Special Educational Needs and Disability (SEND) Policy

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

Introduction

The Granville School is an educationally inclusive school, where teaching and learning, personal achievement and the wellbeing of every child matters. Every pupil in this school, with or without a specific learning difficulty or disability, should have an equal opportunity to:

- Access learning across the whole curriculum 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, January 2015 DfE)

Aim

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

Objectives

- To give every pupil confidence and a feeling of self-worth.
- To ensure early identification, assessment and provision for any pupil who may have SEND.
- To enable all teachers to take part in the identification of SEND pupils and be proactive in addressing their individual needs.

- To maintain relevant pupil records of their individual needs, Individual Education Plans (IEPs), One Page Profiles (OPPs) and progress made.
- To ensure all staff have a working knowledge of a pupil's Individual Education Plan (IEP) and/ or OPP.
- To share information with all relevant staff relating to external reports, such as educational psychologist reports, paediatric assessments, occupational therapist reports and speech and language reports.
- To ensure all relevant staff are aware of any reasonable adjustments for internal and external examinations recommended by appropriately qualified external professionals.
- To conduct regular reviews of a pupil's progress and liaise with parents on a termly basis for IEPs and twice yearly for OPPs.
- 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 INSET programmes, based on need, to teaching staff and teaching assistants.
- Where possible, to include pupils in the decision-making processes that occur in their education and in the setting of targets.
- To guard against a child being discriminated against due to SEND.
- To encourage the whole school community to demonstrate a positive attitude towards SEND.
- To develop strong links with the school's governing body and to involve them in the development of the SEND provision in school.
- To support the smooth transition to senior school for pupils with SEND.

The school in context

The Granville School is an Independent Day School for girls aged 3-11. 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 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 with SEND who wish to join the school will be treated on an individual basis. The Headmistress will contact previous schools for additional information. New pupils joining the

school from Reception class onwards will have a taster day at the school and some formal and informal assessing will take place.

Identification

The Granville School firmly believes in the importance of early identification of SEN and is proactive in assessing and tracking individual progress as a means of identifying pupils at risk of SEN.

'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'
'A pupil has SEN where their learning difficulty or disability calls for specials educational provision, namely provision different from or additional to that normally available to pupils of the same age'

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 across more than one area of need and their needs may change over time. The Granville School is committed to supporting all areas of SEND at all stages of a pupil's time at the school.

At The Granville School, parents are required to disclose pre-existing specific learning difficulties, medical needs or concerns on their registration form.

Staff also use a range of means to identify pupils with additional or different learning needs. These can include:

- Regular assessment and tracking of individual pupil progress,
- Identification of pupils who are making less than expected progress compared to their peers,
- Additional needs identified in Early Years Foundation Stage, such as speech and language needs, and social communication needs,
- Form and subject teacher's observations of a pupil,

- Ongoing monitoring of class work,
- Taster Day observations and assessments,
- Previous school reports,
- Assessments and screening by the SENCO,
- The class teacher or SENCO addressing concerns raised by a parent,
- External professional reports provided by parents.

The Referral Procedure

'All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.' SEND Code of Practice, 2015

When a pupil has been identified as not making expected progress or a teacher has a specific concern, a referral form is completed. The form outlines areas of concern, assessment data and current strategies in place to support the pupil. Weekly staff meetings provide a forum to discuss individual pupils. Informal meetings between the SENCO and school staff may also highlight a pupil with additional needs.

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

Currently there are no pupils at The Granville with an EHC plan.

The referral procedure involves four steps to ensure pupils are well supported.

Step 1:
For most pupils their needs will be met in the classroom through Quality First Teaching that provides differentiated and personalised support appropriate to their needs. Teachers and teaching assistants will offer personalised support in the lesson. The SENCO also has a role in supporting teachers and teaching assistants by suggesting further strategies to help provide an inclusive learning environment.

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 class teachers, teaching assistants or the SENCo.

Step 3:
When steps 1 and 2 have not resulted in appropriate progress, some children benefit from one-to-one lessons or targeted longer term group interventions with a specialist teacher. A referral form is completed by the class teacher and the SENCO becomes more closely involved. When a child would benefit from one-to-one support or joining a target group intervention, a meeting is held with the form teacher, SENCO and parents to discuss areas of need, strategies and appropriate additional support. If a pupil needs more support than that offered at step 1 and 2, the parents may be offered one to one lessons with the SENCO (these sessions incur a charge). If the parents agree, they are asked to sign a consent form. Lessons are 30 minutes in length and take place once or twice a week. Lessons are carefully timetabled to avoid missing core subjects or subjects the child particularly enjoys. Pupils at step 3 of the referral process will have either an Individual Education Plan (IEP) and/ or a One Page Pupil Profile. At step 3 one-to-one lessons may be recommended.

Individual Education Plans (IEP)
An IEP includes SMART targets, strategies and resources to be used in supporting the pupil both within the classroom and during one-to-one lessons. The IEP is reviewed at the end of each term. Parents have a meeting each term to discuss their child and contribute to the IEP.

One Page Profiles (OPP)
The OPP provides a summary of the child's strengths and areas of need. It provides teaching and support staff with an overview of a child's abilities and strategies to support them. It includes information on areas of strength, areas of need, exam access arrangements, information from reports from external professionals and agencies as well as suggested strategies and resources to support the pupil within the classroom. Depending on level and type of additional need the OPP may include SMART targets that are reviewed termly.

Pupils who receive different or additional support from their peers are added to the school SEND register. The register is accessible to all teaching staff and outlines a pupil's areas of need, what additional support they receive and provides information about additional assessments or reports they may have.

Step 4:
If steps 1 to 3 have not resulted in satisfactory progress the SENCO will recommend further assessment from an external professional such as an educational psychologist, paediatrician, speech and language therapist or occupational therapist. The SENCO will be able to advise parents on local external professionals.

A graduated approach to SEND provision

When a pupil requires additional or different support beyond that provided by universal Quality First Teaching, an IEP or OPP will be created. These pupils are at step 3 or 4 in the referral process outlined above. These learners require additional targeted interventions and a higher level of support to access the curriculum. Where a pupil requires additional or different support a graduated approach with four stages will be used:

- Assess
- Plan
- Do
- Review

The stages of the graduate approach cycle

Assess
Information is gathered from a range of sources to assess a pupil's progress and needs. Information is drawn from assessments, teacher observations, parental observations and external reports.

Plan
Teachers, parents, SENCO and, when appropriate, the pupil work together to plan interventions, support and expected outcomes. Meetings are recorded on the school system, an IEP or OPP is created, and this information is shared with all teachers of the pupil to ensure everyone is working together to provide the best provision for the pupil.

Do
The plan is implemented. The class and subject teachers are responsible for working with the pupil daily and assessing progress. The SENCO may work 1 to 1 with the pupil or work with them in a group intervention.

Review
The impact of the additional support and interventions is assessed. Progress is assessed and new outcomes are set.

The "assess, plan, do, review" process is designed to be cyclical and, where necessary, continual. If a review shows a pupil has made good progress and no longer needs additional provision through SEN support, they will be removed from the SEND register.

School Records

Information for all pupils is stored on the Staff Shared Area and SchoolBase. If a pupil has an additional educational need this is flagged on the system with links to more detailed information related to the child's needs. IEPs and OPP documents are available to all teaching staff through both the Staff Shared Area and SchoolBase. All assessment data can also be accessed in the same way.

Communication with Teachers

The SENCO ensures that all relevant information is available to teachers and confidentiality is maintained. Confidential records are held securely in the Learning Development department, the Staff Shared Area and on SchoolBase. The SENCo attends weekly staff meetings and Twilight training sessions.

Communication with Parents

The partnership between school and home is considered vital to the progress of pupils with SEND. Regular contact via email, Parent/SENCO meetings and informal catch ups all help maintain strong links.

Roles and Responsibilities

Provision for children with SEND is a matter for the whole school. The Headmistress has overall responsibility for SEND. The Governors' Education Committee acts as a link with the school and the other Governors in areas related to SEND.

Responsibilities of the SENCO

The role of the SENCO is to provide professional guidance and support to colleagues. To work closely and liaise with the Headteacher, teaching staff and other agencies to ensure that all children with SEND in the school receive high quality teaching and appropriate 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 SEND Register and informing colleagues of changes,
- Updating One Page Profiles for individual SEN pupils and circulating to colleagues,
- Liaising with parents of SEND children,
- Working with class teachers and parents to create Individual Education Plans or One Page Profiles on a termly basis,
- Monitoring progress of pupils on the SEND register,
- Where appropriate, assessing and screening pupils to better inform SEN provision and support,
- Ensuring pupil records are reviewed regularly and kept up to date,
- Liaising with external professionals and agencies,
- Contributing to staff knowledge and understanding of SEND through training,
- Overseeing timetabling of individual lessons for Learning Development lessons,
- Meeting with parents three times a year to discuss IEPs and twice a year to discuss OPPs,
- Working with form teachers and subject specialist teachers to create class provision maps which identify wave 1, 2 and 3 support provided to pupils,
- Liaising with other schools to ensure a continuity of care and support for children when they move school,
- Working with the Headteacher to ensure the school meets its responsibilities under the SEND Code of Practice (January 2015),
- Updating the Learning Development (SEND) Policy.

Record Keeping

- The SEND register records a wide range of information relating to pupils who receive different or additional support. Information includes current additional or different support, details of external reports, area of SEND (based on the SEND Code of Practice), exam access arrangements and any other relevant information.
- Pupils on the SEND register are flagged on SchoolBase and more detailed records are on both SchoolBase and the pupil's file in the shared staff area.
- Reports from external professionals and agencies are available to all teaching staff on SchoolBase and the pupil's file in the shared staff area. Details of reports are also summarised on pupil One Page Profiles which are shared with all teaching staff.
- Records of meetings with parents and external professionals are stored in the pupil's file in the shared staff area and on SchoolBase. Meeting notes are circulated to relevant teaching staff.
- Individual Education Plans and One Page Profiles are stored in the pupil's file in the staff shared area and on SchoolBase. Updates to documents are sent out via email to all relevant staff and discussed in weekly staff meetings where appropriate.

- NFER and Standardised Test results are stored on SchoolBase. These are analysed by the SENCO, teachers and Headteacher. Pupil progress is tracked and used as part of a holistic approach to identifying additional learning needs.
- All relevant documentation relating to a pupil's SEN is stored and shared through the pupil's own file in the staff shared area and on SchoolBase. For example, referral forms, observation notes, meeting notes, IEPs and OPPs, external reports.

Exam Access Arrangements (EAA)

Where a pupil has a recommendation for exam access arrangements from a suitably qualified external professional these are flagged on SchoolBase. Detailed information regarding the EAA recommendations is available on the SEND register, on SchoolBase, on the pupil's One Page Profile and in the Exam Access Arrangements school register. Pupils with EAA are flagged on SchoolBase to ensure all staff are aware of the reasonable adjustments required during internal and external examinations. The SENCO responds to enquires from future schools to discuss EAA and share information on information on how best to support a pupil during entrance examinations.

English as an Additional Language

A pupil will not be regarded as having a learning difficulty because English is an additional language, but extra support can be provided where necessary.

Charges

Individuals can sometimes be taught at no charge by a Learning Development teacher for a few booster lessons. Focus groups and group interventions have no additional charge. Regular one-to-one lessons will be charged 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 SENCO and then the Headmistress.

Monitoring the Implementation of the Special Educational Needs and Disability Policy

The policy is subject to a cycle of monitoring, evaluation and review. The Director of Studies, Headteacher and SENCO monitor the policy and ensure there is a match between The Policy

and practice of the school. The policy is updated as required (at least once a year). The Education Committee of the Governing body are also kept informed of changes.

External Agencies

The school recognises and values input from external agencies and professionals. Good working relationships with a range of external professionals and agencies have been fostered and the SENCO can offer help in finding the appropriate service or professional when necessary. Where appropriate, the school welcome external agencies and professionals into school to help support and assess pupils.

INSET

The SENCO attends regular INSET training and offers twilight training to all teaching staff where necessary.

Linked Policies:

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