



St Hilary's School

Special Educational Needs and Disability (SEND Policy and Practice including EYFS)

St Hilary's School is committed to providing equal access for all pupils and a balanced curriculum to which they are entitled. Children with learning/SEND difficulties may at times require a more specialised programme than the majority of children of the same age, in part or in all of their school work or related activities. We place a very high priority on the need to provide the best possible education for such children, no less than for children who display no learning difficulties or other problems.

The purpose of this policy is:

1. To ensure that all pupils with learning/SEND difficulties are identified and supported in the school.
2. To ensure that there is support for teachers to meet the learning needs of all pupils.
3. To ensure that appropriate resources are available for pupils with temporary or long-term difficulties.
4. To ensure that all pupils receive the appropriate support at transition stages either when they join or leave the school.

Documents in support of this Policy include:

- Admissions Policy
- Assessment Policy
- Accessibility and Access Policy
- Complaints Policy
- English as an Additional Language Policy
- Equal Opportunities and Inclusion Policy
- Gifted, Able and Talented Policy
- Local Offer Document
- SENDA Plan

General

A definition of SEND according to the SEND Code of Practice 2014:

“A child has special educational needs if he or she has a learning difficulty 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:

- (a) has significantly greater difficulty in learning than the majority of others of the same age

- (b) has a disability, which prevents or hinders him or her from making use of facilities of a kind provided for others of the same age in mainstream schools

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 children 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 indicated above when they reach compulsory school age or would do so if special educational provision was not made for them.

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’. Long term is defined as a year or more and substantial 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 be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early year’s providers, post-16 institutions, local authorities and others have towards disabled children and young people (see Disability Access Policy).

The four broad areas identified by the SEND Code of Practice 2014 are:

1. Communication and Interaction

Children 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 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 with ASD are likely to have particular difficulties with social interaction, which can impact on how they relate to others.

2. Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties

(PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

3. Social, Emotional and Mental Health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or Physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

The purpose of identification is to work out what action is required, not to fit a child into a category.

Framework

The aims of St Hilary's Learning Support and EYFS Learning Support are:

- To identify and assess the children with learning difficulties as early as possible.
- To plan to meet those needs in the light of the severity and type of difficulties experienced.
- To organise strands of action so that progressively more powerful interventions can be used to meet increasing need.
- To ensure that no child is discriminated against due to any disability or learning difficulty.
- To make clear the expectations of all partners in the process.
- To create an environment that meets the individual needs of each child wherever possible and to make the necessary reasonable adjustments to ensure this can take place.
- To ensure that parents are able to play their part in supporting their child's education.
- To ensure that the pupils participate in the process.
- To formulate, implement, monitor and evaluate progress on a regular basis through the review of Individual Support Plans (ISP), testing and liaison with teachers

- To work closely with parents to ensure that they are fully involved with the process.
- To seek advice from outside agencies if the specific needs so require and after permission is obtained from parents, if appropriate.
- To work with SENCOS, Head of Setting / School to ensure the Transition to and on from St Hilary's is as effective as possible.

Principles

The needs of any pupil who may have learning/SEND difficulties during, or throughout, their time at St. Hilary's school must be addressed.

All children with learning/SEND difficulties should be offered full access to the curriculum at St. Hilary's School. This is in line with the school's Inclusion Policy. Provision for a child with learning/SEND difficulties should match the nature of his/her needs. There should be careful recording of a child's learning/SEND difficulties, the action taken and the outcomes.

The knowledge, views and experience of parents form a vital part of the partnership process. Learning Support is most effective when those responsible take into account the ascertainable wishes of the child concerned, considered in the light of their age and understanding. Support can be provided within the classroom context. In addition, it will also be given in small groups or individually outside the ordinary classroom but still with the context of the inclusive curriculum.

Basic Information about Provision of Learning Support

The responsibilities of the Learning Support team consist of:

- The day to day operation of the school's SEND Policy.
- Benchmarking of all pupils and screening assessments to determine the pupil's strengths, weaknesses, learning styles, cognitive ability and attainments.
- Co-ordinating provision, allocating pupils to support staff within the EYFS/Learning Support department.
- Liaising with, as well as advising, colleagues and providing appropriate documentation.
- Referring to and liaison with suitable external agencies i.e. the Educational Psychologist, Early Years Improvement Advisor, Occupational Therapist, Speech and Language Therapist, Optometrist, or Behavioural Therapist when deemed necessary and after consultation with the parents.
- Maintaining contact with parents, which includes informing parents of the wish to conduct an internal assessment and obtaining written consent for particular testing e.g. PREST and DEST Screening.
- Compiling and maintaining the Learning Support Register and overseeing the records of children in need of Learning Support.
- Ensuring an Individual Support Plan (ISP) is drawn up for each pupil.
- Teaching specific programmes to children in need of support.
- Monitoring progress by standardised EYFS Trackers and assessments and in KS 1 and KS2 standardised spelling and reading tests.

Staffing

The department has:

- One full time KS1 & 2 SENCO with CLANSA, Ad.Dip.Ed, PGDPSE and M.Ed.
- One EYFS SENCO with B.A. (Hons) and PGCE. Surrey CC also requires the EYFS SENCO to attend relevant courses and training to keep fully apprised of the current EYFS/SENCO practices.
- One Deputy EYFS SENCO, with City & Guilds in Family and Community Care, NVQ3 in Early Years Education and Management.
- One part-time Learning Support Teacher with B.A. (Hons) and PGCE, working in KS2

Graduated Response

Early identification and intervention of learning difficulties is paramount to ensure the most effective remediation with the least disruption to the school and loss of self-esteem to the individual. In line with the Code of Practice 2014 the School will implement a Graduated Response (Assess, Plan, Do, Review) to the identification of learning difficulties.

Children's needs are identified from a variety of sources:

- Interviews with parents
- Information from outside agencies
- Classroom observation
- Discussion between all staff, teachers and assistants
- EYFS Profile and Trackers
- Internal screening programmes such as PREST, Anne Locke and ECAT SALT Tool, DEST 2, SNAP, MaLT, KS2 Dyslexia Screener.
- Standardised testing e.g. PIE, PIM, NFER, QCA and SAT's
- Analysis of in-school testing

EYFS staff and Key Persons, Form and Subject teachers are encouraged to discuss both their and parental concerns with the Learning Support team as soon as possible so that appropriate advice can be given and monitoring or assessment commence. Initially, concerns about a pupil are raised with the SENCO or EYFS SENCO. As a result the SENCO or EYFS SENCO may carry out observations, analyse assessment data or ask for feedback from all staff in order to establish what, if any, additional provision is required.

Provision is reviewed continuously but particularly in the light of assessment data. For Years 1 to 6, there are two assessment weeks and results are analysed by SLT and the Learning Support Team. Based on this discussion, there is consideration of who requires in-class support and who needs 1:1 support.

Such provision is in line with the recommendations detailed within the, Code of Practice 2014, Special Educational Needs Discrimination Act 2001 and Equality Act 2010.

SEN Support Need.

Code of Practice 2014 Local Offer.

Following identification of possible learning difficulties an assessment is carried out by the Learning Support Department, which may involve screening, observations or assessment tasks. After the assessment, the results are shared with the parents, Key Person or Class and Subject teachers. If individually tailored support is recommended an Individual Support Plan will be set up. This encompasses up to four targets and the recommended actions and strategies needed to achieve them. These are in addition to or different from those provided as part of the Key Person's/teachers usual differentiated curriculum. Targets should be SMART (Specific, Measurable, Achievable, Realistic and Time bound).

Appropriate classroom strategies are included to benefit Key Persons, Class teachers and pupils. Regular testing ensures progress is monitored and evaluated. There shall not be an assumption that all pupils will progress at the same rate. Monitoring and differentiation strategies are put into place to meet the individual child's needs. Progress is monitored by the Key Person, Class or Subject teacher.

This level of support is in line with the Code of Practice 2014 Local Offer.

Enhanced Local Offer

If problems with learning persist despite this intervention and only limited progress made, in accordance with the Local Offer advice from outside agencies e.g. an Educational Psychologist may be sought, possibly at the parents' cost.

Any information that is gained from these professionals facilitates more effective planning. There may also be additional input directly given to the child by Outside Agencies. A Pathway Plan will be instigated and contributed to by the Key Person, Class and Subject teachers. If problems with learning continue to persist an Early Help Assessment (EHA) may be initiated or steps taken to see if an existing EHA is in place.

Education, Health and Care Plans (EHCP)

If a child's learning difficulties are considered significant and severe, despite an appropriate intervention, a request for an EHC Plan will be made.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the child and his/her peers
- prevents the attainment gap growing wider

- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to a full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

Arrangements for Pupils with an EHC Plan

In this context, the term SEND is used to describe children who have a SEN Support need and resulting EHC Plan or who are going through the process of applying for this provision.

The procedure for this process, as set down by the Local Education Authority, will be carefully followed and will include providing the evidence necessary. Once the child has been granted an EHC Plan we undertake to fulfil the following:

- We ensure that the needs and objectives of the EHC Plan are met as outlined (i.e. allocated hours and appropriate support).
- EYFS SENCO/ Key Person's/KS1&2 SENCO/Learning Support Teacher's and Assistant's will work towards agreed targets, outlined on an Individual Support Plan, that are completed within the classroom or on an individual basis, as appropriate to the needs of the child and reviewed termly.
- The Outside Agency's programme and/or recommended strategies are received by the SENCO termly with copies circulated to parents, Key Person, Class and Subject teachers and any other staff involved with child's support.
- Opportunities are provided for the Key Person, Class Teacher or / SENCO, to meet with Outside Agencies, e.g. Early Years Improvement Advisor, Speech and Language Therapist, Occupational Therapist, Visually/Hearing Impaired Services, Learning Support Staff and EYFS Staff to work towards implementing agreed targets set by the Outside Agency.
- We ensure that the timetable includes opportunities for staff liaison. The Learning Support Assistant is available for session/sessions with the Outside Agency to develop skills and carry over, where appropriate. Extra 'on the job training' for Learning Support Assistants can be arranged if requested.
- Annual or six monthly EHC Plan Reviews are organised. Outside Agencies' reports are obtained if they are unable to attend. We ensure that all concerned are informed of dates as soon as possible.
- To ensure smooth working, dates for Outside Agencies' visits to discuss an overview of provision are agreed and arranged at the beginning of each term.

- A quiet room is provided, free of interruptions, reserved for Outside Agencies' visits. If a child is off sick/on a trip, the Outside Agency is informed.
- If a child's needs change and we cannot meet these needs, we liaise with the EYFS Improvement Advisor/Case Worker or assigned Educational Psychologist to seek an interim review.

Communication

The Class Teacher or EYFS Staff remain responsible for liaising with parents on a day to day basis. Parents can, however, always make an appointment with the Learning Support Department to discuss issues relating to the specific needs of their child. Parents are fully informed of the provision made and advice given on how they can best support their child at home. Parents are invited in termly (or more frequently if deemed necessary) for a Review meeting to discuss progress and to formulate new targets.

Pupil Participation

In addition the child's views also form an important part of the whole process of meeting his/her needs. Almost all children seen for assessment can articulate their difficulties to a degree, dependent on age and self-awareness.

We encourage active participation and try to foster an awareness of how each child can work towards improving his/her skills with our help. We encourage each child with special needs to make judgements about his/her own performance against those set in both the ISP and personal targets and to offer them an opportunity to put forward their own suggestions.

Learning Support staff work closely with the Key Person, Form or Subjects teachers through meetings and written communications about the pupil's individual needs and progress, to ensure that learning is differentiated according to the needs and learning styles of each pupil.

Arrangements for individual lessons are monitored by the Learning Support Department and Class /Form Teacher to ensure that the child's access to the wider curriculum is not unduly affected. A rotational system is used to avoid the constant missing of one particular subject. The differentiation strategies within the classroom will continue and be adapted in the light of detailed screening reports and advice from specialist support staff.

A list of pupils receiving Learning Support is available for all relevant staff on the teachers shared area (L: drive) and is reviewed termly. Copies of the ISP's are also available in the teacher's shared area as well as in each child's Learning Support file, providing easy access for EYFS staff, Form or Subject teachers throughout the school. Staff are informed when new screening and assessment reports are available on the system and a copy is also placed in the Learning Support files.

Admission Arrangements

It is the policy of St. Hilary's School to admit children without discrimination or selection, in accordance with the published criteria.

Resources

The Learning Support Department uses its annual budget to update and extend resources. New resources are regularly added to the existing ones. These include:

- Literature for staff development in specific areas e.g. Asperger's Syndrome
- Assessment materials
- Materials, games and ICT software for use with children
- Resources to aid children's access to the curriculum e.g. writing slopes
- Numeracy materials – printed materials and games

At the present time the resources are kept in Kindergarten V and the Learning Support Room.

Staff Development

St Hilary's School is committed to the development of the staff in the following ways:

- To provide staff with the opportunity to take part in courses concerning special needs.
- Through the use of staff meetings, to provide information on any child placed on the Learning Support Register or any other child causing concern.
- To liaise with external agencies to inform and support staff and to look at the possibility of their input into a staff meeting.
- To organise regular and relevant INSET meetings to further advise and inform staff on how best to help children with special educational needs.

Meeting the Needs of the More Able Child

The needs of the more able child will be met in the classroom setting. Children with recognised abilities and/or talents will be given the opportunity, encouragement and challenge to extend their skills through a variety of activities. This will involve differentiation within the EYFS staff and teachers presentation of information, materials, level of questioning and expectations of performance. The aim is to extend and expand the more able children and thus enrich their education (see Policy for Able, Gifted and Talented Pupils).

Partnership with Parents

The partnership with parents is an important feature in all areas at St. Hilary's. The Learning Support Department operates an 'open door' policy for parents, to provide additional information and support. Parents of children receiving one-to-one support are offered a termly meeting to discuss and sign their child's ISP and review targets and progress.

Links with Other Schools

The school recognises the importance of close contact with other schools as SEND pupil's move between the stages of education or move areas. When pupils leave St. Hilary's, full reports and records are sent on to their future schools (for children in EYFS parental permission is obtained prior to the information being sent), thus ensuring a continuity of approach. Staff from these schools are also invited to come and see the children within the EYFS setting and meet key EYFS staff. When pupils join St. Hilary's, the records from their previous schools are detailed and recorded and communication made with these schools if deemed necessary.

Behavioural Difficulties

Pupils with behavioural difficulties are included as having special educational needs even if they do not have learning or physical or sensory difficulties. If concerns are raised, a pupil can be referred to a Behavioural Therapist, Psychologist or Early Years Improvement Advisor with the parent's agreement. If ADD/ADHD is suspected then the pupil can be referred to the Learning Assessment Centre, Horsham or to a local Child and Adolescent Psychiatrist or Counsellor, through their G.P.

Complaints Procedure

It is assumed that any complaint will be received in the first place by the EYFS Staff or Class Teacher. If the parent is not satisfied with the response given with regard to a Learning Support issue, then they would go to the SENCO. Serious concerns would go to the Headmistress (see Complaints Policy).

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