

**STANBOROUGH SCHOOL**  
**Special Educational Needs And Disability (SEND) Policy**

**Legal Status:**

- Complies with Part 6, paragraph 24 (3)(b) of The Education (Independent School Standards) (England) (Amendment) Regulations.
- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to children and young people with special educational needs (SEN) and disabilities.
- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability Act 2001

**Applies to:**

- The whole school along with all activities provided by the school, including those outside of the normal school hours;
- All staff (teaching and non-teaching), the Governors and volunteers working in the school.

**Related documents:**

- Curriculum Policy
- Assessment Policy
- English as an Additional Language Policy

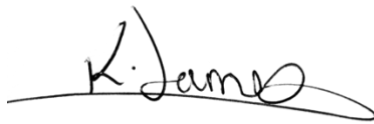
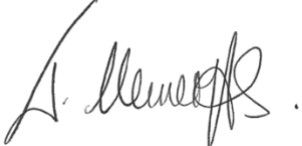
**Availability**

This policy is made available to parents, staff and pupils in the following ways: via the School website, and on request a copy may be obtained from the School Office.

**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Board of Governors undertake a formal biennial review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Date: 11<sup>th</sup> May 2020

		
Kaz James Interim Headteacher	Judy Clements Chair of Governors	Krishtee Gengan SENCo

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## **INTRODUCTION**

The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity celebrated. Stanborough School is staffed by a team of qualified teachers. The School provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of School life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

## **MISSION STATEMENT**

At Stanborough School, we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Stanborough School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

## **INCLUSION STATEMENT**

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced and broad curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

### **1. Aims and Objectives of this Policy**

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent, guardians
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

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- We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

## **2. ADMISSION ARRANGEMENTS**

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Pupils entering the school from Years 7 - 11 will normally have an English, Science and Maths assessment and a generalised discussion with either the Headteacher or a member of staff. If a pupil has already been identified as having learning needs, relevant reports should be brought to the family interview. If necessary the SENCo will meet the pupil and talk to parents. Pupils are admitted to the school at the discretion of the Headteacher. Pupils with additional needs will be admitted if the school can offer appropriate support. However, every effort will be made to accommodate a pupil with Learning Needs.

## **3. MANAGEMENT OF SEND WITHIN SCHOOL**

The Headteacher has appointed a co-ordinator for special educational needs known as a Special Education Needs Co-ordinator (SENCo). The current SENCo is Krishtee Gengan. It is the responsibility of the SENCo to co-ordinate the operation of the Special Educational Needs Policy. The SENCO in Stanborough School, in conjunction with the Headteacher and the SLT, has an important role to play in determining the strategic development of SEN policy and provision in Stanborough School. The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO will be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.

All school staff have a responsibility for pupils with SEND in their class, to ensure that teaching involves differentiation and personalisation to meet pupils need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions.

The SENCo is responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- overseeing the records on all children with SEND
- liaising with parents of children with SEND (*in conjunction with teachers*)
- contributing to the in-service training of staff
- liaising with external agencies including educational psychology services, health and social services, and voluntary bodies

The school will ensure that the SENCO has sufficient time and resources to carry out these functions. This will include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

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#### 4. IDENTIFICATION AND ASSESSMENT

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice –

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress.

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man

The identification of SEN will be built into the overall approach to monitoring the progress and development of all pupils. The quality of teaching for pupils with SEN, and the progress made by pupils, will be a core part of Stanborough School's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, will identify any patterns in the identification of SEN, both within Stanborough School and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching. All our pupils will have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers will set high expectations for every pupil, whatever their prior attainment. Teachers at Stanborough School will use appropriate assessment to set targets which are deliberately ambitious. We will identify potential areas of difficulty will be identified and addressed at the outset. Lessons will be planned to address potential areas of difficulty and to remove barriers to pupil achievement. By planning in this way, our pupils with SEN and disabilities will be able to study the full national curriculum. Where a pupil is identified as having SEN, Stanborough School will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

The identification of pupils with special educational needs and disabilities can be:

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- On entry when specific needs are identified and recorded as part of the entrance/transition process;
  - By staff recognition of a pupil whom they perceive as having difficulties or specific needs in their particular curriculum area;
- By staff referring a pupil who is experiencing emotional/behavioural problems;
- Through discussion with external professionals such as doctors, counsellors, therapists and also
- Through concern expressed by parents.

Stanborough School will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. Class and subject teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils. These assessments will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The SENCo maintains a list of pupils identified through the procedures listed; this is called the SEND Support list. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

Stanborough School will always be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being and sometimes this can be severe. Stanborough School will ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties Stanborough School shall consider whether the child might have SEN. Whilst slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN, they may be an indicator of a range of learning difficulties or disabilities. Equally, Stanborough School will not assume that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Stanborough School will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. However, difficulties related solely to limitations in English as an additional language are not classed as SEN. When reviewing and managing special educational provision the broad areas of need and support Stanborough School will review how well-equipped we are to provide support across these areas. This gives an overview of the range of needs that will be planned for. The purpose of identification is to work out what action we will need to take, and crucially not to fit a pupil into a category. In practice we recognise individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including

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particular sensory requirements. A detailed assessment of need will ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. . Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## **5. CURRICULUM ACCESS AND PROVISION**

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A SEND IEP Plan records a graduated response to individuals.

The range of provision may include:

- In class support for small groups with an additional teacher
- Small group withdrawal
- Individual class support / individual withdrawal
- Further differentiation of resources
- Study buddies/cross age tutors
- Homework/learning support club
- Pupil Personal Profile targets
- Interventions
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service STePS or other support services for advice on strategies, equipment, or staff training

## **6. MONITORING PUPIL PROGRESS**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening

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- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

## **7. RECORD KEEPING**

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Pupil's own perceptions of difficulties
- Information from parents
- Information on progress and behaviour
- Information from health/social services
- Information from other agencies

## **8. TARGETS and SUPPORT PLANS**

All pupils on our SEND Support list will have an Individual Education Plan (IEP), setting out targets and any provision made that is additional to and different from usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan.

In subjects where all children have curriculum targets these are used to inform the IEP. Curriculum targets are recorded in *exercise books and homework diaries*.

Strategies for pupils' progress will be recorded in an Action Plan containing information on

- Pupils ambitions for the short/long term future
- Circle of support (highlighting close and wide support networks)
- Short/Long-term targets
- Teaching strategies
- Provision made
- Outside agency support
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review
- Pupil Personal Profile targets

The Action Plan will record only that which is different from or additional to the normal differentiated curriculum and will concentrate on three or four individual targets that closely match the pupil's needs. The Action Plan will be created through discussion with both the pupil and the parent or guardian.

### **8.1 REVIEWING AN INDIVIDUAL EDUCATION PLAN**

IEPs will be reviewed by the SENCo. The reviews will be completed during the school's parent consultation cycles of that academic year.

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## 9. CODE OF PRACTICE GRADUATED RESPONSE

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCo, in collaboration with the form tutor and subject teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil on the SEND Support list will be made by the SENCo after full consultation with parents at a SEND Support Plan meeting. External support services may advise on targets for a new Support Plan and provide specialist inputs to the support process.

IEP intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower (one year lower) than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting IEP may incorporate specialist strategies. These may be implemented by teachers.

### 9.1 REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past SEND Individual Education Plans
- Records and outcomes of regular reviews undertaken • Information on the pupil's health and relevant medical history
- National Curriculum levels.
- Other relevant assessments from specialists such as support teachers and educational psychologists • The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

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## **Education, Care and Health Plans (EHCP)**

An EHCP will normally be provided where, after a Statutory Assessment, it is considered the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in an IEP
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified.

## **Reviews of an EHCP**

**EHCPs will be reviewed every 1.5 terms (approx. 18 weeks).** Each term, a student will The SENCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant form tutors
- Any professional, who has had an input during the review year.
- Any other person the SENCO or parent/guardian considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

Within the time limits set out in the Code of Practice, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

## **10. CO-PRODUCTION PARTNERSHIP WITH PARENTS/GUARDIANS**

The school aims to work in partnership with parents/ carers/guardians. We do so by:

- keeping parents/carers/guardians informed and giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents
- giving parents/carers/guardians opportunities to play an active and valued role in their child's education

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- making parents/carers/guardians feel welcome
- ensuring all parents/carers/guardians have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents/carers/guardians to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents/carers/guardians opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- involving parents/carers/guardians in decision making as to how a pupil's individual budget (EHCP only) may be allocated to provide support for their child.

## **11. INVOLVEMENT OF PUPILS**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (*self assessment and self evaluation, Assessment for Learning*)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition, pupils who are identified as having SEND are invited to participate in:

- Individual Education Plan reviews and setting of individual targets
- Regular meetings with named adults
- Where appropriate, working with learning mentors
- Annual reviews

## **12. SPECIAL PROVISION**

The school has some of the following adaptations in place to meet sensory and physical needs:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture • regular and frequent access to specialist support.

## **13. LINKS WITH EDUCATION SUPPORT SERVICES**

We aim to maintain useful contact with support services in Children and Young People's Services and other agencies. For pupils on our SEND Support list any one or more of the following agencies may be involved:

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- Educational Psychology Service EPS
- Specialist Teaching and Psychology Service STePS
- Educational Welfare Service

The SENCo will maintain links with other SEN Specialists through the Adventists Special Needs Association (ASNA) network meetings of the South England Conference of Seventh Day Adventists Church.

#### **14. LINKS WITH OTHER SERVICES**

Effective working links are maintained with:

- Speech and Language Therapy Service
- Other Children and Young People's Services
- Community Health Service
- Family support and safeguarding
- Parent Partnership Service
- Child Development Centre
- CAMH
- School Nurse
- ASD Outreach

#### **15. LINKS WITH OTHER SCHOOLS/INTEGRATION LINKS**

Links with other schools, including special schools are promoted. It is recognised that transition phases can be particularly difficult and therefore every effort will be made to ensure these are made.

#### **16. INSET**

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. The SENCO delivers training within school to all teaching and support staff.

#### **17. RESOURCES**

The provision for SEN/AEN is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy.

#### **18. COMPLAINTS**

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Headteacher/SENCo. The Chair of Governors may be involved if necessary. Please see the school's Complaints Procedure available on the school's website.

#### **19. REVIEW OF THE SEND POLICY**

*Stanborough School is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice every two years. The outcomes of this review are used to inform the School Improvement Plan