

# Special Educational Needs and Disability (SEND) and Inclusion Policy

Salcombe Preparatory School



January 2016

*This policy applies to Salcombe Preschool (EYFS), Pre-Preparatory School and Preparatory School*

## Salcombe Preparatory School

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### 1 Policy Statement

Salcombe Preparatory School values the abilities and achievements of all its pupils, and is committed to providing for each pupil, irrespective of ability, gender and race, a happy and caring environment in which they can develop their full potential.

### 2 Definition of SEND

We recognise the definition of SEND as stated in the Code of Practice 2015:

**“A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”.**

#### 2.1 The term ‘SEND’ is used in this document to refer to:

- children with Special Educational Needs (SEN) that call for special educational provision to be made;
- children with SEN requiring an Education, Health & Care Plan (EHC);
- children with EAL needs (English as an Additional Language);
- children with LDD (Learning Difficulties and/or Disabilities);

A child has learning difficulties if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age
- has a disability which prevents or hinders the child from making use of educational facilities

#### 2.2 Education, Health & Care Plan (EHCP)

- An Education, Health and Care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.
- EHC plans identify educational, health and social needs and set out the additional support to meet those needs.
- The school may seek an EHC from our local authority, Enfield Borough Council, for any pupil. Parents can also make a request for statutory assessment.

#### 2.3 The SEND Department’s aims for all SEND pupils are to:

- ensure that all pupils have access to a broad and balanced curriculum;
- provide a differentiated curriculum appropriate to the individual’s needs and abilities;
- to ensure the identification of all pupils requiring SEN provision as early as possible in their school career;
- ensure that SEN pupils take as full a part as possible in all school activities;
- ensure that parents/carers of SEN pupils are kept fully informed of their child’s progress and attainment; and
- ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.

### 3 Identification, Assessment and Provision

#### 3.1 Referral to SENCO (Monitoring)

At this level, concerns have been raised and discussed following parental concern or staff completing a **Record of Concern** form. Teachers are aware of the needs of a pupil but no action is required beyond sensible differentiated and high first quality teaching. The pupil will remain on the monitoring list and be reviewed at SEN Staff meetings until they are no longer a cause for concern or until their needs warrant further intervention.

#### 3.2 Identification

- The school's particular arrangements for assessing and identifying pupils as having SEND also form part of Enfield Borough's published **Local Offer** which was produced in consultation with parents in cooperation, with the Local Authority and with due regard to the general duties to promote disability equality.
- All teachers are responsible for identifying pupils as having SEND and, in collaboration with the Head of Curriculum Support, will ensure that those pupils requiring different or additional support are identified at an early stage. This is part of the collective responsibility and collaborative approach of the school.
- The school reflects what the Code of Practice states in that pupils are only identified as SEND if they do not make adequate progress once they have had appropriate interventions and good quality personalised teaching. This is known as 'SEN Support'.
- Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning. The school will ascertain pupils' needs through:
  - evidence obtained by teacher observation/assessment;
  - understanding their ability, attainment and progress as expressed as National Curriculum levels, Reading and Comprehension Ages, CAT scores and calibrations arising from other forms of ability and attainment testing;
  - records from previous schools; and
  - information from parents/carers;
- The four broad areas identified within the SEN Code of Practise 2015 are '**Communication and Interaction**', '**Cognition and Learning**', '**Social, Emotional and Mental Health Difficulties**' and '**Sensory and/or Physical needs**'. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision. (Please see Section 8)
- The main methods used by the school for providing for the needs of SEN pupils are:
  - full-time education in classes, with additional help and support from teachers via differentiated explanations, tasks and expected outcomes;
  - periods of withdrawal to work with a support teacher;
  - in-class support with adult assistance; and
  - support from specialists within class or as a part of a withdrawal programme.

#### 3.3 Following Identification

- If the school decides that a pupil requires additional support to make progress, the Head of Curriculum Support, in collaboration with teachers and in consultation with parents, will coordinate a programme of support.
- The SEN support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (**Assess, Plan, Do and Review**).

### 1. Assess:

- The school will carry out an analysis of the pupil's needs which draws on the teacher's assessments, experiences of the pupil and their previous progress and attainment. The school liaises with outside agencies who are conducting the assessments.

### 2. Plan:

- We at Salcombe recognise that we **must** formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and Head of Curriculum Support agree, in consultation with the parent and pupil, the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes). This is completed as a Pupil Profile and distributed to the pupil's teachers.

### 3. DO:

- The Head of Curriculum Support supports the class teacher in the implementation of the pupil profile. The teacher remains responsible for working with the pupil and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with teaching assistants to plan and assess the impact of support and how they can be linked to classroom teaching.
- Where a pupil's needs warrant intervention from outside agencies, the Head of Curriculum Support will coordinate the response from the school and the outside agencies. External support services will require access to a pupil's records in order to understand the strategies employed to date, and the targets set and achieved. Parental consent will be sought for any additional information required.
- An external specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil.

### 4. Review:

- Children's pupil profiles are reviewed every half term and are done so with the Head of Curriculum Support and the teacher in consultation with the parent and pupil.
- We review the impact and quality of the support and will revise the support, if necessary, in light of the pupil's progress and development.
- Children who have an EHC must be reviewed by the local authority in partnership with the school at least annually.

## 3.4 How Salcombe promotes a positive learning environment for all pupils:

- involve communication between teacher and pupil
- be positive towards the learner
- clearly identify the ways children learn (learning styles)
- see pupils as individuals
- encourage children to monitor their own learning and development and to set their own goals
- be consistent throughout the school
- relate to the national curriculum
- acknowledge pupils strengths and creativity
- involve agreed learning outcomes
- enable the School to up-date resources to meet needs
- inform and involve parents

### 3.5 Record Keeping:

- The school will record the steps taken to meet pupils' individual needs. The Head of Curriculum Support will ensure that records are accurately maintained.
- Pre-School, Key Stage 1 and Key Stage 2 records are updated by the SEND staff in collaboration with individual form and subject teachers and held centrally.

## 4 The Role of the Head of Curriculum Support (SENCO)

The Head of Curriculum Support shares the leadership of the school's SEN provision with the Senior Management Team and is specifically responsible for its coordination. Responsibilities include:

- ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEN;
- co-coordinating provision for children with SEND;
- overseeing the day-to-day operation of the SEND policy;
- advising and supporting fellow teachers;
- managing Learning Support Assistants;
- overseeing pupils' records;
- liaising with external agencies, support services, Health and Social services and voluntary bodies and being a key point of contact;
- liaising with parents;
- ensuring that parents are given clear guidance about how they can contribute to the support for their child's educational needs.
- contributing to INSET;

## 5 SEN INSET

- All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Part of the Head of Curriculum Support's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils.
- INSET requirements in SEND will be assessed.

## 6 Partnership with Parents

- Salcombe Preparatory School firmly believes in developing a strong partnership with parents and that this will enable pupils with SEND to achieve their potential. The school recognises that parents have a unique overview of the pupil's needs and how best to support them, and that this gives them a key role in the partnership.
- The school considers parents of SEND pupils as valued partners in the process.
- Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision-making processes affecting them.

## 7 Links with External Agencies

- The school recognises the important contribution that external support services make in assisting identification, assessment, and provision for, SEND pupils.

- When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:
  - Dyslexia Institute
  - Educational Psychologists
  - Behavioural support services
  - Speech therapists
  - Occupational therapists

In addition, important links are in place with the following organisations:

- School Attendance Officer
- Social Services
- PTA
- other groups and organisations.

### The SEN team of the school:

- The School's response to SEN pupils' needs is coordinated by the **Head of Curriculum Support – Mrs Tamara Eston** who leads the SEND Department.

## 8 Broad Areas of Need

SEND support is based around the following four broad areas of need and support:

### 1. Communication and interaction

- Speech, Language and Communication Difficulties
- ASD (Autism and Asperger's Syndrome)

### 2. Cognition and learning

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties including Dyslexia, Dyspraxia and Dyscalculia

### 3. Social, emotional and mental health

- Anxiety
- Depression
- Self-Harming
- Substance Misuse
- Eating Disorders
- Physical symptoms which are medically unexplained
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD)
- Attachment Disorder (AD)

### 4. Sensory and/or physical needs

- Visual Impairment (VI)

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- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

<b>Ownership and consultation</b>	
Document sponsor (role)	Headmistress and Head of Curriculum Support/SENCO
Document author (name)	Sarah Davies and Tamara Eston
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<b>Audience</b>	
Audience	All school staff

<b>Document application and publication</b>	
UK	Yes
Spain	No

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<b>Related documentation</b>	
Related documentation	<ul style="list-style-type: none"><li>• More Able and Talented Policy</li><li>• SEN: EAL Policy</li><li>• Teaching &amp; Learning</li><li>• Assessing Achievement Policy</li><li>• Safeguarding and Child Protection Policy</li></ul>