

Amesbury Special Educational Needs and Disability Policy



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Date: 16th October 2020



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Date: 16th October 2020

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 2014, 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 2014. 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.

Today the SEND department is a thriving well-staffed and well-resourced department led by Mrs Tanya Rathmell.

Pupils entering the school before September 2018 have learning support costs included within school fees. From September 2018, it has been agreed with Governors that new pupils entering the school and requiring learning support, will be required to pay for this. Lessons will be charged at the rate of £25 per lesson for one-to-one support and £10.00 for small group support as of September 2019. The fees will be added to the next term’s invoice and are charged in arrears.

Staffing Arrangements for Learning Support

Learning Support Co-ordinator - Mrs Tanya Rathmell, Year 3 to Year 8
Head of Pre-Prep – Mrs Sam Hopwood, Early Years – Year 2

Learning Support staff attend half-termly meetings chaired by the Head of Learning Support (Years 3 – 8) as well as operational meetings. Other members of staff in attendance include: Deputy Head (Curriculum), Head of English, Head of Maths and the School Psychologist if necessary.

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) and **severe learning difficulties** (SLD). Some children may need support in all areas of the curriculum and have associated difficulties with mobility and communication. Children with **profound and multiple learning difficulties** (PMLD) 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

Some children 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 need or 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 pupil's 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 such as focus support in English or Maths and other 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 Development Programme (PPDP) involves regular lesson observations of all teaching, in tandem with a regular training programme for staff, including regular 'reflective practice' 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, former school reports and outside agency reports.
- Teaching within Early Years, Pre-Prep or Prep Departments.
- Screening procedures (e.g. standardised tests such as CAT4 tests and Progress Test in English and Maths).
- Benchmarking against nationally recognised assessment tools.
- Monitoring by staff or parental concerns which are included on the schools SEND Register

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 the child, rather than trying to fit the child into our structure of provision. This can include:-

Classroom support by subject teachers, teaching assistants or learning support staff in English and Maths.

Small group support in English and Maths

One to one lessons in English and Maths

These can motivate pupils and enable them to:

- express themselves more effectively by providing them with strategies 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.

All pupils in Years 5 to 8 have access to their own laptop device, which they are able to use in lessons as well as for homework tasks.

The laptop device allows pupils, supported by staff, to personalise their learning environment to suit their needs and for staff to provide resources in a variety of different formats.

Benchmarking Policy:

At Amesbury we have a benchmarking policy, which ensures that support is delivered to the right pupils at the right time and is managed fairly. The Head of English (Mrs Julia Bayne) and the Head of Maths (Mrs Sandy Gibb) will benchmark the pupils after they have sat their diagnostic tests. We offer withdrawn support to pupils who are benchmarked in the lower 4th quartile, who have achieved standardised scores below ss-89. We offer up to two lessons of learning support in English and Maths (55 minutes per lesson). We are currently unable to offer one-to-one support for every subject.

Pupils on the SEND Register will be carefully monitored by the Head of SEND (Years 3 – 8), Head of English and Head of Maths. If a child has made their expected level of attainment and progress, they may be withdrawn from learning support, but will continue to be monitored.

When do Learning Support Lessons Occur?

Learning support lessons will take place on a rotational timetabled basis in order to avoid children missing the same academic or creative lessons each time. However, if an academic lesson is missed, children must be provided with work to catch up on, with the support of the Subject Teacher, Form Teacher and parents.

Learning support lessons may be able to take place within a Modern Language lesson if this has been formally agreed by the Head of Modern Languages and the Head of SEND. This decision will only be made, based on a formal recommendation by an Educational Psychologist.

Supporting a child with an EHC Plan:

- Regular meetings with parents or carers, the form tutor, the learning support assistant, the Specialist Teacher Advisor for IT/AAC belonging to the local authority, the physiotherapist, social worker, the school's Lead Nurse and the key teachers involved in supporting the EHC plan are required.
- A separate programme of exercises and PE recommended by the physiotherapists, specialist teacher advisor and doctors responsible in the local authority may be needed.
- Regular meetings with the learning support assistant regarding significant differentiation for curriculum subject matter should take place.
- Use of the immersive reader or dictate functions in OneNote
- Annual/interim review meetings organised by the school's Lead Nurse and Head of SEND should take place. (Temporary changes to timescales have taken place between 1st May 2020 and 25th September 2020 due to coronavirus COVID-19. There have been allowable exceptions).

- Meetings with the Deputy Head Pastoral in relation to the EHC Plan regarding trips and performances outside of the school will be required.
- 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 and English must take into account the strengths and difficulties the child has and as a result, the class teacher will need to work closely with the learning support assistant or specialist teacher support staff to plan and assess appropriate interventions linked to in-class teaching.
- Regular discussion on the impact of the support given in relation to the EHC Plan, setting targets and reviewing these in conjunction with the Specialist Teacher Advisor, class teacher and learning support assistant are important. Daily planning must be kept up-to-date.
- Referral to external agencies such as doctors, physiotherapists, optometrists, occupational therapists, wheel chair adjustment staff, parents or carers will enable staff such as the school's Matron, class teachers and learning support assistant to have clear information on support and next steps.
- Close monitoring is needed to ensure adequate progress is made by the child receiving the EHC Plan and that it is maintained.
- The child must have adequate access including flat footpaths, ramps, a lift, specialist equipment for learning and eating.
- School must 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 to 50%.

Other arrangements:

Children with reading difficulties: A reader may be used on a 1:1 basis with pupils if deemed necessary by an Educational Psychologist, however not for tests of reading comprehension, where reading is being assessed.

Depending on the Senior School, there may be an allowance of a computer reader or reading pen, if this need is warranted and confirmed in an Educational Psychologist's Report. The assessing school may choose to adopt GCSE guidelines for children with moderate to severe reading difficulties. Pupils may ask for a word to be read to them,

however the whole passage of reading comprehension is not allowed to be read in its entirety. Children are unable to ask for definitions of any unknown words.

- 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 and their typing speed may be limited.

- 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.

Spelling and Grammar Checkers may be turned on if this has been agreed by the assessing Senior School and there is a clear indication for this concession to be granted in an Educational Psychologist's Report, prior to the written assessments taking place.

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. We adopt a graduated approach with 4 stages of action: assess, plan, do, review. The EYFS SENCO is Mrs Sam Hopwood.

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 Head, 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 The Head of Learning Support (Years 3 – 8) chairs the Learning Support Prep Meeting comprising of Head, Deputy Head Curriculum, Head of English, Head of Maths and the learning support staff.

The Head also keeps the governing body fully informed on an annual basis through the Education Committee

10.3 Deputy Head (Curriculum & Pastoral)

The Deputy Head Curriculum, Deputy Head Pastoral along with the School Psychologist, SENCOs, Heads of English and Maths, and all LS staff, work to ensure that the policy is implemented fully and to the benefit of all the children. He/she will keep the Head informed of any issues that arise in relation to the SEND policy and its implementation. They will also ensure 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 Form Teacher and parents, using information from a variety of sources.
- Devising targets to address identified needs in conjunction with class teachers and parents which are reviewed on a termly (sometimes half termly) basis.
- Maintaining records to monitor children's progress and noting any action taken.

- Ensuring that the SEND Policy is implemented and all appropriate SEND registers are kept up-dated.
- Reviewing and updating the Stage 1 'Monitoring Register, (formerly School Action) and Stage 2 'Learning Support Register' (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.
- Completing questionnaires & reviews 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

- Have read and understood 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 in the SEND Team, include a SEND Register (listing dates of assessments, the learning support need and main recommendations), a specifically for Years 3 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 and 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
- (parents) organise formal assessments by outside agencies based on the recommendations of the Head of Learning Support or school's clinical psychologist
- 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.

(Special Educational Needs and Disability Code of Practice, January 2014)

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

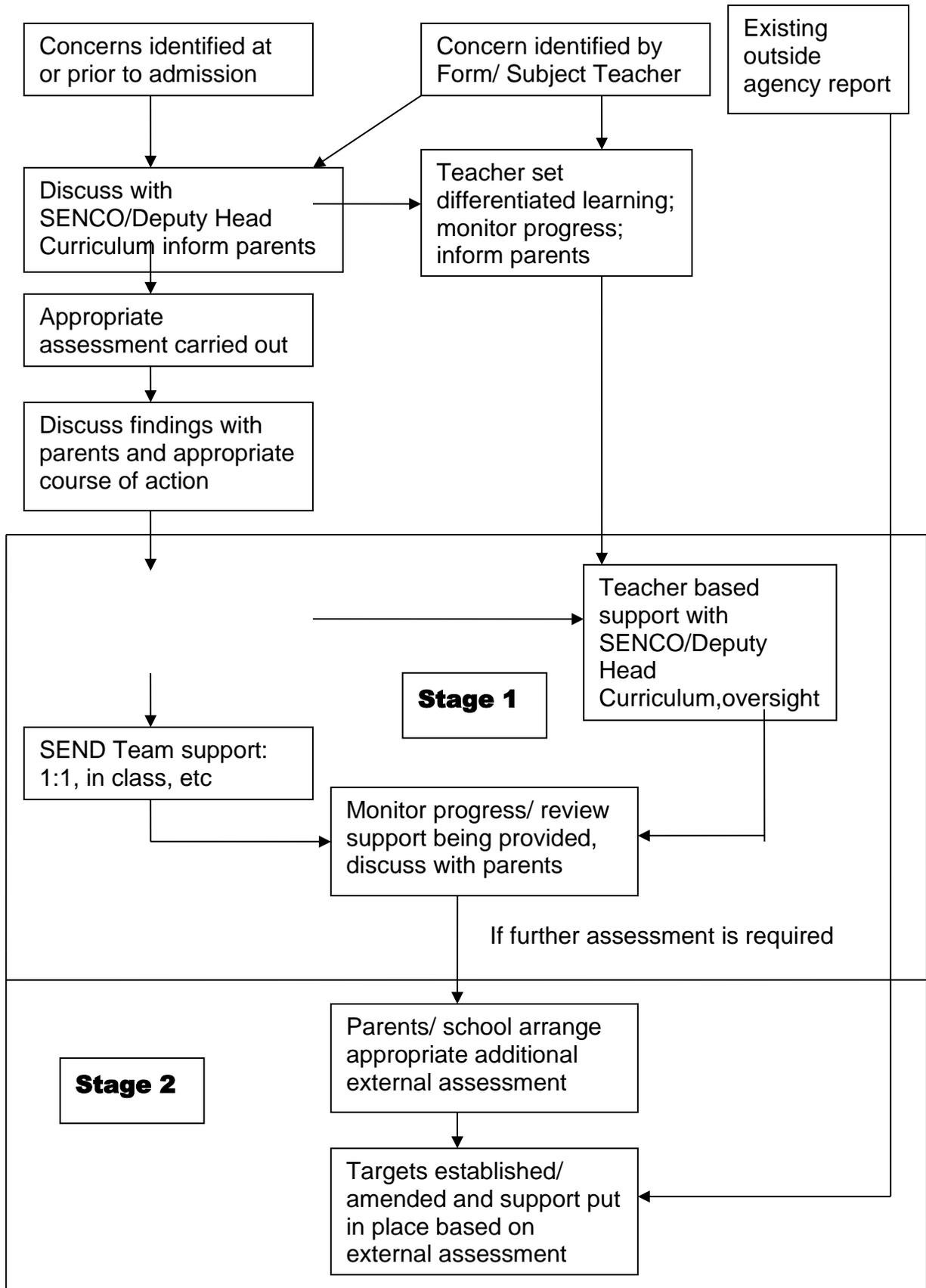
Triggers for this intervention, which will be additional to, or different from, the usual curriculum, will occur if: a child makes little or no progress, particularly in the areas of literacy and maths; presents with persistent emotional and behavioural difficulties; has sensory or physical problems; or, has communication/ interaction difficulties.

Appendix A: INTERVENTION PROCEDURES

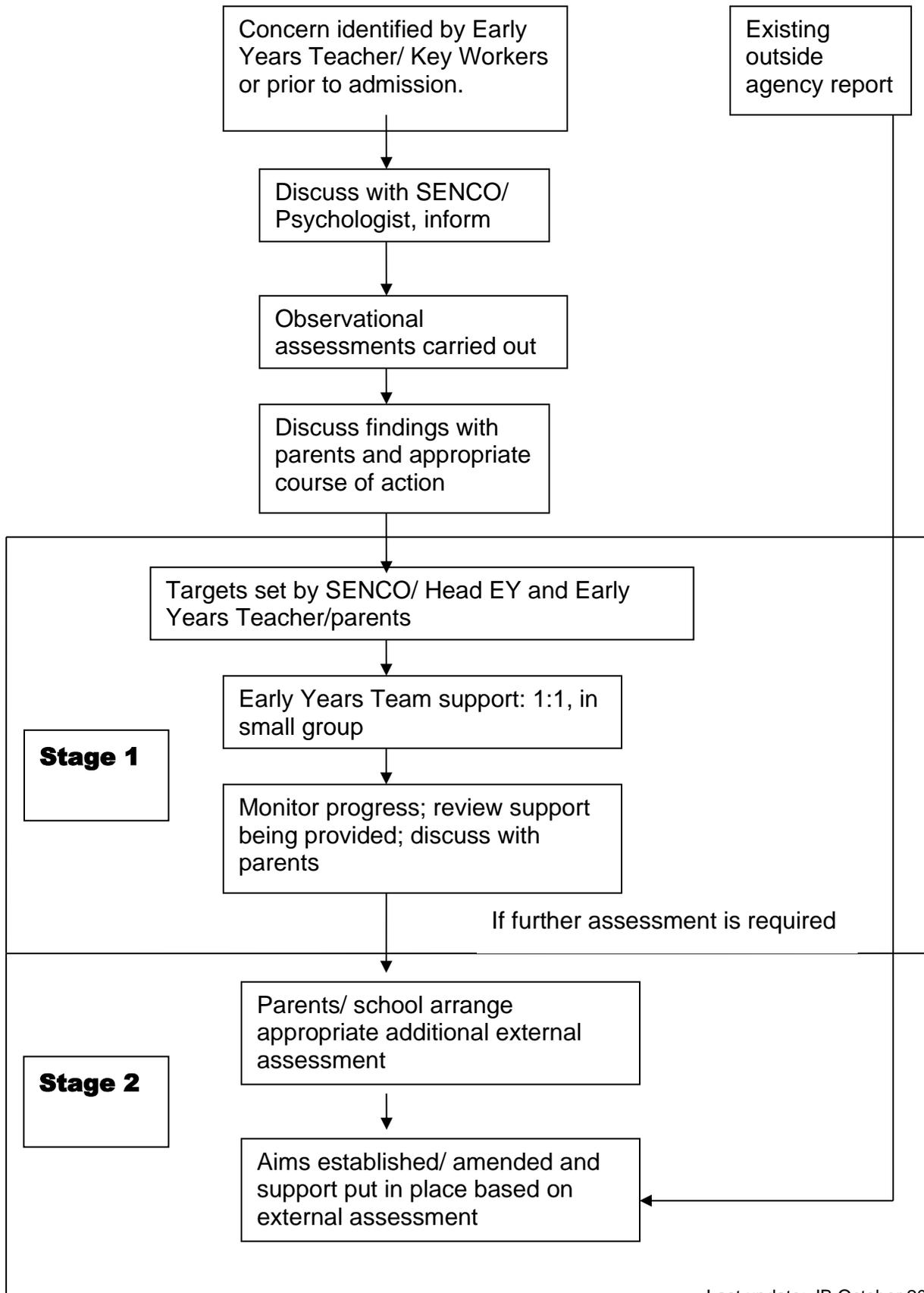
Stage 2 (intervention and external agencies, formerly School Action Plus)

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