



# **SEND Policy**

### Introduction

This policy has evolved to take into account changes in the recent SEND Code of Practice and it reflects current thinking and theory related to SEND. It is a working document and is reviewed and amended, if necessary, on an annual basis. Angela Rudd, Headteacher and SENDCO, is the senior leader responsible for this aspect of SEND. At OLIS we operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs. Through good and effective teaching and targeted support, we aim to ensure access to the curriculum for all pupils and recognise the importance of developing and maintaining a partnership and high levels of engagement with parents is a priority.

Ocean Lodge Independent School follows the national guidance on Special Educational Needs and Disabilities (SEND) outlined in the Code of Practice 2014.

### Policy Aims

- To provide the best expertise and support for all members of our school community
- To close the progress gap and ensure full inclusion
- To provide a broad and balanced curriculum which is accessible to all pupils
- To ensure that staff have high expectations and aspirations for what children can achieve
- To ensure that staff work closely with families and children with SEND to achieve those aspirations
- To identify needs early and plan and implement a graduated system of support
- To liaise with our colleagues from outside agencies to provide a cohesive plan focusing on long-term outcomes
- To make decisions with families and give parents and carers choice with regard to our SEND provision
- To ensure that excellent outcomes are achieved through the knowledge, skills and attitude of everyone working here at OLIS with our children.

### Definition of Special Educational Needs and Disabilities (SEND)

The SEND Code of Practice's definition:

***'A child and young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made.'***

Children are considered to have SEND when their learning needs require support above and beyond that normally provided in classrooms.

### Types of SEND

At OLIS, provision is made for children who experience a range of difficulties. SEND falls into five categories and these are described below and are in line with those detailed in the Code of Practice 2014. It is the case that pupils may well have more than one special educational need.

- Communication and interaction: e.g. speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD), Asperger's Syndrome
- Cognition and learning: e.g. specific learning difficulties (SpLD); moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, severe learning difficulties (SLD)
- Social, mental and emotional health: e.g. attention deficit hyperactive disorder (ADHD); depression, eating disorder, attachment disorder, self-injury
- Sensory and/or physical needs: e.g. vision impairment (VI); deafness or hearing impairment (HI); multi-sensory impairment (MSI); cerebral palsy etc.
- Medical needs: our policy on medical conditions details our provision for children who have a medical condition. Where a child has a medical condition AND a special educational need this provision is well-coordinated. In these cases, the child may have an individual health care plan.

### Arrangements for Admission for Children with SEND

We are a fully-inclusive school and make every possible and realistic effort to ensure that a child who wishes to come to our school is welcomed and provided for. The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. Our building is on one floor and does not have a lift. We will, if required, work with

children and their families to make modifications where possible to meet needs. We have an inclusive reputation and place much importance on this. Our SEND admission procedure follows the guidance of The Equality Act 2010 and our school's accessibility plan.

### **Identification, Assessment and Intervention**

We believe that all pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. At OLIS our teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed using a range of assessment tools and interventions. We know the benefits of early identification where needs are identified at the earliest point; we then make effective provision improving the long-term outcomes for the child.

Class and subject teachers, supported by the Headteacher, make regular assessments of progress for all pupils. These 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

In addition, assessments are carried out from time to time 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.

### **Structure of staggered support**

Throughout our system of graduated SEND response, we will inform and communicate with parents. It is our wish to work in tandem with families as we believe this is in the best interest of the child. Recent research into regular, unrushed parent-teacher consultations prove that effective meetings and shared goals provide the best outcomes. SEND provision steps are as follows:

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- High quality teaching targeted at areas of weakness
- Rigorous intervention, targeted at the need, designed to secure better progress, where required. These interventions are generally led by a teaching assistant specially trained to implement. Examples of these interventions are spelling, phonics, maths boosting, Lexia reading programme. Parents will be consulted and they will be aware of any concerns that school has through parent-teacher meetings and annual reports.

Over a period of time, the SENDCO will identify whether the child needs to be referred to one of the outside agencies (for example, educational psychology, child psychotherapy, occupational therapy, speech therapy). At this point, parents will be asked to collaborate with school staff and fill in a form which asks for opinions from both home and school. Outside agencies meet with families and keep them in the loop throughout their intervention. They may work directly with children or may operate a more advisory role where they attend meetings with parents and staff and set targets. They will help school deliver personalised programmes. In addition, each service offers training to schools on an annual basis. We use a needs analysis amongst our staff which then prompts tailored training and professional development.

If a child has needs which necessitate more intervention and more resources, school will initiate a referral for an Educational Health Care Plan. This has taken the place of a Statement. Parents are very involved with the referral and evidence-gathering and their views and opinions are taken firmly into account. The EHC becomes a working, appropriate and up-to-date document which centres on the child and states outcomes that all involved want to see the child achieve.

As a school, we believe it is our responsibility to develop the whole child, caring and addressing all of their needs, not just educational needs. The new Code of Practice no longer states 'behaviour' as a description of an SEND. OLIS will work hard to focus on underlying causes through knowing the children well. An example of these might be difficulties with speech and language. It is the role of the SENDCO, together with the Senior Leadership Team, to oversee the school population and to liaise with the staff and to identify children who are falling behind using the school's

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tracking system. Conversations will occur with all colleagues who will meet and discuss children who are in need of more support.

### **Confidentiality, funding and record keeping**

Progress of all children in our school is tracked and we can see easily what progress has been made over time. The data originates from class teacher's assessments and formal testing and is measured against average expected attainment for each year group. When support is put in place, the children will have targets set and they will be assessed at the beginning of the intervention and at the end at which point the outcome will be measured. All records such as these will be kept with the Headteacher. This information is confidential and will never be removed from the building.

We foster excellent relationships with outside agencies and many planning meetings, 'team around the child' meetings and training sessions are held in conjunction with our colleagues. Their role is essential to the progress and well-being of our community as is their support and expertise. We refer children to outside agencies using a common assessment form (CAF) which is intended to provide an integrated support network between education, health, social services etc.

From September 2014, all local authorities are required to draw up an Education, Health and Care (EHC) plan instead of a statement of SEND. An EHC plan brings the educational, health and social care needs of a child into a single legal document. The purpose of an EHC plan is to make special educational provision that meets the needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

There are some significant changes to the process of assessment, planning and delivery of EHC plans. The main change is that it produces a plan which is more outcomes focused and family centred. The EHC plan will detail the provision to meet the child/young person's educational, health and care needs and include what offer of a personal budget is available (if any). It is expected that most children and young people who currently have a statement will be transferred to an EHC plan.

Statements of SEND will remain in force until the transition to an EHC plan has been

completed. Current statements will be migrated to EHCs over the course of the next three years.

### Evaluating Effectiveness

We regularly evaluate our practice and provision of SEND support through:

- Teacher observations
- Formal meetings between teachers and SLT
- Scrutinising data and levels of progress made
- Book looks
- Performance management of TAs
- Regular support and monitoring at subject level
- In-depth discussion and planning
- Classroom and learning walks

Rates of progress are tracked using our rigorous assessment tool. The staff are aware of the children's starting points and their expected levels and rates of progress. Optimum progress is at the heart of all SEND provision. TAs run lots of interventions and these have an entry assessment and an exit assessment; this allows the interventions to be measurable and their effect evaluated.

### Assessing and Reviewing Progress

Termly pupil progress reviews are held with staff and the Headteacher. At these reviews teachers report on the expected progress of all children in their class. When progress is deemed to be slower than expected, decisions are made at these meetings as to which intervention might be appropriate. We assess, plan, deliver and review on a termly basis. Parents of children with statements are offered termly structured conversations which are held with the child's class teacher and Headteacher. Other professionals involved may also attend these meetings. In addition, daily contact is made where parents can feel more in the loop and are able to keep up with what is happening in school.

### Teaching children with SEND

The teaching staff at OLIS are committed, effective and competent and adhere to the teaching standards at all times. Standard 5 expects that teachers

***“Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.”***

Therefore, we use our expertise and experience to adapt our pedagogy according to the needs of our children. Children are grouped according to ability, sometimes paired with a partner who will support them, supported by a TA in class, they may work with the class teacher in a small group or with the SEND teacher in class or in another room, or work with an SEND teacher individually in a 1:1 session. We adapt our methods to suit the needs. Lessons are differentiated and where appropriate, technological aids such as whiteboards or cameras are used.

Teaching assistants support learning and progress and in consultation with the class teacher, help deliver the curriculum in a scaffolding way to those who learn best by taking small steps. Training in all areas of SEND is organised for the TAs from a range of sources such as occupational therapy and speech and language therapy. In performance management meetings training needs and desires are flagged up and the SLT attempt to ensure the training is put in place.

Children on our SEND register have individual education plans which are drawn up in consultation with the class teacher. These contain targets which are achievable and challenging at the same time. If children are thought to be falling behind their peers they are placed on an appropriate intervention programme with clear outcomes. If progress continues to be slow, they will have input from the SEND teacher who may decide to refer them to an outside agency. We aim to include parents in all planning and decision making. We believe that meeting the special educational needs of children depends on a partnership with parents between school and home and we value the contribution and involvement of parents to this end. We provide a consistent approach to meeting the needs of SEND children, within the constraints of the school's budget. We appreciate the support of parents of children with SEND recognising that it is only through a positive home/school partnership that children with SEND will make the most effective and rapid progress.



### **Adapting the curriculum and learning environment**

We aim to be fully inclusive and have made changes to our classrooms to ensure that the needs of our children are provided for. These include; installing interactive whiteboards, providing materials for children who are visually impaired, moving around classrooms and year groups to ensure children with hearing disabilities are in the best environments to suit them. Arrangements are made for those children with SEND to best access assessments. We are flexible in our approach, aiming at all times to give the child the chance to shine.

### **Engaging in activities**

Children with SEND are able to access all activities including physical education activities, lunchtime and therapeutic activities. Where necessary, learner support assistants will accompany them to activities and they are then able to make sure that the child can join in. It is always our wish that all of our children have equal access and that extra-curricular activities are adapted accordingly. We build our children's confidence by giving them responsibilities and roles. We aim always to remove any barriers to participation.

### **Provision for emotional, mental and social development**

We recognise that this area of development is key to happiness and optimum learning. Therefore, we place importance on children's emotional well-being through having our PSHE and Citizenship curriculum firmly embedded throughout our curriculum and our assemblies reflect good practices. We have a robust programme of British Values which actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We celebrate anti-bullying week and e-safety is taught across the year groups.

### **Educational inclusion**

At OLIS we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all and believe that we will achieve this through the removal of barriers to learning and participation. All children have an

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entitlement to a broad and balanced curriculum, which is differentiated, to enable levels of understanding and rates of progress that bring feelings of success and achievement.

### To be read in-conjunction with:

- Supporting pupils with medical conditions policy
- Accessibility plan
- Curriculum policy
- Teaching and learning policy
- Access to fair assessment policy
- Assessment policy

Proprietor signature.....*S. Potta*.....

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