King's House Preparatory School & Nursery

Special Educational Needs & Disability (SEND) Policy

This policy should be read in conjunction with:

- **Special educational needs and disability code of practice 0-25years 2015**
- **Working Together to Safeguard Children 2018**
- **The Children Act 1989 Guidance and Regulations**
- **Equality Act 2010: Advice for schools**
- **Reasonable adjustments for disabled pupils 2012**
- **Supporting pupils at school with medical conditions 2015**
- **The Mental Capacity Act Code of Practice: Protecting the vulnerable 2007**

Our Mission Statement

Our aim is to provide a secure, caring and supportive environment in which all children are valued individually and given equal opportunity to develop their full potential.
We believe that by identifying individual needs and taking proactive steps alongside parents/carers and other statutory professionals or agencies, all children should be able to play a full, active and equal part in the school's activities.

Children with special needs are most likely to have their needs met where all staff have a secure knowledge and understanding of the individual needs of every child in their care. Our staff work together with parents and the Luton LBC Area SENCO team where required to organise the environment and plan activities to ensure all children take part at a level appropriate to their needs.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special 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 in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition as above, when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…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 provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

A child must not be regarded as having learning difficulties solely because of his/her first language being different from that of our establishment.

Aims & Objectives of the School

The EYFS Framework and the National Curriculum are our starting points for planning that meets the specific needs of individuals and groups of children.

Aims

We aim to:

- To ensure that all children with special educational needs engage in all activities and are fully included; this maybe a differentiated curriculum.
- To provide a broad, balanced curriculum for all children, whilst recognising that individual children's progress may differ in various ways.
- To identify and plan for each child's individual learning requirements and to provide appropriate additional support for children for whom special educational needs are identified in order to allow them to make the best possible progress.
- To promote an atmosphere of encouragement, acceptance and respect for achievements in which all children can thrive, and to develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.
- To develop a support system and strategies that enable the SENCO to work with staff and work effectively with children and their parents.
- To involve children in discussion and decision making.
- To involve parents in a working relationship.
- To work in partnership with outside agencies.
- To ensure all staff who work with children with special educational needs and/or physical disabilities, have appropriate skills and training.

Objectives

We will:

- Ensure the most appropriate environment within which all children's exceptions and aspirations are raised and emphasis placed on individual skills.
- Value each child positively and their culture and identity will be respected.
- Ensure the quality of experience enjoyed by all children will be of the highest standard.
- Monitor, record and assess each child's progress within a full, broad and balanced curriculum.
- Ensure that the staff work in partnership with parents and external agencies.
- Treat all children as individuals and involve them all, in small group work appropriate to their needs and development.

Responsibility for the coordination of SEN

The person responsible for overseeing the provision for children with SEN is:
Dr Andrew Cook (Headmaster)
The person coordinating the day to day provision of education for pupils with SEN is:
Miss Rebecca Lambeth

The co-ordination of SEN comes within the 'Learning Support Section' of our Testing, Assessment, Screening and Support (TASS) department. It will give additional support to a variety of learning needs and abilities and will aim to extend learning.

The Role of the SENCO

The SENCO will hold details of all SEN records for individual pupils and their responsibilities include:

- Managing the day to day operation of the SEN policy;
- Coordinating the provision for children with special educational needs;
- Liaising with and advising colleagues;
- Overseeing the records of all children with special educational needs;
- Liaising with parents of children with special educational needs;
- Contributing to the in-service training of staff;
- Managing the school-based assessment and completing the documentation required by outside agencies and the LEA;
- Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Liaising with other school SEN Departments to ensure the effective transfer of pupils' SEN records
- Liaise with the Local Authority and the regional Special Educational Needs Service to review the special educational needs of specific and advised pupils and where appropriate support the admission process

Partnership with Parents

We believe that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- continuing social and academic progress of children with SEN
- personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.
If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up with regards to the provision for their child.

Admissions

Our admissions policy states that a child with Special Needs will be offered a place in our School after discussion with parents and with any external agencies involved at that time, to ensure that the School can meet the child's needs.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Facilities and resources

We will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought

to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Alongside this we consider our accessibility plan which sets out how we plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

Some children in our school may have disabilities and consequently need additional help and/or resources. Our school is committed to providing an environment that allows these children full access to all areas of learning.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- uses assessment techniques that reflect their individual needs and abilities.

English as an additional language (EAL)

Our school acknowledges the right of children to communicate and socialise in the language of their home. The variety and diversity of the languages that the children bring to the classroom and to the school is respected. The language of our school's curriculum is standard English. The aim of our EAL provision will be to successfully bridge any gap in fluency in English between children for whom English is the language of communication in all spheres of their life and those children for whom English is simply one of the languages of communication in their lives. We recognise that the provision for EAL is different to that of SEN and adaptations to the curriculum will be planned and provided for.

Behavioural and Pastoral Care

At King's House School we recognise that pupils might need extra support with their learning, due to their behavioural and pastoral needs. The curriculum provided might be short or long term intervention and may be provided and implemented for a period of time, as agreed with the parents and class teacher involved. Pupils will be supported to achieve to their best during this time and their emotional needs are considered alongside their educational needs in a sensitive manner by the staff involved.

SEN in the early years

Within our early years department we have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in our care. These requirements are set out in the EYFS framework. The EYFS framework also requires practitioners to review children's progress and share a summary with parents. In addition, the 'Early years outcomes' is used as an aid for practitioners to help them to understand the outcomes they should be working towards.

From birth to two – early identification

Parents' early observations of their child are crucial. Children with more complex developmental and sensory needs may be identified at birth.

Prior to admissions to nursery (at aged 2 years), parents are requested to complete a 'Home Information' form stating the child's developmental stages.

Early years

All our children are baseline assessed on entry with ongoing assessment of children's progress continued throughout their time in our provision.

In assessing progress of children in the early years, practitioners use the non-statutory Early Years Outcomes guidance as a tool to assess the extent to which a young child is developing at expected levels for their age. These include typical behaviours across the seven areas of learning.

The EYFS framework includes two specific points for providing written assessments for parents and other professionals – when the child is aged two and when the child turns five. At King's House School we provide our parents with a written termly report on their child's progress.

Progress check at age two

When a child is aged between two and three (usually within the child's first half term) a progress review is provided to parents with a short written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development. This progress check will identify the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) we will develop a targeted plan to support the child, involving other professionals such as, for example, the setting's SENCO or the Area SENCO, as appropriate. The summary highlights areas where:

- good progress is being made
- some additional support might be needed
- there is a concern that a child may have a developmental delay (which may indicate SEN or disability)

It will describe the activities and strategies we intend to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is expected that the progress check will be undertaken in the setting where the child has spent most time.

Assessment at the end of the EYFS – the EYFS profile

The EYFS profile provides parents, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities. A profile is completed for children in the final term of the year in which they turn five alongside their termly report. It is particularly helpful for children with SEN and will inform plans for future learning and identify any additional needs for support.

Identification and Assessment (see Appendix A)

We monitor and review the progress and development of all children and where a child appears to be behind expected levels or where a child's progress gives cause for concern, we will consider all the information about the child's learning and development from within and beyond the school.

- This will be the responsibility of all staff.
- The keyworker/Class teacher for the child will make observations.
- Child observations are then used to inform the decision making process when considering the appropriate next steps (If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a

multi-agency approach, supported by the use of approaches such as the Early Help Assessment, will be adopted)

- The school SENCO will assist where necessary and observe.
- Meet with parents to discuss any matters of concern regarding their child in order to gain any relevant information.
- It is the parent's responsibility to inform staff of any previous specialist advice that has been sought from beyond our school.
- The Area SENCO will provide advice and support to staff and the school SENCO, when liaising with outside agencies.
- Interventions may be put in place for the child. Interventions are 'tested out' to provide further information about the precise nature of the child's needs.

We adopt a graduated approach with four stages of action: **Assess, Plan, Do and Review.**

Involving specialists

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, we will consider involving appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists will be taken with the child's parents.

Interventions

Individual Education Plans

An IEP is a working document for all staff. It will be drawn up with the assistance of external agencies, as appropriate, to meet the child's specific needs. It is accessible and understandable to all concerned.
All information and IEP's on each individual child will be kept strictly confidential.

Identifying SEN in school

Within school we have a clear approach to identifying and responding to SEN.

We will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class and subject teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

Assessments may include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress will be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) we will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. We will also listen to and address any concerns raised by children and young people themselves.

We are also alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being and sometimes this can be severe. We will ensure we make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties we will consider whether the child might have SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN.

See **Identification and Assessment above.**

Broad areas of need

See Appendix B

Requesting an Education, Health and Care needs assessment

Where, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care needs assessment. This is usually requested by the school but can be requested by a parent. The decision to make a referral for an Education, Health and Care plan will be taken at a progress review in conjunction with the child's parents.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Educational Inclusion

We are committed to whole school inclusion. In our school we offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication and interaction, cognition and learning, social, emotional and mental help difficulties and sensory or physical needs.
- planning for children's full participation in learning, and in physical and practical activities.
- helping children to manage their behaviour and to take part in learning effectively and safely.
- helping individuals to manage their emotions, including trauma or stress, and to take part in learning.
- We will seek specialist SEN provision and training from SEN services where necessary.

Transition

SEN support will include planning and preparing for transition, before a child moves into another setting or the school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information will be shared by us with the receiving setting or school. We will agree with parents the information to be shared as part of this planning process.

Evaluating our provision

In order to make consistent continuous progress in relation to SEN provision our school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussions and through progress meetings with parents.
Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.
SEN provision and interventions are recorded and updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff and parents. This helps to identify whether provision is effective.
If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher, Deputy Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

Staff Training

We aim to keep all school staff up to date with relevant training and developments in teaching practice relating to Special Needs. This is identified through regular staff supervision and the staff appraisal system and suitable training is sought. The SENCO will attend the SENCO training with the local area provision team.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Such contacts are made through the Headteacher, Deputy Head or SENCO and discussions will involve parents. The SENCO attends SENCO Network meetings forging links with other SENCOs.

Equality Act

We recognise the Equality Act 2010. The Act states that it is unlawful to discriminate against, harass or victimise disabled child in the provision of any service. We will not, in any way, discriminate against any child in respect to its Special Needs. The procedures followed and the actions taken will be done so with regards to the SEND Code of Practice.

Links to other policies include:

- School Development Plan
- School SEN Development Plan
- EAL Policy
- Admissions Policy
- Accessibility Plan

Reviewed: April 2019
To be reviewed: April 2020