

Special Educational Needs / Learning Difficulties and Disabilities Policy

EATON HOUSE SCHOOLS
POLICY DOCUMENT

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Learning Support Staff

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Introduction

This document is a statement of the aims, principles and strategies for the teaching of children with special educational needs/learning difficulties at Eaton House, Belgravia Pre-Prep and Prep. This policy applies to all children including those in the EYFS. When considering the provision for children in need of additional support, the school may wish to be aware of the most recent DfE advice and information from the SEND Code 2015.

Definition

National figures indicate that between 20% and 25% of school age children will be affected by some type of specific learning difficulty. Since The Warnock Report of 1978, it is approximated that one fifth of the population in mainstream schools have some sort of extra need. In the last twenty years, increased awareness of the nature of these difficulties has made identification possible. Generally, these children exhibit a discrepancy between expected performance and actual performance. Characteristically, they have average, or above average intellectual ability but specific weakness in one or more of the following areas which inhibit their ability to work to their potential:

- Auditory and / or visual perception or processing
- Working Memory
- Oral and / or written expression
- Fine or gross motor co-ordination affecting handwriting, copying
- Spatial awareness affecting copying, handwriting, maths

The 4 broad areas of need and support can be categorised as:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Some difficulties will only become apparent as the demands of the curriculum become more stringent, e.g., Increased reliance on written language skills. On average there will be 2 or 3 children in each classroom who will find it difficult to keep up with their peers because of some degree of specific learning difficulty. These children can be supported effectively if they have appropriate help.

A child is not regarded as having a learning difficulty solely because English is not his first language.

Children with particular abilities and aptitudes (exceptionally able children) have special needs that should be met.

At Eaton House children are considered to have learning difficulties if they:

- Have significantly greater difficulty in learning than the majority of children at the same age.

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- Have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Mission Statement

Eaton House recognises the rights of all children to share in the whole curriculum. At Eaton House the first response to a child who is showing difficulties is high quality teaching. All teachers are teachers of children with special educational needs. We want to ensure that a caring and educationally appropriate environment is provided for the children who find learning more difficult or who have a specific disability, which affects their learning. Children with exceptional abilities are also identified and provided with a stimulating and challenging environment in which to learn and develop.

Children with special educational needs or a learning difficulty will either work as part of the class, in a group or on a one-to-one basis depending on their needs. The class teacher and SENCo (special educational needs coordinator) work closely together to ensure that children are getting the best support available.

Aims of the SEN/LDD Policy

The aim of this policy for special educational needs is to:

- Identify and provide for all children with special educational needs.
- Work within the guidance outlined in the SEND Code of Practice (2015)
- Ensure access to the curriculum for all pupils
- Provide support and advice for all staff working with children with special educational needs so that:
 - a) Children's needs are identified/ met at the earliest possible stage
 - b) Children are taught taking their needs into account.
- Involve children in their learning
- Implement individual targets which are shared with the parents (see copy attached). These targets are regularly monitored and reviewed.
- Work with other agencies. We work closely with many outside agencies to support the child's learning and development.
- Work in partnership with parents, valuing their views and contributions.

Inclusion

Eaton House Belgravia is a non-selective school. Children are accepted on a first-come, first-served basis (the right to a mainstream education for children with SEN - SENDA 2001) and in line with the new structure as outlined in the new SEND (Special educational needs and disability) Code of Practice 2015. The school is able to provide for children with an Education, Health and Care plan (EHC) where appropriate.

Children with special educational needs are entitled to:

- Prompt identification of their needs
- Early intervention
- High quality support
- High expectations

Kindergarten & Nursery - Early Years Foundation Stage Profile and Baseline Assessment

At Eaton House Belgravia we recognise the importance of early identification, assessment and provision for any child who may have special educational needs or a specific learning difficulty. We realise that the earlier the action is taken the more responsive the child is likely to be. Eaton House Belgravia appoints an EYFS co-ordinator (currently Katie Bostelmann). All educators of children 5 years and below must follow a set of welfare requirements and learning and developmental goals. The 4 themes, The Unique Child, Positive Relationships, Enabling Environments and Learning and Development influences the planning and teaching at Eaton House. Evidence of these learning development goals are found in exercise books. These development goals are tracked termly through a learning and development tracker.

In addition, all Kindergartens will be assessed using the school's baseline screening. This continuous observation and assessment in the Kindergarten enables teachers and the SENCo to support children who may need additional support and those children who may need extending with the classroom.

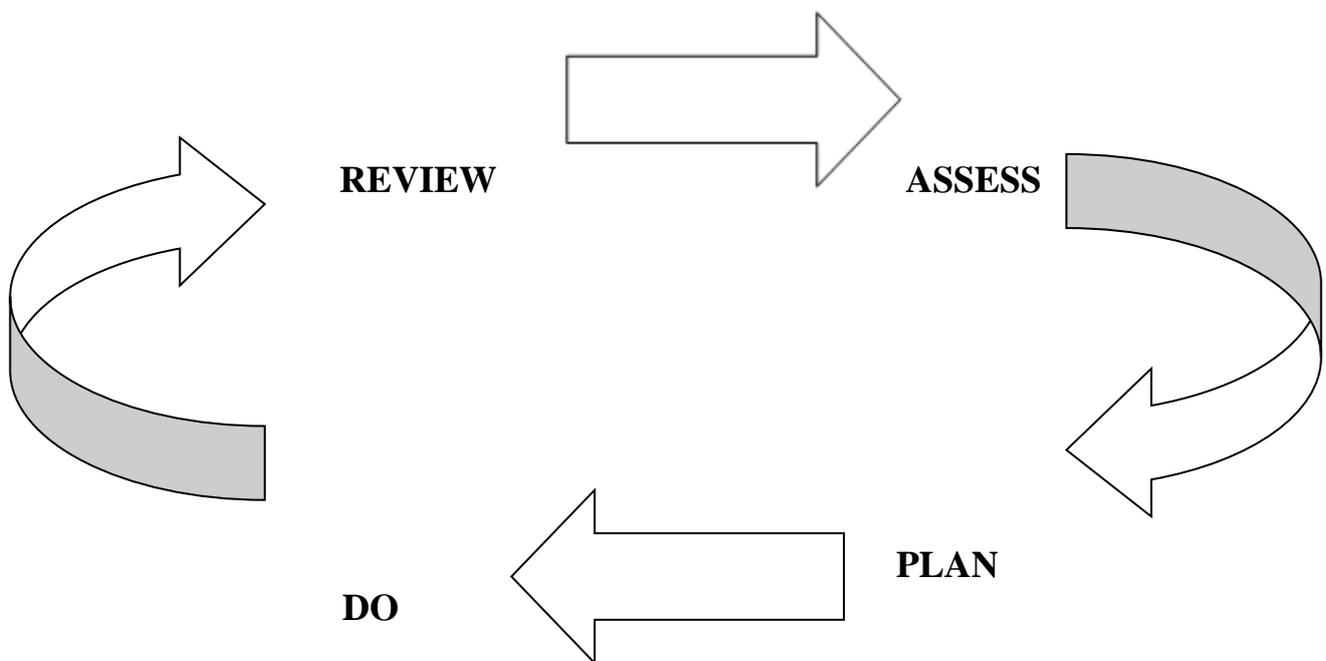
Year 1, 2, 3, 4 & 5 Assessment

Boys are assessed using the CAT assessments which assess cognitive ability as well as the Dyslexia Screener from GL Assessment.

Concerns arising from the screening and/or assessment are investigated.

CYCLE OF EXTRA SUPPORT

A decision is made as to the appropriate support required by the child. If a child is not making adequate progress irrespective of high quality teaching then extra support is given. To reflect the Code of Practice 2015, there are 4 actions forming a cycle for SEN support:



ASSESS

If a teacher and/or parent has concerns about a child and their development he/she should communicate with the SENCo. This may fall into any one of four categories; cognition and learning, emotional, behavioural and social development, communication and interaction, and sensory and physical. The assessment should be a clear analysis of the child's needs. Where necessary the SENCo may seek advice and assessments from other professionals including: speech and language therapists, Occupational Therapists, Physiotherapists, Educational Psychologists and specialist Literacy and Numeracy teachers.

PLAN

Anything differentiated from general classroom techniques needs to be discussed with the parents. If the problems persist, The SENCo organises special educational provision and ensures that individual targets are drawn up. The nature of the intervention might include a multisensory, differentiated approach to planning ensuring inclusion and different/special learning equipment. Parents are informed about all areas of their child's education. Targets are available to all parents. Parents are invited to meetings to discuss provision and progress. Parent's involvement is central to the plan. Where possible, emphasis is placed on the views and wishes of the child. The main focus is on the family. At times, and with

parental permission, referral to an outside agency may be necessary. This includes consultations with professionals such as Educational Psychologists, Speech and Language therapists, Occupational therapists, Optometrists, Visual Perceptual Therapists, Physiotherapists and numeracy or literacy support specialists. Copies of reports can be shared with the school and kept on file. Effort is made to liaise with future prep schools when the child is to leave us. If lack of progress continues and the child is not meeting expected results, then the local authority may conduct an assessment and give the child an Education, Health and Care plan (EHC).

DO

Regardless of extra support, the class teacher should remain responsible for working with the child on a daily basis. Implementation of support will vary with the extent to which the child needs to be supported. One to one lessons are given during the working day. The Specialist Teachers will endeavour to remove the child from non-core subjects. Records are kept by the specialist and notes are sent home in a communication book between specialist teachers and parents.

As well as individual specialist teaching, there are several small groups currently running at the school:

- Challenge groups in English and Maths for more able children
- Handwriting groups
- Social Skills groups
- Phonics/ reading booster
- EAL available as a privately funded 1:1 session
- Support Groups or lower ability children in English and maths
- Drawing and Talking therapy

REVIEW

The effectiveness of the support is reviewed in line with agreed dates set when writing the child's targets. Monitoring of Progress includes:

- Targets are updated termly to ensure progress is ongoing
- Exam results are monitored and reviewed with class teachers, SENCo and specialist teachers working with individual children
- Reassessment using CAT – yearly
- Home/school communication books filled in and signed after each 1:1 session
- Emails/phone calls with parents from 1:1 specialist as and when needed

Special Needs Register – Provision Map

The SENCo maintains a record of all the children at Eaton House Belgravia who have been identified as having special educational needs or a specific learning difficulty.

The role of the SENCo involves:

- Ensuring all practitioners in the setting understand their responsibilities to provide high quality teaching to all children.
- Leading the early identification and intervention
- Advising and supporting colleagues
- Developing individual targets for children
- Ensuring good communication between home and school
- Carrying out reviews with class teachers
- Carrying out reviews with specialists who are working with children with targets and EHC plans
- Liaising with professionals or agencies outside the school setting
- Teaching individuals or small groups
- Advising on potential future training needs

Confidentiality

All reports/ written information referring to a child are kept in a locked cabinet in the SEN room. This information is never shared unless agreed by the parents. All specialist teachers and support staff are informed of the importance of confidentiality. Information discussed between professionals at school should not be shared unless agreed by all the professionals involved.

Facilities

- At present the lift is not operational but plan are in place for it to be renewed

Funding

- Support within the classroom structure is included in the fees per term. Support from external professionals (including charges for assessments/reports) and special individual (out of class) lessons will be charged to the parents/guardians.

Linked Policies

- School Development Plan
- Policy for Safeguarding and Promoting the Welfare of Pupils
- Anti-Bullying Policy
- Complaints Procedures