

3b SPECIAL EDUCATIONAL NEEDS AND DISABILITY/ INCLUSION POLICY

Our mission is to develop happy, confident and successful children who are well prepared for their future.

At Westbrook Hay Prep School we follow the Special Educational Needs and Disabilities Code of Practice 2014 which states: 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' (Code of Practice, June 2014, p4)

This policy applies to all pupils and staff of Westbrook Hay, including EYFS. This policy should be read in conjunction with the Equal Opportunities Policy, Accessibility Plan, Safeguarding policy, English as an Additional Language policy, Gifted and Talented Policy.

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with references to the following guidance and documents:

- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- SEND Code (2015 update)
- Schools SEN Information Report Regulations 2014 and the Special Educational Needs and Disability Regulations (2014)
- The National Curriculum in England framework Key Stage 1-3
- Safeguarding policy
- Accessibility plan
- Teachers standards 2012

1. SENCO, Study Skills and Learning Support Department

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2. Our Aims and Objectives

Westbrook Hay Prep School believes that each pupil has individual and unique needs. However, some pupils require more support than others. Our aim is to make sure that all children make the most of the opportunities offered to them so they can flourish in the school's caring environment.

Westbrook Hay is able to support pupils with learning difficulties but is not a special school with Unit facilities and therefore it can only offer a limited level of support. However, the governors and staff are firmly committed to enable every pupil to experience success, promote individual confidence, positive attitudes and ensure that all pupils, whatever their SEND, receives appropriate educational provision through a broad, balanced and inclusive curriculum that is relevant, differentiated and that demonstrates coherence and progression in learning.

Treating every child as an individual is important, and pupils with physical disabilities are welcome. Pupils, whose Special Educational Needs and Disability (SEND) and learning difficulties are suited to the curriculum and are also welcome provided that the teachers, in conjunction with the Learning Support Department can provide them with the help and support that they require.

In providing for those pupils defined as having SEND, at Westbrook Hay School we seek to:

- ensure that all pupils are valued equally *and we aim for the pupils to make 'age related expectations' set out in the National Curriculum 2014 for Primary pupils.*
- work in close partnership with all stakeholders.
- ensure pupils' needs are met with timely, reasonable adjustments made so that all children have access to a relevant, broad and balanced curriculum.

3. Admission arrangements regarding SEND

Westbrook Hay School plays due regard to the Equality Act 2010 and does not treat pupils with SEND less favourably; and take reasonable steps to avoid putting SEND pupils at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education.

The school's selection policy is described in its prospectus/admissions procedure. Applications from all who have the ability and aptitude to access an academic curriculum are welcome. Before a child visits Westbrook Hay, parents are advised to discuss any additional requirements that their child may need with the school, so that adequate provision can be made for them on the day.

The School Admissions process makes provision for the disclosure of SEND. At all times the commitment of the school, to deal appropriately and supportively in the admissions assessment procedure is emphasized to parents. (The school therefore fulfils an anticipatory duty as defined by the Act. A failure of a parent to divulge SEND at this time constitutes a justification under the act for discrimination). Where a parent requests confidentiality regarding a SEND this request would limit what the school could provide in making reasonable adjustments. Under these circumstances, the school has the right to decide the balance of confidentiality and possible and reasonable adjustments for inclusion.

The parents of all children with a diagnosed Specific Learning Difficulty (SpLD) are required to disclose and provide copies of any up-to-date Educational Psychologist's reports from specialists and/or medical reports in order that the school may best meet the pupils needs, for example, for large print material, extra time, use of laptops or other special arrangements.

All teaching staff have access to pupil records, including Individual Learning Plans/ Passports (ILPs), Educational Psychologist Reports etc on SchoolBase. Children with SENDs are integrated into the school and we endeavour to provide support in accordance with their individual needs, making reasonable adjustments.

4. Barriers to Learning

Children have a learning difficulty if they:

- have a significant barrier to learning which is not dependant on/brought about by external factors
- have a disability that prevents or hinders them from making use of educational facilities in the same way as the majority of their peers

Some pupils may have a condition other than a SpLD, e.g. Attention Deficit Disorder (ADD), Autistic Spectrum Disorder (ASD) which will require some form of support and monitoring.

Any background information, reports from specialists, information relating to previous help should be provided so that we can provide effective support and enable your child to make progress. It is the responsibility of the parents to supply this information and not the previous school.

The school aims to meet the special needs of all children within the school as they arise. Many children will have a special need at some point during their school life. These should be identified, diagnosed and effective learning strategies or support put in place.

The school aims to operate a 'whole school' policy of intervention so that all pupils can fulfil their potential and can maximise the educational facilities on offer. In order to do this we:

- Identify and provide for pupils who have Special Educational Needs and/or a disability
- Work within the guidance provided in the SEND code of practice 2014 and 2015 updates
- Teachers/ teaching assistants all work together to identify and monitor children who are making limited or slow progress and require intervention. These children are then added to their Year groups Provision Map. This is then managed by the teachers, SENCO and Heads of departments.
- Provide support and advice through training and courses, for all staff working with Special Educational Needs pupils.

5. Identifying Special Educational Needs

Definition of Special Educational Needs and Disabilities:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. These needs can be categorised in four key areas that may create barriers to learning:

- Communication and Interaction (SLCN)
- Cognition and Learning (MLD, SLD, PMLD, SpLD)
- Social, Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical needs (VI, HI, MSI, PD)

(See Appendix A for further information)

A pupil has a learning difficulty or disability if he or she:

- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age
- Has a significantly greater difficulty in learning than the majority of students of the same age

Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as having a disability will require this provision.

Every student's skills and attainment will be assessed on entry to Westbrook Hay. At the same time, the school will consider whether a young person has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made.

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupil who have or may have SEND. Subject teachers' regular assessment of pupils will help identify those who are making less than expected progress. Reviews of the quality of teaching should include teachers' understanding of strategies to support pupils.

When deciding whether a pupil has a SEND, the SENCO will carry out a number of individual screening assessments e.g. SNAP, DST-J, DASH, Wait II, Lucid- Recall etc which are selected on the age and difficulties displayed by the pupil. The outcomes from the assessments allow the SENCO/teachers have a better understanding of the pupils learning profile. The baseline assessments are then used to create SMART targets for the pupil and information is shared with parents, teachers and the pupil.

Any decision on whether SEND provision is required must start with the desired outcomes, including the views of the pupil and the parents. This should then determine the support that is needed. We may also draw on the knowledge of outside professionals and agencies.

6. The Graduated Approach to SEND Support

At Westbrook Hay school we follow the graduated approach to identification and support. Where a pupil is identified as having SEND, action should be taken to remove the barriers to learning. The four parts to the cycle are: Assess, Plan, Do, Review (*See Appendix B for further information*)



As a result of the pupils 'assess' process in the Graduated Approach, the SENCO or other members of the learning support department in collaboration with the pupil, subject teachers and parents, will prepare an Individual Learning Plan (ILP) for the pupils needs. A clear record

of the child's needs, difficulties and learning preferences/styles/recommendations are clearly displayed on the ILP along with SMART and achievable targets. Meetings are held two to three times a year with parents to review and set targets for a new ILP.

All pupils receiving 1:1 learning support, have an Individual Learning Plan, which are shared and available to all teaching staff.

Typically, ILPs are reviewed at the end of each term. However they may be reviewed more often if required. Pupils are involved and parents are invited to comment on the progress made.

Involving specialists

Where a pupil continues to make less than the expected progress due to a SEND, despite the use of SMART targets and well-matched interventions, we will consider referring to specialist staff, either through the Local Authority or other outside agencies. At any point of a proposed change in provision or discussion regarding a changed course of action, parents will be fully involved in the process.

Education, Health and Care plans

Education, Health and Care plans (EHCP) are the replacement for Statements of Special Educational Needs.

Where, despite a school having taken the relevant action to identify, assess and meet the needs of a pupil, the pupil has not made expected progress, the school and parents/carers should consider applying for an EHCP.

7. Managing Pupils' Needs on the SEND register

The Register

The SEND register is managed through SchoolBase and all staff can access an up to date, tailored register for each class/group they meet. The register is updated regularly by the SENCO with details all of the pupils' educational needs. The decision to place a pupil on the SEND register will be made by the SENCO in conjunction with parents and professionals involved in the assessment process. If support is to be provided, parents will be informed and a clear date for reviewing progress must be set.

Pupils are also recorded in the following categories:-

SEND Monitor– SEN Monitoring category shows that a teacher has raised a concern and is monitoring this concern. The teacher adds the pupil with their reason for monitoring onto a Year group Provision Map- this is updated every term. The teacher should have regular dialogue with the SENCO and Learning Support teachers until a point where a decision is made for this to proceed to the next stage or cease to be a concern.

SEND Assess– SEN Testing category shows that a formal referral has been made by a teacher/parent/pupil to the Learning Support Department and the decision was reached for the child to be assessed/tested/observed. Assessments of pupils include, but are not confined to, WIAT, BPVS, Single Word Reading Test, Single Word Spelling Test, TVPS, Beery-Buktenica, Lucid Recall, Lucid VISS, WellComm (S&L) and SNAP.

SEND Support– The child is officially placed on the SEND register and an ILP is written to meet the pupil's needs. A SEN alert triangle will be displayed on the pupils file in SchoolBase.



SEND Referral– Where we feel that a pupil is not making reasonable progress, further assessment may be required either in school or by an external professional. This decision will be made in collaboration with parents, students and teachers.

EHC Plans– Referrals may be made for the local authority to carry out an Educational, Health and Care (EHCP) plan assessment. During the course of this assessment, the local authority must gather advice from relevant professionals about the pupil’s education, health and care needs, desired outcomes and provision required to meet the identified needs and achieve desired outcomes. We will ensure that the school makes adequate provision for the pupil and review the EHC plan annually as well as reviewing the ILP at least termly.

8. Working in Partnership with Parents/Carers

In line with the Code of Practice, parents are encouraged to take part in the discussion and decision making around the provision for their child in order to achieve: ‘...*the best possible educational and other outcomes, preparing them effectively for adulthood*’ (Code of Practice, June 2014, p8.)

Since pupils with SEND have different needs, the school recognises the importance of communicating closely with parents with regards to learning assessments for their child or children and related targets for improvement. The school shares targets with pupils and parents through email, face to face meetings, home/school link book (where appropriate) with the aim of enabling improvements to be achieved.

If a parent does not engage in the process, the class teacher will endeavour to meet the child’s needs in the normal differentiation used in class, until the parent participates in their process.

The school's hope is that all parents will feel able to share any concerns about their child with the class/form teacher in order that a healthy partnership for the care of their child can be developed. The SENCO, other pastoral staff, and tutors who are involved with their child are always happy to discuss any parental concerns.

A member of staff will always ask to see a parent if there is a concern, or if they feel that an adjustment to the curriculum or individual learning plan followed by their child might be in their best interests.

9. Storing and Managing Information

Documents are stored securely on our google network and SchoolBase. Documents are stored with appropriate security levels. Hard copies of any confidential information, including SEND registers etc, are held securely. Staff are encouraged to access information on screen rather than making printed copies.

10. Supporting pupils at school with medical conditions

We recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Individual Medical Plans, allow the staff to support the needs of pupils in the school with medical conditions. If a child has

additional SEND this will be also mentioned in the Medical Plan and therefore close liaison is needed with the SENCO.

11. Training and Resources

Policy regarding Charging for Learning Support

Whether or not it is appropriate to levy any further fees for additional support for individual pupils this will be considered on a case-by-case basis, on the basis of what is reasonable. If parents decide that they would like their child to have 1:1 learning support lessons, this is an additional cost to the school fees.

Where there has been a specific need identified for a small group of children e.g. extra teaching of phonics, additional spelling support, handwriting practice, reading comprehension boosters etc, a group intervention may be provided within the normal fee structure where the school deems the support necessary for progression to be made. School will decide on the most appropriate level of support and groupings in order to facilitate this progression. Assessment by outside professionals e.g. EP, SaLT etc is funded by the parents.

Training

School staff can drop into the Learning Support department to seek the advice of our specialist staff. We have a library of information which can be borrowed by any members of staff. Observations of pupils in class can be requested and advice given to the teachers as appropriate.

The SENCO can attend cluster group meetings with other independent and maintained schools and training is provided with groups.

All teaching staff including TA's and support staff, are given training on working with SEND by the SENCO/Learning Support department. This training focuses on helping each child to reach their maximum potential, the appropriate adjustments (such as large print or using coloured paper) that can give full access to the curriculum and facilities of the school to the greatest extent possible.

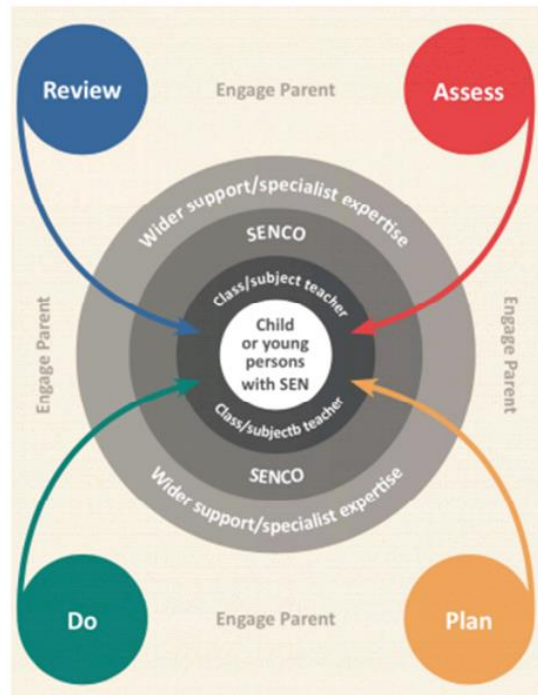
The school expects its teachers to differentiate within the curriculum and to take into account pupils' learning difficulties (as well as the needs of gifted and talented pupils). The SENCO liaises with the teaching staff about the most appropriate means of meeting the needs of pupils with SEND and learning difficulties.

The SENCO has an important role in ensuring consistency of approach by all teachers in providing, for example, access to learning materials that are easier to read and understand, or extra time in exams.

Class teachers are fully involved in providing for the needs of the children in their care. They are involved in highlighting concerns, assessing, observing, implementing and reviewing SEND provision for the pupils in their class. They also liaise with support staff to monitor and oversee additional provision provided.

If required, specific training will be arranged by the SENCO

The SENCO also provides INSET to trainee teachers on the staff.



12. Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. All members of staff and governing body have important responsibilities. The Code of Practice is available here: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Role of the SENCO

SENCO- Mrs Liz Ashfield

The head of the Learning Support Department has an important role as Westbrook Hay Prep School's SEN co-ordinator (SENCO)- Mrs L Ashfield.

The principal responsibilities for the SENCO include:

- overseeing the day-to-day operation of the SEND policy
- co-ordinating provision
- liaising with, and advising, teachers
- managing Learning Support assistants
- overseeing the records of all children with SEN
- tracking the impact of the provision provided
- liaising with parents of children with SEND
- contributing to the in-service training of staff
- liaising with external agencies

It is the responsibility of all teachers to identify and support children with SEND.

13. Accessibility

Buildings and Site

Under SEND the school has a planning duty to audit access to buildings and facilities. Such access audits are incorporated in the School's plans for future development.

We have considered the implications of a large site which is not uniformly flat, and recognises that any child with impaired mobility will face some difficulties in moving around the grounds. While reasonable adjustment will always be made, the site is not suitable for children with severe physical impairments or disabilities.

Suitability of the structure of school buildings and their limitations for each pupil has to be considered in this context. This is carried out in consultation with each pupil, with parents and with any appropriately qualified person, as necessary.

Parents of current and prospective pupils with disabilities may wish to obtain copies of the school's accessibility plan from the website or school office. This shows the ways in which the governors' plan to make the buildings progressively more accessible to disabled pupils, disabled parents and visitors. The school has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic and listed buildings, scattered site and resources.

Other Adjustments and Services

Depending upon need and recommendations from external agencies, children can use Chromebooks in class, and can be given large print or documents printed on coloured paper if required.

Menus can be devised to cater for special dietary requirements.

Auxiliary Aids Service

Westbrook Hay School is committed to an equal opportunities approach to all pupils and staff. The School has a duty to ensure that less favourable treatment does not occur in the following areas:

- curriculum
- teaching and learning
- timetabling, classroom and school organization and setting
- homework
- serving of school meals
- interaction with peers,
- school clubs and activities
- assessment and exam arrangements
- school discipline
- exclusion/suspension procedures
- preparation of pupils for their next phase of education

All of these are bound by the limits of reasonable adjustment as detailed in the Equality Act 2010. More information can also be found on the Equality and Human Rights Commission website

https://www.equalityhumanrights.com/sites/default/files/reasonable_adjustments_for_disabled_pupils_1.pdf

We endeavour to ensure that all subjects are available to each pupil but do on occasions allow a modified curriculum (such as the omission of foreign language study) in response to the needs of an individual's learning profile.

Access to out of classroom activities

Westbrook Hay School will, wherever possible, make reasonable adjustment to allow SEND pupils to access the full educational and learning experiences that the school provides. However, under the reasonable adjustments duty the school also has to consider:

- the need to maintain academic, musical, sporting and other standards
- the financial resources available to the school
- the health and safety requirements (SEND does not override the School's duties under Health and Safety legislation.)
- the interests of the other pupils and persons who may be admitted to the school as pupils.

In the event that a pupil's co-curricular or recreational activities are limited by their SEND profile, alternative opportunities will be made available wherever possible. To this end, there is close liaison between the SENCO, teachers and Director of Sport/Physical Education staff.

14. English as an Additional Language (EAL)

Children should not be regarded as having a special educational need solely because the form of language of their home is different from the language in which they are taught or the cultural background they are from.

However, in order to cope with the academic and social demands of Westbrook Hay Prep School, pupils would greatly benefit from being fluent English speakers. The school may recommend that some children, whose first language at home is not English, receive individual tuition in English as an additional language.

15. School Behaviour and Discipline

The school takes pride in its well-developed system of pastoral care for social interaction amongst pupils. All pupils, [from the youngest in the nursery upwards] are taught that victimisation and bullying is prohibited and will not be tolerated.

The school's objective is to ensure that a pupil with SEND or other protected characteristic, does not suffer less favourable treatment as a result of discrimination. Pupils are taught through the curriculum and other activities the importance of respecting each other and behaving towards each other with courtesy and consideration.

The school's behaviour policies/school rules make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist,

gender-related, sexually orientated, homophobic, disabled and cyber, in causing serious psychological damage and even suicide. Considerable teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All pupils understand that the school has a zero tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

16. Dealing with complaints

The school naturally hopes that a parent will not feel that they have cause to complain but its complaints policy is published on the website and available from the school office for any parent who wishes to use it. Parents who have concerns about any aspect of their SEND provision should discuss these in the first instance with the pupil's Learning Support teacher or SENCO. If the issue is not resolved, parents should follow the school's Complaints Policy

Additionally, all parents of children with SEND have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has been discriminated against.

Reviewed by Governing Body January 2020

Next Review by Governing Body due January 2021

APPENDIX A

The Four Broad Areas of Need

1. Communication and interaction

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.

2. Cognition and learning

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, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory

impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

APPENDIX B

The Graduated Approach

1. Assess

The class teacher, working with the SENCO will carry out analysis of the pupil's needs based on observations, previous progress and attainment, and behaviour. As well as this, the views of the parents and pupils will be sought, considering, in relevant cases, advice from external support services. If it is decided the child does not require SEN support, their progress will be monitored and reviewed in line with the school's assessment cycle.

2. Plan

Once it has been decided to provide a pupil with SEN support, parents will be formally notified and their status will be changed to 'SEN' on the school information management system, SchoolBase. The class teacher, SENCO and parents will work in consultation to put in place reasonable adjustments and support, as well as discuss the expected impact on progress, development and behaviour. This will be reviewed in line with the school's assessment cycle. All staff working with the pupil will be made aware of their needs, the outcomes and the support strategies required. Each year group will keep a termly provision map of the extra support and the SENCO will track the individual's provisions.

3. Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-one teaching away from the main class teacher, they still retain responsibility for the learning of the pupil. Class teachers and the SENCO will work alongside teaching assistants involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. At times, the SENCO will work 1:1 with pupils to support their learning.

4. Review

The effectiveness of the support and interventions and their impact on the pupils progress will be reviewed by the teachers and SENCO in line with the school's assessment cycle. This impact, together with any views of parents and pupils, will feedback into the analysis of the pupils' needs require greater support, with the consent of the parents, specialist advice may be sought. If despite taking relevant and purposeful action to identify, assess and meet the SEN of the child (including receiving support from specialists), the child has not made expected progress, the school, with parents, will consider requesting an Education, Health and Care (EHCP) needs assessment.