

COGNITA



QUINTON HOUSE SCHOOL

Special Educational Needs and Disability Policy

It is the purpose of the School's SEND policy to improve the learning opportunities and progress of pupils with SEND.

SEPTEMBER
2018

1 Definition of Special Educational Needs and Disability (SEND)

- 1.1 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEND may also have a disability under the Equality Act 2010 – 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'. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' (Code of Practice)

2 Legislation and Regulation

- 2.1 This policy has regard to:
- The Equality Act 2010;
 - The Children and Families Act 2014;
 - SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015) (DFE); and
 - The General Data Protection Regulation 2016 (GDPR)

3 Principles underlying Practice

- 3.1 The Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN and/or disabilities. The school aims to:
- Focus on inclusive practices and removing barriers to learning;
 - Identify early the special educational needs of young people;
 - Make high quality provision to meet the needs of young people and to ensure equality of opportunity;
 - Take into account the views of young people and their families;
 - Enable young people and their parents to participate in decision-making;
 - Collaborate with partners in education, health and social care where appropriate;
 - Ensure that appropriate resources are available for pupils with temporary or long-term special needs; and
 - Provide support for teachers to meet the learning needs of all pupils.
- 3.2 The school takes a sympathetic and professional whole-school approach to pupils with SEND.
- 3.3 Pupils with SEND are the shared responsibility of all staff. All staff are expected to have an understanding and awareness of the impact of specific learning profiles on teaching and learning.
- 3.4 To ensure the needs of pupils with SEND are addressed, the Learning Support Team will:
- Identify and assess pupils with SEND, and where necessary, refer for further assessment by other professionals such as Educational Psychologists, Specialist Teachers and Therapists;
 - Develop and monitor support measures where a need is identified;
 - Develop and update the SEND Register and ensure that these are circulated amongst teaching staff;
 - Work in close liaison with teaching staff to ensure confidential communication on learning needs and progress of pupils;
 - Teach pupils according to their specific needs, recognising their particular strengths and learning needs to promote achievement of their academic potential;
 - Communicate effectively with parents/guardians on the learning needs of pupils and provide a Learning Plan for those pupils on the Learning Support Register and ensure that these are circulated to the staff of specific pupils; and

- Collate evidence to support applications for additional funding and access arrangements in examinations.

4 Identifying Special Educational Needs

4.1 Early identification of pupils' needs is the key to unlocking the potential of pupils who may have special educational needs. We adopt a graduated approach to ensure that pupils who do not develop age appropriate knowledge and skills, or who fall behind their peers, are identified as early as possible.

4.2 In attempts to understand the learning needs of pupils, we apply the four broad categories of need as set out in the SEN and Disability Code of Practice:

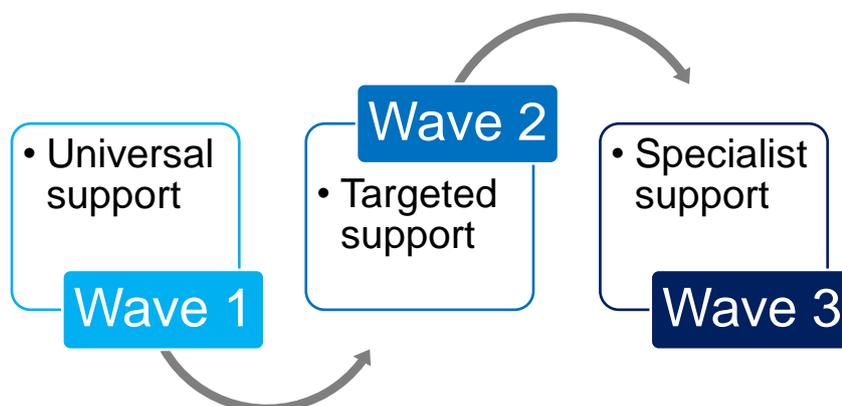
Communication and interaction needs	Cognition and learning needs	Social, emotional and mental health needs	Sensory and/or physical needs
Students who experience difficulty with speech, language and communication.	Students who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes students with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general.	Students' needs may be manifested in different ways, such as becoming withdrawn or displaying challenging behaviour. These may include being disruptive or self-harming. Students who have difficulty paying attention, or forming attachments with adults also fall into this category.	Students who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available.

5 Early Years

5.1 This policy applies to children in the early years. The person with responsibility for SEND in the early years is Elizabeth Parker, Deputy Nursery Manager.

6 Categorisation of Students

6.1 We use a simple categorisation of students which helps provide a consistent and understood language:



Wave 1 Universal Support	Wave 2 Targeted Support	Wave 3 Specialist Support
<p>It is our firm belief that pupils' needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all pupils they teach, including those with SEND. At this universal level, we train teachers to deliver high quality teaching, differentiated for individual pupils. We review the progress of all pupils at least three times per year and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual pupils they teach. In addition, we talk to students and their parents to gain as full an understanding of their learning needs as possible.</p>	<p>We provide targeted support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to a pupil's learning, or to help them catch up when termly data analysis shows they have fallen behind their peers. Such specific, targeted one to one or small group interventions may be run outside the classroom, and limited to a number of weeks to minimise disruption to the regular curriculum.</p>	<p>We provide specialist support when we consider it necessary to seek specialist advice and/or regular long term support from a specialist professional outside the academy in order to plan for the best possible learning outcomes for those pupils who fail to make progress in spite of high quality teaching and targeted intervention. This may include assessment and/or support from: an Educational Psychologist, an Assistant Educational Psychologist, a Speech and Language Therapist, Specialist Dyslexia Teacher, Specialist Sensory Advisory Teachers (for students with hearing or visual impairments); an Occupational Therapist; a Physiotherapist; a Therapeutic Learning Mentor; an Arts Psychotherapist; a Psychotherapist or a Counsellor. This is not an exhaustive list.</p>

7 The Graduated Approach

- 7.1 The school's approach to identifying and supporting SEN is informed by the SEN Code of Practice 2015, which recommends a graduated response to pupils who may be underachieving, based on a continuous process of assessment, planning and review. The school will make reasonable adjustments to remove barriers to learning or to increase access to all aspects of school life, including academic and extra-curricular activities.
- 7.2 The first response to existing SEN or possible SEN is High Quality teaching in subject lessons, using differentiated teaching strategies to target specific difficulties. Teachers use data that has been collected by the school and any available information regarding existing SEN to gain a full understanding of progress and individual needs. Sources of information might include:
- Standardised tests (e.g. GL Assessment, NFER, CAT4, MIDYIS, YELLIS, ALIS);
 - Educational Psychologist (EP) or Specialist Teacher reports;
 - Information from previous schools for new pupils;
 - Discussions with parents;
 - Observations in lessons;
 - In-class assessments; and
 - Discussions with Learning Support Team.

- 7.3 Subject teachers will implement strategies in response to the picture of need and then review outcomes within a reasonable time frame. Where pupils have not made progress despite this approach the cycle will begin again but may incorporate further specific interventions such as:
- Additional assessment by the Learning Support Team;
 - Targeted one-to-one or small group lessons with a specialist in the Learning Support Team to help with literacy, comprehension, study skills, writing skills, or revision techniques;
 - Mentoring sessions; and
 - The Learning Support Team may observe lessons and offer advice regarding additional strategies in subject lessons.
- 7.4 Once again, the pupil's progress will be reviewed following these specific interventions and if the desired progress has not been made, the level of support may increase to include liaison with outside agencies such as:
- Education or Clinical Psychologist, or Psychiatric Assessment;
 - Full Specialist Teacher assessment;
 - CAMHS involvement;
 - EHCP request; and/or
 - GP review.
- 7.5 Using all the information gathered at this stage, the process of applying new strategies and reviewing progress will continue.

8 Responsibility for SEN

- 8.1 The SEND Code of Practice makes explicit that, 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff'. All subject staff are required to be aware of a pupil's specific needs and be prepared to differentiate work appropriately with particular regard to the advice included in the Personalised Learning Plan. The Learning Support Team works closely with pupils and parents when reviewing targets and assessing effectiveness of strategies/interventions. In cases where there is a complex need (including pupils who have an Education Health and Care Plan), reviews may need to include outside agencies/specialists.

9 Managing Learning for Pupils on the SEND Register

- 9.1 In accordance with The SEND Code of Practice (DfE, 2015) The school adopts a graduated continuum for the identification, assessment and review of pupils with SEN. The support offered to SEN pupils is based on a cycle where needs are *identified, assessed, planned, do* (implemented) and *reviewed*. In most cases, pupils' needs are met through high quality teaching in the classroom. However in some cases additional provisions are provided, with permission from parents. Such provisions include in-class support from LSA/TAs, 1:1 and small group intervention. Junior and Senior School SEN forums occur once a term to provide a formal platform for teachers to assess, plan and review provisions.

Identification & Assessment

Early identification and assessment of SEN is vitally important in ensuring positive long-term outcomes for pupils. Identification is carried out in the following ways:

- the class or subject teacher identifies through regular assessment a pupil that is making less than expected progress
- all pupils' current attainment and current skills are assessed on entry. Previous school records and reports may be obtained
- Dyslexia screening is carried out during taster days for all pupils from Year 1 upwards

Special Educational Needs and Disability Policy

- summative assessment results e.g. *GL Assessment, Alis, Midyis, Yellis, PTIM, PTIE, Vernon spelling*
- concerns raised by parents/carers of pupils

All information is gathered by the SENCO who will contact the parents before seeking further information (e.g. observations, teacher reports). In some cases further testing may be recommended.

The school will value all the information provided by parents. This may include:

- information about the child's health and development when he/she was younger
- how the child behaves at home and how the parents think he or she is getting on at school
- the possible causes of the child's difficulties

If there are still concerns, the evidence acquired by the SENCO is presented and the pupil is placed on the SEN register. If no specific learning need is identified however concerns persist, the pupil may be placed on the Additional Needs Register. Pupils identified as having a disability are placed on the Medical Conditions Register. The SEN Register, Additional Needs Register and the Medical Conditions Register can all be found in the SEND Handbook.

The SEND Handbook is available to all staff on the Academic Shared drive.

Plan

The SENCO and Assistant SENCO take lead responsibility for co-ordinating special educational provision, working with the pupil's class teacher or teachers. In many cases, a Pupil Profile is written to help outline the specific learning needs of the pupil. Teachers then use the Pupil Profile to help tailor their teaching to the individual pupil. In some cases, the Pupil Profile identify specific learning outcomes for the pupil. Pupil Profiles are reviewed regularly and outcomes updated twice a year.

The SENCO and/or Assistant SENCO will liaise with the pupil's teachers and parents. The parents may be asked to work with the pupil or to help him/her at home. The support and encouragement of the parents are vital. Parents are consulted, either formally in a meeting or informally via other means of communication.

The voice of the pupil is considered an integral factor of the process and pupils are encouraged to participate in decision making about provision to meet their special educational needs. This is considered on an individual basis, taking into account their age, ability and past experiences. A record is kept of their views, for example, in identifying their difficulties and setting goals. Pupils directly inform their Pupil Profile in the 'About Me' section where their own views of their ability and learning styles are expressed.

Teachers, the SENCO, and the Assistant SENCO are supported by specialist help from outside the school and draw up a new Pupil Profile. It may be necessary to request that parents arrange for an Educational Psychologist's report. This would be the financial responsibility of the parents. As a result of the recommendations, specialist tuition may be recommended. Depending on the type of tuition necessary, this may be provided by the school or it may be necessary for parents to arrange this privately. Advice would be given by the SENCO and the pupil's profile will be reviewed accordingly.

Teachers, LSA/TAs and SENCO work closely to deliver provisions that are appropriate to the pupils' learning needs. Where necessary, interventions are planned and delivered.

Review

The support and progress of pupils are reviewed regularly and adjusted accordingly. The SENCO keeps a close check on how the pupil is progressing and records his or her progress carefully through

Special Educational Needs and Disability Policy

tracking systems and the SEN forum. The parents are kept informed and invited to review meetings. Regular opportunities are available on a formal or informal basis for parents to discuss their child's progress.

All teaching staff are aware of the school's procedures for identifying, assessing and providing for pupils with SEN.

Access to the curriculum

Each pupil has the right to full access to all subjects the curriculum contains at the appropriate level. It is recognised, however, that some subjects, or skills within some subjects, may be unsuitable for certain pupils with SEN.

For those pupils whose SEN have been confirmed by an Educational Psychologist, a reduced timetable can be considered if supported by the Deputy Head (Seniors) and SENCO. Dyslexia is the school's highest frequency SEN thus it is predominantly a language which is discontinued. Individual or small group study skills are facilitated in lieu of a language.

How pupils with SEN are integrated within the school

There is full integration within a form class. Staff and pupils are made aware of any special considerations.

Arrangements for SEN in-service training

Appropriate time is devoted to staff training on the subject of SEN. This may involve a presentation from an outside speaker on a particular topic or it may be by the SENCO or other members of staff with certain areas of expertise.

Use of teachers, facilities and support services from outside the school

As an independent school, Quinton House School has direct links with the support services and advises parents where the necessary support/assessment may be found. The school will then endeavour to support any arrangements or recommendations providing they can be met within the school's provision. Payment may be necessary for some additional services.

Partnership with parents

The school values the contribution of parents in the process of identifying, assessing and meeting pupil's special educational needs. Parents have the right of access to information, such as that provided in the Pupil Profile and the right to be involved in decision-making.

Individual pupils whose names are placed on the SEND Handbook are discussed with their parents so that they are involved at an early stage, and their views are encouraged and recorded. Parents are encouraged to approach the school about any concerns that they might have about their children's progress. The wishes and feelings of parents are represented and recorded at reviews of progress meetings. Parents are given:

- information on the school's SEND policy
- the name of the SENCO and the name of any member of staff involved in giving learning support to their child
- information on the support available to their child at school
- information on the parents' expected involvement in assessment and decision-making
- information on local and national organisations which might provide information, advice or counselling, e.g. Northamptonshire Dyslexia Association
- information on outside agencies, e.g. Educational Psychologists, who may need to be consulted

Parents need to be given input into their child's programme, as it is recognised that pupils with SEN will need support at home, as well as at school, in order to meet their targets.

Links with other schools, including transfer and transition

Quinton House School accepts pupils aged 2 to 18, in accordance with its admissions policy. When pupils with SEN and Disability are transferred to this school from another school, in addition to reports and references, the previous school would be required to provide details of the pupil's needs and the support with which they were provided. Where pupils transfer from Quinton House School to another school, their personal records would be forwarded which provides copies of reports, IEPs, etc...

10 EHC Plans

10.1 Where a child has an Education Health and Care Plan (EHCP) it will be reviewed annually, working with the local authority as appropriate. Schools must also make sure that particulars of educational and welfare provision for pupils with EHC plans is made available to parents, parents of prospective pupils and, on request, to the Chief Inspector, Secretary of State or independent inspectorate.

11 Recording SEND

11.1 We are required by law to keep a record of those pupils who have been identified as having SEND, and the provision we make for such pupils. For each pupil with SEND, the SENCo will record on the school data management system their broad area/s of need as listed above, as well as a description of any specific areas of need. This will make up the school SEND register. Where a pupil no longer requires the additional provision or support, the entry will be deleted from the SEND register.

12 External Agencies

12.1 We always work proactively and collaboratively with external agencies.

13 Exam Concessions

13.1 Exam boards set out the regulations that all schools are required to follow when considering exam concessions. Schools are required to make 'reasonable adjustments' while ensuring that no pupil is given an 'unfair advantage'. The Learning Support Team will assess needs and update the evidence.

14 Use of Laptops and Word Processing

14.1 If a report by an Educational Psychologist or other professional, such as an Occupational Therapist, recommends the use of a laptop in class, pupils should aim to type faster than they write and touch typing classes are suggested to support this. If the laptop is part of a normal way of working in lessons then it may be used in examinations.

15 Extra Time

15.1 In order to qualify for extra time in an examination, the school will adhere to exam board regulations. Alongside specific assessment test outcomes stipulated by exam boards, it is usual practice to demonstrate that the use of additional time is part of a normal way of working in school.

16 Transition

16.1 Transition can be challenging for many children, but in particular for those pupils with SEND. The following key principles are adhered to in order to support successful transitions for children with SEND. Transition arrangements are made for pupils needing significant support with SEND matters in collaboration with the family, the receiving school and any outside agencies involved:

- An exchange of effective and meaningful documentation in order to understand prior learning need.
- Head of Learning Support will contact the previous school.

16.2 Where children with SEND leave the school, the SENCO will work cooperatively with the receiving school to provide information about the pupil.

17 Management and Roles

17.1 All schools have duties under the Equality Act 2010, not only to ensure that 'reasonable adjustments' are made for pupils already attending the school, but also to consider what might be needed to ensure that any future pupils with a disability are not disadvantaged. The Senior Management Team, led by the Head, should regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement. The SENCO for the school is Pip Bates and the Assistant SENCO is Aisling McKenzie. To ensure best practice, the SENCO is an experienced, qualified teacher with relevant specialist qualifications.

17.2 Class and subject teachers

- Responsible for the progress of pupils with SEND.

17.3 The SENCO

- The SENCO has day-to-day responsibility for the operation of the SEND Policy and coordinating provision made for students with SEND.
- The SENCO provides professional guidance to colleagues with the aim of securing high quality teaching for students with SEND, and works closely with students, parents and other professionals to ensure students with SEND receive appropriate support.
- The SENCO plays an important role with the Head and proprietor in determining the strategic development of the SEND Policy and provision within the school in order to raise the achievements of students with SEND.

17.4 In compliance with the Special Educational Needs and Disability Regulations 2014, the SENCO is also responsible for the following:

- In relation to each of the registered pupils who the SENCO considers may have special educational needs, informing a parent/carer of the pupil that this may be the case as soon as is reasonably practicable;
- In relation to each of the registered pupils who have special educational needs:
 - Identifying the pupil's special educational needs, and co-ordinating the making of special educational provision which meets those needs;
 - Monitoring the effectiveness of any special educational provision made;
 - Securing relevant services for the pupil where necessary;
 - Ensuring the records of the pupil's special educational needs and the special educational provision made are maintained and kept up to date;
 - Liaising with and providing information to a parent/carer of the pupil on a regular basis about that pupil's special educational needs and the special educational provision made;
 - Ensuring that, where the pupil transfers to another school or educational institution, educational provision made is conveyed to the appropriate authority or the proprietor of that school or institution;
 - Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;
 - Selecting, supervising and training learning support assistants who work with pupils with special educational needs;
 - Advising teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs;
 - Contributing to in-service training for teachers at the school to assist them to carry out necessary tasks to meet the needs of pupils with special educational needs; and
 - Preparing and reviewing the information required by law to be published in relation to special educational needs provision.

17.5 The Headteacher

The Headteacher has overall responsibility for the strategic planning and day-to-day delivery of SEND provision.

18 **Document Retention**

18.1 We are required to keep SEND documents for specified amounts of time in accordance with legislation, please see the Data Retention Policy for specific guidelines.

19 **Complaints**

19.1 All complaints should be dealt with via the school's agreed Complaint Procedure.

Special Educational Needs and Disability Policy

Ownership and consultation	
Document sponsor (role)	Director of Education
Document author (role)	Director of Education
Consultation – May 2017	The following schools were consulted: North Bridge House Senior School, North Bridge House Canonbury School, Downsend Prep School, Kings School, Polam School, British School of Barcelona, Oakfields Montessori School and El Limonar Villamartin. Education Team representative – Marian Harker, QA Officer.
Consultation – April 2018	Emily Joyce – Group Legal Counsel

Compliance	
Compliance with	Legislation listed in policy, as amended from time to time
Related documents	Complaint Procedure Policy on Supporting Pupils with Medical Conditions EAL Policy

Audience	
Audience	School staff

Document application	
England	Yes
Wales	Yes
Spain	Yes

Version control	
Implementation date	September 2018
Review date	Review and update for implementation from September 2019