

## Special Educational Needs & Disability Policy

*“Twickenham Preparatory School seeks to create a safe, caring and happy Christian environment in which all pupils are valued and can thrive personally, socially and academically.”*

Date Revised:	November 2018
Approval Body:	Board of Governors
Authorised by Chair of Governors:	
Date Approved:	21 <sup>st</sup> November 2018
Review Schedule:	Annually
Circulation:	Governors, all staff, parents, contractors, volunteers

*This policy is written with due regard to changes to the arrangements for Special Educational Needs which came into force from September 2014 with the implementation of provisions from the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015).*

### 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 Twickenham Preparatory School. 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 these form a statement of the principles underpinning all the work of the School.

Twickenham Preparatory School is a co-educational independent day school, for boys aged 4-13 and girls aged 4-11. We seek to create a safe, caring and happy Christian environment in which all pupils are valued and can thrive personally, socially and academically. This policy applies to all pupils including those in EYFS. The School is non-selective at Reception entry; external pupils applying for places after this will be assessed before entry. Admission of a pupil with special educational needs is at the discretion of the Headmaster, Mr David Malam. Children who have

been identified as having Special Educational Needs and Disabilities (SEND), prior to applying for Twickenham Preparatory School may have a more detailed review of their suitability for the School. The Headmaster will discuss the needs of the individual child with the Head of Learning Support. If the School is able to meet those needs and the child meets the entry requirements a place may be offered.

## **2. Definition of Special Educational Needs**

The School aims to comply with the current legislative framework, including the SEND Code of Practice 2014, the Disability Discrimination Act (DDA) 1995, the Equality Act 2010 and the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- Have a disability which prevents or hinders them from making use of educational facilities that Twickenham Preparatory School provides

Many children and young people who have SEN may also have a disability; that is '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.' In most cases, disabilities will have lasted or be likely to last for 12 months or more.

### **See Appendix 1: Broad Areas of Need**

## **3. Definition of Disability**

A person has a disability if:

- They have a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

The School aims to ensure accessibility by making reasonable adjustments for students with disabilities. Parents are therefore urged to discuss with the Headmaster any reasonable adjustments that would need to be put in place, well in advance of an application for a place at the School. This SEND policy should therefore be read in conjunction with the School's Admissions Policy.

The term Learning Support is applied to the department which oversees the SEND provision at the School, as well as the provision of support for pupils who may be a cause for concern.

The School adheres to the definition of special educational needs. Pupils may receive support on account of some of the following difficulties.

**See Appendix 2: List of Difficulties** (The list is by no means exhaustive).

#### **4. Aims and Objectives ‘Every Teacher is a Teacher of SEND’**

Within the Christian ethos of the School, we are committed to offer a balanced and broadly based curriculum, suited to the needs of pupils of different abilities, in line with the *2015 new Code of Practice*. Some children will need learning **additional to and different from** what is provided for the majority of children; this is *special educational provision* and we will use our best endeavours to ensure that provision is made for those who need it. The general aims and objectives of the School and the aims of the Learning Support Department are specifically directed towards those pupils who have been identified as having Special Educational Needs. The Department seeks to ensure that:

- We aim to employ the best practice when devising support for SEND.
- 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.
- 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.
- We recognise that responsibility for SEND is a whole-school issue and lies collectively with all staff, supported by the Head of Learning Support and the Senior Leadership Team. We aim to equip all staff to effectively meet a wide range of children’s needs, and that lessons provide differentiated activities to meet these needs.
- 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 for all children.
- 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 and in thinking about the outcomes they would like to achieve. Our SEND provision aims to actively involve children in this process in the light of their age and understanding.
- 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 carers, valuing their opinions and contributions; we are guided by the parent’s aspirations for their child and aim to support them in their child’s learning and development. We will fully inform them about SEND provision for their child(ren), and take their views into account in respect of their children’s needs

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

#### 4.1 Objectives

The Learning Support Department recognises that:

- Each pupil has intrinsic value and is of equal worth
- The richness and diversity of many cultures, languages and traditions are important aspects of education
- All pupils should be treated with dignity, whatever their age, sex, sexual orientation, religion, ability, appearance, social class or race

We are therefore committed to valuing every individual and aim to promote a secure environment where every child has a sense of belonging within the School Community, can grow in confidence to develop their strengths and improve their weaknesses.

The objectives of the department show a commitment to:

- **The early identification, assessment and graduated provision is available for pupils causing concern.** This is most effectively done by gathering as much information as possible e.g. information from parents, education, health and care services, and early years settings prior to the child's entry into the School. Where needs have not been previously identified, staff have an obligation to report observations to the Head of Learning Support.
- **Monitor the progress of all pupils in order to aid identification of pupils with SEND.** Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they have the best opportunity to reach their potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the school curriculum.** This will be co-ordinated by the *[Head of Learning Support and Headmaster]* and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the School alone. For example, Schools and Families Specialist Services, Education Psychology Service, Speech Language and Communication Therapy, Occupational Therapy and Child and Adolescent Mental Health Services (CAMHS) if and when necessary.
- **Create a school environment where pupils can contribute to their own learning** by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in School

and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is promoted across the School within the security of each Tutor Group. The Pastoral System helps to build a sense of belonging, respect and value. A sense of comradeship and team spirit is also encouraged through The House System and opportunities for participation in school life (e.g. membership of the School Council, affiliation with sports teams, fund raising events, extra-curricular activities etc.).

## **5. Prevent Duty**

The School has adopted the Government's Definitions for the purposes of compliance with the Prevent Duty (see Section 4.5 of the School's Safeguarding and Child Protection Policy 2016).

**See Appendix 3: Prevent Duty**

## **6. Responsibilities**

- The named Governor with responsibility for SEND is Miss Barbara Flight.
- The person responsible for overseeing the provision for pupils with SEND is Mr David Malam (Headmaster).
- The person co-ordinating the day to day provision of education for pupils with SEND is Mrs Sue Adams (Head of Learning Support).

### **6.1 Roles and Responsibilities of Staff, Pupils and Parents**

The School's Head of Learning Support, is responsible for overseeing the learning support arrangements in the School and for monitoring and evaluating the progress and needs of pupils with SEND. However, it must be remembered that all teachers are teachers of children with special educational needs; teaching such children is therefore a whole school responsibility. All staff can access regularly updated Learning Support Profile information regarding pupils with SEND on the staff area of the school's intranet.

**See Appendix 4: Role of Staff and Governing Body**

- Head of Learning Support
- Governing Body
- Headmaster
- Teaching Staff

## **7. Arrangements for Coordinating SEND Provision**

All teachers are expected to refer to the SEND information available in order to keep fully informed of pupils' strengths and weaknesses and the recommendations for their support.

The Head of Learning Support will hold details of all SEND records such as the SEND Register, Learning Support Profiles, educational psychologist reports, concern forms, provision materials, strategy/advice sheets and notes for individual pupils.

All staff can access the following documents either in the Learning Support Folder on the staff area of the Intranet or in the Learning Support Office:

- Twickenham Preparatory School SEND Policy, including appendices
- A copy of the full SEND Register
- A list of pupils requiring additional examination access arrangements
- Information on individual pupils' special educational needs including pupil profiles and strategy sheets where applicable
- Practical advice, teaching resources, and information about types of special educational needs and disabilities

By accessing the above, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements; enabling them to make provision for the individual needs of all pupils.

This policy is made accessible on the website to all staff and parents in order to aid the effective coordination of the School's SEND provision

## **8. Admissions Arrangements**

The School has a published Admissions Policy, which sets out the policy and procedures for admission to the School. The admissions arrangements for all pupils are in accordance with national legislation, including the Equalities Act 2010. The School welcomes pupils with SEND, provided that their needs can be met with reasonable adjustments and that their admission is compatible with and not to the detriment of:

- The provision of efficient education for the pupils with whom they will be educated
- The need to maintain academic, musical, sporting and other standards
- The efficient use of resources
- Health and Safety requirements

## **9. Disclosure**

When making an application for admission, parents are asked to set out the nature and extent of any specific learning difference or disability on application, providing copies of all written reports and any other relevant information such as educational psychologists' reports or medical assessments. This is to ensure that the School is able to anticipate the pupil's needs and enable reasonable adjustments to be made and ensure equal access at admission if necessary.

Parents and/or schools are therefore encouraged to discuss with the Headmaster regarding their child's SEND, along with any need for adjustments required during the admissions procedure. This discussion should take place long before starting at the School.

No pupil will be disadvantaged when being considered for admission because of a stated specific learning difference/disability but if parents do not disclose or deliberately withhold relevant information (of which they were already aware) until after accepting a place, and the School is unable to make reasonable adjustments to cater for the pupil, the School reserves the right to withdraw the offer of a place or, if the pupil has already joined the School, to ask the parents to withdraw the child.

## **10. Specialist SEND Provision**

The School is an inclusive school. In our school we support pupils with a wide range of needs. We are committed to whole school inclusion and will seek support and training from external services and agencies where appropriate. Visiting specialists include, an Occupational Therapist, a Speech and Language Communication Therapist, two specialist dyslexia teachers and an Educational Psychologist. Children are withdrawn from lessons according to the therapy or specialist lessons. All interested parties (parents, pupil's Form Teacher/Tutor/Subject Teacher, Head of Learning Support etc) will be involved in the decision as to whether the child will benefit from the extra support. The Head of Learning Support coordinates the timetables and review meetings with parents. Extra costs regarding specialist therapies are discussed with parents.

## **11. Access Arrangements for Pupils with SEND**

The School site building regulations comply with the relevant accessibility requirements.

Special arrangements can be made, when appropriate and ensuring compliance with Examination Boards directives, during examinations to enable SEND students to access examination papers without disadvantage. These may include:

- A Reader
- A Scribe
- Extra-time
- Enlarged papers
- Use of word processor
- Supervised rest breaks

### **11.1 Use of a Word Processor**

The School recognises that for some pupils with specific learning differences a laptop may be the most appropriate method of organising and presenting their work. Pupils are allowed to use a laptop as their normal way of recording written work where a need has been established and/or its use is recommended by a specialist assessor. Pupils are encouraged to complete a touch typing course. The Head of Learning Support and the Form Teacher will help pupils to establish a daily routine and encourage them to operate in an organised and independent way.

## **12. Allocation of Resources for Pupils with SEND**

A budget allowance is provided each academic year after negotiation with the Headmaster, the Business Manager and the Governing Body. The department is well resourced to support the pupils currently on role.

## **13. Identification and Assessment of Pupils with Special Educational Needs**

### **13.1 Identification:**

(See definition of Special Educational Needs at start of policy)

A graduated approach: 'Every Teacher is a Teacher of SEND'

### **Quality First Teaching: 'The baseline of learning for *all* pupils'**

The majority of children will learn and progress within the classroom environment. Those children whose overall attainments, or attainments within specific subjects, fall significantly outside the expected range may have special educational needs.

The decision for intervention and support will be made on evidence that indicates whether an individual pupil's levels of attainment and rate of progress are adequate within the following definition of that term: Adequate progress can be defined in a number of ways. It might, for instance, be 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 attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates an improvement in the child's behaviour

The School will seek further information from parents and pupils and when appropriate, from external agencies.

In order to support children who have special educational needs the School adopts a graduated response that recognises there is a continuum of special educational needs. The School records the steps taken to meet the needs of individual children. The Head of Learning Support has the responsibility for ensuring that the records are kept. If the School recommends a child for external specialist expertise, it will provide a record of the child's work, a short report and information about the arrangements that have already been made. The School uses three graduated responses:

- Monitor/ Differentiated Work
- School SEND Support
- Request to LEA for a Statutory Assessment for an Education, Health and Care Plan



### **13.2 Learning Support Profile**

Pupils who enter the School with an identified specific learning difference, or who are identified during the course of their school career with a specific learning difference, following an assessment by an independent specialist assessor, will be provided with a Learning Support Profile (LSP). These documents are not target-driven but offer specific strategies which can be applied across a broad range of learning environments.

## **14. Access to the Curriculum, Information and Associated Services**

Every effort will be made to educate pupils with SEND alongside their peers in the classroom. Where this is not possible, the Head of Learning Support will consult with parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject, both in school and inset training will be provided to further develop skills and knowledge.

### **14.1 Ensuring Access to the Curriculum for Pupils with SEND**

The Head of Learning Support and Senior Leaders are responsible for:

- Keeping staff fully informed of special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback.
- Providing training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Ensuring staff members are kept up-to-date with teaching methods which will aid the progress of all pupils including those with SEND.
- Ensuring in-class provision and support are deployed effectively to ensure that the curriculum is differentiated when necessary.
- Ensuring individual or small group tuition is available where it is felt that pupils would benefit from this provision.

Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements whenever possible.

## **15. SEND Support**

Where it is determined that a pupil does have SEND, parents will be advised before inclusion of the individual on the School's SEND Register. The aim of formally identifying a pupil with SEND is to help the School ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the individual grows. This cycle enables identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

**See Appendix 5: SEND Support**

**See Appendix 6: The School's Graduated Approach to Meeting the Needs of Pupils**

## **16. Referral for an Education, Health and Care Plan**

If a pupil has lifelong or significant difficulties they may apply to the LEA for a Statutory Assessment. This process is usually requested by the School but can also be requested by a parent. This will occur when the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing the need to plan provision and identify resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a meeting involving the parents, Head of Learning Support and Form Teacher if applicable.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- Head of Learning Support
- Social Care (if applicable)
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken. The preliminary outcomes of the targets set form the basis of the profile. The decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan through the SEN & Disability Tribunal (SENDIST). The statutory assessment must be done within a given timescale.

### **16.1 Education, Health and Care Plans (EHC Plan)**

Following Statutory Assessment, an EHC Plan will be provided by the London Borough of Richmond-upon-Thames Education Department, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both the teachers in School, external professionals if appropriate and the parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed annually by staff, parents and pupil. The **Annual Personal Review** enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place. The Local Authority will decide if it is to remain in place.

## **17. Monitoring and Evaluating**

The pupils are monitored through:

- Personal Learning Plans where appropriate
- Individual tests, class tests, exams, class work and reading records
- Discussions which can take place in staff meetings, arranged meetings and informal discussions
- Informal and frequent liaison between Head of Learning Support, teachers, therapists and teaching assistants regarding children with special needs
- Discussion with parents and the pupil

## **18. Complaints Procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head of Learning Support or any member of the Senior Leadership Team who will be able to offer advice on formal procedures for complaint if necessary.

## **19. In-service Training**

The School is committed to the training and professional development of members of staff. Requests for INSET or training courses are made to the Headmaster/Deputy Head for consideration. The Learning Support Co-ordinator attends courses on SEND and details of these are passed on to all staff, usually via staff briefings/meetings. The Learning Support Co-ordinator will offer in-service training for staff as and when appropriate. The Senior Leadership Team ensures that training opportunities are matched to School development priorities, including SEND.

## **20. Links to Support Services**

The School works collaboratively and has built links with external support services, as and when required, in order to fully support our SEND pupils and aid school inclusion.

## **21. Working in Partnerships with Parents**

The School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND to enable personal success
- Parental views are considered and valued

The School generally has excellent links with parents. The Learning Support Department, building on these links seeks to involve parents at every level of their child's learning support. Parents are encouraged to contact the School regarding any problem related to their child's progress.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupils needs. The Head of Learning Support may

also signpost parents of pupils with SEND to outside agencies where specialist assessment, specific advice, guidance or support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will be consulted with regards to future provision. Parents are invited to meetings and kept up-to-date about the provision for their child. The School's SEND link governor may be contacted at any time in relation to SEND matters.

## **22. Links with other schools**

Many pupils with SEND will have had formal assessments or diagnoses. Through our transition process, we ensure all relevant information is passed on to senior schools. The School provides a summary of support to receiving schools with the parents' permission.

## **23. Confidentiality**

The School is committed to the health and well-being of its pupils and will ensure that staff, parents and pupils can feel confident that any information entrusted is treated sensitively and only shared with relevant personnel.

## **Appendix 1**

### **Broad Areas of Need**

Broad areas of need are considered to be as follows:

#### **1. Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

#### **2. Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. This can include specific learning difficulties which encompasses a range of conditions such as dyslexia, dyspraxia and dyscalculia.

#### **3. Social, Emotional and Mental Health Difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying 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 (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

#### **4. Sensory and/or Physical Needs**

Some children and young people 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 (SEN Code of Practice, 2015).

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## **Appendix 2**

### **List of Difficulties**

The list is by no means exhaustive.

- Delayed reading development
- Phonetic spellings
- Written work does not reflect good verbal contributions
- Good spelling test results but cannot transfer knowledge to free writing
- Difficulty copying from a board or transfer copying
- Poor handwriting and presentation
- Difficulty learning and retaining sequences such as times tables
- Delayed speech and language
- Difficulties planning, organising and executing a series of movements or thoughts
- Difficulties forming peer group relationships, poor at reading social cues
- Difficulties retaining Maths facts
- Difficulties with concentration and remaining on task
- Difficulties with self-esteem and resilience

## **Appendix 3**

### **Prevent Duty**

At Twickenham Preparatory School we believe that children should be given the opportunity to explore the issue of diversity and understand Britain as a multi-cultural society.

Providing a safe learning environment, in which children can raise controversial questions and concerns without fear of reprimand or ridicule and explore boundaries of what's acceptable, will engender an open attitude to multicultural and race issues.

We believe that people should treat everyone with respect whatever their race, gender, sexual orientation, religious belief and special need or disability. We will enable teachers to engage children in promoting a positive attitude to others with a focus on shared values, whilst developing a high regard for themselves.

By building self-esteem, children are encouraged to stand firm and be positive about others and not be influenced by any negative peer pressure they may encounter.

Through education we can enable children to think for themselves by providing many opportunities for discussing debating, researching and questioning set within the context of learning based on sound knowledge and understanding.

"The way we educate our young people shapes the society we will live in. British schools have long been dedicated to encouraging students to think for themselves and to think about others, a blend of critical thinking and empathy that is the best inoculation against radicalism and extremism." Russell Hobby NAHT General Secretary 06/11.

## **Appendix 4**

### **Role of Staff and Governing Body**

#### **1. The Role of the Head of Learning Support**

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

- Overseeing the day to day operation of the School's SEND policy and SEND provision;
- Carrying out observations and assessments of individual pupils to help support and provide for them
- Identifying pupils with possible SEND and advising parents how to seek professional assessment when required
- Liaising with parents regarding LS provision and its outcomes and keeping a record of these meetings
- Liaising with the Headmaster/Head of Pre-Prep/Director of Studies to monitor progress of pupils and to identify those in need of learning support
- Liaising with and advising teachers and TAs/LSAs, offering specialist advice and support so that they can apply targets and make provision for identified pupils
- Liaising with the Director of Studies to provide information relating to the access arrangements required by SEND pupils for both internal and external exams
- Coordinating 1:1 and group learning support and where appropriate, delivering this
- Keeping the Headmaster informed about provision, training needs, pupils' needs and changes to statutory requirements
- Maintaining the School's electronic SEND register and Learning Support Profiles and overseeing other records for all pupils with SEND
- Organising and conducting annual reviews for any pupils with EHC Plans
- Chairing and planning multi-agency meetings and IEP meetings
- Advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children
- Contributing to and promoting in-service training of staff and networking with other SEND coordinators
- Liaising with external agencies and educational psychologists as required and the schools to which pupils transfer
- Liaise closely with regular visiting professionals such as the specialist dyslexia teachers, Occupational Therapists and Speech Language and Communication Therapists and plan their timetables
- Contributing to pastoral/academic meetings and staff meetings when required
- Reporting regularly to the Headmaster and School Governors to review the SEND and learning support provision
- Attending courses to keep skills and knowledge up to date



## **2. The Role of the Governing Body**

The Governing Body's arrangements for coordinating SEND provision should comply with the legislative framework. Governors are responsible for overseeing School self-review and with the Headmaster will decide the School's general policy and approach to meeting pupils' SEND.

The Governors will ensure that:

- They are fully appraised of the School's SEND Policy
- All Governors are up-to-date and knowledgeable about SEND provision
- SEND provision is part of the School's development plan

## **3. The Role of the Headmaster**

- Ensure that the Head of Learning Support and other staff have sufficient time allocated to carry out their teaching and administrative roles
- Ensure that the SEND Policy is being implemented as described
- Keep the Governing Body well informed about SEND within the School
- Liaise with Head of Learning Support regularly regarding individual children
- Discuss staff training needs with Head of Learning Support
- In discussion with Head of Learning Support arrange sharing of good teaching practice
- Look at resource requests for the Learning Support department

## **4. The role of the Teaching Staff**

As 'Every Teacher is a Teacher of SEND'

Teachers should:

- Identify pupils of concern and liaise with Head of Learning Support
- Identify in their mark books all pupils on the SEND Register
- Ensure that they have up-to-date knowledge about the strengths and weaknesses of the SEND pupils in their class and use their 'best endeavours' to meet these pupils' needs
- Direct the support from Teaching Assistants if appropriate
- Discretely, but positively, reinforce the learning of SEND pupils in the classroom, whilst having high expectations of all pupils
- Each member of staff is expected to keep up-to-date with information about SEND children that they teach by accessing Learning Support Profiles
- Review and write support plans when required (supported by the Head of Learning Support)
- Liaise with parents of identified pupils as appropriate

## **Appendix 5**

### **SEND Support**

#### **Assess**

When identifying a pupil with difficulties the Head of Learning Support should carry out a clear analysis of the pupils needs. This should draw on subject assessments, class/subject teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual are also important and advice from external support services, if available, will also be considered. Any parental concerns will be recorded and compared with the School's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the intervention is being used and is developing and evolving as required. Where external support services are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

#### **Plan**

When it is decided to provide a pupil with learning support, parents will be informed. Planning will involve consultation between the teacher/s, Head of Learning Support and parents to agree to the adjustments, interventions and support that is required; the impact on progress, development and/or behaviour that is expected and a date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, support that is being provided, any particular teaching strategies and approaches that are being employed and the outcomes that are being sought.

#### **Do**

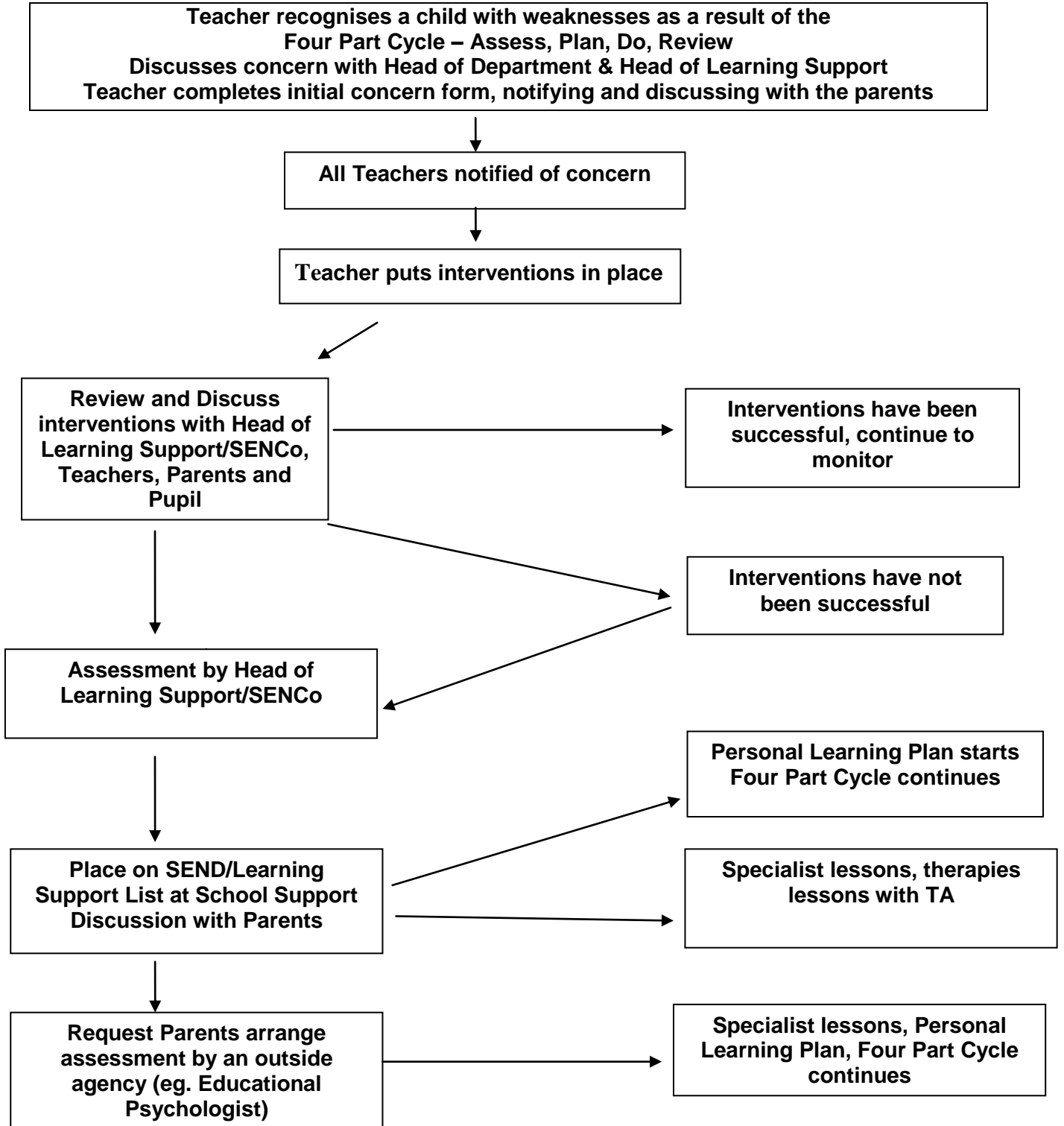
The Form Tutor and Subject Teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the mainstream classes. They will work closely with Teaching Assistants (if appropriate) and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Head of Learning Support.

#### **Review**

The review process will be used to evaluate the impact and quality of support or interventions. The Head of Learning Support will revise the support in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents and Subject Teachers.

## Appendix 6

### The School's Graduated Approach to Meeting the Needs of Pupils



## Appendix 7

### Table of Substantive Changes from October 2016

<b>Where</b>	<b>Change</b>
Clause 10	Remove reference to Dyslexia Action
Appendix 4	Remove reference to Dyslexia Action
Clause 23	Addition of reference to confidentiality