

Special Educational Needs & Disabilities Policy

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Introduction

This document is a statement of the aims, principles and strategies for the teaching of children with additional educational needs at Eaton House the Manor Girls' School including EYFS. This policy is written with due regard to the Education Act (2011), Disability Discrimination Act (2005), Every Child Matters, Equality Act (2010), SEND Code of Practice (2015) and the Children's and Families Act (2014). When considering the provision for children in need of additional support, an awareness is maintained of the most recent DFE advice and information from the Mental health and behaviour in schools (March 2015), Teacher Standards (2011, updated 2021) Statutory Guidance on supporting pupils at school with medical conditions (2014, updated 2017) and the Counselling in schools: a blue print for the future (March 2015, updated 2016).

Definition

At Eaton House the Manor Girls' School children are considered to have learning difficulties and/or disabilities (SEND) if they:

- Have significantly greater difficulty in learning than the majority of children at the same age (a child must not be regarded as having a SEND because the language or form of language at home is different from the language in which it will be taught – Special Educational Needs Code of Practice 2014). Nevertheless, if Eaton House the Manor Girls' School accepts a pupil whose first language is not English, provision will be made to enable them to access the curriculum.
- Have a disability which either prevents or hinders her from making use of educational facilities of a kind generally provided for children of the same age.

The children with SEND are provided with a safe, happy and positive environment in which to grow, develop and learn. They have equal access to a wide range of learning resources, which are used to enhance their successes and progress.

Aims and Objectives

Eaton House the Manor Girls' School adopts an holistic approach towards all of its children with SEND. The school provides the children with co-ordinated support from the SENDCo/Head of Learning Support, teaching and support staff and therapists, with the aim of giving the children every opportunity to realise their optimum potential academically, emotionally and socially, within a mainstream setting.

The aims are:

- to provide a stimulating inclusive environment through access and positive staff attitudes, and by removing, where possible, barriers to learning. All staff will be aware of children who have additional needs and the nature of their needs.
- to ensure that all children receive a broad, balanced and relevant curriculum through differentiated planning, teaching and learning.
- to identify and assess children as early as practically possible following the concerns of teachers, parents and/ or other relevant bodies.
- to listen to the child and involve them in their learning.
- to work with other agencies, developing and maintaining close links with all agencies working with the child.
- to ensure the continual improvement of our setting to meet the needs of children with SEND, through regularly monitoring and evaluating resources, support and training opportunities.
- to work in true partnership with parents/ carers, valuing their views and contributions, thus enabling them to take an active role in their child's education.

Educational Inclusion

Eaton House the Manor Girls' School allows all children the basic right to share in the whole curriculum. This is achieved by meeting all needs within the school's ability. 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. Our goal is to remove barriers to learning and promote participation in all aspects of a child's learning. We also want our children to feel that they are a valued part of our school community. Children with exceptional abilities are also identified and provided with a stimulating and challenging environment in which to learn and develop.

All children with SEND are treated positively by the staff and are always encouraged in every aspect of their learning. Where appropriate an assistant provides support. The children with SEND will either work as part of the class, in a group or on a one to one basis depending on their needs and the nature and content of the lesson. The class teacher will provide differentiated learning: the material produced is in line with the children's needs and abilities and we aim for each child to work as part of the class or group as much as possible.

Responsibilities

The school as a whole, the Head (Mr Oliver Snowball) and the Special Educational Needs & Disability Coordinator/ Head of Learning Support (Mrs Rowena Edington), will co-operate with relevant agencies and comply with the SEND Code of Practice (2015), in ensuring appropriate support and provision for children with Special Educational Needs and/ or with Education, Health and Care Plans (EHCP). Other staff will be involved as applicable to the needs of the child: form teachers, subject coordinators, teaching assistants, support staff.

The SENDCo/ Head of Learning Support is responsible for the day-to-day running of the Learning Support Department and their role includes:

- Overseeing the day to day operation of the school's SEND policy.
- Having responsibility for the day-to-day management of provision for children with SEND and the implementation of the school's SEND policy.
- Working closely with class teachers, assistants and the school's peripatetic specialists to co-ordinate provision for children with SEND.
- Having responsibility for overseeing the identification and assessment of children with SEND.

- Keeping records on pupils with SEND and maintaining files containing current targets and cumulative information such as specialist reports, previous targets and reviews, using the SEND software, Provision Map.
- Liaising with parents, teachers and pupils in selecting learning targets to suit the needs of the individual pupil.
- Acknowledging that teachers are responsible and accountable for the progress and development of pupils in their class and, on their request, advising them on SEND strategies and provision to provide the most effective intervention.
- Liaising with external agencies including Specialist Teacher assessors, Educational psychologists, peripatetic specialists, social services and medical bodies.
- Purchasing and organising resources for the Learning Support Department.
- Contributing to appropriate in-service training of staff.
- Liaising with the Designated Safeguarding Lead (Mrs Kirsten Bond) in the instance that a safeguarding matter arises.
- Maintaining a list of all children with SEND within the school and reviewing and updating the school's SEND software, Provision Map.

The Headmaster will:

- Be the "Responsible Person"
- Work with the SENDCo/ Head of Learning Support to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Complete Individual Health Care Plans in conjunction with parents and form teachers for such children

Class Teachers respond to all children's needs or learning difficulties by:

- Regularly reviewing and updating the school's SEND software, Provision Map, to manage and embed provision appropriately in their teaching.
- Providing support for children who need help with communication, language, literacy, maths and difficulties of a physical nature.
- Planning for all children's full participation in learning, as well as in physical and practical activities.
- Providing differentiated activities where and when relevant.

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- Using the proper procedures for identifying, assessing and making provision for pupils with SEND.
- Informing the SENDCo/ Head of Learning Support and parents of any pupils they identify as having an area of need which requires learning support.
- Discussing with parents, and when appropriate the pupil, the targets and strategies written in the pupil's Learning Support Targets.

The DSL (Mrs Kirsten Bond) will:

- Ensure the safeguarding of all SEND children

Admission Arrangements

See the School's Admissions Policies, which complies with SENDA.

Identification, Assessment, Provision & Review

Eaton House the Manor Girls' School adopts a graduated approach of action and intervention for pupils needing learning support. A record is kept and the strategies are monitored and reviewed. A pupil with SEND has a learning difficulty or condition which calls for intervention that is additional to or different from that which is provided as part of the school's usual differentiated curriculum and strategies.

Difficulties that can occur can be summarised under the following headings:

- Cognition and learning, for example, dyslexia, dyspraxia, more able
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

New Pupils

On entry to school all parents are required to complete a questionnaire and there are sections relating to early childhood development and family history. If a new child joins the school, they are cross referenced to this form, a copy of which is held in the pupil's class file. If there are SEND concerns, the child will be assessed internally using a battery of diagnostic tests. The Headmaster and SENDCo/Head of Learning Support will decide after consideration of the difficulties, whether the child should be placed on The Learning Support List.

Assessment & Support Procedure

Formative assessments are used by class teachers to monitor the progress of individual pupils. This may include formal tests as well as ongoing informal observations. For further details of assessment please see the Assessment and Recording Policy. If assessments show that a child may have a specific difficulty, we use a range of strategies that make full use of all available classroom and

school resources. Pupils making less than expected progress may 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 child and their peers

Phase 1

If a child's progress is causing concern the class teacher will:

- review the teaching strategies currently employed and consider ways in which they might be developed and differentiated.
- consult with the pupil's parents and talk to the pupil if appropriate.
- continue to monitor and review the pupil's progress over a period of a term.

The SENDCo/Head of Learning Support will:

- support and advise the class teacher who remains responsible for working with the child on a daily basis.
- monitor progress made by the child through liaison with the class teacher.

Phase 2

If a child's progress continues to cause concern following a term of monitoring, they will be placed on a Concerns List following the completion of a Record of Concerns Form, by the class teacher. The SENDCo/ Head of Learning Support will observe the child in the classroom setting and, depending on their difficulties, might carry out diagnostic assessments. Subject to the child's needs, they may be supported:

- in the classroom or within a group for a short period of time (Flexible Provision) or where required,
- with one-to-one support with a specialist teacher (Learning Support)

The parents will be informed by the form teacher of any recommended assessments and permission will be sought before an assessment takes place.

For those receiving Flexible Provision, targets will be included in the class planning by their teacher. Where a child requires one-to-one support, they will be placed on the Learning Support List, a file will be created to record action plans and assessment and an IEP may be set up outlining a tailored intervention programme. The IEP will show the short-term targets set for the child, the teaching strategies to be used and the dates for the plan to be reviewed. Children will be offered a 30 minute weekly lesson during school hours and, at the discretion of the school, based on need and available resources they will be offered a second 30 minute lesson.

Phase 3

If the IEP review or a previous assessment identifies that support is needed from outside services, the SENDCo/ Head of Learning Support and class teacher will consult parents and suggest appropriate action. These services include:

- a specialist teacher assessor for dyslexia
- an educational psychologist
- a clinical psychologist
- an occupational therapist
- a speech and language therapist
- a behavioural optometrist
- a Paediatrician
- a GP

In some cases, children will be seen in school by external support services. In situations where they receive out of school support, these agencies are encouraged to provide information to the school, for the child's IEP or class targets. The strategies implemented in a child's IEP will, where possible, also be implemented in the child's classroom setting and will be cross-referenced with the class teacher's planning.

Target reviews take place twice a year and at these reviews it is decided whether the child stays on Learning Support, moves back to Flexible Provision, or is removed from additional support altogether.

Phase 4

If a child continues to demonstrate significant cause for concern, a request for an Educational Health Care Needs assessment will be made to the Local authority. This will follow on from consultation and planning already established between the school, parents and child. The outcome of the review forms the basis of the new Learning Support Targets, which is then drawn up. It may be the case that a referral is made to Wandsworth Early Years Centre (children 4-9 years) to gain further advice. (Further information is provided in the next section.)

Education, Health and Care Plan

If it is considered at a review meeting that a child's difficulties are so severe that her needs cannot be met within the school based stages, the Headmaster together with parents may apply to the LEA for a statutory assessment (COP 4:41). If, after the assessment, the authority grants a plan the LEA will be involved in funding the resources to meet the child's needs and monitoring the child's progress and provision. The plan is reviewed annually. If the LEA decides not to grant a statutory assessment or compile an Education, Health and Care Plan parents can appeal against both these decisions. The above procedures are also followed for Early Years Children.

Although the Common Assessment Framework form is not statutory to complete we might complete a form for a child if it was felt they should be considered for an Education, Health and Care Plan. If the school received a form from another agency we would also complete the relevant educational section. The completion of any form would nearly always be done with parents' consent. However, the form can still be completed without parents' consent if the needs of the child were such that the child would suffer unless they receive support. This might be because the parents are in denial of their child's SEND. The lead professional who will take the 'lead role' to coordinate the different services is the Headmaster in conjunction with the SENDCo/Head of Learning Support.

Those children who arrive at Eaton House the Manor Girls' School with Education, Health and Care Plans receive support in accordance with the stated recommendations. Annual reviews are carried out (CoP 4:46).

Transition to Another Setting Due To SEND

If a child is not progressing adequately in spite of the school's intervention, the Headmaster, the Head of Learning Support, parents and external professionals will decide if the child's needs would be better met in a different setting. The Headmaster and the SENDCo/ Head of Learning Support will advise parents on a more appropriate school to meet the needs of their child. The child's reports and SEND file will be passed on to the next school and parents will be supported through the transition.

Links with Support Services and Other Agencies

We are committed to working with Support Services and outside agencies to ensure an up to date and comprehensive approach for SEND. Where a child requires additional support, outside agencies are contacted for advice and support. Parents are asked for their consent before the children are referred to outside agencies.

Early Years Intervention and Support

At Eaton House the Manor Girls' School we recognise the importance of early identification, assessment and provision for any child who may have special educational needs. We realise that the earlier the action is taken the more responsive the child is likely to be. Information provided from Pre-Prep schools may be used as a starting point for the development of an appropriate curriculum for the child. Teachers monitor children's numeric and literacy ability closely. These highlight areas for early action to support the child within the class. See earlier heading 'Identification, Assessment, Provision and Review' for procedure followed when a child is deemed to have special educational needs.

There is continuous observation and assessment. Parents are kept fully involved in their child's achievements and are involved in developing and implementing a joint learning approach at home and in school.

Arrangements for Considering Complaints

In the first instance, a complaint would typically arrive in school via the class teacher or assistant. This should then be passed on to the Headmaster. Parents would be encouraged to make their representations in writing and will be given an indication of the procedure that will follow. In the case of parents believing that their child has a SEND that is not being recognised by the school, an assessment will be arranged by the school to determine the nature of provision that should be made.

In the case of a parent having a complaint that cannot be resolved informally, a meeting would be arranged with the parents, Headmaster, SENDCo/ Head of Learning Support and the class teacher. The class teacher and the SENDCo/ Head of Learning Support would gather evidence and records about the child, which would then be discussed at the meeting. It is hoped that at the meeting, an agreement would be established between the parents and the school.

Induction of Members of Staff

The Head of Learning Support highlights and explains the most relevant sections of the policy to ensure that teachers understand the procedures for identification, assessment provision and review of children with SEND.

Facilities available in the School and Local Community

- A speech and language therapist and an occupational therapist come to the school on a part time weekly basis.
- Advice is sometimes sought from the community child psychiatric and psychological services.
- Depending on the individual child's medical condition, we liaise with the relevant services and departments in a range of London Hospitals.

Partnership with Parents

Eaton House the Manor Girls' School firmly believes in working as closely as possible with parents of the children. This is particularly important with parents of the children with SEND in order to keep them informed of the progress and areas of development of their children. The partnership will be achieved by:

- a) Listening to parents' wishes and feelings about their child and meeting with them on request.
- b) Involving parents at the appropriate review stages.
- c) The therapists, class teachers and Head of Learning Support have frequent dialogue and/or written communication in the form of Learning Support Targets and programmes of work so that home and school can work together.
- d) Advice can be sought on the Health Care Plans, other schools, LEA or the health authority.
- e) Inviting parents to meetings, Open Days, Parents' Evenings and also opportunities to talk to staff informally.

Use of Physical Intervention

The use of any physical intervention on a child will be rare and usually only necessary when a child is a danger to themselves or others. For details please refer to the Physical Intervention policy.

Arrangements for Pupils going on to a different educational setting

It is vital that parents plan at least a year in advance for their child's move to another school. Parents are offered the following support and guidance:

- Discussions with the Headmaster, SEND Co/Head of Learning Support and staff on appropriate placements.
- A list of possible schools is supplied to the parents.
- The Headmaster may visit the school on behalf of the parent to help ensure a smooth transfer or to ascertain the suitability of the school to meet the child's needs.

Quality Control

The schools SEND policy will be reviewed annually to ensure that any further developments or amendments are made and carried out by the schools staff.

Confidentiality

Eaton House the Manor Girls' School commitment is that no sensitive or confidential information will be made available to others except on parental instruction. The school commits to adhering to guidelines, stipulated by GDPR.