



Special Educational Needs Policy

Introduction

This policy is based on the Special Educational Needs and Disability (SEND) Code of Practice - effective from the 1st of April 2015, which reflects the changes introduced in the Children and Families Act of 2014. It includes information under these headings:

[Inclusion Statement and Definition of SEND](#)

[Aims and Admission Arrangements](#)

[Roles and Responsibilities](#)

[The Graduated Approach](#)

[Identifying Pupils with Additional Needs](#)

[Action to be Taken](#)

[Resources, Training and Support](#)

Complaints Procedure

Parents who are dissatisfied with the application of this policy in addressing the needs of their child should contact the Head Teacher to express their views.

The SEND policy was updated in January 2018 and will be reviewed on an annual basis.

Inclusion Statement

St David's Prep is a selective, independent primary school catering for approximately 165 boys and girls aged from 3 to 11 years of age.

At St David's, we aim to offer all children full access to a broad, balanced and relevant curriculum, and we strive to ensure equality of opportunity for all pupils, through a full commitment to our Equal Opportunities policy. We are committed to fulfilling our duties towards children with SEN, disabilities and medical conditions and to working in partnership with families to this end. We have high aspirations for all of our pupils and we aim to achieve the very best outcomes for all pupils. Our aim is for each child to achieve their full potential, and to promote access for children with SEND to experience the full range of educational and social opportunities available to their peers.

Definition of Special Educational Needs

The 1996 Education Act states that a child has Special Educational Needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or

-has a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in school.

We recognise that many children who have SEN may have a disability under the Equality Act 2010, that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition includes sensory impairments and long-term health conditions. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

Children must not be regarded as having a learning difficulty solely because their home language is different from the language in which they will be taught. However, it may be the case that a pupil has EAL and SEND needs. Please refer to our EAL policy.

At St David's it is relevant to say that we also aim to support able and 'gifted' children to achieve their full potential: gifted being the term used to refer to pupils whose attainment is significantly above the expected standards. Please refer to our Able, Gifted and Talented Policy.

Policy aims and Admissions Arrangements

Policy Aims

Our aims are for all pupils to achieve their full potential and to promote full access for all pupils, and to this end we have a system in place to identify additional needs and to provide the appropriate provision to ensure that these needs are met. This system is reviewed regularly.

Pupils are entitled to have their needs identified, assessed and addressed at the earliest opportunity. We are committed through our SEND policy and practice to the early identification of any difficulties a child may be experiencing, and to providing early intervention through an appropriate learning environment in which a range of differentiated activities meet individual needs.

We are committed to working in close partnership with parents and we value a multi-disciplinary approach, liaising effectively with various agencies for the benefit of the child. We work and liaise on both a formal and informal basis with our pre-school providers and our feeder secondary schools to ensure that effective transition occurs, this is an essential basis for the pupil's needs to be identified and met.

The Year 6 classroom is fully accessible and equipped (including toilet facilities) for those with a physical disability. The Cabin which is used for Early Room, group work and Music and Drama is fully accessible too. The building which houses Pre-Prep and the classrooms and facilities at ground floor level in Justin Hall (Prep department) enable easy access. However, the main school hall/dining room and the STEM room are currently accessible via stairs. Each pupil will be supported to ensure that his or her learning needs are met as far as possible given the nature and resources of the school.

This policy should be read in conjunction with the school's Equal Opportunities Policy.

Admissions Arrangements

Following an application for a place at St David's, parents are invited to bring their child for an assessment and to bring a recent report from their current placement with them. Through this we would become aware of any special needs. Once a place has been offered and accepted, parents and children attend a New Parents' Afternoon in July where any concerns can be discussed. Once the child has started at the school they come under the school's system for identification, assessment and review of special needs.

Roles and Responsibilities

The Head Teacher, Mrs Julia Foulger, has overall responsibility for the school's policy and approach to provision for children with SEND.

All staff, both teaching and support, are familiar with and follow the practice as stated in this policy, and are aware that SEND is a whole school responsibility and that all teachers are teachers of SEND. Every teacher recognises their responsibility to adapt their teaching to respond to the strengths and needs of their pupils and this is reflected in their planning. Class teachers have responsibility and accountability for identifying and supporting the children with SEND in their class and they lead the process for each child identified with SEND.

The SENCO, Mrs Debbie Wright, is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with parents and other professionals in respect of pupils with SEND and being a point of contact for external agencies
- advising and supporting practitioners in school through the graduated approach to SEN support
- ensuring that relevant information about pupils with SEND is collected, recorded, updated and disseminated

The Graduated Approach

At St David's we follow the Code of Practice graduated approach of 'assess, plan, do, review'.

The importance of partnership with parents and involving pupils in decision making

We are committed to working in close partnership with parents and they are involved in discussion at every stage of the process. We aim to ensure that the child's parents participate as fully as possible in the decisions that are being made and that they are given the support and information to enable this participation. We aim for a pupil-centred approach that fully engages the pupil, where appropriate, and their families with a commonality of perception of need from the teacher, parents and child. We are aware that in order for pupils to increase independence in their learning, they need to be aware of their strengths, areas of need and which teaching and learning styles and strategies particularly benefit them. The pupil's engagement and attitude are fundamental to their motivation for learning.

Teachers meet with parents regularly at scheduled Parents Consultation Meetings to discuss all aspects of their child's education. Parents are invited in to school to meet with staff if there are

concerns at any time. Equally, parents know that they are welcome to come into school to meet with staff if they have concerns regarding any aspect of schooling. Comments can be emailed, sent through the Class Dojo system or written in the Homework or Reading diary that goes home each day. Parents are assured that confidentiality is observed at all times.

Identifying Pupils with Additional Needs

We draw on evidence from clear assessment and analysis of pupils' needs :

- records and information from previous settings
- assessments of a pupil's current skills and levels of attainment on entry
- in Reception, ongoing observations take place as the process for recording for Early Years Foundation Stage (EYFS) profiles
- throughout the school : teacher's assessment and experience of the pupil (ongoing and continuous assessment in class and NC tests)
- all pupils participate, at the start of each school year, in interactive computerised assessment systems (Baseline assessment at the start & end of Reception and InCAS Yrs 1-6). These give specific whole school, individual class and individual pupil measures of attainment (age equivalent and age standardised) across a range of areas and attitudes creating a cumulative record. These are used alongside other assessment strategies to create a fuller picture
- an individual's development in comparison with their peers
- an individual's attainment in comparison with their potential for learning
- Schonell reading test identifies pupils needing to raise their reading age and is used to draw up a Target Readers list
- with parental consent we carry out a Dyslexia screener for pupils who we feel may have dyslexic
- the child's own views
- advice from external support services and their more specialised assessments and recommendations
- behaviour can be an indicator of needs and is carefully monitored

These forms of assessment, singly or combined, lead us to identify pupils who are underachieving, are not progressing typically, who have barriers to learning or gaps in their learning. They also aid us in monitoring and tracking the progress of these pupils.

Action to be Taken

Planning is continuous, ongoing and takes place both individually and in conjunction with other staff. In the light of our assessment process, teachers constantly plan how to adapt their core teaching to suit the needs of their pupils. With pupils' needs at the centre of the planning process, teachers plan to provide and put in place high quality, well-targeted, differentiated and suitably challenging teaching for individuals in lessons. Our first response, upon identifying an area of weakness, is to target it with high quality teaching and targeted support within the class by an additional adult. Rate of progress is monitored and observed.

If there were to be little or no progress as a result of these approaches, then a plan of intervention is drawn up, in conjunction with the parents, which is additional to, or different from that provided as part of the usual curriculum. This is known as SEN support. The strategies and action to be taken that are additional to, or different from the standard curriculum are set out. This support is reviewed with parents on a termly basis to ensure that the approaches used are having the required impact on progress.

If the help given through SEN support does not enable satisfactory progress, the school, in consultation with parents, will consider if an application to the LEA for an Educational Psychology assessment may be appropriate which could potentially lead to an Education, Health, Care Plan (EHCP). Alternatively, parents can seek a private Educational Psychology assessment. A paediatric referral can also be a course of action to pursue.

Resources, Training and Support.

Available resources for the support of SEN

- Class sizes do not generally exceed 20 in Rec. & 24 in Years 1-6.
- There are additional staff who can provide support to classes and be deployed as necessary to support individuals or small groups where additional support is required.
- Mrs Holly Ewerse, a specialist dyslexia tutor, provides targeted Literacy support to pupils in Years 2-4 inclusive on a small group basis, using the Alpha to Omega scheme.
- Mrs Ewerse is also able to provide weekly 1:1 support for a number of pupils, on the basis of a private, paid arrangement with parents. For these pupils (and ideally for those who see a specialist dyslexia tutor out of school), we are provided with a copy of their objectives so that we can work together and support these objectives which are incorporated into our planning wherever possible.
- A Reading Buddies scheme supports pupils who need extra support with reading.
- Years 2-6 have the potential to split into groups for Literacy and Maths. Groups change regularly and are planned to cater for the specific needs of the individuals within each group.
- The SENCO has allotted time to assess and work with pupils and can carry out an in-school dyslexia screener for pupils from Yr 3, with parental permission. Mrs McHugh is qualified to assess pupils using a wide range of tests, which includes a dyslexia screener.

- It is proposed to run a lunchtime club on an invitation only basis to target pupils with memory needs.
- Computer software such as Wordshark and Numbershark can be used to aid learning and for the reinforcement of concepts.
- Teachers are aware of & use dyslexia friendly teaching strategies.
- We have several resources available to support Dyslexia : Toe by Toe (Cowling and Cowling), Alpha to Omega, Beat Dyslexia scheme
- Coloured reading rulers/overlays
- Springboard Mathematics scheme
- Mathletics and Reading Eggs programmes on the computers which can be accessed at school and at home
- Liaison with Sarah Beard of DITTAS (Dyslexia Information Training Teaching Assessment & Support). Pupils can be referred for Dyslexia and Dyscalculia assessments
- -Liaison with the LEA Speech and Language Therapy department
- Liaison with Alex Weekes of Cope Consultants for pupils experiencing social and communication difficulties
- Pupils experiencing symptoms of visual stress can be referred for a Colorimetry assessment at Lesley Warren Opticians in Sevenoaks or Linklater & Warren in Chislehurst
- Liaison with other healthcare agencies such as the Hospital Tuition Service, as individual needs arise.

Training and Support

Sarah Beard of DITTAS has provided whole school staff INSET on Dyslexia and Dyscalculia, most recently in February 2017. Alex Weekes has provided whole school staff INSET on ADHD and Social Communication needs, most recently in September 2016. The School is a member of NASEN (National Association for Special Educational Needs) and receives their journals, magazines and details of courses and training. We receive details from Bromley LEA of the courses they provide which can be of general interest or specific interest relevant to the needs of our pupils. We also receive details of courses run by other agencies such as ICAN, the Independent Schools Council (ISC), the Independent Schools Association (ISA). Reference to the SEND Gateway www.sendgateway.org.uk for a wealth of resources and ideas on SEND issues.