



SEND policy		Associated Policies
Last reviewed	February 2021	Admissions Policy
Next review	February 2024	Curriculum Policy
Gov. sub-committee	Education	
Owner	Bursar	

Covid caveat: On our return to full time education in September 2020, the Governors and Senior Leadership team, under Government guidance to reduce the potential transmission of the virus, have decided that visitors should not be allowed on site unnecessarily. This policy will remain in place until such time as the guidance indicates otherwise. Once the sanctions are lifted, the policy will come into full force again and this caveat will be removed.

Chris Bouckley Headmaster, 10/12/2020.

Children with special educational needs and/or disability (SEND) 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 Headmaster are responsible for ensuring that the SEND provision is managed effectively. The Headmaster devolves the day to day running of SEND provision to the Assistant Head: Pastoral.

The Special Educational Needs Co-ordinator (SENDCo) is responsible for co-ordinating special needs provision within the school, liaising with staff, external agencies, parents and carers.

IDENTIFICATION – ASSESSMENT & REVIEW ARRANGEMENTS

Some children will hold reports from specialists before they enter the school. When a child is accepted on roll, the recommendations from the specialist's report will be discussed with the parents and the fulfilment of them decided upon before entry.

Identification comes from: staff, parental referral and/or pupil performance and are identified using a 'wave' system (see Appendix 1).

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.
- Early Essence software in EYFS,
- Verbal and non-verbal reasoning (standardised Years 3-6)
- NFER Progress in maths and English (standardised Years 1-5)
- Reading and Spelling ages (standardised Years 1-6)
- End of term assessments, e.g., White Rose assessments
- Mental maths tests
- Teacher assessments in the teaching scenario

Pupils in Year 2 and Year 3 will be screened using diagnostic software from GL Assessments (CoPS and Lucid). These will be used to identify children who show a tendency towards having learning difficulties and when this is at a level of concern, the parents will be notified and a meeting arranged to discuss the findings. During this conversation, next steps will be discussed to assess whether external agencies should be involved for more specific determination. The screening tests will be administered by the SENDCo and are only indicative. The SENDCO will co-ordinate access to any outside agency therapy plans, reports or Education, Health and Care Plans.

Whilst the screening tests are useful, the SENDCo may also choose to employ extra screening tests, to help define the issues. Indicative screening may include:

- Phonological Assessment Battery (PhAB) phonic tests
- Bangor Dyslexia Test for ages 7 or above
- Dyscalculia paper test ages 7 or above
- Quantitative Behaviour Check (by parent request)

Parents will be notified if a screening test shows that a pupil has scores which indicate that intervention beyond the normal classroom teaching, may be required. Please note the screening gives indicators; it is not a formal assessment of any specific need or disability. Individual Education Plans (IEP) may be constructed for individuals to detail the support and/or interventions needed. Upon consultation, formal

assessments by a specialist educational psychologist may be arranged by the parents themselves or an IEP constructed.

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.

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.

To maximise learning, children may work in small groups, or in 1:1 tutorials, inside and outside of the classroom. Parents will be asked about the specific lessons they would like their child to be removed from, to undertake these lessons, but this cannot always be guaranteed (see Parents in Partnership below).

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

Assessment Results are found on SIMS and Foundation Stage Profiles on Early essence software. 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.

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.

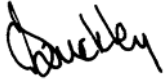
LIASION WITH OTHER SCHOOLS AND AGENCIES

In order to ease any transition, arrangements are in place for liaison between Richmond House School and the next school. 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, Assistant Head: Pastoral, Headmaster 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 (Headmaster)



Signed (Chair of Governors)

Appendix 1

Levels of support, identified as 'waves' vary depending on the specific intervention required. School does subsidise this, however, there is an additional termly cost, outlined below. These arrangements are reviewed termly, to be communicated and agreed with parents.

Wave 1: Children who have been identified as requiring more input in addition to the differentiated teaching received in the classroom. Interventions implemented and delivered by the class teacher and/or teaching assistant, may include:

- Differentiated activities or modified learning outcomes
- Extended time with teacher or teaching assistant and/or flexible teaching arrangements
- Additional small group work or specific groupings
- Alternative recording methods for the children
- Opportunities for overlearning
- Access to alternative reading schemes
- Subject specific or specialist equipment

Wave 1 has no additional cost.

Wave 2: For a child who requires further help, sustained over a period of time, specific input and provision may also include:

- Assessment of needs, screening and observations to help identify learning needs or for specific referrals
- Individual Education Plan 'IEP'
- Small group tuition lesson provided each week with SENDCo and/or SENDCo Support worker
- Booster groups for maths or English
- Modifications to curriculum or homework activities, linked to specific needs
- Additional resources, practice materials for classroom and home use
- Biannual reports

Wave 2 is charged at £150 per term.

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

- Following specific recommendations from any diagnostic assessment
- Individual Education Plan 'IEP'
- Arranging access arrangements, extra time for testing
- Increasing the quantity of targeted and specific intervention
- Co-ordination of an Education, Health and Care Plan application, if threshold met

Wave 3 is charged at £250 per term.

