St. Andrew's School.
Policies and Procedures.

Special Education Needs Policy

This policy is applicable to all pupils, including those in the EYFS

Introduction

We support and value the abilities of all our pupils. It is our duty to make our best endeavours to provide equal opportunities for every person in our care and a safe learning environment, which caters to the needs of every pupil as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each pupil experience success and to reach their full potential by providing the highest standard of education and care.

Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

The school aims to take note of the current legislative framework and to comply with those aspects which apply to independent schools. These will include, but not be limited to the Disability Discrimination Act 1995, the Equality Act 2010, and the Children and Families Act 2014.

It will also be mindful of other statutory and non-statutory related guidance, including, but not limited to the SEN Code of Practice 2015.

Aims and objectives

- To be an inclusive school where the responsibility for the support of children with SEND lies collectively with all of the staff.
- To use our best endeavours to ensure that any child presenting with a learning difference or disability is identified as soon as possible and strategies put in place to meet his/her needs.
- To recognise that needs are not fixed and those strategies will be monitored for their effectiveness and adjusted as necessary.
- To create and keep up to date a Special Needs Register with appropriate criteria for adding and removing pupils from it, but also recognising that those children who have needs but do not match the criteria of the Special Needs Register will also need their own provision.
- Appropriate records will be kept but the requirements of revised data protection regulations must be observed.
- To support teachers so that they may implement intervention strategies to target the underlying learning needs of individual pupils to enable them to access the curriculum.

Defining SEND

A student has a learning difficulty or disability if they: have a significantly greater difficulty in learning than the majority of others of the same age; or, 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.

English as an Additional Language

The identification and assessment of the special educational needs of pupils whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as mentioned above. We must look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special education needs.

Admissions

No school can support every child presented to it but St. Andrew's welcomes children with SEND whose needs it feels, with full knowledge of those needs, and by making what it considers to be reasonable adjustments, it can meet. Parents must be open and frank in enabling the school to have the fullest picture of their child's needs before admission and pass to the school all relevant professional reports.

Identification, Monitoring & Tracking

Identifying pupils at SENS (SEN Support)
Class teachers, including EYFS staff, are continually monitoring the progress of all pupils. If they observe that a pupil, is making less than expected progress in learning or in personal development, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between the pupil and their peers.
- Displays social or emotional traits which are different from what is expected from other children of similar age.

Where a pupil is identified as not making sufficient progress or is giving rise to other concerns by a teacher, that teacher has a duty to consult the SENCO, and a plan of action is agreed after appropriate discussion.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised by the SENCO on the next line of action. All pupils are closely monitored, and their progress tracked each term.

Working with Parents and Pupils

We aim to have good and informative relationships with all our parents. If a pupil is experiencing difficulties, parents will be informed as soon as possible, and a meeting arranged.
At all stages of the special needs process, the school, usually through the SENCO, keeps the parents fully informed and involved. We actively encourage all of our parents to support their child by maintaining positive but realistic attitudes. However, all staff should be aware of the pressures a parent may be under because of the pupil's needs.

Once a pupil has been identified as having possible SEND, the class teacher will invite the parents to a meeting to:

- Formally let them know that their pupil is being placed on special educational needs support, (SENS).
- Discuss any assessments that have been completed.
- Agree a plan and provision for the next term.

Recording Information for Pupils at SENS (SEN support)

Once a pupil has been identified as needing SENS the following paperwork is completed:

- An Individual Provision Map is produced and/or reviewed. The plan records specific and challenging targets for the pupil to achieve, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the pupil to achieve these targets.
- Half termly, the teacher assesses progress made towards each of the targets.

Additional Professional Support

All of our teachers are trained to work with pupils with SEND. All staff have access to advice, information, resources and training to enable them to teach all pupils effectively. We offer training and self-help opportunities through access to in-house or outside agency courses, provision of books or guidance towards useful websites.

Some support staff have expertise and training in specific areas of SEND. Additional expertise may be sought from the Local Authority or the NHS. This includes access to Educational Psychologists, Advisory Teachers and medical specialists. The school cannot guarantee that such support will be made available, nor that it will be free of charge.

If we feel we need additional support to meet a pupil's needs we will, following a meeting with the parents, request the advice of other services, or support the parents seeking that advice themselves if that is deemed more appropriate.

Moving to an EHCP (Education, Health and Care Plan)
If a pupil fails to make progress, in spite of high quality, targeted support at SENS, we may apply or suggest parents apply, for the pupil to be assessed for an Education, Health and Care Plan (EHCP) from their local authority.
Generally, we will advise the parents to seek an EHC Plan if:

- The pupil is Looked After and therefore additionally vulnerable
- The pupil has a disability which is lifelong and significant, and which means that they will always need support to learn effectively.
- The pupil has social or emotional issues which make learning and /or social integration especially difficult.
- The pupil's achievements are so far below their peers that we think it likely that the pupil may at some point benefit from special school provision.

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a pupil needs an EHC Plan. If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the pupil and the school together with any health or social care professionals who are involved with the family. The meeting will record the pupil's strengths as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting. The school will advise the local authority if it does not have the resources to carry out the requirements of the plan.

Teaching and Learning
In order to meet the learning needs of all pupils, teachers differentiate work and activities. They work to meet individual learning needs and to mark work and plan homework effectively. We believe that all pupils learn best with the rest of their class. Our aim is for all pupils to be working independently, in class, to achieve their potential. Pupils with SEND are entitled to be taught by their teacher. Teachers and or Teaching Assistants aim to spend time each day working with all pupils with SEND, individually or as part of a group

The school has a range of interventions that support Math, English, wellbeing etc. When considering an intervention, we look first at the pupil's profile of need in order that we can select the intervention which is best matched to the pupil. The needs may not be entirely those related to learning, but might include social skills, for example.

Targets for pupils at SENS are deliberately challenging but thought to be achievable within a stated timeframe and will help the pupil to close the attainment gap between that pupil and his/her peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher, who monitors progress towards the targets during the Intervention, and by the SENCO who monitors overall progress after the intervention.

Adaptations to the Curriculum Teaching and Learning Environment
All our classrooms are inclusion-friendly: we aim to teach in a way that will support pupils with additional needs and our classrooms are appropriately resourced.

All our pupils access the full National/EYFS Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities
All of our pupils have equal access to after school clubs, which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our pupils. Class trips are part of our curriculum and we aim for all pupils to benefit from them. No pupil is excluded from a trip because of SEND or medical needs.

Transfer/Transition Arrangements

Transfer within school -
We understand how difficult it is for pupils and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the pupil, to make transitions between classes, as smooth as possible. This may include, for example:

- Additional meetings for the parents and pupil with the new teacher
- Additional visits to the classroom environment in order to familiarise pupils with their new Environment
- The transition of pupils with SEND is coordinated by the Head of Education Support (SENCO) and includes the sharing and passing on of records with parental consen

Transition to Secondary School -
Enhanced transition arrangements are tailored to meet individual needs. Transition reviews for Year 6 pupils with EHCP's are held, where possible, in the Summer Term of Year 5. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel, training etc.

Exit from Register Criteria
When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or in addition to that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring school support. At this point, through discussion and agreement with parents / carers the pupil will be removed from the SEN register.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

The SEND policy is to be read in conjunction with St. Andrew's School Referral to SENCO Policy, Equal Opportunities' Policy, Additional Needs Policy and the Teaching & Learning Policy.

Complaints
The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Responsibilities

The Educational Development Trust seeks to ensure that the needs of all pupils is met and that the provision made for those pupils with SEND is adequate and secure.

The Principal will try to ensure that all her staff react to the needs of every child efficiently and with empathy. She aims that the school is appropriate to meet the needs of all children admitted to the school, taking note of all relevant legislation. She delegates the management of SEND matters to the SENCO but monitors that this is carried out appropriately. She ensures that all staff are appropriately trained and that the school's CPD programme continually improves the skills of all teachers' competence in supporting SEND in the classroom.

Responsibility for co-ordinating and monitoring SEND provision is held by Mrs Funmi Lakanu, SENCO. Her duties include, the identification of needs, the development of appropriate individual provision, the monitoring of that provision, its delivery and effectiveness, liaising with staff and parents, the keeping of agreed records, the day-to-day management of learning support and its staffing, keeping the Principal fully informed about all the above and seeking her advice and responding to her questions and concerns. The SENCO will also liaise with external agencies and controls the school's response to all matters relating to EHCPs.

Mrs F. Lakanu
Assistant Principal and SENCO
St. Andrew's School

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