

Special Educational Needs Policy



MOUNT
BARLBOROUGH HALL
EDUCATING MEN AND WOMEN FOR OTHERS SINCE 1842

ISI Regulatory Code – A2

Author:

SENCO

The implementation of this policy will be monitored by:

SLT

Review Date:

November 2017

Linked Policies:

Safeguarding, Behaviour, Curriculum, EYFS,
Health and Safety.

Special Educational Needs and Inclusion

Policy 2016

Aims and Objectives

At Barlborough Hall School the need to support each pupil's academic and social development is of paramount importance in allowing us to achieve our stated aim of enabling each child to fulfil their true potential, to become confident individuals living fulfilling lives and to make a successful transition into adulthood.

Every teacher is a teacher of pupils with special educational needs.

As a school we have high expectations for all. Staff are committed to providing first quality teaching, supporting a positive school ethos and celebrating achievement for all.

We aim to identify needs at the earliest point and make effective provision.

As a school we have a duty to "prevent discrimination, promote equality of opportunity and to foster good relations." S.E.N. Code of Practice 2014

Barlborough Hall is a non-selective, co-educational school for pupils aged 3-11. The school, in setting out its special educational needs provision, takes due cognizance of its duties as outlined in the S.E.N. Code of Practice (2015), the Equality Act (2010) and the Children and Families Act (2014).

Objectives for Pupils with S.E.N

The school supports the fundamental principles of the S.E.N. Code of Practice (2015), which are:

- a child with S.E.N. has their needs met;
- the S.E.N. will normally be met in mainstream school or early years settings;
- parents of children with S.E.N will be provided with services offering advice and information and a means of resolving disputes;
- a clear focus on the views of children and young people and their role in decision making;

- parent partnership, emphasising the important role parents play in supporting and their inclusion in their child’s education and the decisions made;
 - that pupils with S.E.N. have full access to a broad, balanced and relevant curriculum;
 - a greater focus on providing support that enables those with S.E.N. to succeed in their education and make a successful transition into adulthood.
- The new Code of Practice covers the age range 0- 25 years.

Definition of Special Educational Needs

In order to provide appropriate, inclusive, high quality education for all it is vital that there is a whole school understanding and definition of special educational needs.

Our school definition follows the principled definition stated in the 2015 S.E.N. Code of Practice

‘Children have special educational needs if they have a learning difficulty which 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 disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

‘Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.’

(DfES 2001/2015)

There are four main areas of S.E.N. as defined in the 2015 S.E.N. Code of Practice:

1. Communication and Interaction,
2. Cognition and Learning,
3. Emotional, Social and, Mental Health Difficulties
4. Sensory and/ or Physical.

Behavioural difficulties do not necessarily mean that a young person or child has an SEN and is not automatically registered as a pupil with specific educational needs. It is our responsibility to identify the underlying causes and to provide the necessary and appropriate interventions.

Identifying and assessing SEN for children whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN. However, through the graduated responses we will provided appropriate and

effective provision in line with the schools commitment to providing inclusive, high quality education for all.

This school recognises that pupils will attain different levels at different times, and that some will require an increased level of support in order to maintain progress.

Admissions and Inclusion

Barlborough Hall School is a non-selective, co-educational school for pupils aged 3 – 11. The school, in setting out its special educational needs provision, takes due cognizance of its duties as outlined in the SEN Code of Practice and Disability Act (2015) and the Equality Act (2010).

Disability

Under the Equality Act 2010 the term ‘disability’ is defined as;

‘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 physical and sensory impairments, such as those affecting hearing and sight, long term health conditions such as asthma, diabetes, epilepsy and cancer. Pupils with such conditions do not necessarily have special educational needs unless fulfilling the definition of SEN. However, *‘there is a significant overlap between disabled children and those with SEN’* (SEN Code of Practice 2015).

As set out in The Equality Act (2010) Barlborough Hall School;

- **Will not** directly or indirectly discriminate against, harass or victimise disabled children.
- **Will** make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared to their peers. We will endeavour to be anticipatory in these adjustments.
- For disabled SEN pupils make reasonable adjustments and access arrangements will be part of the school’s graduated approach, ensuring inclusive education for all.

It is the school’s aim to prevent discrimination, to promote equality of opportunity and to foster good relations.

The admission of a child with serious educational needs will be the decision of the Governing Body and the Senior Leadership Team, based on the interests of the child, parental views and the ability of school in order to provide the appropriate level of high quality provision, where best endeavours will be met.

Medical Conditions

At Barlborough Hall we recognise that we have a duty to make arrangements to support pupils with medical conditions. Individual Health Care Plans will be put in place specifying the type and level of support required to meet the medical needs of each child.

Where pupils also have SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

English as an Additional Language (E.A.L)

The term EAL is used when referring to pupils where the mother language at home is not English.

As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make.

It is the School's aim to meet the needs and celebrate the skills of each EAL pupil and to help them achieve their full potential, allow them to fully access the school curriculum and to develop their knowledge, understanding and ability to communicate.

All teachers are responsible for the language development of EAL pupils.

At Barlborough Hall School pupils having a home language other than English are not considered as having special educational needs, but the School recognises that a child who has EAL may also have learning difficulties or SEN. Lack of English does not equate to a lack of knowledge, skills or understanding. However, EAL pupils who are achieving levels behind that which would be expected for their age will be identified and recorded on the School's Learning Support Register. They will follow the school policy and procedures as for pupils with specific educational needs. **Aims**

At Barlborough Hall School we aim to meet the full range of needs of each child who is learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and the Race Relations Amendment Act 2001

It is our aim to:

- Welcome, value and share the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential and to build life skills.
- To encourage and enable parental support in improving children's attainment.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.

- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning and to inform the formation of individual learning targets.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

We celebrate and use first languages to promote a child's identity and confidence and to enhance their learning, using relevant examples of vocabulary within the pupil's learning environment.

E.A.L pupils at Barlborough Hall School are taught within an inclusive classroom, where work is differentiated to meet individual needs. Flexible teaching styles are adopted in order to allow each EAL pupil to access the curriculum fully. Generally, EAL students will work within the main, whole class setting, unless identified as having specific learning needs.

Pupils may also be given small group or individual lessons where specific programs of work are followed in order to build appropriate skills, knowledge and understanding that have been identified, developing their individual needs as set out in Individual Education Plans.

Responsible Persons

The Governing Body, Headteacher and all teaching staff in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

Governors, Headteacher, SENCo and staff will collaboratively draw up and report annually to parents on the policy, provision and effectiveness of the school's work for pupils with special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

Specific Responsibility

Mrs. Lyndsey Terry (lterry@barlboroughhallschool.com) holds the role of Special Needs Coordinator (SENCo) and has achieved the National Award for Special Needs Coordination, a post-graduate, Masters Level qualification, a statutory requirement.

The Role of the SENCo

- The role of the SENCO role is largely a strategic one.
- They are responsible for the daily implementation of the SEN policy and the specific provisions made to support pupils with SEN including those with Education Health Care Plans.
- They should ensure the school keeps the records of all pupils with SEN up to date.
- The SENCo will work with the head teacher and the governing body to ensure the school's responsibilities are met under the Equality Act [2010] with reference to reasonable adjustments and access arrangements.

- They will work with the head teacher and governing body to advise on the deployment of the school's delegated budget, other resources, and the graduated approach to providing SEN support to ensure the needs of pupils are met.
- The SENCo works closely with, and is a key point of contact for, parents, other educational establishments, educational psychologists, health and social care professionals and independent and voluntary bodies.
- They will be aware of the Local Offer and provision within it and must be able to work with other professionals to provide a supportive role to families to ensure pupils with SEN receive appropriate support and that the teaching is of a high standard.
- The SENCo will liaise with possible providers of the next stage of education for a child with Special Educational Needs (SEN) and ensure both they, and their parents, are informed of options to plan a smooth transition.
- The SENCo will provide professional guidance to colleagues in order to provide appropriate intervention and provision to meet individual needs.
- The SENCo will work alongside subject teachers to track individual progress and identify needs early.
- Where looked-after children have SEN, the SENCo will liaise with the designated teacher.
- The SENCo will be responsible in arranging and providing appropriate access arrangements for internal and external assessments.

The school liaises closely with Head of Learning Support at Mount Saint Mary's College and other schools, to ensure the continuity of provision when transferring to the senior school. Communication and the sharing of resources is invaluable to the successful transition of pupils from prep school to senior school and a valuable resource in the day to day provision of both schools.

High Quality, Inclusive Teaching

The Role of the Teacher

All teachers in the school are teachers of children with Special Educational Needs. They are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);

As such Barlborough Hall School adopts a whole school approach, which involves all staff adhering to a model of good practice, of high quality inclusive teaching.

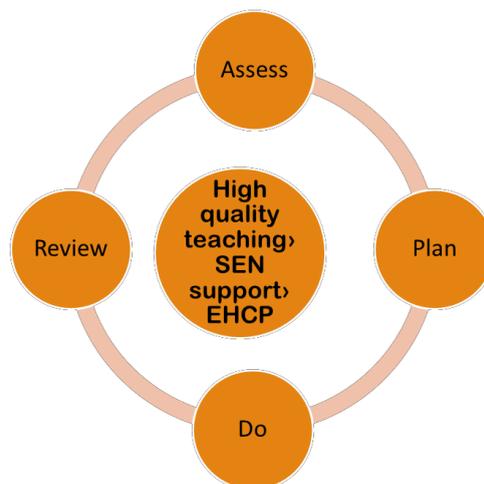
All pupils have access to a broad and balanced curriculum. As stated in The National Curriculum Inclusion Statement, high expectations are set for every pupil, with the aim of each child achieving their best.

The school has a graduated response to meeting the needs of individual pupils, with a policy of being pro-active to the individual needs of each child, rather than reactive.

The Graduated Approach

High quality teaching → **SEN Support** → *EHC Needs Assessment* → *EHCP*

The aim of the Graduated Approach to ensure that effective provision is put into place and so removing barriers to learning. The approach consists of a four part process;



This is an ongoing cycle that enables the provision to be refined and revised as the needs of each pupil develop and change. It enables the identification of effective interventions in supporting each child to develop and achieve to their best ability.

Assess

Through analysing baseline assessments, tracking of previous attainment and progress set against national data, communication of concerns and information from pupils, parents and teachers, each pupils area of need is identified.

Plan

In consultation with pupil, parents, teachers, SENCO and appropriate agencies planning is agreed for the adjustment, interventions and support that is required for each individual SEN pupil. Specific targets are agreed and recorded alongside the agreed intervention on Individual Education Plans (I.E.P) /Pupil Provision Maps. These individual education plans will be used by staff as working documents to register agreed targets and strategies and to record ongoing developments in progress or changes to approaches or needs.

A review date will be set in consultation with parents, teachers and SENCo.

Do

It is the responsibility of each subject teacher to deliver high quality, inclusive teaching to all and to implement the agreed strategies and provision to meet the needs of SEN pupils. Differentiation will be recorded within curriculum planning. They will work closely with teaching assistants to plan and deliver the appropriate support, differentiation and interventions. The SENCo will provide further support for pupils requiring additional provision, including more specific, individualised intervention.

Review

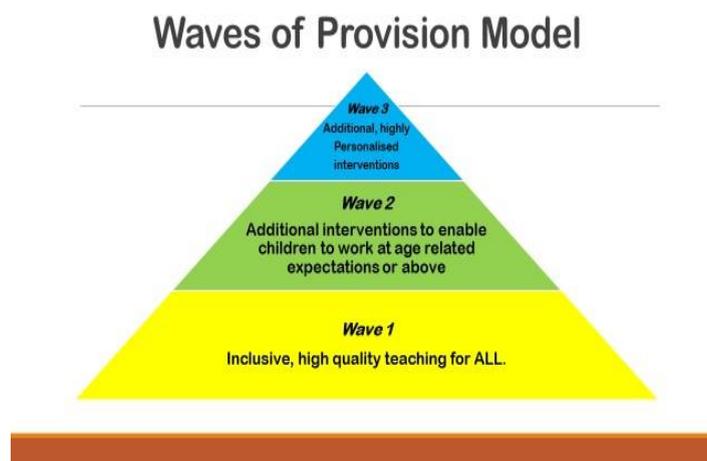
A review of each child's I.E.P/Provision Map will be carried out on a termly basis to track and monitor each pupil's progress. Communication between SENCo, teachers, parents and pupils is vitally important and the views of all must be considered.

The review aims to evaluate the impact and quality of the support and interventions and the progress and development made.

The subject teachers and SENCo, in conjunction with parents/ carers and pupil, will revise the support and targets based on each pupil's progress and make any necessary amendments.

Provision

Barlborough Hall uses the Waves of Provision Model to identify the level of provision required for each child.



Wave 1 is the whole school provision, where a differentiated, broad and balanced curriculum based on the National Curriculum, is provided for all pupils within the inclusive classroom setting.

When a pupil is identified, by either a teacher or parent, as having concerns relating to one of the four main areas of S.E.N. and this remains a concern despite differentiation within Wave 1, an initial meeting will be called between appropriate staff and/ or parents to communicate, collate and record all appropriate information from all relevant parties.

Parents will be informed and action discussed and agreed prior to any intervention or extra provision commences.

After discussions with parents and staff, it may be agreed that the child will continue at **Wave 1** with more specific differentiation, strategies and possible home support taking place, reinforcing and allowing development of specific skills or knowledge which will allow the child to develop and move into line with peers, for those specific targets.

If after assessing, differentiated planning, working within **Wave 1** has resulted in a review that shows little or no progress has been made, it may be agreed that **Wave 2** provision needs to be implemented.

Wave 2 outlines specific, additional, time-limited interventions provided for some children who are continuing to fall behind age expected levels despite differentiation at **Wave 1**.

Wave 2 interventions will be curriculum and/ or catch up programmes based programmes targeted, on the whole, at groups of pupils with similar needs.

If appropriate progress and attainment levels achieved, pupils may return to working within **Wave 1** provision. However, if after review, little or no progress has been achieved it may be

agreed that a more formal, diagnostic assessment needs to take place in order to ascertain the existence or otherwise of a specific learning difficulty. These assessments may be school based or referrals to outside professional agencies may be requested by school (after consultation with parents) or by parents themselves.

Following these assessments, it may be deemed appropriate that strategies and targets will be needed to promote learning and development that differ from and are in addition to those provided for the majority within a normal class setting, **Wave 3**.

Wave 3 is targeted provision for a small percentage of children who require a high level of additional support/ supervised provision in order to address their needs or for children who have been identified for an intervention to accelerate progress.

As far as is possible and appropriate, following the schools policy of inclusive education, any additional interventions will be within the classroom setting or within small group sessions, using additional support within the classroom where appropriate.

When it is acknowledged that, as a result of observation and assessment, a pupil has S.E.N. that requires a more individual learning programme, or that significant progress has not been made at Wave 2, then outside agencies with expertise relevant to the individual pupils needs may need to be involved in providing advice and/ or support in conjunction with child, parents, teachers and S.E.N.Co., **Wave 3**.

New and revised targets will be set in consultation with all parties; child, parents, staff, S.E.N.Co and outside agencies.

At any point during Wave 2 or 3 stage of intervention, it may be decided by the professionals involved to return to Wave 2, remove from the S.E.N. register (return to Wave 1 provision) or seek Statutory Assessment. Parents and S.E.N.Co. (on behalf of school) can ask to be referred for an Educational, Health and Care Plan (replacing Statements, where local authorities are legally required to link services to provide a jointly planned care plan).

Educational, Health and Care Plan

Barlborough Hall School, through best endeavour, meets the special needs of each child. However, a child may need a more intensive level of specialist help that cannot be met from the resources ordinarily available within the school. In these circumstances, we would consider requesting an Education, Health and Care (EHC) needs assessment. This assessment could lead to an EHC plan.

An EHC plan brings a child's education, health and social care needs into a single, legal document. Information will be gathered relating to the current provision and interventions and a decision is then made by representatives from Education, Health and Social Care as to whether a child is eligible for an EHC plan. Parents/carers have the right to appeal against decisions made.

Further information about EHC plans can be found via the SEND local Offer:

www.derbyshiresendlocaloffer.org

Parents can also find advice and information via Derbyshire's Parent Partnership service:

<http://derbyshireparentpartnership.co.uk/contact.php>

Once an EHC Plan has been completed and agreed, it will become part of the child's provision and formal record and reviewed annually by staff, parents/carers and pupils.

Provision, Documentation and Evidence

The school makes provision for pupils with special educational needs to match the nature of their individual needs. The pupil's form teacher, subject teachers and S.E.N.Co. keep up to date records of the pupil's needs, the action taken and the outcomes. These are recorded on each child's individual Provision Map. This is a working document, stored centrally that gives access to all staff involved in the planning and delivery of provision for each pupil, allowing them to add new data, targets and information as necessary. This provides a detailed, progressive record of needs and achievements.

Flexible groupings are organised so that the learning needs of pupils are met in individual, small group or whole class contexts.

The curriculum is differentiated to meet the needs of individual pupils. Teaching styles, classroom and resource management, flexible groups, differentiated outcomes and timings reflect this approach.

Special educational needs resources and provision are met in order for children with S.E.N. to participate in playtimes, after school activities and other extra curriculum activities.

The following tools are employed in order to provide clear and detailed evidence of S.E.N. provision.

S.E.N. Record File

Each Year Group has a file which contains information regarding pupils with S.E.N.

The information contained includes;

- **Initial Concerns Form** indicating issues relating to specific areas of concern.
- **Observation records**
- **Communication record** with parents and/or outside agencies, recording discussion on issues, concerns, background/ historical/ medical information and agreed targets.
- **Pupil Passport**- giving staff information on areas and skills that the S.E.N. pupil indicate they find difficult, information about themselves that they feel people should know, what they feel they are good at, the areas and things that the pupil feel they need help and support with and targets that they would like to achieve in the long term and the short term.

- **Child Friendly Provision Map** – simplified and child friendly sheet encouraging pupil's ownership of their targets and goal
- **Pupil Profiles**- A working document to give staff relevant background, historical background, the main areas of focus for classroom support and monitoring, specific targets and areas for specific classroom teacher support, specific equipment/teaching aids to support needs and possible future areas for focus.
- **Early Years Individual Education plan**
- **Whole school S.E.N. Provision Sheet** – record of all children requiring learning support and S.E.N, the provision, resources and extra budget required.
- **Whole School Waves of Intervention and Provision Mapping Record** – documenting whole school approach to the intervention and provision provided.

Wave 1 provision is documented within each pupil's *Initial Concerns Record* and as part of the differentiated activities and expectations for each subject teacher's curriculum planning.

Wave 2 provision is documented within each pupil's *Profile, Passport and Provision Map* in line with the whole school *Waves of Intervention*.

Wave 3 provision is documented as Wave 2, with the addition of specific advice and strategies from outside agencies and/ or E.H.C Plan.

Assessment and Progress

The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. For example;

Observation,

Continuous assessment,

Standardised tests,

Baseline assessments for Literacy and Mathematics

End of Key stage attainment tests,

Diagnostic testing.

Parent and Pupil Partnership

The school will actively seek the involvement of parents in the education of their children. It recognises the importance of good communication and achieving a working partnership. Parents will be part of the ongoing process of assess, plan, do and review alongside teachers and SENCO.

The school works to ensure that pupils are fully aware and involved in the setting of their individual targets and goals, through their Pupil Passports. Steps are taken to involve pupils in decisions regarding their education and actively involved in the assessment, reviewing and setting of their own targets.

Parents/carers are welcome and highly encouraged to meet with staff and the Senco regularly at both formal and informal occasions to discuss areas of development and progression, and also areas of concern. These discussions can take place face to face, by phone, by letter or by email.

Links to Other Agencies

Barlborough Hall School works closely with appropriate agencies to enhance our provision, intervention and resources. These may include:

- Educational Psychology Service
- Occupational Therapy Service
- Speech and Language Therapy Service
- Social Services
- Child and Adolescent Mental Health Service (CAMHS)
- Hearing/ Visual Support Services
- Physiotherapy

Parents/carers and pupil will always be informed of any outside agency involvement and be fully involved in the implementation of provision.

Complaints Procedure

Any issues can hopefully be resolved through discussions with either the SENCo or the Head Teacher. If any issues remain unresolved they will be managed according to the schools Complaints Policy. This is available upon request from the school website.

Evaluating Success

This school policy is kept under review and the Governors gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupil's I.E.P progress reviews and or Annual Reviews. In addition evidence will be gathered regarding:

- Staff awareness of individual pupils needs
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate

- The increase in the level of inclusion achieved within the school
- Pupil attendance
- Consultation with parents
- Pupils awareness of their levels and targets
- The school is meeting the statutory requirements of the SEN Code of Practice 2015