



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

Children with special educational needs and/or disability include: those with learning difficulties, physical disability, emotional, social and/or behavioural problems. These pupils may have a significant difficulty in acquiring learning compared to their peers of a similar age, including highly able pupils who may struggle with some aspects of their education.

### **AIMS**

This policy aims to ensure that all children are treated equally and have the tools to access the same curriculum regardless of their race, gender, ability, special educational need and/or disability. It aims to ensure that every child is provided with opportunities and that all teachers ensure their full potential is reached.

### **OBJECTIVES:**

- To promote an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive
- To develop sensitivity to individual needs and a climate of support in which self-confidence and self-esteem can grow
- To develop skills in identifying children with learning problems and construct suitable programmes of work
- To effect a programme of support and referral that will enable children to receive the help they need as quickly and as effectively as possible
- To adopt positive and consistent strategies to help children with any learning, behavioural or physical needs
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To inform parents of the needs and progress of their child and to establish a working partnership with them

### **ARRANGEMENTS FOR COORDINATING SEND PROVISION**

The Governing body and Headteacher are responsible for ensuring that the SEND provision is managed effectively.

The SENDCO is responsible for co-ordinating special needs provision within the school, liaising with staff, external agencies, parents and carers.

### **IDENTIFICATION – ASSESSMENT & REVIEW ARRANGEMENTS**

Identification comes from: staff, parental referral and/or test performances.

Each class or subject teacher is responsible for the learning and development of all the children within his/her class including those with special educational needs or learning difficulties.

A variety of assessment methods for all pupils may also be used to aid in the identification of SEND. These include:

- Ongoing monitoring and assessment procedures in school.
- ASPECTS in Nursery
- Verbal and non-verbal reasoning (standardised Years 3-6)
- NFER Progress in Maths and English (standardised Years R-6)

- Reading and Spelling ages (standardised Years 2-6)

For those children who may be referred for extra screening tests that are only indicative, will be administered by the SENDCO. These assessments may include:

- PHAB phonic tests
- Bangor Dyslexia for ages 7 or above
- Dyscalculia paper test for ages
- QB Check, by parent request

Parents will be notified if a screening test indicates that a pupil has SEND. Upon consultation, formal assessments may be arranged by the parents themselves.

The class teacher differentiates in planning for the children with SEND. Additional teaching support is provided for children with dyslexia, developmental coordination disorder, autistic spectrum disorder, and a variety of mild learning difficulties.

The SENDCO will help to arrange specific screening and will liaise with parents, if further assessment is required by an outside agency.

The SENDCO will facilitate access to any outside agency therapy plans, reports or Education, Health and Care Plans.

**( See Appendix 1)**

### **INTEGRATION & ACCESS TO THE CURRICULUM**

All staff are aware that pupils with special educational needs or learning difficulties face additional safeguarding challenges as they could be seen as being more vulnerable. We aim to minimise social discrimination against children with SEND and to support them in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.

Wherever possible, we do not withdraw children from the classroom situation; the SENDCO may work inclusively in the classroom. To maximise learning, children may work in small groups, or in one – one or two tutorials, outside of the classroom.

### **PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

Having a home language other than English is not considered a learning difficulty, but we recognise that a child with EAL may also have a special educational need. For pupils, who have a home language other than English and are in the process of learning English as an additional language, we will proceed by:

- Collecting background information, with parents indicating their home language upon registration
- Any concerns raised by staff, that require further investigation
- Possible collection and analysis of evidence to determine the pupil's language level, access to the curriculum and need, if any, of intervention and support
- Providing appropriate educational provision in line with waves of support interventions

### **RESOURCES**

Recording Assessment Results are found on SIMS and Foundation Stage Profile Booklets. We provide differentiated learning resources as necessary.

Specialist resources from the SENDCO are regularly distributed to children, staff and parents.

Additional levels of support packages can be paid for by parents, following advice from the SENDCO. Also find attached, information indicating waves of support, implemented from January 2019. (**Appendix 1**)

Additional levels of support and plans are put in place for children who have been identified as having a high level of ability in a particular area of the curriculum. Guidelines for the teaching of the more able can be found on the school website.

### **PARENTS IN PARTNERSHIP**

We recognise the importance of effective dialogue between teachers and parents. Parents are kept informed of their child's progress and we take into account the wishes, feelings and knowledge of parents. There are regular Parents' Evenings, meetings about curriculum, and individual consultations on both a formal and an informal basis.

Parents are always asked permission for outside agencies to become involved with their child.

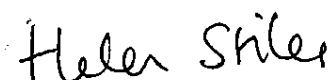
### **LIASION WITH OTHER SCHOOLS AND AGENCIES**

In order to ease any transition, arrangements are in place for liaison between Richmond House School and the appropriate next/secondary schools. Arrangements will be made, if necessary, for other professionals to work within school.

### **TRAINING, MONITORING AND EVALUATION**

Meetings are held at agreed intervals between the SENDCO, Head teacher and teaching staff to discuss the development of special needs within the school. Time is allocated during staff meetings or additional meetings to discuss pupils giving cause for concern. The SENDCO contributes to staff INSET meetings, invites in specialists and provides information at Governors' meetings.

**A review of this policy, through the Governing body and the SLT, is undertaken within 3 years of the last review date.**



Signed (Headteacher):



Signed (Chair of Governors):

### **Policy Reviewed January 2020**

#### **Associated Policies**

Admissions Policy  
Safeguarding Policy

## Appendix 1

### **At Richmond House we use the following information to define Special Educational Needs.**

A child has special educational needs if he or she has learning difficulties or disabilities that call for a special educational provision to be made. A child may be considered to require extra provision if:

- a) They have a significant difficulty in learning compared to the majority of children at a similar age.
- b) They have a disability which prevents or hinders him or her from making full use of educational facilities provided for children of the same age. A disability is an impairment which has substantial and long term adverse impact on a person's ability to carry out normal, everyday activities.

The child's needs or requirements may fall into four broad areas of:

- a) Cognition and learning, with learning difficulties such as: attention deficit and/or hyperactivity disorder, dyslexia, dyscalculia, dysgraphia and developmental coordination disorder (dyspraxia)
- b) Communication and Interaction: speech, language and communication needs, autism spectrum condition or Asperger's syndrome
- c) Social, emotional and mental health needs: conduct disorders, OCD, attachment difficulties or extreme anxiety
- d) Sensory and/or physical needs: visual or hearing impairments, multi-sensory impairment or physical disability

Because specific learning difficulties exist on a continuum from mild to moderate through to severe, we also recognise that there are children who, whilst may not have a specific diagnosis, do require additional teaching for their individual learning needs.

We feel it is important that we provide a holistic approach, focusing on the needs of each child to support their additional learning needs. We also recognise that there are no clear dividing lines between children's learning progression. Our aim is to foster a collaboration between families and school, sharing best practises and understanding how to help children progress through challenges, whilst developing and building upon their individual strengths.

Currently, we support children with a team of highly qualified teachers, teaching assistants and two support members: one special educational needs coordinator (SENDCO)/learning support teacher and one qualified teacher who is our learning support assistant (LSA).

We work with a number of children who have a specific diagnosis, those who have working memory or information processing difficulties, speech and/or language issues and those with who may struggle with inattention or social behaviour. There are also children who may require more tailored teaching and not be considered as having special educational needs.

Our provision consists of three areas to address each child's area of need.

Wave 1: Addressed by quality first teaching with a number of interventions which all children access regularly. For a small number of children, who require more input, the interventions delivered may also include:

- Differentiated activities, delivery of teaching, or modified learning outcomes
- Extra time with teacher or teaching assistant and/or flexible teaching arrangements
- Half termly monitoring

Wave 2: For a child who requires ongoing monitoring, for a longer length of time, specific interventions would be introduced. These may include:

- Booster groups for maths or English
- Extra 1-1 or small group tuition provided
- Further targeted in class support by a teaching assistant
- Additional resources and practise materials
- Extra support for unstructured activities
- Access to specialist equipment

Wave 3: For a child identified with a learning disability or difficulty, or who requires a period of greater intensive learning support:

- Dedicated, focused support groups occurring up to twice weekly
- Specialised tuition lessons with SENCO or LSA
- Additional individual reading and/or phonics training
- Instigation of outside agency or local support group involvement
- In-school screening and checklists
- Transition to secondary schools, other placements, recommendations
- Access arrangements
- Specialised support plans
- Holiday resources, curriculum planning
- Increased partnership meetings: staff, parents, outside agencies
- Regular reporting to parents, outside agencies as needed

The SENDCO will recommend the level of support they feel a child requires, which will be agreed with parents and reviewed every January. Parents may also request additional levels of support. Waves 2 and 3 incur an additional charge and parents are informed of this beforehand.