



**HALSTEAD**

PREPARATORY SCHOOL FOR GIRLS

**Special Educational Needs and Disabilities  
(SEND) Policy**

**INCLUDES EYFS**

<b>Policy History</b>		
Review Date	January 2016	
Review Date	October 2016	
Review Date	March 2017	
Review Date	September 2017	ME AC
Review Date	January 2018	ME AC
Date of Next Review	January 2019	

## Context

This policy is written with due regard to the Aims, Objectives and Mission Statement of the school and should be read with the Curriculum Policy.

No child will be discriminated against on entry into the school because of their individual needs. Applications from children with disabilities will be considered in the same way as every other application and, if accepted to the school, these children will be given equal access to a broad, balanced, relevant and differentiated curriculum.

Through our Accessibility Plan we are constantly seeking to improve our provision for pupils with disabilities.

Our commitment is based on the following principles:

- All children have an equal right of entitlement to an appropriate and worthwhile education.
- All children are special, different and have individual needs.
- All children are equally valued within the school and have the right to voice their views.
- All children have a common entitlement to a broad, balanced and relevant curriculum.
- Children with SEND occur in every classroom. Every teacher in school teaches children with special educational needs.
- All staff, both teaching and non-teaching, have regard to the needs of individuals within the school.
- Parents are valued as genuine partners.

This policy has been written with reference to the following related guidance and documents:

- SEN and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015)  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Equality Act 2010  
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Children and Families Act 2014 (section 3)  
<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- Teacher's Standards 2014  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/301107/Teachers\\_Standards.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf)

## SEND Definition

Our definition of special educational needs and disabilities (SEND) is that used by the SEND Code 2015. It states that:

A child or young person has Special Educational Needs 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 children of the same age in mainstream schools.
- 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

Many children and young people who have SEND may have a disability under the Equality Act 2010:

‘...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.’

There are four areas in which children or young people with SEND might experience difficulty:

1. Communication and interaction
  - a. Speech, language and communication needs (SLCN)
  - b. Autistic Spectrum Disorder (ASD)
2. Cognition and learning
  - a. Moderate learning difficulties (MLD)
  - b. Severe learning difficulties (SLD)
  - c. Profound and multiple learning difficulties (PMLD)
  - d. Specific learning difficulties (SpLD – includes dyslexia, dyscalculia and dyspraxia)
3. Social, emotional and mental health  
For example:
  - a. Attention Deficit Disorder (ADD)
  - b. Attention deficit hyperactive disorder (ADHD)
  - c. Attachment disorder
  - d. Other Mental Health concerns
4. Sensory and/ or physical needs
  - a. Physical disability (PD)
  - b. Vision impairment (VI)
  - c. Hearing impairment (HI)
  - d. Multi-sensory impairment (MSI)

## **Roles and Responsibilities**

### **The Governing Body**

The Governing Body seeks to ensure that the needs of all students are met and that the provision made for students with SEND is adequate and secure. Responsibilities will be discharged by:

- Having knowledge of the school's system for identifying the pupils experiencing difficulty.
- Having knowledge of the school's course of action for pupils in relation to the code of practice and how resources have been allocated.
- Appointing a 'link governor' who will liaise with the Head teacher and SENDCo on all issues to do with special educational needs provision within the school.
- Ensuring that teachers in the school are aware of the importance of identifying and providing for pupils with SEND.

The Link Governor is able to fulfil their duties by making frequent visits to the school. During this time the Governor has access to the special needs files in school, statements, annual reviews and IEPs.

The Link Governor is Dr Jill Owen B.Sc, PsychD, CPsychol.

### **The Headmistress**

The person responsible for SEND provision is the Headmistress, Mrs Penny Austin

This responsibility includes:

- Assisting in the development, monitoring and evaluation of the policy for special educational needs and disabilities.
- Involving all staff and governors in SEND development.
- Agreeing a job description with the SENDCo and ensuring sufficient opportunities for non-contact time.
- Assisting in establishing procedural guidelines for all staff.

The headmistress is able to fulfil these duties by:

- Giving SEND status in the School Development Plan and allocation of staff meeting time.
- Working in partnership with all staff to ensure good practice is maintained in the school.
- Budgeting for and sanctioning INSET.
- Liaising with external professionals / agencies.

### **The Deputy Head Academic**

The Deputy Head Academic monitors all planning documents with the Head of Curriculum and Enrichment and ensures that the learning of all pupils, whatever their abilities/needs, is appropriately planned for.

### **The Special Educational Needs and Disabilities Co-ordinator (SENDCo)**

The day-to-day co-ordination of the provision is delegated to the Special Educational Needs and Disabilities Co-ordinator (SENDCo), Mrs Amanda Clew.

The responsibility includes:

- Overseeing the day-to-day operation of the school's SEND policy.

- Assisting in the development, monitoring and evaluation of the SEND policy.
- Supporting staff in the interpretation of the SEND policy.
- Co-ordinating provision for all children with SEND, those who require support and those who are on observation.
- Monitoring and reviewing progress of all children who have SEND, require SEND support or who are on observation.
- Maintaining a central record and overseeing the records of all children with SEND.
- Being available to staff for advice and support.
- Co-ordinating the work of Teaching assistants and learning support assistants.
- Identifying and contributing to the in-service training of staff.
- Liaising with parents of children with SEND.
- Liaising with outside agencies.
- Ensuring that the educational and welfare provision for pupils with an EHCP is appropriate.

To provide continuity of administration and liaison, the SENDCo has reduced teaching commitment.

### **Teachers**

Every teacher is involved with children who have special educational needs. Providing these children with the best education possible requires a collaborative, whole school approach.

Teachers therefore are responsible for:

- Identifying and bringing to the attention of the SENDCo, children causing concern.
- Ensuring the right of all pupils to access the school curriculum.
- Planning differentiation.
- Helping to develop, review and deliver provision.
- Liaising with the SENDCo, teaching and non-teaching staff.
- Liaising with outside agencies where necessary.
- Being responsible for their own development via INSET.

### **Support / Advisory teachers**

Any support / advisory teachers coming into school from outside agencies will be expected to:

- Work in collaboration with class teachers.
- Assist in the identification of need.
- Help to provide effective learning strategies.
- Assess, record and regularly evaluate.

### **Learning support staff and non-teaching staff**

LSAs and TAs are able to meet their responsibilities by:

- Working under the direction of the class teacher or SENDCo
- Assisting in the identification of needs.
- Helping to provide effective learning strategies for 1:1 or small groups.
- Responding appropriately to individual pupils
- Contributing to the assessment and review process.
- Liaising closely with parents.

## **Parents**

This policy is available to parents, on the school website.

At Halsted an effective working relationship with parents is seen as having a crucial bearing on the child's progress and parental involvement is sought as early as possible.

We endeavour to use the unique knowledge and information that parents have and to treat their views and anxieties as intrinsically important. Provision is most effective when parents and school are working in an open and confident partnership.

The identification of a special educational need may be alarming to parents and many can become discouraged by their child's continuing difficulties. In such cases the staff at Halstead aim to support emotionally and practically in the hope of alleviating tensions, anxieties and frustrations. We have an 'open-door' policy and encourage parents to liaise closely with staff.

For this partnership to work effectively, parents' responsibilities will include:

- Informing school about any specific need their child may have upon entering the school.
- Informing school about any special need that arises during the child's time at Halstead.
- Working with the school in ensuring good progress of their child.

Parents will be made aware of the role of SENDCo at the introductory evenings at the beginning of the academic year.

## **Pupils**

When appropriate, KS2 pupils with SEND are involved in the setting of targets and in the review process.

Children with an Education Health Care Plan (EHCP) work with their parents and teachers to write a 'one page profile' to summarise their needs.

Children with an EHCP contribute to their annual review by means of an interview with their LSA beforehand. When it is deemed appropriate they can attend the meeting, depending on the views of their parents.

## **Identification and assessment arrangements for pupils causing concern**

The importance of early identification, assessment and provision for any child who may have special needs cannot be overemphasised. The earlier action is taken, the more responsive the child is likely to be and the more readily can intervention be made without undue disruption to the organisation of the school. Assessment should not be regarded as a single event but rather as a continuous process.

## **The Early Years Foundation Stage**

Staff regularly make detailed observations as a part of the Foundation Stage Profiles.

If, after a period of regular classroom observation, the key worker continues to have concerns about a child, then a monitoring period takes place. This is a time for observation, monitoring and information gathering. An Anne Locke profile will be completed. The SENDCo will assist in devising appropriate targets to help identify progress and continued areas of need. The child's parents will be notified and invited in to discuss concerns. The Early Years Advisor will

be contacted to arrange a visit to observe the child and offer additional advice. During the 6 week period the child will be on the observational stage of the SEND list. Following this six week period and in consultation with the parents and the Early Years Adviser, further referrals might well be made to other professionals such as speech and language therapists, occupational therapists and educational psychologists. If needs cover more than one area then a referral to Multi Agency Planning might be appropriate. Once an outside referral is made the child will be placed on SEN support and appropriate provision is put in place. If it felt that the individual needs can be managed in school without the need for further referral the child will remain on observation and will be regularly reviewed and monitored.

At the EYFS discretionary funding is available if the child's needs meet certain criteria. This can be applied for with the consent of the parents and the support of the Early Years Advisor.

If further support is required then it may be necessary to apply for an EHCP. This is only undertaken on the advice of outside professionals.

### **KS1 and KS2**

It is likely that initial concern will be raised by the form teacher, the reading specialist or by parents. Standardised tests are carried out annually and are also used to identify concerns. All girls of concern are put on 'observation' so that their needs can be monitored and reviewed more specifically.

At all times we value the importance of information provided by parents and aim to be open and responsive to their expressions of concern.

For girls causing greater concern we use a range of assessments, depending on the specific concern. Assessments of achievement include WIAT 11-T, and assessments of ability include Ravens Matrices. In addition The Dyslexia Screening Test, The Active Literacy Kit and The Diagnostic Reading Analysis are used to build up as full a picture as possible. Depending on need, we also use the Afasic checklist, Dyspraxia checklists and ADHD checklists. The Strengths and Difficulties Questionnaire is used to evaluate behavioural concerns. As a result of school assessments and information gathering a child might be placed on SEN support.

With parental permission and where appropriate, external services may be involved. Such an assessment would not be viewed as an end in itself but should aid the teacher to plan and meet individual learning needs, i.e. it should be a formative assessment.

If further support is required then it may be necessary to apply for an EHCP. This is only undertaken on the advice of outside professionals.

## **Action taken on identifying SEND**

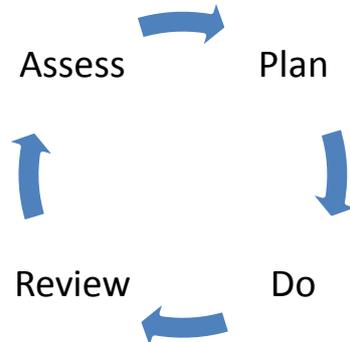
### **1. Quality First Teaching**

The class and subject specialist teachers are responsible and accountable for the progress and development of all pupils in the class. At Halstead we aim to deliver high quality teaching which is differentiated for individual pupils to ensure that all pupils make expected or better progress in every lesson.

When a teacher, parent or child has concern that progress is not as expected then we progress to the next step:

## 2. A Graduated Response to SEND

All our provision for SEND is based on a cycle of assess-plan-do-review



### **Assess:**

We regularly assess all children's' needs so that every child's progress and development is accurately tracked and compared to that of their peers and national expectations.

Individual assessment of individual children is carried out to build a more specific picture of strengths and weaknesses and to ensure that their educational and welfare needs are met.

### **Plan:**

Once a clear picture of needs has been identified, the teacher and SENDCo will ensure that appropriate provision is put in place. This might be through classroom adjustment and intervention, and will usually involve the deployment of a teaching assistant. The teaching assistant is likely to work with a small group and might occasionally take the group out of the classroom to work in a distraction free location.

Parents will be informed on provision that has been put in place for their child. Where 1:1 in class support is required for educational or welfare needs this will be planned for.

### **Do:**

The child's teacher is responsible for working with the child on a daily basis. He/ she will liaise closely with teaching assistants who provide support for the child and will monitor any progress being made. The SENDCo will provide support, guidance and advice for the teacher.

### **Review:**

The progress of all children is reviewed termly in class clinics, attended by all who teach and work with the class.

The provision for a child on observation or SEN support (including those with an EHCP) will be reviewed termly by the class teacher, SENDCo, child and parent. This will inform the planning of next steps for a further period, or the removal of a pupil from observation or SEN support.

## **Recording Individual Needs**

The SEND list records all the children who have SEND and SEND support and those with an EHCP. There is an observation list which records those children who are on 'observation'. This list is kept by the SENDCo.

A copy of the SEND list, all SEND provision and all IEPs is saved in the Special Needs folder in the Staffroom area of the network. All staff have access to this and are regularly reminded of updates. All staff are required to contribute to the termly progress reviews which are completed for every child on the SEND list.

Every child on the SEND list has a file called 'Special Educational Needs Record' which is kept in their individual files in the school office. This records initial concerns and relevant background information. IEPs, progress reviews, internal assessments, referrals to outside agencies and external assessments and reports to give a complete history of the child's needs. Children with an EHCP or who have SEN support have red files and children on observation have green files.

All Individual records are kept until six years after school leaving age (i.e. until the pupil is 24).

## **Monitoring the Effectiveness of Provision**

Pupil work is sampled termly to monitor progress. Data from standardised test results is analysed to monitor individual performance. Data from the school tracking documentation is used to monitor progress in comparison with peers.

Physical needs of disabled pupils are monitored through observation and discussion with assistants – parents and pupils. EHCP's are reviewed annually.

## **Resources**

All classrooms are well stocked with resources to cater for a variety of educational needs.

The SENDCo keeps additional resources in her classroom. These can be used with small group and 1:1 support sessions, but also are lent to form teachers as and when needed.

The SENDCo ensures that teachers are aware of available resources.

There are also a wide variety of reference books, leaflets and advice sheets which the SENDCo makes available to staff, particularly on initial identification of a learning difficulty, or when a child with a learning difficulty enters a new class. Currently these books are stored in the SENDCo's classroom.

The SENDCo has a budget specifically for special needs provision. Resources are purchased in consultation with other teaching staff to cater for individual learning needs. Regular review of resources enables forward planning of future requirements so that a budget request can be submitted at the appropriate time of year.

Occasionally funds are provided by the local education authority for statemented children who have specific requirements. Resources purchased are for the sole use of that child. In addition the local authority will loan equipment where necessary. Halstead does not allocate funding for external assessment and this needs to be financed by the parents of the child concerned.

## **Educational Support**

At Halstead we firmly believe that the school curriculum applies to all children, including those with significant learning difficulties – the emphasis is on inclusion, not exclusion.

It is accepted that children with complex SEND or experiencing severe difficulties because of temporary circumstances (e.g. recovery from an illness) may require particular modifications to the curriculum. Situations of this sort are rare and would need to be discussed fully with the headmistress and teaching staff so that appropriate steps could be taken to ensure maximum exposure to the curriculum within the presenting limitations.

## **Complaints procedure**

Should parents have cause for complaint they are invited to make representation to the Headmistress in the first instance. The headmistress will review the case and inform the link governor for Special Educational Needs. A written response will be made to any individual and the complainant informed of further action that may be taken. A copy of the Complaints Policy and procedure is on the school website.

## **School's arrangement for INSET**

Halstead has regular INSET days at the beginning of term and SEND issues are always on the agenda.

Use is made of the support services and SEND advisory services to give input with regard to INSET training.

Halstead staff are encouraged to attend courses and training days to further their expertise and experience in the area of special needs education.

## **Links with other schools.**

The SENDCo is a member of a cluster group and meets regularly with other SENDCo from local independent schools.

## **Links with other services**

The school recognises the important part specialists play in the early identification of educational difficulties and value their advice on effective provision. When required we work in close co-operation with a number of professionals including:

- The Educational Psychologist
- The Speech and Language Therapist
- The Occupational Therapist

- The Clinical Psychologist
- The Optometrist
- CAMHS
- Hearing and Visual Impairment Services
- Physiotherapy Services
- Physical Disability Services
- The Early Years Advisory Service.
- REMA (Race Equality and Minority Achievement)
- Multi Agency Planning

## **Policy Review**

It is aimed to review this policy annually, updating the content as changes occur within the school with regard to staffing, facilities and resources, in line with government legislation.

Ratified by \_\_\_\_\_  
Chair of Governors

Date: Thursday 15<sup>th</sup> March 2018