

# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

# Introduction

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This document is a statement of the aims, principles and strategies for the teaching of pupils with additional or different educational needs at Eaton House the Manor Girls' School including Early Years Foundation Stage (EYFS).

This policy is written with due regard to the following:

- **The SEND code of Practice 2015**, provides statutory guidance on the SEND system for pupils and young people age 0 – 25 years.
- **Education Act, 2011**
- **Disability Discrimination Act, 2005**
- **Part 3 of the Pupils and Families Act, 2014**, which sets out a schools' responsibility for pupils with special educational needs and disabilities
- **Every Pupil Matters, Equality Act, 2010**
- **Teachers' Standards, 2013, updated 2021**
- **Mental health and behaviour in schools, 2015**
- **Statutory Guidance on supporting pupils at school with medical conditions, 2017**

# Definition

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Special educational provision means educational provision that is additional to, or different from, the educational provision made generally for pupils of the pupil's age in a mainstream school in the area.

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

- Have a significantly greater difficulty in learning than the majority of pupils at the same age
- Have a disability, which either prevents or hinders her from making use of educational facilities of a kind generally provided for pupils of the same age.

A pupil **must not** be regarded as having a SEND because the language or dialect spoken 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 help them access the curriculum. Parents will be advised to source additional support outside school, if the pupil is unable to access the curriculum due to language acquisition.

The pupils 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 progress and success.

## Aims and Objectives

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

At Eaton House Girls' School we take an holistic, strengths-based approach to enhance the self-esteem of the individual with SEND, by emphasising their strengths and potential to address challenges. In line with our inclusive ethos and practice, the Head of Learning Support and teaching staff work in partnership with pupils and their families, to find solutions that support learning and achievement.

The aims of SEND provision are:

- All staff will be aware of pupils who have additional needs and the nature of their needs.
- to provide a stimulating inclusive environment through access for all and positive staff attitudes, by removing, where possible, barriers to learning.
- to ensure that all pupils receive a broad, balanced and relevant curriculum through differentiated planning, Quality First teaching and regular assessment.
- to identify and assess pupils as early as practically possible following the concerns of teachers, parents and/ or other relevant bodies using the Graduated Response approach.
- to listen to the pupil and involve them in their learning.
- to work with other agencies, developing and maintaining close links with all those working with the pupil.
- to ensure the continual improvement of our setting to meet the needs of pupils 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 and encouraging** them to take an active role in their pupil's education.

## Educational Inclusion

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Eaton House the Manor Girls' School affords all pupils the basic right to share in the whole curriculum, by making reasonable adjustments to meet their needs. Our goal is to remove barriers to learning and promote participation in all aspects of the curriculum. We provide a caring and educationally appropriate environment for the pupils who find learning more difficult or who have a specific disability, which affects their learning. We also want our pupils to feel that they are a valued part of our school community. Pupils with exceptional abilities (More Able and Talented) are also identified and provided with a stimulating and challenging environment in which to learn and develop. (See More able and Talented Policy)

All pupils with SEND are treated positively by the staff and are always encouraged in every aspect of their learning. Class teachers will routinely provide differentiated learning opportunities that are pitched to meet the needs abilities of all pupils including those with SEND, with the aim that every pupil works as part of the class or group as much as possible.

In addition to class teacher support, a teaching assistant or member of the Learning Support team may also provide intervention provision as appropriate. Pupils with SEND will either work as part of the class, in a group or on a one-to-one basis with an adult, depending on their needs..

Class teachers respond to all pupils' needs by:

- having a secure grasp of the school's SEND policy
- providing support for pupils who need help with communication, language, literacy, numeracy and difficulties of a physical and/ or mental health nature;
- differentiated planning and providing activities for all pupils' full participation in learning, as well as in physical and practical lessons;
- using the Assess, Plan, Do, Review, format for identifying, assessing and implementing provision and/or strategies for pupils with SEND following;
- generating 3-4 targets, when pupils are in Phase 1 and 2 based on a their needs, which will aim to close any gaps;
- recording targets in an **Individual Learning Plan (ILP)**.
- informing the Head of Learning Support and parents of any pupils they identify as having an area of need which requires Phase 2 or 3 intervention;
- discussing with parents and, when appropriate, the pupil, the targets and strategies written in the pupil's Individual Learning Plan.

## Responsibilities

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The school as a whole, the Head Teacher (Mrs Claire Fildes) and the 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 pupils 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 pupil: form teachers, subject coordinators, teaching assistants, support staff.

The 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 pupils 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 pupils with SEND.
- Having responsibility for overseeing the identification and assessment of pupils with SEND.
- Keeping records on pupils in Phase 3 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 individual pupils.
- 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 Claire Fildes) in the instance that a safeguarding matter arises.

The Head Teacher will:

- Be the "Responsible Person"
- Work with the Head of Learning Support to determine the strategic development of the SEND policy and provision in the school

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- 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 pupils

Class Teachers respond to all pupils' 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 pupils who need help with communication, language, literacy, maths and difficulties of a physical nature.
- Planning for all pupils' full participation in learning, as well as in physical and practical activities.
- Providing differentiated activities, where and when relevant.
- Using the proper procedures for identifying, assessing and making provision for pupils with SEND.
- Informing the Head of Learning Support and parents of any pupils they identify as having an area of need which requires 'addition to and different from' Phase 2 support.
- Discussing with parents and, when appropriate, the pupil, the targets and strategies written in the pupil's learning targets.

The DSL (Mrs Claire Fildes) will:

- Ensure the safeguarding of all SEND pupils

## Admission Arrangements

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

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# Identification, Assessment, Provision & Review

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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 is understood as a learning difficulty and/ or physical or psychological condition, which calls for intervention that is 'additional to or different from' that which would be provided as part of the school's usual differentiated curriculum and strategies. Difficulties that can occur can be summarised under the **four broad areas of need**:

- **Cognition and learning (C&L)**, for example, dyslexia, dyspraxia,
- **Communication and interaction (C&I)**, for example, autistic spectrum disorder, (Aspergers), speech and language difficulties
- **Social, emotional, and mental health difficulties (SEMH)**, for example, attention deficit hyperactivity disorder (ADHD)
- **Sensory and/or physical needs (S&P)**, for example, visual impairments, hearing impairments, processing difficulties

## New Pupils

On entry to school all parents are required to complete a questionnaire and there are sections relating to early pupilhood development and family history. If a new pupil 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 pupil will be assessed internally using a range of diagnostic and/ or screening tests. The Head teacher and Head of Learning Support will decide, after consideration of the difficulties, whether the pupil should be placed on **Phase 2** or **Phase 3** level of provision.

## Assessment & Support Procedure

Summative and formative assessments are used by class teachers to monitor the progress of individual pupils. They may include formal tests as well as ongoing informal observations. For further details of assessments, please see the Assessment and Recording Policy.

If assessment data suggests that a pupil is making 'less than expected progress', such a pupil may be experiencing specific learning difficulty. Pupils making 'less than expected progress' may be characterised as:

- making progress at a significantly slower rate than that of their peers, starting from the same baseline;

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- progress that fails to match or better the pupil's previous rate of progress;
- progress that fails to close the attainment gap between them and their peers.

### Phase 1

*(Universal): describes quality inclusive teaching, which takes into account the learning needs of all the pupils in the classroom. This includes providing differentiated work and creating an inclusive learning environment with the aim of accelerating progress and closing gaps.*

At this stage, parents will not be formally noted of concerns for these pupils, though any weaknesses may be mentioned at Parents' meetings.

The class teacher will:

- Identify those children making less than expected progress
- Create 3 - 4 SMART targets (Phase 1 template) to address any gaps in learning
- Review their teaching strategies currently employed and consider ways in which they might be developed and differentiated.
- Monitor and review the pupil's progress over a period of approximately 10 weeks. Different strategies will be implemented during this period if appropriate.
- Keep a record of the strategies and outcomes using the Assess, Plan, Do, Review template, which must be saved into the files section on **Provision Map**.
- If the pupil has not made expected progress with Phase 1 provision, a Transition Referral Form will be completed and pupil could move to Phase 2 the following term.

The Head of Learning Support will:

- If necessary, support and advise the class teacher, who remains responsible for working with the pupil on a daily basis.
- Observe the pupil in class at the end of the 10 week period to assess efficacy of QFT strategies.

### Phase 2

*(Targeted): describes specific, additional and time-limited (approximately 10 weeks) interventions provided for some pupils, who need help to accelerate their progress to enable them to work at or above age-related expectations.*

If a pupil's progress continues to cause concern, following 10 weeks of observations and Quality First Teaching strategies, they could move into Phase 2. At this point, the parents will be notified and a meeting will be arranged to discuss strategies and interventions used to support the pupil.

The class teacher will:

- Complete Transition Referral Form for Head of Learning Support- Phase 2
- Create 3 - 4 SMART targets (Provision Map template) for the appropriate area of need- C&L, C&I, SEMH, S&P
- Decide on appropriate interventions based on Phase 1 & 2 provisions
- Follow the Assess, Plan, Do, Review process to keep track of Phase 2 interventions.
- Decide on appropriate interventions based on Phase 2 Provision Map
- Keep a record of the strategies and outcomes using the Assess, Plan, Do, Review template, which must be saved into the files section on **Provision Map**.
- Meet with Head of Learning Support to discuss the review and next steps.

The Head of Learning Support will:

- Observe the pupil in class at the end of the 10 week period, to assess efficacy of Phase 2 interventions.
- If the pupil has not made expected progress by the end of the 10 week period, carry out screening assessments, to inform next steps.
- Advise on next steps. (Pupil will remain in Phase 2, return to Phase 1 or move to Phase 3)

### **Phase 3**

*(Specialist): describes targeted provision for a minority of pupils where it is necessary to provide highly tailored intervention to accelerate progress or enable pupils to achieve their potential. This may include specialist interventions.*

If the teacher's Phase 2 review or a previous internal assessment identifies that support is needed from specialist services, the Head of Learning Support and class teacher will consult with parents and suggest appropriate action. These services include:

- a specialist teacher
- an educational psychologist
- a clinical psychologist/ psychotherapist
- an occupational therapist

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- a speech and language therapist
- a behavioural optometrist
- a Paediatrician
- a GP

The class teacher will:

- Create 4-5 SMART targets with Head of Learning Support (Phase 3 Provision Map IEP) based on any professionals input for the appropriate area of need- C&L, C&I, SEMH, S&P
- Continue with appropriate interventions based on Phase 1 & 2 Provisions
- Review the targets at the end of term and, if achieved, set new targets.

The Head of Learning Support will:

- Monitor class targets and discuss with teacher if necessary
- Make appropriate referrals to specialists
- Create IEP with class teacher for Phase 3 pupils and share with teacher and parents. This will include short-term targets, teaching strategies and a review date.
- Oversee implementation of professionals' intervention.

### **Specialist 1:1 Teaching**

Eaton House Girls' School is able to offer some pupils Specialist 1:1 Teaching. Sessions are 30 minutes and happen weekly during school hours. This is offered at the discretion of the school, based on need and available resources. In cases where we are not able to offer this provision to a pupil in school, specialist teaching outside school will be suggested.

In some cases, pupils 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 pupil's class targets. The strategies, where possible, will be implemented in the pupil's classroom setting and will be cross-referenced with the class teacher's planning.

### **Phase 4**

**(EHCP)** *An Education, Health and Care Plan is a legally-binding document offered by local councils, for pupils with special educational needs who require support beyond that which an educational setting can provide at SEN support. An exceptional amount of evidence is required following the Graduated Response Approach, before an application should be considered.*

If a pupil continues to demonstrate significant cause for concern, a request for an Educational Health and 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 pupil. The outcome of the review forms the basis of the new learning targets, which is then drawn up. It may be the case that a referral is made to Wandsworth Early Years Centre (pupils 4-9 years) to gain further advice.

## Education, Health and Care Plan (EHCP)

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If it is considered at a review meeting that a pupil's difficulties are so severe that her needs cannot be met within the school based phases, the Head teacher 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 pupil's needs and monitoring the pupil's progress and provision. However, where funding is insufficient to cover the cost of specialist provision, parents are able to contribute an additional amount to meet the cost of external 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 Pupils.

If the school receives 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 may be completed without parents' consent if the needs of the pupil were such that the pupil would suffer unless they receive support. This might be because the parents are in denial of their pupil's SEND. The lead professional who will take the 'lead role' to coordinate the different services is the Head teacher in conjunction with the Head of Learning Support.

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

## Early Years Intervention and Support

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At Eaton House the Manor Girls' School we recognise the importance of early identification, assessment and provision for any pupil who may have special educational needs. We realise that the earlier the action is taken, the more responsive the pupil is likely to be improving long term outcomes.

Information provided from Pre-Prep schools and/ or nurseries may be used as a starting point for the development of an appropriate curriculum for the pupil. Teachers monitor pupils' attainment closely. These highlight areas for early action to support the pupil within the class. (See earlier heading 'Identification, Assessment, Provision and Review' for procedure followed when a pupil is deemed to have special educational needs.)

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

## Links with Support Services and Other Agencies

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We are committed to working with support services and outside agencies to ensure and up to date and comprehensive approach for SEND. Where possible, the school will endeavour to organise additional support with outside agencies, however it remains the parent's responsibility to ensure that their pupil is receiving appropriate provision in line with professional guidance. In the case of pupils requiring additional support as stipulated in their Education, Health and Care Plan, the school will endeavour to organise appropriate provision, where possible, subject to availability of appropriate professionals, space and sufficient funding. Parents are asked for their consent before their pupil is referred to outside agencies.

## Transition to Another Setting Due To SEND

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

## Partnership with Parents

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

by:

- a) Listening to parents' wishes and feelings about their pupil 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.

## Arrangements for Considering Complaints

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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 Head teacher. 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 pupil 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, Head Teacher, Head of Learning Support and the class teacher.

The class teacher and the Head of Learning Support would gather evidence and records about the pupil, 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.

## Use of Physical Intervention

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

## Induction of Members of Staff

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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 pupils with SEND.

## Quality Control

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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

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