



Harvington Prep School

**LEARNING DIFFICULTIES & DISABILITIES / SPECIAL
EDUCATIONAL NEEDS POLICY Incorporating the EYFS**

September 2021

LEARNING DIFFICULTIES & DISABILITIES/SPECIAL EDUCATIONAL NEEDS POLICY

1. INTRODUCTION

The purpose of this document is to state the school's policy and procedures for the identification, assessment and teaching of pupils with learning difficulties & disabilities / special educational needs (hereafter abbreviated to 'SEND'). It has been written with due reference to the SENDCO Code of Practice 0-25 Years (Sept 2014) & created by the SENDCO, Fraser Grant in liaison with the head mistress Anna Evans and the SLT

1.1. Definition

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area or
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do if special educational provision was not made for them.

A child 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. SEND Code of Practice 0-25 Years (Sept 2014)

1.2. Fundamental principles

The principles underpinning the SEND policy at Harvington Prep School are as follows:

- to meet the needs of all children with special educational needs;
- to offer children with special educational needs full access to a broad, balanced and relevant education;
- to identify needs early;
- to seek the views of the child in an appropriate manner for their age;
- to involve the parents;
- to base intervention on good and best practice;
- to review intervention regularly.

1.3. Objectives

The objects of the SEND policy are:

- To apply a whole school policy to meeting each child's individual needs, working within the guidelines of the SEND code of Practice 2014
- To ensure that each child has access to a broad and balanced curriculum whatever their special educational needs in order that they may all reach their full potential.
- To identify, assess and make provision for children with special educational needs at the earliest opportunity.
- To provide different levels of intervention to match the child's need.
- To try to ensure that no child is discriminated against, in any area of school life, on the basis of her disability.
- To provide pastoral care and support for all children to ensure they build a strong sense of self esteem and feel valued members of the school community.
- To ensure that each child's progress is regularly monitored and that the appropriate records are kept concerning their special educational needs, the interventions that have been provided and their outcomes.
- To support class teachers working with children who may or may not have special educational needs.
- To work in partnership with the children's parents at all stages as they have a vital role to play in supporting their child's education.
- To ensure that the pupils themselves (wherever possible) are encouraged to participate in all the decision-making processes including those regarding the type of intervention proposed and the setting of Individual Education Programme (IEP) targets.
- To support the school policy to ensure that each child feels a valued member of the school community whatever their abilities.
- To develop and build on each child's strengths and successes.

2. IMPLEMENTATION

2.1. Staffing

The school's Learning Difficulties & Disabilities/SEND coordinator (hereafter referred to as 'SENDCO') is Mrs Figura.

The role of the SEND coordinator is to oversee the development and operation of the SEND policy and provision in the school in order to raise the achievement of children with special educational needs by working closely with staff, parents, carers and outside agencies where appropriate. The SENDCO also provides related professional guidance to colleagues in order to secure high quality teaching for children with special educational needs.

The key responsibilities of the SEND coordinator include:

- supervising the day-to-day operation of the school's SEND policy;
- coordinating provision for children with special educational needs;
- assisting class teachers to identify, assess and make provision - through normal class differentiation and support - for children with SEN from Nursery through to Year 6;
- assisting class teachers in providing intervention through Early Years Action and School Action;
- planning and implementing interventions following the advice of outside agencies through Early Years Action Plus and School Action Plus or a statement of educational needs;
- providing specialist teaching in class, to small groups or individual children, in response to needs identified as School Action or School Action Plus or a statement of educational needs;
- disseminating information on all children with special educational needs to all staff who may be involved with them;
- ensuring that IEPs are kept up under review and evaluated twice yearly with class teachers, parents and the child;
- liaising with parents of children with special educational needs, reporting children's progress to them and involving them in the decision making;
- seeking and responding to the views of the child with SEND at all stages;
- ensuring that suitable exam and entrance assessment arrangements are made for children who cannot cope with the normal procedures;
- liaising with external agencies, e.g. educational psychologists, speech therapists where appropriate;
- contributing to the in-service training of staff.

2.2. Admission arrangements

Pupils are admitted to the nursery following an interview with their parents. Children wishing to enter the school at a later stage will normally spend a day in the classroom with their year group and be assessed by the class teacher or subject teachers. In addition, an assessment interview with reading, spelling, numeracy and ability tests may be carried out by the SENDCO. Should any child already have identified special educational needs, the parents should bring relevant reports to the admission interview so that they can decide whether Harvington Prep School is appropriate for their child.

2.3. Identification and assessment

Quick and accurate identification is considered extremely important. A child's needs may become apparent through the following:

- admission procedures (See Admission Policy);
- concerns raised by a member of the teaching staff or classroom assistant (from Nursery through to Year 6);
- screening procedures (baseline assessments, reading and spelling tests, termly maths and English tests, standardised verbal and non-verbal reasoning tests);
- through expression of parental concerns;
- as a result of specialist assessment undertaken by the SENDCO.

3. PROVISION - A CONTINUUM OF INTERVENTION

In order to help children who have special educational needs the school adopts a graduated response that encompasses an array of strategies. There is a continuum of special educational needs and, where necessary, strands of action are organised so that increasing specialist expertise is brought to bear on the difficulties a child may have. Interventions can also be reduced as a child makes adequate progress. For the vast majority of pupils, extra help will be provided from within the schools own resources.

3.1. SEND provision in the early years - Nursery and Transition

The teaching staff provides opportunities for children to develop in six areas of learning:

- personal, social and emotional development;
- communication, language and literacy;
- mathematical development;
- knowledge and understanding of the world;
- physical development;
- creative development.

In each of these areas, there are ‘expected learning outcomes’ that represent the stage each child should have reached by the time they enter Year 1.

Children who appear not to be making progress, either generally or in a specific aspect of learning, will include those who are younger, who are learning English as an additional language or who have particular learning difficulties. All such children will need carefully differentiated learning opportunities and their progress will be carefully monitored. At this stage, the teacher will record her concern on a SEND Report form in consultation with the SENCO and the Head Teacher. The child’s parents and other early years staff will be involved at all stages.

3.2. Early Years action

Intervention or special educational needs provision will be deemed to be appropriate if a child, despite receiving appropriate early educational experiences:

- makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness.
- continues working at levels significantly below those expected for children of a similar age in certain areas;
- presents persistent emotional and / or behavioural difficulties, which are not ameliorated by the behaviour management techniques normally employed in the setting;
- has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment;
- has communication and/or interaction difficulties, and requires specific learning interventions in order to access learning;

The triggers for intervention could be school staff or parents' concern about a child's rate of progress.

The SENCO and colleagues will then collect all relevant information about the child, seek additional information from the parents and, in some cases, from outside professionals from health or social services, or from an educational psychologist. Appropriate interventions will be devised that are additional to or different from those provided as part of the school's normal curriculum. Careful consideration of the child's strengths and weaknesses is required. The child's teacher, in consultation with the parents, will then decide on the action required to help the child progress, in the light of their earlier assessment.

This could involve:

- individualised arrangements for learning and teaching;
- extra adult time to plan the action and monitor it for effectiveness;
- the provision of different learning materials or special equipment;
- individual or group support;
- staff training to introduce more effective strategies.

An IEP will be used to record:

- 3 or 4 short term targets for the child;
- teaching strategies and provision;
- review date;
- outcome of the action

The IEP will only record additional provision or provision that is different from the differentiated curriculum which is in place for all children.

The IEP will always be discussed with the parents and the child.

The Head of early Years is responsible for keeping the records, liaising with parents, SENCO and any other professionals involved, advising and supporting the teaching staff and classroom assistants and ensuring that IEPs are drawn up and applied.

3.3. Early years action plus

This comprises the involvement of external support services who may provide advice on targets, new or specialist strategies or materials, more specialist assessments and sometimes support for particular activities. Referral to outside agencies will generally follow a decision taken by the Head of Early Years and colleagues in consultation with parents. It may be triggered by the fact that, despite receiving an individual programme and / or concentrated support, the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at an early years curriculum substantially below that expected of children of a similar age;
- has emotional or behavioural difficulties that substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised management programme;
- has sensory or physical needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The external services involved will need to see all the previous records to ascertain which strategies have already been employed and targets that have been set and achieved. A new IEP will be devised with additional interventions or different strategies put in place from those provided through Early Years Action.

3.4. SEND provision in the primary phase -Year 1 to Year 6 If a child enters the Pre Prep School (Year 1) with an identified special educational need, the SENCO and class teacher will:

- use information which has come from the early years setting or any previous educational experience the child has had, to provide a starting point for the child;
- Identify and focus on the child's skills and highlight areas for support within the classroom;
- use the baseline assessment and on-going curriculum assessment to see what the child can do and identify any learning difficulties;
- use on-going observation and assessment to plan the next steps for the child's learning.
- involve parents in developing and implementing a joint learning approach at home and at school.

For many children the identification of special needs occurs during the first few years at school. Initial concern that a child's current rate of progress is inadequate (compared to the majority of her peers at Harvington Prep School) either generally or in a specific aspect of learning may be triggered by any of the following:

- a form or subject teacher's on-going observation and assessment;
- the results of screening procedures (outlined earlier);
- through expression of parental concerns.

At this stage, the class teacher in consultation with the SENDCO will record their concerns on an SEN Cause for Concern form and meet to discuss the child's difficulties with the parents. A variety of high quality differentiated learning strategies will be put in place involving individual or small group teaching either in the classroom or a withdrawal situation and supported by the class teacher, SENDCO, or classroom assistant. Parents will be encouraged to support their child at home and regular monitoring of her progress by the class teacher and SENDCO will show whether the provision is being effective. If a child's difficulties prove to be transient and the attainment gap closes between the child and her peers, she will no longer require this action.

3.5. School action

School Action is indicated when a class teacher or SENDCO identifies a child with special educational needs who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing literacy or numeracy skills, which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties, which are not ameliorated by behaviour management techniques usually employed in school;
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- has communication and / or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The class teacher and SENDCO will then collect all available information about the child from the school setting, from previous records, from parents and from any external professionals (e.g. an educational psychologist) involved with the child, should a further assessment have been considered advisable. The SENDCO will then take the lead in the further assessment of the child's strengths and weaknesses and plan future interventions for the child in discussion with school staff. The child's parents will be consulted and kept regularly informed.

School Action will be recorded on an IEP (Individual Education Plan) which shows:

1. Three or four short term targets for the child, (which are additional to and different from the differentiated curriculum plan);
2. Teaching strategies and provision;
3. Review date;
4. Outcomes.

3.6. School action plus

School Action Plus is indicated when the child continues to make little or no progress despite receiving an individualised programme under School Action. If a child continues working at National Curriculum levels substantially below the level expected for that age; continues to have difficulty in developing literacy and mathematics skills; or has emotional or behavioural difficulties that substantially or regularly interfere with the child's own learning, or that of others; or has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service; or has on-going communication difficulties that cause substantial barriers to learning, then help from the external support agencies will be sought.

The external services will need to see the child's records to see which strategies have been employed, which targets set and what outcomes have been achieved. They can then advise on new and appropriate targets for the child's IEP and accompanying strategies. The SENDCO, class teacher, subject coordinators and external specialist will work together to consider a range of teaching materials, approaches and equipment including ICT.

There are different strands of action that may be taken to meet special educational needs within the teaching environment. Action to meet pupil's needs tends to fall within four broad strands. A table in Appendix 1 outlines the range of responses at Harvington Prep School.

3.7. Referral for a statutory assessment

The school or parents may apply for a statutory assessment leading to a Statement of Special Educational Needs if the child has demonstrated significant cause for concern and any strategy or programme implemented for the child has been continued for a reasonable period of time without success and that alternatives have been tried.

The LEA (Local Educational Authority) will require written evidence or information about:

- the school's action through School Action and School Action Plus;
- individual education plans;
- records of regular reviews and their outcomes;
- the pupil's health, including medical history, where relevant;
- National Curriculum equivalent levels;
- attainments in literacy and numeracy;
- educational and other assessments from an Educational Psychologist or other external specialist;
- views of the parent and of the child;
- involvement of other professionals.

The LEA may issue a statement if they decide that a change of placement for the child is indicated perhaps to a specialist unit. They may also issue a statement if the child's learning difficulties necessitate

- regular and frequent direct teaching by a specialist teacher (not available within the school);
- daily individual support from a learning support assistant;
- the regular involvement of non-educational agencies.

In these situations, the LEA may conclude that the school could not reasonably be expected to make such provision from within its own resources and that the LEA should formally identify in a statement the child's needs and the full range of provision to be made. The conclusions will of course depend on each individual case.

All children with statement of special educational needs will have short-term targets set out in an IEP. All statements will be reviewed at least annually, when the pupil, the LEA, the school and all professionals involved consider the progress the child has made in the past 12 months.

3.8. Children with EAL (English as an additional language)

Children who come to Harvington Prep School with English as an additional language are assessed, monitored and given additional support where necessary. An IEP is drawn up if required.

4. EDUCATIONAL PLANS

4.1. Individual educational plans

An IEP is used to plan the interventions for pupils made through:

- Early Years Action and Early Years Action Plus;
- School Action and School Action Plus;
- and for pupils with Statements of SEND.

IEPs focus on up to three or four key individual targets and include information about:

- the short term targets set for or by the pupil;
- the teaching strategies to be used;
- the provision to be put in place;
- when the plan is to be reviewed;
- the outcomes.

IEPs detail targets that are additional to different from those provided for pupils through the differentiated curriculum. They should be SMART (Specific, Measurable, Achievable, Relevant, Timebound).

IEPs are kept under review at all times and may be adjusted accordingly. However, every IEP is reviewed on a half yearly basis. Parents are consulted, either formally at a Parent Consultation Evening or informally, and given a copy of the IEP on request. IEPs will be distributed to all staff as necessary.

4.2. Group educational plans

When a group of pupils in a particular class or subject lesson have common targets or strategies, a group learning plan may be drawn up.

5. PRACTICE & PROCEDURES

5.1. Timetabling

When support is needed in a withdrawal situation, the first priority is to ensure that all children have access to a broadly based curriculum and do not miss core subjects. Their individual preferences and strengths are taken into account in addition to the advice of the staff members and parental requests. Children may be withdrawn from part of the weekly lessons in art, music, humanities, games / PE or information technology. Assemblies and break-times may also be used.

5.2. Exam procedures

In public exams the official guidelines are followed. Extra time can be requested for pupils in certain circumstances. Future schools may be contacted (if parents wish) to discuss the need for extra time in Common Entrance / Consortium exams.

5.3. Working with parents

Implicit in this whole policy is the concern that all parents at Harvington Prep School are kept fully informed and have an active and valued role in the education of their child. Close co-operation and communication between home and school will benefit the child through an enhanced level of understanding, increased information sharing and a wider perspective on the child's response to any interventions provided.

In addition to Parent Consultation Evenings parents who have concerns regarding their child's progress may make an appointment to see the Headmistress, Form Teacher or SENDCO through the school office.

5.4. Pupil participation

Children with special educational needs should be enabled and encouraged to participate in all decision-making processes from the start. The ways in which they are involved will obviously reflect the child's evolving maturity. Wherever possible, pupils should be involved in target setting, implementing appropriate strategies and evaluating outcomes. The child's views should be recorded on the IEP and they should be encouraged to monitor their own progress. Pupils need to know that they are listened to and their views are valued.

5.5. Record keeping

The SENDCO is responsible for ensuring that the records of any child with special needs are kept up to date and are available when needed. This will include an SEN Cause for Concern Form and samples of work exemplifying their concern where appropriate, information from the parents and any external agency, IEPs, the results of any assessments undertaken and school exams. It may also include the child's own perception of any difficulties and how they might be addressed. Written notes of any discussion with the parents should be given to the Headmistress and kept in the office files.

5.6. Access to the school environment

The Harvington Prep School site is accessible to staff and pupils with physical impairments on the ground level. The playground and assembly hall are also accessible. (see Accessibility Policy and 3 Year Plan)

5.7. Access to the learning environment

Software and hardware for supporting children with disabilities will be purchased as the child's needs require.

5.8. External agencies

The school maintains a list of educational psychologists to whom parents may take their child for assessment. Other external specialists can also be recommended.

5.9. Criteria for evaluation

The following evaluation criteria will be applied to measure the success of the SEND policy:

- All staff are fully aware of the contents of the policy and the procedures contained in it;
- There is speedy and accurate identification of the special education needs of children;
- Effective provision is put in place;
- There is continuous monitoring of the child's progress;
- Reviews are systematic and effective;
- Parents are aware of SEND policy and work in partnership with all staff involved with the child;
- Resources are acquired and developed to support the special needs of children in school;
- Pupils progress towards independent learning.

5.10. Complaints procedure

If there is any cause for complaint over an issue relating to Special Needs, it should first be directed to the appropriate teacher or SENDCO or the Headmistress. If a parent does not find their response satisfactory, the next step is to follow the Complaints Procedure, which is available from the school office and on our website.

5.11. Inset

Staff at Harvington Prep attend courses on their specialism. Regular INSET days are held at school on various topics: special needs is included in this programme.

APPENDIX 1: SCHOOL ACTION PLUS -RANGE OF RESPONSES

Assessment and planning

- more detailed monitoring of pupil's classroom performance;
- use of standardised and / or diagnostic tools given by class teacher or SENDCO;
- use of external specialists to assist in assessment and a specifically focused IEP;
- involve parents and pupils more fully, i.e. supporting pupils at home;
- increase the individualisation of planning;
- carry out detailed and frequent reviews of progress.

Grouping for teaching purposes

Teachers can use grouping strategies very flexibly:

- vary size and type of group;
- grouping organised within classroom or outside;
- groups receive additional attention from teacher or classroom assistant for part of time;
- group receives support from SENDCO;
- group withdrawn for parallel teaching;
- use of lunchtime clubs or homework time for teaching.

Human resource

Class and subject teachers form the major resource for enabling pupils to learn. However, specialist learning from the SENDCO, targeting the additional support available in the classroom from assistants and drawing on advice from external agencies can be used to maximise the value of school staff.

Curriculum teaching and methods

Teaching strategies can be enhanced for pupils with special educational needs by:

- focused differentiation of curriculum, relating activities to individual strengths and weaknesses;
- individualised teaching programme;
- use of ICT, specialist equipment and materials;
- devoting additional time to activities that address pupils learning needs;
- using specific teaching methods where appropriate.

Complaints about our Provision

If parents or carers have a complaint about the way we are working with a child who has SEND, initially they should speak to the SENDCO, who will look into the problem and arrange to meet and discuss the issue again within a week. If parents continue to feel dissatisfied they should contact the Headmistress.

Parents have the right to instigate the Complaints Procedure, available on our school website and also through the school office. Parents also have the right to inform OFSTED or ISI of any complaints.