupational Therapy
- Nurture

Please note that a charge may apply for assessments and services provided by the Local Authority.

The Head of SEND is responsible for provision mapping for pupils with SEND. This process clearly outlines the support put in place which is additional to or different from that which is offered through the school's curriculum. It demonstrates how any additional funding is used.

Transition to Further Education, Employment and Training

We place young people and their families at the centre of planning for future transitions.

Arnold Lodge will ensure that, subject to availability, a Transition Adviser is available for all Transition Annual Reviews for pupils with a Statement or Education, Health and Care (EHC) Plan.

SEND staff will provide support to ensure that pupils with SEND are confident about the range of post-16 options available for them.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs and may have a Statement or an Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision, in line with the SEND Code of Practice (DfE, July 2014).

The SEND Policy should be read in conjunction with the First Aid Policy.

Access for the those with a Disability

The school has an accessibility plan in place which is reviewed annually but due to the specific requirements and age of the building structural changes cannot be made, which does cause some access problems for wheelchairs. The main entrance to the school is from the car park and not accessible by wheelchairs. Where access is restricted special arrangements may be made to enable the child or young person to be helped or supported to access the upstairs classrooms or around the school site.

Pupils with SEND and Bullying

Our Anti-Bullying Policy makes it clear that all pupils have the right to feel safe from bullying. We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Pupils with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly.

The role of the Head of SEND and the Non-Teaching SENCO

Head of SEND: Miss Francesca Richards (f.richards@arnoldlodge.com)

Non-Teaching SENCO: Ms Wendy Gatfield (w.gatfield@arnoldlodge.com)

In collaboration with the Head of School, the Head of SEND's responsibilities include:

- overseeing the day-to-day operation of this policy
- contributing to the strategic development of the SEND Policy and provision
- leading on the department's improvement planning
- co-ordinating and mapping provision for pupils with SEND
- advising on the Graduated Approach to providing SEND support
- tracking pupils' attainment and progress
- advising on the deployment of the school's delegated SEND budget and other resources to meet pupils' needs effectively
- line managing the Non-teaching SENCO and the Exams Officer and Specialist Assessor

- contributing to the continuing development and training of school staff
- communicating with pupils with SEND and their parents/carers

The Non-teaching SENCO's responsibilities include:

- overseeing the day-to-day running of LTA in-class support timetables and intervention programmes
- ensuring that the school keeps records of all pupils with SEND up to date
- overseeing the review and maintenance of Statements and EHC Plans
- liaising with external agencies
- line managing the Learning and Teaching Assistants (LTAs)
- liaising with and giving advice to staff
- communicating with pupils with SEND and their parents/carers

Admissions

Applications for pupils with SEND are welcome and pupils will be assessed in line with the whole-school admissions process as set out in the school's Admissions Policy.

Parents/carers of pupils with SEND will be asked to share information at the application stage and we will also contact a pupil's current or nursery setting for a reference. All information will be stored in line with the School's Data Protection Policy.

A full assessment and consideration of the child/young person's needs will be made before offering a place to ensure that their needs can be met. We are unable to meet complex educational needs and therefore are normally unable to meet needs associated with Statements or EHC Plans. An application to Arnold Lodge School may be unsuccessful if it is judged that the school is unable to meet the child/young person's needs.

The final decision on school admissions rests with the Head of School.

Complaints Procedure

Any concerns about special educational and disability provision within the school should be directed to the Head of SEND. Should issues remain unresolved and a formal complaint is required, the complaints procedure can be followed through the school's Complaints Policy and procedures.