

# Amesbury Special Educational Needs and Disability Policy

A handwritten signature in black ink, appearing to read 'Nigel Taylor', written over a horizontal line.

Signature  
Nigel Taylor  
Headmaster

Date: 8<sup>th</sup> March 2017

A handwritten signature in black ink, appearing to read 'Tarquin Henderson', written over a horizontal line.

Signature  
Tarquin Henderson  
Chairman  
Board of Governors

Date: 8<sup>th</sup> March 2017

# **SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY**

This policy applies to all children in the school, including those in the EYFS.

## **1. Introduction**

### **Definition of Special Educational Needs**

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty or disability if he or she:

- i. has a significantly greater difficulty in learning than the majority of others of the same age, or
- ii. 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 or mainstream post-16 institutions.

*(Special educational needs and disability code of practice: 0 to 25 years, January 2015, Dept. for Education, Dept. of Health.)*

This SEND policy is written taking into account the statutory requirement as outlined in the Children and Families Act 2014 and the Special Educational Needs and Disability (SEND) Code of Practice, 0-25 2015. It also makes reference to the Equality Act 2010, Schools SEND Information Report Regulations (2014). It builds on the guidelines of The Special Educational Needs Code of Practice (DfES 2001), The Disability and Discrimination Act 2002 and The Education Act 1996.

Amesbury ensures that the following areas of need are carefully planned, in order to meet children's needs within Early Years: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs. This policy ensures that there is a clear approach to identifying and responding to SEND. Appendix C outlines the monitoring and review of progress in the Early Years. Any decisions to involve external specialists are taken in discussion with parents.

The intention of this policy is to explain what we actually do by way of approach, staffing and practice. It is not a set of aspirations but reflects what parents can expect their children to receive at Amesbury by way of practical SEND support. The intention being to prevent any misunderstanding or differences in what the school provides and what parents think we provide.

The policy is available on the school website, and in hard copy. The school will endeavour to provide the policy in other formats (brail / aural) as requested.

In our School Prospectus – on the second page – under the heading ‘Feel Equally Valued’ we write as follows:

*‘Although having a common parentage, siblings are seldom identikit pictures of each other. In fact, very often, in terms of abilities, aptitudes and interests they are polar opposites.*

*We believe that a diversity of aptitudes and interests is something to celebrate, mirroring as it does wider humankind; which is why we offer places by date of registration rather than by competitive entry test. Although demand for places would allow us to be a*

*‘selective’ school, we chose not to be because we want siblings to have the opportunity to study together in the same school and feel equally valued.’*

As a consequence of the above it follows that Amesbury has had a longstanding tradition of providing Learning Support. In 1994 Amesbury was one of the first schools in the area to open an on-site SEND Department staffed by three full time SEND professionals. At that time all Learning Support was paid for as an extra in addition to the normal school fees. Today after a major consultation with parents, pupils and staff in 2010 most Learning Support costs are included for within the school fees.

### **Staffing Arrangements for Learning Support**

Learning Support Co-ordinator - Mrs Tanya Rathmell, Year 3 to Year 8

Learning Support Co-ordinator – Mrs Sam Hopwood, Years 1 and 2

Learning Support Co-ordinator - Miss Kate Lloyd-Davies, Early Years

Although Learning Support Co-ordinators’ are not members of the SLT they attend all twice termly Learning Support Group Meetings chaired by the Headmaster. Other members of staff in attendance include: Deputy Head (Curriculum), Head of English, Head of Maths, School Psychologist, all Learning Support teachers.

However it is understood that every teacher at Amesbury is a teacher of every child at Amesbury including those with SEND.

## **2. The Longer View: Overall objectives of the Policy**

### **Aims**

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives

- Make a successful transition into their senior schools adulthood, whether into employment, further or higher education or training.

## Objectives

- To identify and provide for all pupils who have special educational needs and additional needs as early as possible.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a strong team of Special Educational Needs specialists, with varying skill sets, whose work is co-ordinated by a (SENCO).
- To provide support and advice for all staff working with special educational needs pupils.

## 3. Categories of Need

### Cognition and Learning

Children who learn at a slower pace than their peers, even with appropriate differentiation. Such Learning difficulties cover a wide range of needs, including **moderate learning difficulties** (MLD), **severe learning difficulties** (SLD). When children need support in all areas of the curriculum and associated difficulties with mobility and communication, through to **profound and multiple learning difficulties** (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. **Specific learning difficulties** (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia, as well as behavioural difficulties.

#### a) Social, emotional and mental health difficulties

Children who experience a wide range of social and emotional difficulties which manifest themselves in many ways i.e. withdrawn or isolated, challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

#### b) Sensory and/or physical needs

Children who require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a **combination of vision and hearing difficulties**.

Some children with a **physical disability** (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### c) **Communication and interaction**

Children with **speech, language and communication needs** (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

## 4. **What is not SEND**

Various things may impact on a pupils progress and attainment but for the purposes of this policy do not constitute Special Educational Needs. This might include the following:-

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all schools provided under the current Disability Equality legislation – these alone do not constitute SEND).
- Attendance and Punctuality
- Health & Welfare
- Being a Looked After Child

## 5. **Identifying Special Educational Needs (A Graduated Approach To SEND Support)**

- The purpose of identification is to establish what action the school needs to take, not to fit a pupil into a category.
- At Amesbury we endeavour to identify the needs of the pupils by considering the needs of the whole child which will include the special educational needs of the child.

- Identification of a behaviour is not an acceptable way of describing SEND. Any concerns relating to a child's behaviour must be described as an underlying response to a need which the school will be able to recognise and identify, as we know every child well.

### **Role of the Teacher**

At the heart of a graduated approach to SEND support is quality first teaching and at the centre of that is the role of the Form Teacher and subject Specialists.

Pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments available to them

Teaching the range of children within their class effectively with highly differentiated lessons for individual pupils, across the curriculum, adapting content, teaching approach and pace where necessary, is the first step in responding to pupils who have or may have SEND. No additional support and intervention can compensate for a lack of excellent teaching.

With that in mind the schools Personal Performance and Management Programme PPDP involves regular unannounced lesson observations of all teaching, in tandem with a regular training programme for staff, including regular 'reflective practise' training. A heavy emphasis is placed on the need for high quality differentiation in order for a lesson to be graded as excellent. A regular review of data, benchmarking helps us to form a view on pupil progress.

## **6. Identification: How do we decide whether to make special educational provision?**

This involves teachers (particularly a Form Teacher), Head of Year, School Psychologist and SENCO considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress from within the school.

This includes high quality and accurate formative assessment using effective tools and early assessment materials.

For higher levels of need, this may involve drawing on more specialised assessments from external agencies and professionals. The school benefits from having on the staff a highly experienced and expert Psychologist who offers expert advice, and can guide colleagues towards the appropriate external professionals.

All of the above can may become apparent through:

- Admission procedures/screening.
- Teaching within Early Years, Pre-Prep or Prep Departments.
- Screening procedures (e.g. standardised tests such as PIPS).
- Benchmarking against national recognised assessment tools.
- Expression of parental concerns.

## **7. Managing Pupil Needs on the SEND Register**

On the basis that every child at Amesbury is different and will provide a different profile of need, our solutions and provision are personalised to meet the child, rather than trying to fit the child into our structure of provision. This can include:-

Classroom support

Small groups

One to one lessons

IT has a valuable contribution in making the learning experiences of pupils with SEND as it can motivate pupils and enable them to:

- Express themselves more effectively by providing tools that help them to overcome their difficulties.
- Explore and investigate by stimulating interest and enhancing problem-solving abilities.
- Consolidate skills in an enjoyable and rewarding way.
- Enhance the presentation of their work.
- Some pupils have access to their own laptop which they are able to use in certain classroom activities as well as for homework tasks. Such pupils need to have competent keyboard skills and be capable typists.

Outside agencies such as speech therapists, vision therapists or occupational therapists.

### **Support for children with an EHC plan:**

- Having regular meetings with parents or carers, the class teacher, the learning support assistant, the Specialist Teacher Advisor for IT/AAC belonging to the local authority, the physiotherapist, social worker, the school's Matron and the key teachers involved in supporting the EHC plan.
- Providing a separate programme of exercises and PE recommended by the physiotherapists, specialist teacher advisor and doctors responsible in the local authority.

- Regular meetings with the learning support assistant regarding significant differentiation for curriculum subject matter.
- Use of the 'Clicker 6' Programme, suitable Apps for the iPad and Cloze Pro to be used to support the curriculum in English, Maths and Science.
- Having annual/interim review meetings organised by the school's Matron once per year.
- Meetings with the Deputy Head in charge of pastoral care in relation to the EHC Plan in terms of trips and performances outside of the school.
- Having regular meetings about the type of support required in relation to occupational and speech therapy which is provided by outside agencies and paid for by the parents
- Regular assessments in Maths, English and Science to take into account the strengths and difficulties the child has and as a result, the class teacher will work closely with the learning support assistant or specialist teacher support staff to plan and assess appropriate interventions linked to in-class teaching.
- Regularly discuss the impact of the support given in relation to the EHC Plan, targets are set and reviewed in conjunction with the Specialist Teacher Advisor, class teacher and learning support assistant; also ensuring that daily planning is amended and kept up-to-date.
- Referral to external agencies such as doctors, physiotherapists, optometrists, occupational therapists, wheel chair adjustment staff, parents or carers in order to determine the next steps so the school's Matron, class teacher and learning support assistant have clear information.
- To ensure adequate progress is made by the child receiving the EHC Plan and to ensure that it is maintained.
- To continue to seek further external advice from parents, the local authority and the child's medical professionals if the condition deteriorates so that an alternative programme may be used.

## **8. Exam Arrangements for Children with Special Educational Needs**

The following arrangements can be made, subject to meeting certain criteria:

### Additional Time

Additional time of up to 25% is usually only given to children who have been formally assessed by an Educational Psychologist. In very exceptional circumstances this may be increased further.

### Other arrangements:

- Children with reading difficulties: A reader may be used on a 1:1 basis with pupils whose reading ages are two years or more below their chronological age.

- Children with writing difficulties:

- Scribe

A scribe can be used when :

an Educational Psychologist makes the recommendation because a child is physically able to write, but writes very slowly or is physically able to write, but finds writing very difficult.

- Using Word Processors

Word processors may be used by children who normally use them as part of classroom practice. During the exam, tools that help with punctuation, grammar and spell checkers must be switched off.

The above options can only be used in examinations if they are part of normal classroom practice.

- Children with poor concentration or focus:

- Children on the SEND List may also sit their exams in a separate room where the low key environment may reduce some of the pressure they might otherwise experience.
- Children may also be allowed to have a rest break during an exam, but without allowing extra time.

## **9. EYFS**

The school has in place arrangements to support children with SEND and/or disabilities. The school operates with regard for the SEND Code of Practice. The EYFS Department is guided by the aims and objectives of the main school's Policy for Special Educational Needs. They are also governed by the School's Roles and Responsibilities and the involvement of Parents as Partners.

The triggers for early identification of Early Years children with possible Special Educational Needs are similar to those in the main school, but linked more specifically to the Early Years curriculum. The EYFS SENCO is Miss Lloyd-Davies

The provision for children identified with Special Educational Needs will take the form of in class support on a 1:1 or small group basis, and will follow the internal, early identification of SEND (formerly School Action) and the involvement of outside agencies (formerly School Action Plus) procedure as outlined in Appendix C. Any Early Years children who have been identified will be included on the School's SEND Lists.

Detailed records of the Early Years children on these lists will be maintained and appropriate assessments performed regularly to monitor progress.

## **10. School's Roles and Responsibilities**

### **10.1 Governor's Role**

The governing body, in co-operation with the Headmaster, determine the school's general policy and approach to provision for children with Special Educational Needs and Disability (SEND), establishing the appropriate staffing, funding arrangements and maintain a general oversight of the school's work.

### **10.2 Headmaster's Role / Learning Support Group**

The Headmaster chairs the Learning Support Group (comprising Head of Learning Support (EYFS), Heads of Learning Support (Prep & Pre Prep), Deputy Head (Curriculum), Head of English, Head of Maths, School Psychologist and all Learning Support teachers. The responsibility of this committee is to manage all aspects of provision for children with special educational needs, including oversight of staffing arrangements, budget, pupil progress etc. The Headmaster also keeps the governing body fully informed on an annual basis through the Education Committee

### **10.3 Deputy Head (Curriculum)**

The Deputy Head Curriculum, along with the School Psychologist, SENCOs, Heads of English and Maths, and all LS teachers work to ensure that the policy is implemented fully and to the benefit of all the children. He/ she will keep the Headmaster informed of any issues that arise in relation to the SEND policy and its implementation. He also ensures that appropriate educational strategies are offered to every child within the school.

### **10.4 School Psychologist, Special Educational Needs Co-ordinator's (SENCO) Role**

- Identifying and assessing children with SEND in conjunction with the Class Teacher and parents, using information from a variety of sources.
- Devising Long Term Targets to address identified needs in conjunction with class teachers and parents which are reviewed on a twice yearly basis.
- Maintaining records to monitor children's progress and noting any action taken.

- Ensuring that the SEND Policy is implemented and all appropriate SEND lists are kept up-dated.
- Reviewing and updating the Stage 1 (formerly School Action) and Stage 2 (formerly School Action Plus) Lists.
- Communicating on a regular basis with all relevant members of staff for all children on these lists
- Communicating with parents on a regular basis, either through parents' evenings, or at other appropriate times.
- Liaising with outside agencies regarding other needs of certain children.
- Reviewing and updating all the resources, including the assessment materials linked with the SEND Department.
- Formulate reports for external agencies in close liaison with Deputy Head Curriculum, teachers and parents
- Ensure and assist class teachers in conjunction with learning support staff to raise, draft, update and manage targeted learning plans

### **10.5 Role of other School Staff**

- Be aware of the school's SEND policy and its procedures
- Assist in the gathering of information, the formulation and evaluation of targets
- Attend necessary meetings
- Carry out responsibilities in pursuance of targets and support of the child

## **11 Record Keeping**

Detailed records are kept of all children placed on the School SEND List. These documents, available on the school network, include a Learning Support Register (listing dates of assessments, the learning support need and main recommendations), a Monitoring List, an Exam Recommendation List specifically for Years 5 to 8 and targeted learning plans. These records are important as part of the on-going monitoring of a child and also provide evidence for the regular review of progress towards achieving the short and long term targets.

These records are made available to all staff in contact with relevant children to inform lesson planning and differentiation of tasks for those children.

Appendix A gives details of the stages of identification of SEND intervention procedures, and the triggers for such actions.

Appendices B and C provide summaries of the identification, assessment and provision processes, from an initial concern to internal support and intervention (formerly School Action) and where appropriate involving external agencies (formerly School Action Plus) Pre-Prep/Prep and EYFS.

## **12 Parents as Partners**

The support and understanding of the child's parents is critical to enable the school to meet the child's needs. To this end the parents of children with identified needs will be fully informed and engaged with any programme of support and where they can provide out of school support.

Parents will be shown how to assist their child with work at home and will be encouraged to build up their child's confidence and self-esteem.

Parents are always welcome to discuss their child's progress or any concerns they may have with the Form Teacher or Subject Teachers / SENCOs, School Psychologist by appointment. A relationship based on mutual respect is encouraged.

Parents are encouraged to:

- be supportive of the child and the school in meeting targets
- engage relevant professionals where required
- attend necessary meetings

## Appendix A: INTERVENTION PROCEDURES

Adequate progress through the School's usual, differentiated curriculum can be achieved through progress which:

- *Closes the attainment gap between the child and their peers;*
- *Prevents the attainment gap growing wider;*
- *Is similar to that of peers starting from the same attainments baseline, but may be less than that of the majority of peers;*
- *Matches or betters the child's previous rate of progress;*
- *Ensures access to the full curriculum;*
- *Demonstrates an improvement in self-help, social or personal skills;*
- *Demonstrates improvements in the child's behaviour.*

(Special Educational Needs Code of Practice, November 2001, DfES)

The assessment and planning process of intervention should:

- focus on the child or young person as an individual
- enable children and young people and their parents to express their views, wishes and feelings
- enable children and young people and their parents to be part of the decision-making process
- be easy for children, young people and their parents or carers to understand, and use clear ordinary language and images rather than professional jargon
- highlight the child or young person's strengths and capabilities
- enable the child or young person, and those that know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future
- tailor support to the needs of the individual
- organise assessments to minimise demands on families
- bring together relevant professionals to discuss and agree together the overall approach, and
- deliver an outcomes-focused and co-ordinated plan for the child or young person and their parents

(Special Educational Needs and Disability Code of Practice, January 2015)

### **Stage 1 (identification and in school support, formerly School Action)**

Triggers for this intervention, which will be additional to, or different from, the usual curriculum, will occur if: a child makes little or no progress, particularly in the areas of

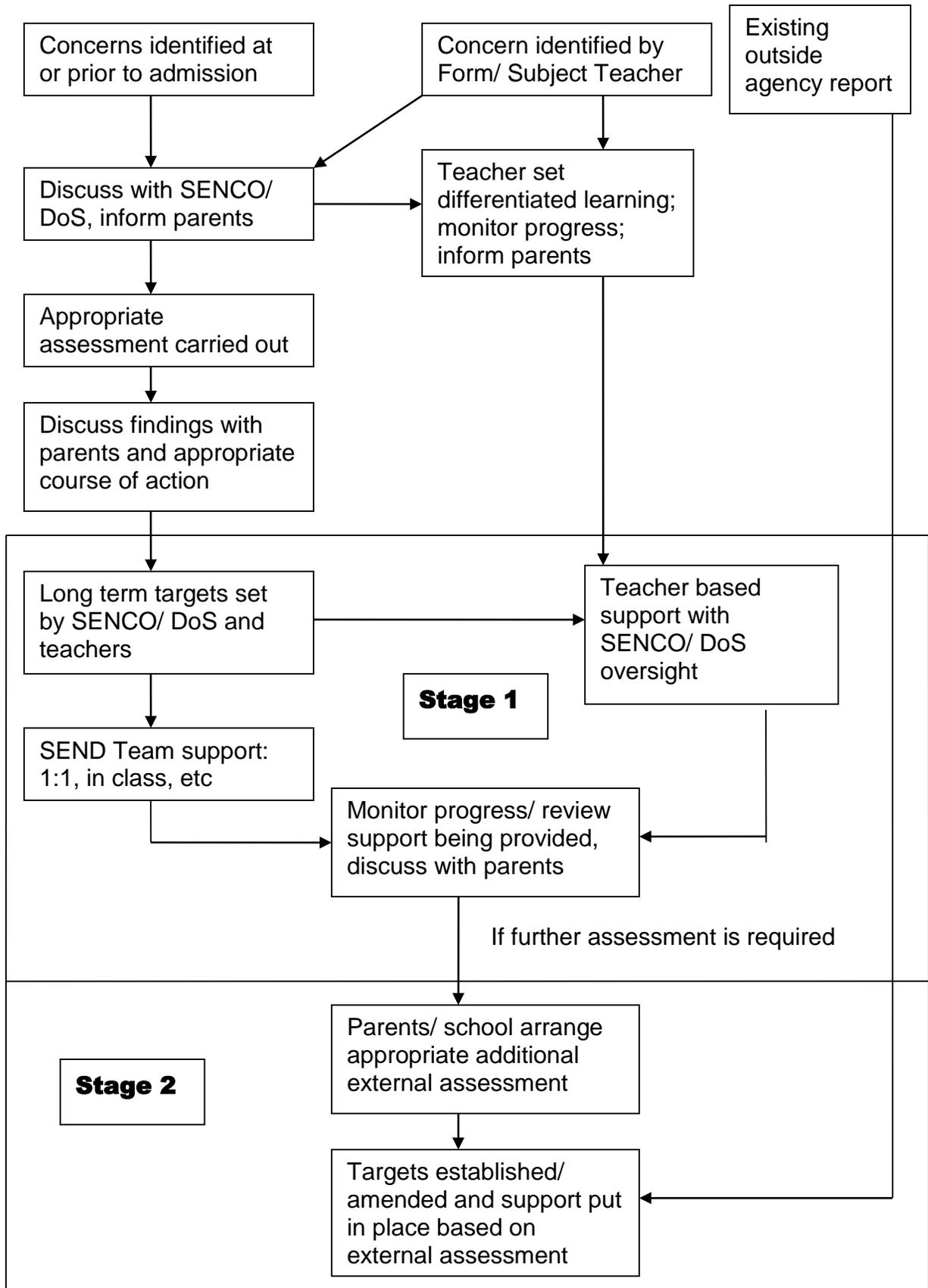
## **Appendix A: INTERVENTION PROCEDURES**

literacy and maths; presents with persistent emotional and behavioural difficulties; has sensory or physical problems; or, has communication/ interaction difficulties.

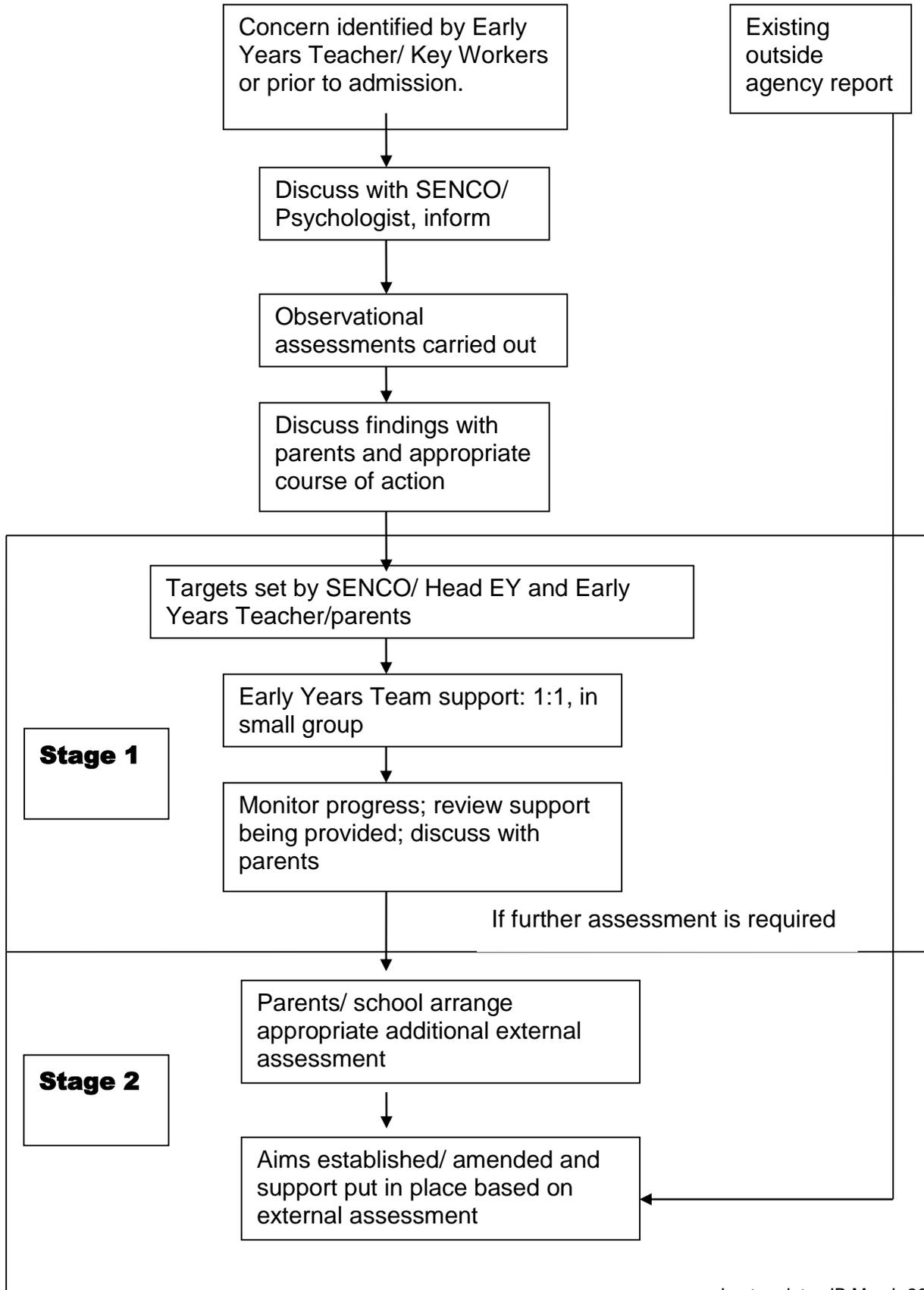
### **Stage 2 (intervention and external agencies, formerly School Action Plus)**

If a child, despite receiving support through 'School Action', continues to make little or no progress in specific areas of the curriculum and this is supported by assessment evidence, intervention will be made through Stage 2. The school or parents will consult an external specialist (such as an Educational Psychologist or Occupational Therapist) to provide an independent assessment and advice on specific strategies for supporting the child further.

## Appendix B: SEND ASSESSMENT AND PROVISION PROCESS OVERVIEW – PRE- PREP/ PREP



## Appendix C: SEND ASSESSMENT AND PROVISION PROCESS OVERVIEW – EARLY YEARS



Appendix A: Intervention Procedures

Appendix B: SEND Assessment and Provision Process Overview – EYFS / Y1–Y8

Appendix C: SEND Assessment and Provision Process Overview – EYFS

This policy is also cross-referenced with other school policies, in particular: Admissions, Anti-Bullying, Behaviour & Sanctions, Complaints, Safeguarding, Three Year Accessibility Plan