



The Granville School Learning Development Policy (SEND)

(This policy applies to the whole school including the Early Years foundation Stage)

“If a child can’t learn the way we teach, maybe we should teach the way they learn?”

- Ignacio Estrada

Introduction

The Granville School is an educationally inclusive school, where teaching and learning, achievements and the well-being of every child matters. Each pupil in this school, with or without a learning difficulty or disability, should have an equal opportunity to:

- Access learning across the whole curriculum in order to achieve their full potential
- Enjoy their learning.

A definition of SEN (SEND Code of Practice):

‘A child or young person has special educational needs if they have a learning difficulty or disability which calls for specialist educational provision to be made for him or her.’

‘A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

(Special Educational Needs and Disability Code of Practice, July 2014 DfE)

Aim

We aim to work proactively with all pupils in providing a supportive education for pupils experiencing barriers to their learning.



Objectives

- To give every pupil confidence and to strengthen a feeling of self-worth
- To ensure early identification, assessment and provision for any pupil who may have SEND
- To enable a child to develop a fruitful and consistent relationship with a specialist teacher who will support their learning as they move through the year groups
- To enable all teachers to take part in the identification of SEND pupils and to be proactive in addressing their individual needs
- To maintain relevant pupil records of their individual needs, the programme of work and the progress made
- To ensure that all staff have a working knowledge of a pupil's IEP and Bullet Point sheet and any assessment undertaken on a pupil
- To conduct regular reviews of a pupil's progress and to ensure continuity of provision throughout the school
- To work in partnership with parents and other external agencies, when necessary, to provide for a pupil's special educational needs at all stages
- To provide regular INSET programmes to Learning Development staff and mainstream teaching staff
- Where possible, to include pupils in the decision-making processes that occur in their education and in the setting of targets
- To ensure that no child is discriminated against, in any area of school life, on the basis of their disability
- To encourage the whole school community to demonstrate a positive attitude towards SEND pupils
- To provide pastoral care and support for all children, so that they may develop in all areas and build a strong sense of self-esteem
- To provide support and guidance for teachers and teaching assistants so that pupil's needs can be met in the classroom
- To develop strong links with the school's governing body and to involve them in the development of the SEND provision in school
- To try to ensure a smooth transition for all SEND pupils to a suitable Senior School.



The School in context

The Granville School is an Independent Day School for girls age 4-11. Girls and boys attend our Nursery and Transition classes from the age of 3.

Admission Arrangements (See Admissions Policy)

The Granville School is an academic school and it welcomes children who can make the most of its broad and balanced curriculum. As a school we are firmly committed to inclusivity and believe that children will flourish in a caring environment. The school has a strong academic tradition and it may not be suitable for children with below average ability. Pupils entering the school under 5 years of age are not academically tested.

Pupils with SEND who wish to join the school will be treated on an individual basis. The Headmistress will contact previous schools. New pupils joining the school after Reception class will have a taster morning at the school and some informal testing will take place. Older pupils will complete appropriate standardised tests in core subjects.

Identification

‘The benefits of early identification are widely recognised – identifying the need at the earliest point and then making effective provision improves long-term outcomes for the child or young person’ (6.14)

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age’ (6.15). SEND CODE OF PRACTICE 2014

The SEND Code of Practice 2015 sets out four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs.

In practice, individual children often have needs that cut across these four areas and their needs may change over time.



The Granville School endeavours to identify children at risk of having problems before they start to fail. A child's needs may become apparent through:

- A class teacher's observations, if a child is falling behind her peers
- Concerns raised in Reception Class
- Parents indicating there may be a problem, either because of family history, or because of difficulties noticed at home
- Subject teachers of a non-curricular subject such as I.T or Music where different skill sets are observed, may notice a child under-performing
- Reading and weekly spelling/mental maths tests in class
- NFER standardised test scores (administered in October for Years 4,5 and 6)
- Assessments in English and Maths
- Taster Day informal tests
- Previous school reports
- A Pre-Admission form highlighting any educational concerns a Parent may have, or any medical history
- In-house assessments undertaken by SENCOs

'All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.' SEND Code of Practice

Teachers at The Granville School are encouraged to raise any concerns regarding a child who they feel may have difficulties and may need extra support. A referral form is to be completed. Weekly staff meetings provide a forum to discuss individual pupils. Informal meetings between SENCOs and teachers may also highlight a pupil with difficulties.

All staff are regularly trained and continually updated regarding The Granville School's Safeguarding Policy (September 2016) and pay due regard to the DfE's Keeping Children Safe in Education guidance, commencing 05 September 2016.

Currently there are no pupils at The Granville with SEND Statements

Referral Procedure

If there are initial concerns, a referral form is started at Step 1 by the class teacher and tracks the child through the school.



A four-step approach is taken to provide support for a pupil:

Step 1:

For the majority of pupils their needs will be met in the classroom through differentiated lessons appropriate to their needs. Teachers and teaching assistants will offer individualised support in the lesson. The SENCOs also have a role in supporting teachers and teaching assistants by suggesting further strategies to help them manage the children's different learning styles.

Step 2:

For some children, it is appropriate for them to be withdrawn from class for short periods of time to work in small focus groups on a specific area, with the Learning development teachers.

Step 3:

For some children with SEND they benefit the most from one-to-one lessons with a specialist teacher. After a meeting with the Class teacher and SENCO to discuss the referral form, if extra help is deemed appropriate, the SENCO takes appropriate action. This form highlights areas of difficulty or weakness. The teacher then contacts the Parent to seek their agreement. A letter is sent to confirm this. Lessons are for 30 minutes and take place once or twice a week. Lessons are carefully timetabled to avoid missing core subjects. Children are withdrawn from class and an Individual Education Programme (IEP) is planned and delivered in consultation with teachers, Parents and the child. Targets are set and each programme focusses on the individual needs of each child and their learning styles. One to one lessons provide an opportunity for a pupil to ask questions as they arise, to explore problems on an individual basis and to work at their own pace.

Step 4:

If the intervention of one-to-one lessons does not enable the child to make satisfactory progress, the Parents, with support from the SENCOs, may seek advice from External Agencies (See External Agencies).



Bullet-Point Sheets

All children who receive one-to-one lessons with a Learning Development teacher will have a bullet point sheet highlighting essential information, including:

- Age, DOB
- Strengths and weaknesses
- Recommendations from an Educational Psychologist's report and date of assessment (if in place)
- Suggested strategies for the classroom

School Records

Information on Learning Development Pupils is on the Staff Shared Area and will be stored in SchoolBase:

- Register
- IEPs
- Bullet Point sheets
- Test/Assessment Data from NFER tests

Communication with Teachers

The SENCOs ensure that all relevant information is available to teachers and that confidentiality is maintained. Confidential records are held securely in the Learning Development department, the child's file in the Main Office, and on SchoolBase. SENCOs attend weekly staff meetings and Twilight training sessions.

Communication with Parents

The partnership between school and home is considered vital to the progress of individual pupils and we know it is most successful when we have active and open communication with parents. Regular contact via email, Parent/SENCo meetings and drop-in sessions (and the provision of holidays homework packs if requested) all help maintain strong links. Learning Development teachers attend Parent Consultation Evenings with the Class Teacher.



Roles and Responsibilities

Provision for children with SEND is a matter for the whole school. The Headmistress has overall responsibility for SEND and this is delegated to the staff who work in the Learning Development Department. The Governors' Education Committee acts as a link with the School and the other Governors in areas related to SEND.

Responsibilities of the SENCOs

The role of the SENCOs is to provide professional guidance to colleagues and to work closely and liaise with the Head, teachers and other agencies to ensure that all SEND children in the school receive high quality teaching and relevant support.

This involves:

- The day to day operation of the school's Learning Development (SEND) policy
- Co-ordinating provision for individual children with SEN or a disability
- Advising on a graduated approach to providing SEN support
- Liaising with, and supporting, colleagues and teaching assistants
- Updating the Learning Support Register and informing colleagues of changes
- Updating Bullet Point Sheets for individual SEN pupils and circulating to colleagues
- Liaising with parents of SEND children
- The setting of IEPs and their targets and sharing with parents and class teacher on a termly basis.
- Ensuring that pupils' records are reviewed regularly and kept up to date
- Liaising with external agencies such as Educational Psychologists, Optometrists, Health & Social Care Professionals, and Independent or voluntary bodies
- Contributing to in-staff training (twilight sessions)
- Overseeing timetabling of individual lessons
- Attending School Parent Consultation evenings with the Class teacher
- Liaising with other schools to ensure a continuity of care and progression for children
- Working with the Headmistress to ensure that the school meets its responsibilities under the SEND Code of Practice (July 2014)



- Updating the Learning Development (SEND) Policy
- In-house individual assessments can be undertaken using Pearson and The Aston Index

Record Keeping

- Each pupil receiving group or individual lessons will have their records filed on SchoolBase and in the Learning Development room
- Reports from Educational Psychologists or external agencies are filed in the Learning Development room and an extra copy in the child's file in the Main office. They will also be attached to the child's record in Schoolbase
- Minutes from meetings with Parents are put on the child's file on SchoolBase
- IEPs are stored in the child's file in the Learning Development room and stored on SchoolBase
- NFER and Standardised Test results will be stored on SchoolBase. These are analysed by the SENCOs, teachers and Head- mistress and can identify a need for intervention if a score falls below a child's chronological age
- Each child receiving 1:1 lessons has an IEP written by the Learning Development teacher identifying needs, progress and targets. This will be attached to the child's record in Schoolbase
- Bullet Point sheets are discussed at Staff Meetings
- Referral forms for learning support are filed in the Learning Development room and available in the staff area.
- A Learning Development Register of all SEND pupils is put on SchoolBase and regularly updated.

Exam Procedures

In some cases an Educational Psychologist's report will recommend extra time in exams. We follow their advice. Girls sit entrance exams for their Secondary School in Year 6. Some girls sit the Kent 11+ Exam where extra time is not allowed but Special Access Arrangements can be made when an up-to-date Educational Psychologist's report has been submitted. Forms are completed by the SENCOs. For the Kent 11+ exam we can have enlarged print and/or the test can be printed on coloured paper.



E.A.L

A pupil will not be regarded as having a Learning Difficulty because English is an additional language, but extra support can be provided. The specialist EAL teacher will keep an updated record of EAL pupils.

Charges

Individuals can sometimes be taught at no charge by a Learning Development teacher for a few booster lessons. Focus groups take place at no charge to the parents. Regular one to one lessons will be charged at £14,00 for 30 minutes with the agreement of the parents.

Complaints

Any complaints received by the school are dealt with in accordance with the School's Parental Concerns and Complaints Policy. In the first instance they would be referred to the Learning Development teacher and then the Headmistress.

Monitoring the Implementation of the Learning Development Policy

The policy is subject to a cycle of monitoring, evaluation and review. The Director of Studies, Headmistress and SENCOs will monitor its success and ensure that there is a match between The Policy and The Practice of the school. The policy will be updated as required (at least once a year). The Education Committee of the Governing body are also kept informed of changes. Termly meetings take place with a designated governor. Pupils complete a termly Pupil Feedback Questionnaire on their learning which follows them through the school. Formal standardised assessment scores are monitored twice yearly by Learning Development teachers and Class teachers and provision of extra lessons is allocated according to need.

External Agencies

As a school we work closely with External Agencies and we have forged some strong links with Educational Psychologists, Behavioural Optometrists, Speech and Language Therapists, Occupational Therapists and Paediatricians. Educational Psychologists can carry out 'in school' assessments and follow-up meetings are held with parents and teachers in school.

INSET



The SENCOs attend annual SEN conferences in London, are members of West Kent Dyslexia Association and attend appropriate courses. They also attend cluster group meetings for District 2 IAPS for SENCOs.

Linked Policies:

- Admissions Policy
- Safeguarding Policy
- Parental Concerns and Complaints Policy