



Duncombe
School

An Independent Preparatory
School and Nursery

Special Educational Needs Policy (Including Clearly Signposted EHC Section)

Date Policy Reviewed	Policy Reviewed By	Reason/Outcome	Next Review Due
April 2013	Sue Howes	Review	Spring 2014
March 2014	Sue Howes	Review	Spring 2015
March 2015	Sue Howes	Review	Spring 2016
February 2016	Sue Howes	Review	Spring 2017

This policy sets out to support all the aims of the School by ensuring that all pupils are properly cared for in a warm and caring environment and in a position to access the education that the School aims to provide.

It is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0-25 years 2014
- The Equality Act 2010

Mission Statement

‘Duncombe School will educate the whole child, fostering the individual's highest academic, creative, social and recreational standards within a happy, caring and stimulating environment.’

Mission Statement – Treetops

‘Our primary purpose is to support children and parents through the early years of education. Treetops offers a carefully managed induction programme to School life and subsequently a broad and challenging education within a caring and secure family environment.’

School Aims and Philosophy

- To educate the whole person (academic, spiritual, moral), promoting respect for Christian values but recognising and respecting beliefs, needs and achievements of others in our multi-cultural society.
- To provide a structured and happy environment where each member of the community is valued and secure and where there is a commitment to encouraging individual development.
- To promote high standards in all areas of life.
- To encourage self discipline, self motivation and self respect through promoting competition against self and objective standards rather than each other.
- To provide each child with a broad and balanced curriculum that encourages children to realise their full capabilities.

- To foster a lively and varied learning environment adopting teaching styles relevant to each child's learning.
- To work in partnership with parents encouraging dialogue in the best interests of their child.

1. Introduction

This document is a statement of the aims, principles and strategies for the identification and management of children with special educational needs and disability (SEND) at Duncombe 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.

Duncombe is a caring School where attention is paid to the planning of the curriculum, both to extend the most able and to support the individual needs of pupils with identified learning difficulties within the mainstream setting. Admission of a pupil with (SEND) is at the discretion of the Head and may be reviewed after six months. Children entering the School will normally spend a day in the classroom with their year group and be assessed by the class teacher and/or other staff. This may involve the use of specific tests, the results of which will be shared with the child's parents. The Head will discuss the needs of the individual child with the School's Head of Learning Support. If the School is able to meet those needs, then the child can be accepted.

2. Principles

We are committed to providing equal access for all children to the broad and balanced curriculum to which they are entitled. We welcome children with SEND as part of our community. We recognise that we must consider the individual needs of all children when planning our curriculum and we aim to provide a curriculum which is accessible to the individual needs of our children. This document applies to the whole School including Treetops, our EYFS provision.

To achieve this commitment:

- a) We aim to employ quality first teaching (QFT) when devising support for SEND.
- b) We recognise a continuum of special needs: any child may experience a special need at any stage of their education. Our aim is to raise the expectations and achievements of all children.
- c) Early intervention: we recognise the importance of early identification and assessment of children with special educational needs. We aim to address special needs as soon as concerns are raised so that learning experiences are appropriate to children's current needs and future difficulties are minimised. We seek to develop practices and procedures that are designed to ensure that all children's special educational needs are identified and assessed, with the curriculum being planned to meet their needs. We recognise that QFT can help prevent some special educational needs arising at all, and can minimise others.
- d) We recognise that responsibility for SEND is a whole-School issue: it lies collectively with all staff, supported by the Head of Learning Support and the Leadership Team. We aim to equip all staff to effectively meet a wide range of children's needs. Lessons provide differentiated activities to meet these needs.
- e) All children have a right to a broad, balanced and relevant education. We believe that SEND should be addressed by using a variety of groupings, settings and differentiation strategies to ensure full curricular access for all children.

- f) We believe in the involvement of the child and the importance of taking their views into account: they should be actively encouraged to participate in discussing the purpose of learning tasks, in personal target-setting and in evaluating their outcomes. Our SEND provision aims to actively involve children in this process in the light of their age and understanding.
- g) We recognise that parents and carers have a vital role to play in supporting their children's education. We aim to work in close partnership with parents and carers, valuing their opinions and contributions, and 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.
- h) 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.

3. Aims

The aims of our SEND provision at Duncombe are:

- to recognise that some children have difficulties which call for special educational provision;
- to identify and assess children with SEND as early as possible by gathering information from parents and other agencies;
- to apply a whole School policy to meet each pupil's individual needs following the guidelines of The SEND Code of Practice 2014 and the Equality Act 2010 so they achieve their best;
- to identify and address pupils' needs through the graduated approach and the four part process of assess, plan, do and review;
- to give every child with SEND the best possible access to our broad and balanced School curriculum through quality first teaching differentiated for individual children;
- to involve children, where possible, to participate in setting their targets and reviewing progress;
- to acknowledge the role parents and carers have in their child's learning and involve them in all stages of their child's education;
- to make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the Equality Act 2010;
- to develop existing skills of all staff in the identification, assessment of and provision for children with SEND and to provide training and support as appropriate;
- to ensure support agencies are used effectively;
- to make clear the expectations of all partners in the process.

4. Definitions

Definition of SEND [Children and Families Act 2014, Section 20]

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of children 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do if no special educational provision were made.

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

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

‘A person (P) has a disability if –

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

Equality Act 2010 Chp. 1 para 6.

5. Roles and responsibilities

Teaching children with SEND is a whole School responsibility.

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 (SEND Code of Practice 2014)

The role of the Head of Learning Support

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

1. Overseeing the day to day operation of the School’s Individual Needs Department and SEND policy;
2. Carrying out observations and assessments of individual pupils to help support and provide for them;
3. Liaising with and advising teachers, LSAs and TAs, managing these where appropriate, offering specialist advice and support so that they can apply targets and make provision for identified pupils;
4. Coordinating 1:1 and group learning support, and where appropriate, delivering this;
5. Keeping the Head informed about provision, training needs, pupils’ needs and changes to statutory requirements;
6. Tracking pupils’ progress using Individual Education Plans (IEPs) and other records;
7. Maintaining the School’s electronic SEND register and overseeing other records for all pupils with SEND;
8. Identifying and monitoring areas of need and provision across the School, reporting to the Head;
9. Advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;
10. Liaising with parents of children with SEND, keeping notes of these meetings;

11. Contributing to and promoting in-service training of staff both in-house and external as well as networking with other SEND coordinators in Cognita Schools;
12. Liaising with external agencies including Educational Psychology Services, Health and Social Services, voluntary bodies and the Schools to which pupils transfer;
13. Liaising with the Local Education Authority in the preparation and delivery of Statement and Education, Health and Care Plans;
14. Ensuring that suitable examination and other assessment arrangements are made for pupils who have difficulties with the usual procedures and appropriate resources are made available; and
15. Managing the SEND team of teachers, TAs and LSAs within the Learning Support Department.

It follows from this that the Head of Learning Support has planned time to administer the School's SEND arrangements.

The role of the Teachers

1. Identify pupils of concern and liaise with the Head of Learning Support;
2. Keep notes on SEND pupils in the system;
3. Differentiate work for identified SEND pupils;
4. Liaise with the Head of Learning Support to plan work for SEND pupils;
5. To review and contribute to writing IEPs when required (supported by the Learning Support team);
6. Direct support from learning support assistants if appropriate;
7. Each member of staff is expected to keep up-to-date with information about SEND children that they teach; and
8. Liaise with the parents of identified pupils.

The role of the Head

Ensure that the Head of Learning Support and other staff have sufficient time allocated to carry out their teaching and administrative roles;

1. Liaise with the Head of Learning Support regularly regarding individual children;
2. Discuss staff training needs with the Head of Learning Support;
3. In discussion with the Head of Learning Support arrange sharing of good teaching practice;
4. Look at resource requests for the Learning Support department; and
5. Share information on SEND with the School's Cognita Education Officer.

6. Processes

Identification

Children will have needs and requirements that may fall into at least one of the four areas defined by the SEND Code of Practice 2014:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

The SEND Code of Practice 2014 describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and the children of the same age.

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the same rate. A judgment has to be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress of the individual child is not

adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Duncombe aims to identify if a child is not making adequate progress as early as possible. Initially the teacher and the Head of Learning Support will discuss a child's needs and information will be gathered. At a later point and if necessary, further testing may be carried out, results recorded and a meeting of all interested parties arranged. Depending on the results of these assessments a child may or may not need to be placed on the SEND register.

SEND Register

At Duncombe we have due regard for the guidance in the Code of Practice 2014.

Our SEND register covers the following stages and children may be moved on or off the register at any point.

a) Monitor/concern stage

This approach starts with the class teacher using differentiation strategies (first quality teaching) to meet the individual needs of pupils. A pupil is monitored if staff have any concerns about them but are currently able to manage their learning within the classroom through group work and differentiated activities. Parents are informed by the class teacher about concerns at the same time as the Head of Learning Support is informed. A Record of Concern should be filled in by the class teacher, subject teachers or any adults involved with the child on a regular basis. The Record of Concern should be given to the Head of Learning Support who will then discuss it with interested parties and decide on appropriate assessment. The class teacher will then inform the parents of the concerns and ask permission for any assessments that have been deemed advisable.

After assessment has taken place parents must be informed and invited into School to discuss the findings as soon as it is reasonably possible to do so.

b) Special Educational Needs Support (SENS)

A pupil moves to SENS if it is felt that staff in consultation with the Head of Learning Support have identified that the child has special educational needs which require additional support. Interventions are necessary that are additional to or different from those provided as part of the School's usual differentiated curriculum. An Individual Education Plan (IEP) may then drawn up by the Head of Learning Support in consultation with the class/ form teacher and is reviewed and rewritten at least twice yearly in consultation with the parents/carers of the pupil. The IEP may be as part of a group of pupils with similar needs. For younger pupils or for those whose needs are considered short-term the review period may be not as long. In all cases the review period may be flexible. If appropriate, the pupil will be asked to assess his/her progress. Where significant progress is made the class and support teacher may decide that the child will no longer have an IEP and be monitored by the teacher whilst still receiving any necessary differentiation. Parents/carers will be informed and their views taken into account.

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

If despite receiving an individual programme they continue to make little or no progress the Head of Learning Support works with the class/form teacher to complete forms for referral to outside agencies and the Head of Learning Support provides documentation to support the referral. The School encourages parents to consult with specialists and outside agencies and the School then seeks to ensure that there is good liaison between the School's provision and that recommended or provided by the outside agency. Parents/guardians will be asked to fund any assessments that are not covered by local authority action and will be asked to inform the School of the outcome of assessment. A meeting must be arranged with the parents and interested parties in School to discuss the outcomes.

The class/form teacher and Learning Support Department must work closely together to provide a comprehensive support programme for the child. The class teacher and Head of Learning Support may revise the IEP in consultation with any other professionals involved with supporting the child. All those involved must keep clear records and IEPs will continue to be written on a regular basis.

c) Statutory Assessment and Education, Health and Care Plans (EHC Plan)

For a very small number of pupils, progress at SENS may still not adequately support their needs. At this point parents can request a Statutory Assessment for an EHC Plan from the Local Authority, preferably with the support of the teachers and Head of Learning Support and following consultation with the Head. The Head of Learning Support, with the advice of the class and other teachers, will fill in all the forms sent by the authority and will liaise with the parents and the authority about assessment criteria.

The School will be asked to provide educational advice about the pupil, drawing on record keeping for differentiation, and SENS. Intervention remains in place during the assessment process. All those involved with the pupil must continue to keep detailed records.

This may result in an EHC Plan (previously called a Statement of Educational Needs). The School has to meet the Objectives and Provisions for the pupil which are set out in the Plan. A pupil will have their progress reviewed at least annually with teachers/ Head of Learning Support / parents/ outside agencies and the LA. It is the responsibility of the Head of Learning Support to collate records and to maintain the pupil's file.

Procedures relating to the SEND register

Records

The SEND provision records are as follows:

- **Records of Concern/Early Years observations** are kept by the Head of Learning Support in the Learning Support office and in the pupil's file. Blank copies can be found Academic Shared:SEN or by applying to the Head of Learning Support.
- **Assessment and progress files** are kept by the Head of Learning Support in the office and in the pupil's file.
- **Initial Parent Contact forms** are kept by the Head of Learning Support and in the pupil's file.
- **IEPs** are kept by the Head of Learning Support SENCO. Copies are kept in the IEP file. For all years the IEPs are on the School intranet system (Academic Shared:SEN: IEP 2015 - 2016) and may be downloaded in hard copy form by the class teacher/specialist subject teacher.
- **School based assessments** are stored in the pupil's file. It is the responsibility of the class/subject teachers to read any relevant assessments and to put into their class teaching the recommendations that the Head of Learning Support has made.

- It is the responsibility of the Head of Learning Support to draw the attention of the teachers to the assessments.
- It is the responsibility of the class/subject teachers/key worker to familiarise themselves with the reports and IEPs.
- **IEP review forms** are kept with the relevant IEPs in the above places.
- **Any other records**, Educational Psychologist's reports, Speech Therapy etc are kept by the Head of Learning Support in the office in the pupil's file.
- **The register of pupils with special educational needs and disability** is on the staff intranet and all records are updated by the Head of Learning Support when appropriate. The Head of Learning Support emails all staff drawing their attention to the list a] when it is updated b] at the start of each term.

These records will be kept in two separate registers: an active register detailing provision for all pupils currently receiving support and an inactive register of the records of pupils who were supported in the last three years but no longer require this. Records are retained in accordance with the School's Data Protection Policy Data Retention Schedule.

At the beginning of each term staff discuss the SEND register and it is updated. All staff have access to the current SEND Register including the Monitor/Concern stage list. All staff have access to IEPs which are working documents to be used when planning – they are accessible in a file or on the School system but remain confidential.

Individual Education Plans (IEPs)

An IEP is used to plan the support for a pupil who is additional to, and different from, that available to all. It focuses on up to three or four key individual targets and includes information about:

- the pupil's strengths and weaknesses;
- three or four (no more) short term targets set for or by the pupils, with a review date specified for each target;
- the teaching strategies to be used, how these are to be delivered and by whom;
- exit criteria for each target;
- the provision to be put into place; and
- when the Plan is to be evaluated and reviewed; and any outcomes, including next steps and revised targets as appropriate.

IEP targets should be **SMART**:

- **s**hort;
- **m**easurable;
- **a**chievable;
- **r**ealistic; and
- have a define **t**ime.

IEPs are based on a cycle of 'assess, plan do and review'. The Plans are kept under review at all times and may be adjusted accordingly. Each is formally reviewed, generally twice a year. Parents are also consulted, either formally in a meeting or informally. Teachers are similarly consulted, as is the pupil. Parents are sent a copy of the IEP and are asked to sign a copy for the School to keep.

Regular opportunities are available on a formal or informal basis for parents/carers to discuss their child's progress. Parents are able to discuss their concerns with the Head of Learning Support whenever they need to.

Waves of Action to meet special educational needs

	Wave 1: Quality First Teaching (QFT),	Wave 2: QFT, SENS - targeted support, short term interventions	Wave 3: QFT, SENS – long term interventions, external agencies
Assessment and planning	Teacher assessment, screening tests	Teacher assessment, screening tests, SATs, in-School whole class assessments, in-School individual assessments	External assessment by Educational Psychologist or other therapist(s)
Grouping for teaching purposes	Grouping strategies used flexibly within the classroom	Small groups used for out of class activities with group targets. Individual or small group tuition to support IEP targets	Individual or small group tuition to support IEP targets or programme drawn up by the School with support from external therapist(s)
Human resources	Class teacher and teaching assistants (TAs) Advice or intervention in class from the Learning Support Team (Specialist teacher/ LSA)	Learning Support staff in liaison with class/ form teachers and the parents/ carers	Learning Support staff in liaison with external therapist, class/form teacher and parents/ carers
Curriculum and teaching methods	Differentiation for curriculum access using multi-sensory (VARK*) teaching methods and suitable adjustments within the classroom. Behavioural targets/ charts	Specific reinforcement or development of particular skills through differentiated activities and materials. Individual programming to support specific targets, access to ICT.	Individual programming to support specific targets, access to ICT

*Visual, auditory, reading/writing, kinaesthetic.

Curriculum access for pupils

Special needs provision is planned, monitored and reviewed by the Head of Learning Support , who reports to the Head.

The Head of Learning Support and support staff work closely with class teachers through meetings and written communication about pupils as part of the School's assessment procedures, to ensure that learning is differentiated according to the needs of the pupil.

The class or form teacher and the Head of Learning Support will discuss provision to ensure that the pupil's access to the wider curriculum is not unduly affected by additional support provision. These discussions should include use of the Head of Learning Support timetabled administrative time to meet with class/subject teachers and for the Head of Learning Support to observe SEND children on a regular basis with the class or subject teacher's agreement.

Integration

Children with SEND are fully integrated within the School as a whole. All staff and children know which children receive support but the atmosphere is one of encouragement and understanding. It is the School's aim to develop the child's self-esteem in the classroom and through School activities.

Examination Procedure

Access arrangements, such as seeking extra time for examinations, using a reader or a scribe, are allowed according to the JCQ regulations.

Future Schools

The Head advises all parents as to the pupil's future school placement when this becomes appropriate. In the event of the pupil having SEND, advice is given to parents as to the amount of continuing support the pupil may need and reports are sent to the future School highlighting the pupil's needs.

7. Assessments

Initial assessment on entry or soon after includes:

- basic background details about the pupil;
- more detailed background including parents' questionnaires and details of the pupil's medical history;

For older pupils, taster days prior to entry may include:

- class/subject/Learning Support teacher observations
- assessments of the pupil's reading and maths ability using tests which provides a standardised score;

Regular assessments throughout the School include:

- assessments of the pupil's reading ability using a test which provides a standardised score (GL Assessment New Group Reading Test);
- assessment of pupil's reasoning abilities GL Assessment CAT4 Cognitive Abilities Test which provides standardised scores
- SATs at Year 2, Year 6 and optional SATs;
- observational assessments using the Early Years Foundation Stage (EYFS) Profile.
- teacher assessment based on class work, termly and half-termly assessments

Suggested tests for pupils who achieve low scores or who are making little progress include the following. However a **guiding principle** is that the tests used must be up to date and manageable. It is not intended that all these tests be used with all pupils. Their use depends on the pupil's identified needs, but the School seeks to establish standardised scores as well as gaining diagnostic information.

Assessment	Purpose
York Assessment of Reading for Comprehension YARC: Early Reading	Letter Sound Knowledge Early Word Recognition Sound Deletion Sound Isolation
York Assessment of Reading for Comprehension YARC: Passage Reading (also includes Single Word Reading Test)	Reading accuracy Reading rate Comprehension
Dyslexia Portfolio	Reading speed Phoneme deletion Nonword reading Naming speed Rate of writing Recall of digits forwards and backwards Single word reading and spelling
LUCID Rapid	Phonological Processing (4 - 15 years) Working Memory (4 - 15 Years) Phonic Decoding Skills (8 - 15 years) Visual-verbal integration memory (4 - 7 years)
LUCID Ability	Verbal and non-verbal reasoning
LUCID Cops	Phonological awareness Phoneme discrimination Auditory short-term memory Visual short-term memory Visual and verbal sequencing
LUCID Lass	Visual Memory Auditory/Verbal Memory Phonic Reading Skills Phonological Processing Ability Word and Sentence Reading Spelling Reasoning
Wide Range Achievement Test 4 WRAT 4	Word Reading Spelling Comprehension From age 5 upwards
Sandwell Early Numeracy Test (Revised) SENT-R	Standard score and equivalent age Number ability for 4 – 8 years – strengths and weaknesses
Wide Range Intelligence Test WRIT	General Ability – from age 4 upwards
Single Word Spelling Test SWST	Standard score and spelling age
British Picture Vocabulary Scale	Vocabulary
G & B Non-Word Memory Test	Phonological Processing and Memory
Turner Non Word Decoding Test	Phonological Awareness

8. Monitoring and Evaluation

The SEND policy will be subject to a regular cycle of monitoring, evaluation and review. Its effectiveness will be considered annually and it will be amended, following evaluation and consultation.

Other Associated Policies & Procedures

- Accessibility Plan
- Admissions Policy
- Antibullying Policy
- Bring Your Own Device Policy
- Curriculum Policy
- Curriculum Volunteer Guidance & Agreement
- English as an Additional Language Policy
- E-Safety Policy
- Equality & Diversity Policy
- Gifted, Talented & More Able Pupils Policy
- Homework Policy
- Learning Outside the Classroom – Trips & Visits
- Library Policy
- Literacy Policy
- Marking & Feedback Policy
- Mathematics Policy
- Safeguarding Policy inc. Child Protection
- School Behaviour Policy inc. Reward & Sanctions
- Teaching & Learning Policy

SAFEGUARDING STATEMENT

Duncombe School is committed to maintaining a safe and secure environment for all pupils and a culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding Policy'.