



SARUM HALL SCHOOL

SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

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Reviewed by:	Ms D Blackburn

INTRODUCTION

The purpose of this document is to state the school's policy and procedures for the identification, assessment and teaching of pupils with learning difficulties & disabilities / special educational needs (hereafter abbreviated to 'SEND'). It has been written with due reference to the Special Educational Needs and Disability Code of Practice, September 2014, and the Equality Act 2010.

DEFINITION

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.' (Section 6, Equality Act 2010);

Included in the definitions above are pupils with sensory impairments such as those affecting sight or hearing, long-term health conditions such as asthma, diabetes, epilepsy, cancer and mental health conditions.

A child does not have a learning difficulty or disability solely because the language (or form of language) in which they are or will be taught in, is different from a language (or form of language) which is or has been spoken at home (Child and Family Act, 2014:20).

FUNDAMENTAL PRINCIPLES

The principles underpinning the SEND policy at Sarum Hall School are as follows:

- to meet the needs of all pupils with special educational needs;
- to offer pupils with special educational needs full access to a broad, balanced and relevant education;
- early identification of needs;
- to include pupils and parents in all stages of SEND provision;
- to work collaboratively with outside agencies and specialists;
- to base intervention on good and best practice;
- to implement a graduated approach to identification and support for SEND pupils;
- to review intervention regularly;
- to consistently provide quality teaching as a first intervention.

OBJECTIVES

The objectives of the SEND policy are:

- to apply a whole school policy to meet each pupil's individual needs, following the Code of Practice for SEND (DfES 2014) and the Equality Act 2010;
- to ensure that each pupil has access to a broad and balanced curriculum whatever their special educational needs in order that they may all reach their full potential and make appropriate progress;
- to identify, assess and make provision for pupils with special educational needs at the earliest opportunity;
- to provide different levels of intervention to match the pupil's need;
- to ensure that no pupil is discriminated against, in any area of school life, on the basis of their disability or learning difference;
- to provide pastoral care and support for all pupils to ensure they build a strong sense of self-esteem and feel valued members of the school community;
- to ensure that each pupil's progress is regularly monitored and that appropriate records are kept concerning their special educational needs, the interventions that have been provided and their outcomes;
- to support class teachers working with pupils who may or may not have special educational needs;
- to work in partnership with the pupil's parents at all stages as they have a vital role to play in supporting their child's education;
- to ensure that the pupils (wherever possible) are included in all the decision-making processes including those regarding the type of intervention proposed and the setting of targets;
- to support the school policy to ensure that each pupil feels a valued member of the school community whatever their abilities;
- to develop and build on each pupil's strengths and successes.

SAFEGUARDING

Sarum Hall School promotes an awareness of those pupils who may be more vulnerable to poor educational outcomes due to safeguarding and other issues such as children in need, children with child protection plans, children with mental health issues, young carers and children who have special educational needs. Our twice-weekly staff meetings and referral process, encourage staff to maintain an increased mindfulness of such pupils and liaise with the Head of Learning Support who is also a member of the DSL team.

IMPLEMENTATION for EYFS, KS1 and KS2

STAFFING

The school has a Head of Learning Support (HLS) and their role is to oversee the development and operation of the SEND policy and provision in the school in order to raise the achievement of pupils with special educational needs by working closely with staff, parents, carers and outside agencies where appropriate. The HLS also provides related professional guidance to colleagues in order to secure high quality teaching for pupils with special educational needs.

The key responsibilities of the HLS:

- supervising the day-to-day operation of the school's SEND policy;
- co-ordinating provision for pupils with special educational needs;
- assisting class teachers and specialist teachers to identify, assess and make provision and intervention – through the way in which they adapt their teaching and by providing extra support – for pupils with SEND from Nursery through to Year 6;
- to employ a cycle of 'assess, plan and do' then regular review of the success of interventions employed for pupils identified with a special educational need or those on Education, Health and Care Plans (EHCP);
- providing specialist teaching to small groups or individual pupils, in response to needs identified on EHCP;
- to liaise closely with and to support the work of any LSA working with a pupil with an EHCP;
- disseminating information on all pupils with special educational needs to all staff who may be involved with them;
- liaising with parents of pupils with special educational needs, reporting pupil's progress to them and involving them in decision making;
- seeking and responding to the views of the pupil with SEND at all stages;
- to help staff meet the needs of pupils with special educational needs with appropriate provision and resources. Where possible this will be done within school, but on occasions it may be necessary to advise parents to seek specialist assessment and/or teaching outside school;
- ensuring that suitable exam and entrance assessment access arrangements are made for pupils who are disadvantaged by the normal procedures;
- liaising with external agencies, e.g. educational psychologists, speech therapists, occupational therapists, where appropriate; and arranging provision for them to see pupils in school if needed;
- liaising with the Headmistress and Bursar to make recommendations of reasonable adjustments that can be implemented to support specific children's needs;
- contributing to the in-service training of staff;

- maintaining accurate records including the regular updating of the Learning Support List.

ADMISSION ARRANGEMENTS (EYFS – YEAR 6)

Sarum Hall School is a non-selective day school for pupils aged 3 – 11 and the usual entry point is at age 3. Pupils are admitted to the Nursery following an interview with their parents. Children wishing to enter the School at a later stage will normally spend a day in the classroom with their year group and be assessed by the class teacher or subject teachers. In addition, an assessment interview with reading, spelling, numeracy and ability tests may be carried out by the HLS. Should any child already have identified special educational needs, the parents should bring relevant reports to the admission interview so that an informed discussion can take place to decide whether Sarum Hall School is best suited to meet the specific needs of their child.

IDENTIFICATION AND ASSESSMENT

Quick and accurate identification is considered extremely important. A pupil's needs may become apparent through the following:

- admission procedures;
- concerns raised by a member of the teaching staff or a teaching and learning assistant (from Nursery (EYFS) through to Year 6);
- screening procedures and assessments (those with standardised scores such as CAT4 as well as those set by the school such as end of term tests in maths and English);
- through expression of parental concerns;
- as a result of an assessment undertaken by the HLS, an external Educational Psychologist or other professional (conducted with parental consent/knowledge).

A pupil's needs are likely to fall into one or more of the following categories:

1. Communication and Interaction:

This includes pupils who are on the autistic spectrum and pupils with speech, language and communication needs (SLCN). All of whom have difficulty communicating with others.

2. Cognition and Learning:

This includes pupils with specific learning difficulties (SpLD) which incorporates a range of conditions including dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health Difficulties:

This may include pupils who have a wide range of social and emotional difficulties which can manifest themselves in a variety of ways including self-harm, eating disorders,

depression and/or anxiety, substance misuse or physical symptoms which are medically unexplained. Attention Deficit Hyperactive Disorder and Attention Deficit Disorder (ADHD and ADD) would also fall under this category. Our DSL, who is the Senior Mental Health Lead, is a support to both pupils and staff in these areas. There is also the First Aid Lead who works with pupils, staff and parents to offer help, guidance and intervention as necessary.

4. Sensory and/or Physical Needs:

This includes pupils with a physical disability (e.g. vision impairment (VI), hearing impairment (HI)). Those pupils may need additional on-going support and equipment to access the curriculum.

GRADUATED RESPONSE

In order to help pupils who have special educational needs the school adopts a graduated response that encompasses an array of strategies. There is a continuum of special educational needs and, where necessary, strands of action are organised so that increasing specialist expertise is used to support a pupil. Interventions can also be reduced as a pupil makes adequate progress. For the vast majority of pupils, extra help will be provided from within the school's own resources.

SEND provision from the Early Years Foundation Stage (EYFS) to Year 6

Identification of special needs can occur at any point in a pupils' time at school however, for many the identification process begins during the first few years at school. Initial concern that a pupil's current rate of progress is slower than expected (compared to the majority of their peers at Sarum Hall School) either generally or in a specific aspect of learning may be triggered by any of the following:

- a class or subject teacher's on-going observation and assessment;
- the results of screening procedures (outlined earlier);
- through expression of parental concerns.

If a pupil is identified as causing the class teacher concern in any of the above categories, the first step is to fill in a cause for concern sheet which is returned to the HLS. At this stage, the focus is to remove any barriers to learning and to start the graduated response (PLAN, ASSESS, DO).

PLAN - Once the HLS has received this form a meeting is organised to discuss the pupil. During this meeting the HLS and form teacher will decide the next step: monitor the pupil over a specified of period of time or proceed to the assessment

stage in which case parents would be contacted. The HLS is likely to observe the pupil in class at this stage. The Headmistress will be informed that a concern has been raised.

ASSESS – Information about the student’s strengths and weaknesses need to be collected from a wide range of sources. The HLS and form teacher will collect relevant information about the pupil, seek additional information from the parents and, in some cases, from outside professionals from health or social services, or from an educational psychologist. The assessment stage is essential to glean a picture of the pupil’s strengths and weaknesses. This information comes from observations, test results, class work, parental information and when appropriate information from the pupil themselves. The HLS may also conduct further assessments if appropriate.

DO – information from the assessment stage is then used to inform what action and interventions will be put in place. These interventions are additional to or different from those provided as a part of the school’s normal curriculum. In the first place, once weaknesses have been identified, the HLS and class teacher will consider differentiated learning strategies within the classroom and any teaching resources that may assist removing any barriers the student faces to learning. The pupil will be added to the Learning Support List at this time and will be flagged as being monitored. It may be decided that further support in an identified area may be put in place involving individual or small group teaching either in the classroom or a withdrawal situation and supported by the class teacher, HLS, or Teaching and Learning assistant. If this is decided, the Learning Support List in iSAMS will be updated and the pupil will be flagged as receiving additional support.

An individual support plan is drawn up to reflect the students’ current difficulties in class, strengths and weaknesses, suggested strategies for teaching and learning in class and targets set for progress. This will be informed by conversations held with parents during the assessment stage of the process. Parents will be encouraged to support their child at home as a joined-up approach is the most effective way of providing support to a pupil. Targets will be reviewed each term and, where changes, are made, parents will be informed.

If a pupil’s difficulties prove to be transient and the attainment gap closes between the pupil and their peers, the Learning Support List will be amended, and they will be flagged as no longer needing additional support. They will remain on the list as a pupil who continues to need monitoring and their needs will be reviewed annually.

EYFS – ASSESS, PLAN, DO.

It is important to note that children in Nursery and Reception make progress at different rates. This is taken into consideration when monitoring EYFS pupils. Pupils in EYFS are identified through teachers monitoring the EYFS Early Learning Goals, information from

previous nurseries, parental information and observations of age-related development. When teachers are concerned with a child's stage of development or progress, an initial concern sheet is filled in just as described above. While the ASSESS and PLAN stage is completed by class teachers rather than the HLS, the HLS will take the lead in collating the assessment information.

DO - At this stage most support is provided by the class teacher and TLAs. Intervention is based on targeting EYFS goals, language and communication skills and social skills. While most support is provided in class it can be considered beneficial for a pupil to receive additional input from the school's Speech and Language Teacher. In such cases the referral is made via the HLS who will pass on the details of the SaLT to the parents so that arrangements for support can be made. The HLS will provide support, advice and training to staff as needed.

REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN

EHCP will focus on what a child wants to achieve and what support is needed to achieve this. The school or parents may apply for an assessment for an EHCP if the child has demonstrated significant cause for concern and any strategy or programme implemented for the child that has been continued for a reasonable period of time without success and that alternatives have been tried.

All paperwork and evidence of support, progress and current levels will be provided by the school to support the application where appropriate.

If an EHCP is agreed to, the LA may conclude that the school could not reasonably be expected to make such provision from within its own resources and that the LA should formally identify in an EHCP the child's needs and the full range of provision to be made. The LA conclusions will of course depend on each individual case.

All pupils with an EHCP will have an individual support plan with specific targets set to enable them to make and demonstrate progress. These targets will be reviewed as required by all people that are involved in the teaching of the child, the parents and the pupil themselves.

The HLS will take the lead in liaising with the parents, local authority and other professionals for reviews of EHCP which are already in place.

PRACTICE & PROCEDURES

TIMETABLING

When support is needed in a withdrawal situation, the first priority is to ensure that all pupils have access to a broad based curriculum and do not miss core subject lessons. Their individual preferences and strengths are taken into account in addition to the advice of the staff members and parental requests. Non-core subjects as well as assemblies and break times may be used.

EXAMINATION PROCEDURES

In 11+ or CE examinations the official JCQ guidelines are followed. Applications to prospective schools for additional time or other accommodations, such as the enlargement of examination papers or printing on different coloured paper, will be made by the HLS in consultation with the parents when both evidence of need and history of use can be proven. Pupils will generally have been working with these accommodations since Year 5.

WORKING WITH PARENTS

Implicit in this whole policy is the belief that all parents at Sarum Hall School should be kept fully informed and encouraged to have an active and valued role in the education of their child. Close co-operation and communication between home and school will benefit the child through an enhanced level of understanding, increased information sharing and a wider perspective on the child's response to any interventions provided.

In addition to Parent Consultation Evenings, parents who have concerns regarding their child's progress may make an appointment to see the Headmistress and/or HLS. When individual learning support lessons are given, pupils will receive written reports at the end of the academic year in line with the school's assessment and reporting schedule.

PUPIL PARTICIPATION

Pupils with special educational needs should be enabled and encouraged to participate in all decision-making processes from the start. The ways in which they are involved will obviously reflect the pupil's evolving maturity. Pupils need to know that they are listened to and their views are valued.

RECORD KEEPING

The HLS is responsible for ensuring that the records of any pupil with special needs are kept up to date and are available when needed and that the Learning Support List is accurate. This may include an SEND Cause for Concern Form, samples of work exemplifying their concern where appropriate, information from the parents and any external agency,

individual support plans, the results of any assessments undertaken, and school exams. It may also include the pupil's own perception of any difficulties and how they might be addressed. Written notes of any discussion with parents should be entered on iSAMS as a record.

ACCESS TO THE SCHOOL ENVIRONMENT

Our site is accessible to staff and pupils with physical impairments on both the ground and first floor level. At present the playground is not accessible but reasonable adjustments would be made as necessary.

ACCESS TO THE LEARNING ENVIRONMENT

All pupils will have equal access to the curriculum at Sarum Hall School. Software and hardware necessary for supporting pupils with disabilities to access the curriculum will be purchased as the pupils' needs require.

EXTERNAL AGENCIES AND TEACHING STAFF

The school maintains a list of educational psychologists to whom parents may take their child for assessment. Other external specialists can also be recommended.

The school has relationships with a speech and language therapist and occupational therapist who are able to carry out assessments and intervention programmes in school as needed.

Parents are referred to either specialist if teachers or parents note any concerns with speech or language development or fine or gross motor skills. The HLS organises any referrals and the therapist's timetable with due consideration of each pupil's schedule. Once contact has been made the parents deal directly with the speech therapist or occupational therapist on a private basis. Information about pupils is shared with external staff, such as peripatetic teachers and club leaders, if we feel it will be beneficial to their progress and involvement.

CRITERIA FOR EVALUATION

The following evaluation criteria will be applied to measure the success of the SEND policy:

- all staff are fully aware of the contents of the policy and the procedures contained in it;
- there is speedy and accurate identification of the special education needs of pupils;
- effective provision is put in place;
- there is continuous monitoring of the pupil's progress;

- reviews are systematic and effective;
- parents are aware of SEND policy and work in partnership with all staff involved with the pupil;
- resources are acquired and developed to support the special needs of pupils in school;
- pupils progress towards independent learning.

COMPLAINTS PROCEDURE

If there is any cause for complaint over an issue relating to Special Needs, it should first be directed to the appropriate teacher or HLS. If your concern has not been satisfactorily addressed the school has a detailed complaints procedure that can be found in our 'Complaints Procedure Policy'.

INSET

All staff attend regular conferences and courses on their specialism. Regular INSET days and curriculum meetings are held at school on topics of general concern. Special Needs is included in this programme.