



HEYWOOD PREP
CORSHAM

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

**Updated
February 2019**

1. Introduction

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

Heywood Prep is a caring school where attention is paid to the planning of the curriculum, both to extend the most able and to support the individual needs of pupils with identified learning difficulties within the mainstream setting. Admission of a pupil with special educational needs or disabilities (SEND) is at the discretion of the Headmistress and may be reviewed after six months. Children entering the school will spend at least one day in the classroom with their year group and will be informally assessed by the Form Tutor. The Headmistress will discuss the needs of the individual child with the parents and the Learning Enhancement team should a child present complex needs. If the school is able to meet those needs, then the child may be accepted.

2. Principles

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

To achieve this commitment:

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

e) All children have a right to a broad, balanced and relevant education. We believe that SEND should be addressed by using a variety of groupings, settings and differentiation strategies to ensure full curricular access.

f) We believe in the involvement of the child and the importance of taking their views into account. They should be actively encouraged to participate in discussing the purpose of learning tasks, investigating their learning styles, helping create personal targets and in evaluating their outcomes. Our SEND provision aims to involve children in this process in the light of their age and understanding.

g) We recognise that parents and carers have a vital role to play in supporting their children's education. We aim to work in close partnership with parents and outside agencies to support them in the child's learning and development. We will inform them about SEND provision for their child and take their views into account in respect of their child's needs.

h) Wherever possible, we intend to work in partnership with other agencies (e.g. health professionals) and with parents, sharing information and assessment reports and taking prompt action to implement recommendations.

Aims

The aims of our Special Educational Needs provision at Heywood Prep are:

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

3. Definitions

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

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

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

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

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. Children must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which they will be taught. Please refer to our EAL Policy for further information.

SEND can be categorised into:

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

A definition of giftedness is a child who stands out from their peers by virtue of a special talent. The criteria for academic giftedness will be a high IQ as identified by an Educational Psychologist or a particular gift in any subject area. Giftedness can also be seen in aesthetic or physical areas and every opportunity will be given to support these pupils in their particular area. Academic giftedness should be supported by extension work in school and by engaging the pupil's interests at home by providing suitable stimulation. The class/subject teachers must ensure that the pupil's interest is engaged and should be careful that a pupil does not become bored in class. A sign of boredom may be if a pupil is disruptive in class. The school has a separate policy for gifted and talented pupils.

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

'A person (P) has a disability if –

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

Equality Act 2010 Chp. 1 para 6. In the light of the Disability Discrimination Act we have carefully considered what reasonable adjustments may be made to make our building more accessible to those who have physical disabilities. Unfortunately, we have had to conclude that we are unable to help certain disabilities due to the physical structure of the school.

4. Roles and responsibilities

Provision for children with special educational needs is a matter for the school as a whole. In addition to Wishford Schools, the school's Headmistress, the SLT, the Head of Learning Enhancement and all other members of staff have important day-to-day responsibilities. ***All teachers are teachers of children with special educational needs.***

Teaching such children is therefore a whole school responsibility. All staff should be aware of their particular responsibilities with respect to the SEND Policy. They should seek advice from the Head of Learning Enhancement whenever necessary. The school has two part-time Heads of SEND, one for children in the Pre-Prep and Prep Departments (named Head of Learning Enhancement), with the other responsible for the EYFS (based within the Nursery and named EYFS SENCO)). In addition, the main school has three Teaching Assistants, one Specialist Teacher and two Learning Support Teachers, who help class teachers decide on reasonable adjustments, interventions and support systems for their SEND pupils.

The Teaching Assistants, as well as supporting pupils within the classroom environment, also work 1:1 or in small group settings for Wave 2 – 3 SEN pupils.

The role of the Head of Learning Enhancement

SEND arrangements are coordinated by the Head of Learning Enhancement, whose role includes:

1. overseeing the operation of the school's SEND policy;
2. responsibility for the documentation within the SEND file, including LPs (Learning Plans Plans).
3. attending and contributing to LP review meetings/parent meetings when necessary.

4. keeping the Headmistress informed about provision, pupils' needs and changes to statutory requirements;
5. promoting in-service training of staff both in-house and external as well as networking with other SEND Coordinators in Wishford schools;
6. liaising with external agencies including SpLD assessors, Educational Psychologists, Speech and Language Therapists, Health Services and the schools to which pupils transfer;
7. ensuring that in partnership with class teachers and parents suitable examination and other assessment arrangements are made for pupils who have difficulties with the usual procedures, ensuring that appropriate resources are made available; and
8. managing the Teaching Assistants.
9. carrying out observations of individual pupils to help support and provide for them;
10. liaising with and advising teachers and TAs, managing these where appropriate, offering advice and support, so that they can apply targets and make provision for identified pupils;
- 11.. advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;
12. maintaining the schools electronic SEND register, Wave 1 Intervention List (Watch List), provision mapping and timetable.

It follows from this that the Head of Learning Enhancement has planned time to administer the school's SEND arrangements with aid from the LE (Learning Enhancement) team.

The role of the Teaching Assistants/ LE team

1. keeping notes on SEND pupils in the system;
2. support teachers in planning work for pupils at wave 1 - 2 level;
3. liaise with Head of Learning Enhancement to plan work for pupils at wave 3 level;
4. planning, implementing and evaluating support strategies with groups or 1:1;
5. tracking pupils' progress using LPs and other records;

The role of the teachers

1. identify pupils of concern and liaise with Head of Learning Enhancement;
2. keep notes on SEND pupils in the system;
3. plan work with the SEND Teaching Assistant for pupils at wave 1 - 2 level;
4. liaise with Head of Learning Enhancement, Specialist Teacher and Learning Support Tutors to plan work for pupils at wave 3 level;
5. to review and write LPs when required (supported by Head of Learning Enhancement, Specialist Teacher and/or Learning Support Tutors);
6. direct support from Teaching Assistants if appropriate;
7. each member of staff is expected to keep up-to-date with information about SEND children that they teach;
8. liaising with parents of children with SEND, keeping notes of these meetings; and
9. ensure reasonable adjustments are made to classroom environment and to teaching practice in order to best support SEND pupils.

The role of the Head Teacher

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

1. ensure that the Head of Learning Enhancement and other staff have sufficient time allocated to carry out their teaching and administrative roles;

2. liaise with Head of Learning Enhancement and LE team regularly regarding individual children;
3. discuss staff training needs with Head of Learning Enhancement;
4. in discussion with Head of Learning Enhancement arrange sharing of good teaching practice;
5. look at resource requests for the Learning Enhancement Department.

5. Processes

Identification

Early identification and assessment of a child with SEND is a vitally important part of the remedial process. Identification occurs as and when need arises. Initially the class teacher and Head of Learning Enhancement will discuss the child's needs and information will be discussed. A meeting of all interested parties will be carried out - if necessary further testing may be carried out. Full information and assessment will determine whether a child may or may not need to be placed on the SEND register.

SEND Register

At Heywood Prep we have due regard for The Special Educational Needs and Disability Regulations 2014.

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

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

a) Wave 1 Intervention List (Watch List):

This approach starts with the class teacher using differentiation strategies to meet the individual needs of pupils. Staff may have initial concerns about a child but are currently able to manage their learning within the classroom through group work, Individualised Learning and differentiated activities.

Feedback regarding class teacher concerns is presented to the Head of Learning Enhancement who will then discuss information gathered with interested parties. Formal observation by the Head of Learning Enhancement or Head of Department may then follow to support class teachers' findings.

The class teacher will then arrange a meeting with parents to discuss concerns detailing pupil inclusion on the Wave 1 Intervention List, Individualised Learning activities and class based interventions.

The Wave 1 Intervention List is reviewed termly, at each Half Term, and pupils will remain on the list for no more than three terms without further intervention.

If a pupil makes significant progress, the class teacher in consultation with the Head of Learning Enhancement will remove the pupil from the Wave 1 Intervention List, and the parents are informed.

b) Wave 2 - SEND Register

A pupil moves to Wave 2, if it is felt that staff in consultation with the Head of Learning Enhancement have identified that the child has special educational needs and/or that class based interventions have not yielded significant progress.

SEND pupils will require additional support, interventions and reasonable adjustments that are additional to or different from those provided as part of the schools usual differentiated curriculum. This may include specialised Individualised Learning sessions, such as Maths intervention (Rapid Maths) or English (Sound Discovery or handwriting) or 1:1 lessons with a Learning Support Tutor.

A Learning Plan will be drawn up by the class teacher in consultation with the Head of Learning Enhancement and Learning Support Tutors/Specialist Teacher for all pupils at Wave 2 & 3 level. LPs are reviewed and rewritten bi-annually (September and February from September 2019) in consultation with the parents and the pupil. For younger pupils or for those whose needs are considered short-term the review period may be not as long. In all cases the review period may be flexible. If appropriate the pupil will be asked to assess his/her progress. Where significant progress is made the class teacher and Learning Support Tutor may decide that the child will come off an LP and be monitored by the teacher, whilst still receiving any necessary differentiation.

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

c) Wave 3 – Intervention from Assessors

A pupil moves to Wave 3 if despite receiving a Learning Plan and additional support, they continue to make little or no progress. The Head of Learning Enhancement works with the class teacher to complete forms for referral to Specific Learning Difficulties Assessor initially. Their report will then advise whether further involvement from outside agencies such as Speech and Language Therapists (SLTs), Occupational Therapists (OTs) and Educational Psychologists is needed.

The school encourages parents to consult with specialists and outside agencies and the school then seeks to ensure that there is good liaison between the school's provision and that recommended or provided by the outside agency. Parents will be asked to fund any assessments that are not covered by local authority action and will be asked to inform the school of the outcome of assessment. A meeting must be arranged with the parents and interested parties in school to discuss the outcomes.

The class teacher and the Head of Learning Enhancement must work closely together to provide a comprehensive support programme for the child based upon the findings of any outside agency. The class teacher, Learning Support Tutor/Specialist Teacher and Head of Learning Enhancement should revise the LP in consultation with any other professionals involved with supporting the child in school. Wave 3 support must remain in place and all those involved must keep clear records. LPs will continue to be written on a regular basis and reviewed bi-annually.

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

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

6. Procedures relating to the SEND register Records

The SEND provision records are as follows:

- **Records of Concern/Observations (ABC charts)** are kept by the class teacher on the Sharepoint system within the Pupil Information folder.
- **1:1/Booster Group Planning, Assessment and Progress records** are kept by the Learning Support Tutor/Specialist Teacher or Teaching Assistant responsible for that pupil/group in the planning sections of Sharepoint
- **Learning Plans** are kept by the Head of Learning Enhancement. Copies are kept in the Pupil Profile/LP blue file.
- **The SEND register** are stored within the Learning Enhancement folder within Sharepoint and a paper copy kept in the Pupil Profile/LP blue file.
- **The Wave 1 Intervention List (Watch List)** is stored within the Learning Enhancement folder within Sharepoint and a paper copy kept in the Pupil Profile/LP blue file.
- **Pupil Profiles** are stored within the Learning Enhancement folder within Sharepoint and a paper copy (on reverse of IAP) kept in the Pupil Profile/LP blue file. Staff receive a copy of this file termly in order to be aware of SEND pupils within the school.
- **School based assessments** are stored electronically on Sharepoint and are the responsibility of the Director of Studies.
- **Learning Plan reviews.** are stored within the Learning Enhancement folder within Sharepoint.
- **Any other records**, Educational Psychologist's reports, Speech therapy etc are kept by the Head of Learning Enhancement in the Pupil Information folder on Sharepoint after circulation to necessary parties.
- It is the responsibility of the class teachers and the LE Team to familiarise themselves with the reports.

The Learning Enhancement team and the Headmistress hold regular meetings to review the register and progress of SEND children. Learning Plans and the Wave 1 Intervention Lists are working documents and used when planning – they are accessible but remain confidential. The Learning Plan might include arrangements for withdrawal support.

7. Learning Plans

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

- the pupil's strengths and weaknesses;
- additional aids the pupil may use (eg. sensory cushion, fidget toy, writing slope)
- three short term targets set for or by the pupils, with a review date;
- the teaching strategies to be used, how these are to be delivered and by whom;
- exit criteria for each target;
- the provision to be put into place; and
- when the LP is to be evaluated and reviewed and any outcomes, including next steps and revised targets as appropriate.

IAP targets should be **SMART**:

- **S**hort;
- **M**easurable;
- **A**chievable;
- **R**ealistic; and
- **T**ime defined.

LPs are based on a cycle of planning, intervention and review. As far as possible this is met within the classroom, in some instances the school can organise group or 1:1 sessions with the LE staff.

The LPs are kept under review at all times and may be adjusted accordingly. Each is formally reviewed bi-annually and LE staff involved review progress termly with the class teacher. Parents and pupils are also consulted, either formally in a meeting or informally. Parents receive a copy of the LP and are asked to sign a copy for the school to keep. Pupils (age appropriate) are encouraged to give input regarding targets and also asked to sign their LP.

Regular opportunities are available on a formal or informal basis for parents to discuss their child's progress. Parents are able to discuss their concerns with the staff whenever they need to and Head of Learning Enhancement holds a drop-in service twice weekly.



Signed



Head

Date: February 2019

Proprietor

Review date: February 2020

Last review: February 2019; Next review: February 2020 or as required by a change in regulation

At a glance - Strands of action to meet special educational needs

Wave 1 – Wave 1 Intervention List (Watch List) Differentiated learning in class. Reasonable adjustments.		Wave 2 – SEND register/LP Differentiation, Some 1:1 & small group support (Individualised Learning sessions.) Largely teacher led.	Wave 3/LPP Formal assessment (SpLD assessor initially) Individual help & advice from an external agency Differentiation, 1:1 & small group support. Increased SEND teacher involvement.	
Assessment and planning	Teacher assessment	Teacher assessment, whole class assessments	In-school individual assessment by SpLD assessor	External assessment by Ed Psych or other therapist(s)
Grouping for teaching purposes	Grouping strategies used flexibly within the classroom. Effective use of TAs.	Small Individualised Learning groups used for out of class activities with group targets. 1:1 teaching may be offered according to individual needs of the pupil. (eg, Social skills programme)	Individual or small group tuition to support LP targets	Individual or small group tuition to support LP targets or programme drawn up by the school with support from external therapist(s)
Human resources	Class teacher and teaching assistants (TAs) with advice from the SEND Team as necessary Observation of pupil by HLE and/or HOD.	Learning Support Tutor in liaison with class teacher and the parents & pupil	Learning Support Tutor/ Specialist teacher in liaison with class teacher and parents & pupil	HLE & Specialist Teacher/ Learning Support Teacher in liaison with external therapist, class teacher, parents

Last review: February 2019; Next review: February 2020 or as required by a change in regulation

Curriculum and teaching methods	Differentiation for curriculum access and suitable adjustments within the classroom. Behavioural target/ charts	Specific reinforcement or development of particular skills through differentiated activities and materials	Individual programming to support specific targets; Access to ICT SpLD teaching tools & programmes	Individual programming to support specific targets; Access to ICT SpLD teaching tools & programmes SEND training
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