



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

SCHOOL DIVISION: SENIOR
POLICY DIVISION: SAFEGUARDING
POLICY OWNER: SENCO (Senior School)
DATE: September 2018

1. Rationale

- 1.1. We recognise that each child is an individual.
- 1.2. We recognise that children with special educational needs require the greatest possible access to a broad and balanced education including the National Curriculum.
- 1.3. Pupils who receive learning support display a variety of learning problems and the programmes we provide are flexible in order to cater for their differing needs.
- 1.4. We believe that children will only produce their best work when they are involved with the task, when they feel they have something valuable to say and are confident that the audience will listen and be supportive.
- 1.5. We aim to promote a partnership with parents in order to utilise parents' own distinctive knowledge of their child. This will contribute to our understanding of how best to help our students.

2. Introduction

- 2.1. This policy informs practice in the Senior School.
- 2.2. This policy relates to the SEN Code of Practice of September, 2014.
- 2.3. More details about the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen
- 2.4. Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced by an Education, Health and Care (EHC) Plan. You can view more information about this on East Sussex County Council's SEND Local Offer website: www.eastsussex.gov.uk/localoffer
- 2.5. This information is also available by putting the above web address into the browser of a smart phone or tablet.

- 2.6. The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in East Sussex that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.
- 2.7. Definitions of special educational needs and disability (SEND) are taken from section 20 of the Children and Families Act, 2014.
- 2.8. 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 them. 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 others 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 others of the same age in mainstream schools or mainstream post-16 institutions.
- 2.9. A child under compulsory school age has special educational needs and/or disability if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.
- 2.10. Children 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.

3. Mission Statement

- 3.1. At Claremont Senior School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.
- 3.2. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

4. Aims and Objectives

Aims

- 4.1. This document is a statement of the aims, principles and strategies for the provision for children with Special Educational Needs and/or Disability at Claremont School.
- 4.2. This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written

as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEN Review 2010 “A Statement is not enough”
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

4.3. The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

4.4. The Every Child Matters programme aims to identify at an early stage, children and young people at risk of social exclusion, and make sure they receive the help and support they need to achieve their potential

Objectives

4.5. Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.

4.6. Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

4.7. Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCO and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

4.8. Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

4.9. Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychologists, Paediatricians or other Hospital Consultants, Speech and Language Therapists, Physiotherapists, Occupational Therapists, Education Support, Behaviour and Attendance Service (ESBAS), ISEND Early Years Service and Children and Adolescent Mental Health Service (CAMHS).

- 4.10. Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and careful monitoring of the progress of all pupils at regular intervals. Pupil participation is encouraged throughout the school by wider opportunities such as school council, residential visits, school plays and concerts, sports teams and positions of responsibility such as prefects and peer listeners.

5. Responsibility for the coordination of SEND provision

- 5.1. The person responsible for overseeing the provision for children with SEND and for co-ordinating the day to day provision of education for pupils with SEND is Lorraine Kasztura, SENCO at the Senior School and Andrea Featherstone at the Prep School.

6. Arrangements for coordinating SEN provision

- 6.1. The SENCO will hold details of all SEND records for individual pupils.
- 6.2. All staff can access:
- The Claremont Prep School SEND Policy;
 - A copy of the full SEN Register.
 - Guidance on identification of SEN in the Code of Practice
 - Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
 - Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
 - Information available through East Sussex's SEND Local Offer
- 6.3. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.
- 6.4. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

7. Specialist SEND Provision

- 7.1. We are committed to whole school inclusion. In our school we support children with a range of special educational needs and/or disabilities. We will seek specialist SEND provision and training from SEND services where necessary.

8. Facilities for pupils with SEND

- 8.1. The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

9. Allocation of resources for pupils with SEND from Reception to Year 13

- 9.1. In Pre-Prep classes (Reception, Years 1 and 2), a Teaching Assistant is usually available in the mornings to support small groups, as directed by the teacher, during maths and English lessons.

- 9.2. In Prep and Senior school classes (from Years 3 to 13), there are no Teaching Assistants.
- 9.3. Across Claremont School, children who have more complex needs may have an Individual Needs Assistant (INA) supporting them during academic lessons. The costs of this support will be borne by the child's parents/carers unless funding is allocated by the Local Authority as part of the child's Education and Health Care Plan.
- 9.4. One to one Learning Support lessons are available from suitably qualified members of the teaching and support staff if a child's Educational Psychology report, or the results of assessments carried out in school, recommend that a child would benefit from such support. These lessons incur charges in addition to school fees.
- 9.5. At Claremont Senior School pupils may opt out of either French or Spanish in Year 9 and instead join a small learning support group. These lessons carry an additional charge.
- 9.6. In Year 10 and Year 11 pupils may choose an LS Option at GCSE, where they will be part of a small group lesson where their individual needs will be supported, whether literacy, maths or curricular based. These lessons carry an extra charge.
- 9.7. Alternatively, pupils at Claremont Senior School may choose to have individual support lessons either during Activities or in an appropriate lesson during the day. These lessons carry an extra charge.
- 9.8. In the Sixth Form, pupils may opt for an individual lesson of learning support at a fixed time, during a study period. These lessons carry an additional charge.
- 9.9. EAL (English as an additional language) support is provided on an individual or group basis by arrangement with Colin Divall, Assistant Head (Academic). These lessons carry an extra charge.

10. Identification of Pupil Needs

10.1. These may be identified through:

- Concerns being raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- Whole school tracking of attainment outcomes which indicates lack of expected levels of progress.
- A pupil asking for help.
- Observation of the pupil indicating that they have additional needs in one or more of the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning

3. Social, mental and emotional health
4. Sensory/physical

10.2. If it is felt that a pupil's difficulties will need support beyond the school, a CAF (Common Assessment Framework) process may be implemented. A CAF aims to help the early identification of children and young people's additional needs and promote co-ordinated service provision to meet them. It is a joint needs assessment with shared decisions on priorities; it identifies all available resources and makes joint plans to deploy them. The Head Teacher and SENCO at Claremont Preparatory School are trained to undertake this assessment. At Claremont Senior School, Ed Dickie, Deputy Head (Pastoral) and (CPO) is trained in this area.

11. Quality First Teaching

- 11.1. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- 11.2. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- 11.3. The child's form and/or subject teachers will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- 11.4. The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- 11.5. Through (11.2) and (11.4) it can be determined which level of provision the child will need going forward.
- 11.6. If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- 11.7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- 11.8. The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- 11.9. Parents' evenings are used to monitor and assess the progress being made by children.

12. SEN Support

12.1. Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process (assess, plan, do, review), which is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

12.2. This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views, and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

12.3. Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

12.4. The form/subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching/individual needs assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

12.5. Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take

account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support plan and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

13. Referral for an Education, Health and Care Plan

- 13.1. If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.
- 13.2. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.
- 13.3. The application for an Education, Health and Care Plan will combine information from a variety of sources including:
- Parents
 - Teachers
 - SENCO
 - Educational Psychologist
 - Social Care
 - Health professionals
- 13.4. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.
- 13.5. Further information about EHC Plans can be found via the SEND Local Offer: www.eastsussex.gov.uk/localoffer or by contacting the Parent Partnership Service: informationforfamilies@eastsussex.gov.uk or by telephone 0345 608 0192.

14. Education, Health and Care Plans [EHC Plan]

- 14.1. Following Statutory Assessment, an EHC Plan will be provided by East Sussex County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- 14.2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- 14.3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated

and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

15. Access to the Curriculum, Information and Associated Services

- 15.1. Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.
- 15.2. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and within the Local Authority or further afield. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- 15.3. In class provision is deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision, but this incurs an additional cost.
- 15.4. We set appropriate individual targets that motivate pupils to do their best, and the school celebrates achievements at all levels.

16. Inclusion of Pupils with SEN

- 16.1. The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils; this includes learning outside the classroom. Following discussion with parents, the school will seek advice, as appropriate, around individual pupils, from external support services.
- 16.2. Where a behavioural incident warrants exclusion, schools have a duty to inform the Education Support, Behaviour and Attendance Service.

17. Evaluating the Success of Provision

- 17.1. In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are monitored and updated by the SENCO following assessments; the information is fed back to staff and parents. This helps to identify whether provision is effective.

18. Complaints Procedure

- 18.1. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

19. In service Training (CPD)

- 19.1. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.
- 19.2. The SENCO attends relevant SEND courses; she facilitates/signposts relevant SEND focused external training opportunities for all staff as well as disseminating information and delivering training to staff across the school.
- 19.3. We recognise the need to train all our staff on SEND issues and we are committed to supporting this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision mapping.

20. Links to Support Services

- 20.1. The school continues to build strong working relationships and links with external support services (both in the public and private sector) in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with support services is key to the effective and successful SEND provision within our school.

21. Working in Partnerships with Parents

- 21.1. Claremont School believes that a close working relationship with parents is vital in order to ensure that there is early and accurate identification and assessment of SEND which leads to appropriate intervention and provision, continuing social and academic progress of children with SEND and the setting of effective personal and academic targets. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support are available.
- 21.2. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision.
- 21.3. The parents of pupils who, on entry, are identified as having learning difficulties, are consulted from the outset.
- 21.4. Regular contact is maintained with the parents, either directly, by appointment or at a parents' consultation.
- 21.5. There are regular parent consultation evenings, which are attended by the SENCO and mainstream staff.
- 21.6. Reports are sent to parents twice a year.
- 21.7. For some children, outside agencies such as the Speech and Language Therapist or the Educational Psychologist, or Counsellors, may be involved; meetings and appointments are established through the SENCO.

21.8. In the case of pupils with EHC Plans, meetings take place to discuss progress and support and parents are involved in the annual review process.

22. Links with other Agencies and Voluntary Organisations

22.1. Claremont School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

- East Sussex Education Psychology Service
- Independent Educational Psychologists
- CAMHS (Child and Adolescent Mental Health Services)
- East Sussex Educational Support, Behaviour and Attendance Service (ESBAS)
- Social Services
- East Sussex Children's Integrated Therapy Service (Speech and Language, Occupational Therapy and Physiotherapy) Service
- East Sussex Sensory Needs Service (hearing, vision and physical impairment)
- East Sussex Communication, Language and Autism Support Service (CLASS)
- Independent Speech and Language Therapists, Occupational Therapists, Physiotherapists and Counsellors

22.2. In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency (ies).

22.3. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

23. Examinations and Assessed Work

23.1. Arrangements for examinations and tests for children with SEND are made according to individual requirements.

Special arrangements may include:

- Additional time in examinations
- A scribe or transcript
- A reader
- Short breaks for children who have difficulty focusing for longer periods
- Use of the computer
- Enlarged script

23.2. Special arrangements are made for both school and public examinations.

23.3. There are also important pieces of work, such as projects and extended essays, where children with special needs can have support, with extra time, reading and computers and assisted technology where necessary.

23.4. There is close liaison with the Learning Support Department at the Senior School and careful transition arrangements are made.

23.5. There is also important liaison with other Senior, Pre-Preparatory, Preparatory and state schools over the transfer of our pupils with a special need, and in particular if an EHC Plan or CAF is in operation.

24. Glossary

DfE: Department for Education

EHCP: Education, Health and Care Plan

LA: Local Authority

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENCO: Special Educational Needs Coordinator (also written as SENCO)

PPS: Parent Partnership Service

CAF: Common Assessment Framework.

Learning Support: The term used by the Learning Support Department for SEND pupils

25. Policy Owner

25.1. The policy owner is the SENCO (Senior School).

26. Issue Date

26.1. Issue date: September 2018.

27. Review Date

27.1. This policy will be reviewed annually. The next review is due in September 2019

Ratified by WSLT:



Lorraine Kasztura
SENCO (Senior School)

September 2018