

Cambian Somerset School
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Legal Status:

- Complies with Part 6, paragraph 24 (3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to children and young people with special educational needs (SEN) and disabilities.
- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability Act 2001
- Our school has a duty under the Equality Act 2010 towards individual disabled children and young people. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We give prior thought to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Our school has a duty to prevent discrimination, to promote equality of opportunity and to foster good relations.

Applies to:

- the whole school along with all activities provided by the school, including those outside of the normal school hours;
- All staff (teaching and non-teaching), the Governors and volunteers working in the school.

Related documents:

- Inclusion Policy
- Curriculum Policy
- Assessment Policy
- English as an Additional Language Policy

Availability

This policy is made available to parents, staff and pupils in the following ways: via the School website, and on request a copy may be obtained from the School Office.

Monitoring and Review:

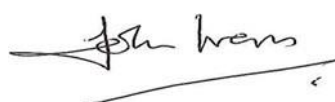
- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: December 2020



Louisa Jessep
Headteacher



John Ivers
Proprietor, Cambian Group

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Principles

Our School seeks to offer pupils with Special Educational Needs full access to a broad and balanced curriculum. There is a whole school approach, which involves all staff, in supporting pupils with Special Educational Needs. All peripatetic staff are made aware of each pupil's needs. All staff have a responsibility to differentiate lessons, to cater for individual learning needs. It is the policy of our school that pupils who have been accepted into the school will be offered appropriate support to enable them to access the curriculum effectively and fulfil their potential. We are an inclusive school, determined to meet the needs of all our pupils. Our school has a clear approach to responding to SEN. The National Curriculum Inclusion Statement states that teachers will set high expectations for every pupil, whatever their prior attainment. Teachers at our school will use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty will be identified and addressed at the outset, to remove barriers to pupil achievement.

By planning in this way, our pupils with SEN and disabilities will be able to study the national curriculum and have access to wider learning. The quality of teaching for pupils with SEN, and the progress made by pupils, will be a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff.

Interpretation

As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN will be educated and the Equality Act 2010 provides protection from discrimination for disabled people. Independent schools are required to follow the *Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (DfE and Department for Health: 2014)*.

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. All pupils at Somerset School have an EHC Plan, which clearly sets out the provision for each individual.

Aims and Objectives

Our school's Special Educational Needs policy provides a framework for the provision of teaching and support for pupils with learning difficulties. The framework refers to entitlement, access and partnership. The aims of this policy are:

- to create an environment that meets the special educational needs of each pupil;
- to ensure that the special educational needs of pupils are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for pupil's special educational needs;
- to enable all pupils to have full access to all elements of the school curriculum;
- to ensure that parents/carers are able to play their part in supporting their pupil's education;
- to ensure that our pupils have a voice in this process.

In order to meet these aims, our objectives are:

- to ensure pupils with learning needs are identified as early as possible;
- to assess the pupil to identify specific areas of difficulty;
- to ensure all peripatetic staff are aware of the pupil's needs and are able to meet those needs within the school setting;

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- to ensure pupils' records include information relating to their individual needs, interventions and outcomes;
- to assist staff in modifying curriculum to meet the pupil's needs within the classroom and provide training programmes when required;
- to ensure that no pupil with learning needs or disability is discriminated against on the basis of his/her disability;
- to work in partnership with parents, carers and the pupil themselves in providing appropriate support and advice.

Admission Arrangements

All pupils entering the school will have an EHC Plan. During the consultation process, if appropriate, a member of the Senior Leadership Team, which includes the Headteacher and SENCo, will meet with the pupil and their parents/carers. Pupils are admitted to the school at the discretion of the Headteacher.

Special Educational Needs Co-ordinator (SENCo)

The Headteacher has appointed a co-ordinator for special educational needs known as a Special Education Needs Co-ordinator (SENCo). The current SENCo is Louisa Jessep. It is the responsibility of the SENCo to co-ordinate the operation of the Special Educational Needs Policy. The SENCo, who has an important role to play in determining the strategic development of SEN policy and provision in our school, has day-to-day responsibility for the operation of SEN policy and co-ordination of provision to support all pupils.

The SENCO:

- provides professional guidance to colleagues and will work closely with staff, parents/carers and other agencies;
- will be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching;
- designs and monitors the Student Learning Passports;
- oversees the records for all pupils with special educational needs;
- works with external agencies, professionals and specialist tutors as appropriate;
- supports staff in developing strategies to meet effectively the learning needs of all pupils at our school;
- liaises with the Headteacher, Mental Health Lead and Emotional Wellbeing Team to support pupils' well-being.

Learning Support Assistants (LSA)

LSAs are timetabled to work with pupils either individually or in the classroom. Teachers and LSAs hold regular weekly meetings to discuss pupils' progress and to plan next steps. We believe that good collaboration between teachers and support staff is essential to ensure maximum progress for our pupils. As part of inclusion, we believe that pupils should receive assistance with their peers within their classrooms, therefore as much as possible the majority of our pupils receive assistance during normal lesson times within their normal classroom setting in order that they can access the curriculum along with the rest of their class.

What Somerset School does

Our school supports pupils to develop, learn, participate and achieve the best possible outcomes. Our school recognises emerging difficulties arising with young people and responds promptly. We understand parents and carers know their children best and we listen when parents express concerns about their child's development. We listen to and address any concerns raised by children themselves.

The model of action and intervention in our school, follows the graduated approach. This approach recognises that there is a continuum of special educational needs and that where necessary, increasing specialist expertise should be brought to support the difficulties that a child or young person may be experiencing. In our school, the

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graduated approach is led and co-ordinated by the SENCo. The support provided takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what support the pupil needs to make good progress and secure good outcomes.

We co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. The school will make reasonable adjustments to meet the needs of our pupils. Any additional services that are needed to meet the requirements of the EHC Plan will be subject to charge directly to the Local Authority.

It is our aim to know precisely where children with SEN are in their learning and development. We:

- ensure decisions are informed by the insights of parents/carers and those of the pupils themselves;
- have high ambitions and set stretching targets for them;
- track their progress towards these goals;
- keep under review the additional or different provision that is made for them;
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants. Our school will regularly and carefully review the quality of teaching for all of our pupils, including those at risk of underachievement. This includes, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Use of data and record keeping

Our school has developed its own approach to record keeping in line with the requirements of the Data Protection Act 1998. The provision made for pupils will be recorded accurately and kept up to date. As part of any inspection, both Ofsted and ISI will expect to see evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. Ofsted and ISI publish more detail about their expectations in their inspection guidelines. Our school will record details of additional or different provision made under SEN support. This will form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. We use our information system to monitor the progress and development of all pupils. Details of SEN, outcomes, teaching strategies and the involvement of specialists will be recorded as part of this overall approach. Our school will readily share this information with parents. It will be provided in a format that is accessible (for example the Student Learning Passport).

Progress and Development of Pupils

Our school 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.

It can 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. All those who work with children and young people will be alert to emerging difficulties and respond early.

In practice we recognise individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of

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need will ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

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

The Graduated Approach

Assess

In identifying a child as needing provision which is 'additional to and different from' other learners in the same class, the class teacher, working with the school SENCO, will carry out a clear analysis of the pupil's needs. Before provision is planned for, expected individualised outcomes will be identified. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from our school's core approach to pupil progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Our school will take seriously any concerns raised by a parent. These will be recorded and compared to the school's own assessment and information on how the pupil is developing. This assessment will be reviewed regularly. This will help ensure that our support and intervention are tailored to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Plan

When our school has decided to provide a pupil with additional interventions, we will then formally update our SEND register and notify parents, although parents will have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on our school's information system. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

Do

The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the

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impact of support and interventions and how they can be linked to classroom teaching. The school SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. Within the graduated approach a programme of intervention and support will be implemented. If this does not enable the child to make satisfactory progress, the SENCO seeks advice from external agencies, which may include an educational psychologist report. Teachers are responsible for tracking each pupils' progress throughout their time at our school.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. All pupils have an EHC plan, which the local authority must review a minimum every twelve months.

Within the Assess, Plan, Do and Review cycle, our staff work seamlessly together towards enabling our pupils to reach the outcomes identified during the assessment phase of the process as their learning goals. We make key decisions about the use of the curriculum modifications and interventions are based on whether any chosen additional provision is the best way to move towards the identified outcome.

Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider to begin involving specialists. The pupil's parents will always be involved and consulted in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support. Where our assessments have indicated that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Joint commissioning arrangements will seek to ensure that there are sufficient services to meet the likely need in an area. The Local Offer will set out clearly what support is available from different services and how it may be accessed.

Provision mapping

Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through our school's curriculum. The use of provision maps helps our SENCOs to maintain an overview of the programmes and interventions used with individual pupils and provide a basis for monitoring the levels of intervention. Provision management can be used strategically to develop special educational provision to match the assessed needs of pupils across the school, and to evaluate the impact of that provision on pupil progress. Used in this way provision management can also contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can help our school to develop the use of interventions that are effective and to remove those that are less so. It can support us to improve our core offer for all pupils as the most effective approaches are adopted more widely across the school.

Each term a provision map showing the provision and interventions currently available within the school is drawn up for each pupil. Teachers monitor the pupil's progress and make note of any improvements that can be made or whether the provision should or is necessary to continue. All pupils have short- and long-term targets, as agreed in their EHC Plan.

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Parents will be encouraged to contribute ideas about how their child's needs could be met and what helps their child to learn and will be expected to share with the school when targets are met at home. Parent(s) should try to attend any meeting called by the school to review the targets. At a minimum this will be at the annual review of the EHC Plan. The targets are distributed to the teachers involved in the pupil's learning and parents of the pupil as soon as they are written and have been agreed by all parties.

Timetabling

The amount and type of support offered to a pupil is dependent on need. Our school believes that pupils will not be withdrawn from lessons unless it is necessary to do so. Our school believes that pupils with additional needs should spend as much time as possible in the classroom with the most effective teachers and that removal from class should be avoided wherever possible. We believe that all subjects are important to the pupil's development and that every pupil is entitled to a broad and balanced curriculum. Therefore, timetabled lessons should not be sacrificed for support unless entirely necessary. When a pupil needs to be withdrawn for learning support, every effort is made to ensure that a pupil does not miss core curriculum subjects. Their individual strengths are also considered in addition to the advice of staff members and parental requests.

Emotional and Behavioural Difficulties

Our school caters for pupils with emotional and behavioural difficulties primarily through effective pastoral care, including the Emotional Wellbeing Team and THRIVE.

Partnership with parents

Our school works closely with parents/carers; we encourage an active partnership through an on-going dialogue. We inform the parents of any intervention, and we share the process of decision-making by providing clear information.

Parents and carers can provide essential information on any changes in the pupil's needs. These discussions will usually be led the tutor, supported by the school SENCo. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil.

Annual review meetings need to be planned with sufficient time to explore the pupil and parent/carers' views and to plan effectively. A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. The school's management information system will be updated as appropriate.

Complaints

Parents are encouraged to discuss any concerns with the pupil's tutor, SENCo or the Headteacher.

Disability Discrimination Act

The whole raison d'être of our school is whenever possible to provide for pupils who have a disability - albeit a hidden one - and to enable them to realise their potential. We would always consider admitting any pupil - no matter what accompanying disabilities they have providing we are confident that we are able to meet their special educational needs. In the light of the Disability Discrimination Act we have carefully considered what we might do to make our building more accessible to those who have a physical disability. Please refer to our Accessibility Plan and also our Single Equalities Policy.

This Policy will be reviewed annually

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