

Special Educational Needs and Disabilities Policy



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Staff member responsible for this policy:	Miss Claire Holloway
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SEND

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Policy Statement

At St Olave's Prep School we are committed to the development of children's social, emotional skills, children's self-esteem, their mental and physical health and wellbeing.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities.

Pupils have special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for them or if they are more able and need an individualised programme to ensure that they reach for the highest level of personal achievement. This policy is to be read in conjunction with our More Able Policy.

St Olave's is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). This policy applies to all members of our school community, including those in our EYFS setting, regardless of gender, race, sex, ethnicity, religion or belief, cultural or linguistic background, sexual orientation, gender reassignment or disability.

In addition, the actions of the SENCO will be in accordance with the January 2015 Code of Practice. (See Appendix 1)

The mission statement of our school talks of valuing the individuality of all our children. The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. We have a commitment to giving all our children every opportunity to achieve the highest of standards. Where a child has an Education, Health and Care Plan (EHC) we work closely with the local authority to follow the procedures, which includes the annual review.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Board of Trustees, the Headteacher, the SENCO and all other members of staff have important day-to-day responsibilities.

As a school committed to the principles of the United Nations Convention on the Rights of the Child, this policy incorporates the following articles 1, 2, 3, 4, 5, 12, 13, 17, 23, 28, 29, 31 and 42.

The specific objectives of our SEND policy at St Olave's are as follows:

- To identify pupils with SEND and to ensure that their needs are met
- To ensure such children are included in all the activities of the school
- To ensure that all pupils make the best possible progress
- To ensure that parents are informed of their child's individual needs, the provision offered and that there is effective communication between parents and school
- To ensure that pupils express their views and are fully involved in decisions which affect their education
- To promote effective partnership with parents and involve outside agencies when appropriate

The success of the school's SEND policy will be judged against the aims set out above.

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The Headteacher will ensure that the school makes appropriate special educational provision for all pupils identified as having need of it.

The Special Needs and Disabilities Coordinator for the school is Wendy Freeman.

Our admissions policy at St. Olave's states that every care will be taken to meet the needs of every child, whose parents wish him or her to be educated at our school, where a place is available and where we feel we are able to deliver the support that the child will need.

Identification and Assessment of Special Educational Needs and Disabilities

Paragraph 6.14 to 6.35 of the Code of Practice states all schools should have a clear approach to identifying and responding to SEND and should seek to identify pupils making less than expected progress given their age and individual circumstances focusing on four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The identification process is ongoing and begins when the child joins our school. Each child's EYFS profile gives details of her/his achievements and interests in particular areas as well as any areas of difficulty. Discussions with parents and carers enable us to add further details to these records.

Children in the EYFS are assessed by ongoing observations which form a profile and inform forward planning for individual needs. This is discussed with the parents at the end of the Reception year when transferring to Year 1. We also use the GL Assessments screener for any Speech and Language issues. Any children whose speech and language skills cause concern are flagged up to the SENCO and the school's Speech and Language Therapist. A referral to the Speech and Language service is made if necessary after a discussion with parents.

All pupils at St Olave's are entitled to access a curriculum that is planned to meet their needs. The school uses a graduated approach of 'assess, plan, do, review' when planning the curriculum and a differentiated lesson is the first level of provision for special educational needs. This includes pupils for whom English is not their first language.

Their progress is planned, assessed and monitored and reported to parents. Some children will start school already identified as in need of special educational provision. Other children will be identified during their time in school.

Initial identification will come when a child's parents express concerns, or the class teacher demonstrates to the SENCO that the rate of progress for a pupil is poor compared to the

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rest of the peer group and the pupil is not responding rapidly to differentiated work or to the usual classroom environment.

If a pupil is not making the expected progress, the class teacher will start the steps cycle with a view to assisting the child with the appropriate interventions; supported by the SENCO if necessary and monitoring the child's progress closely.

An internal assessment screening is carried out by trained members of staff and consists of administering the YARC and HAST tests.

The SENCO will discuss the results of the internal tests with the class teacher. If a decision is made to offer the child support, the parents are invited in to discuss the support that we would like to offer. With the parents' approval, the child is withdrawn from a class lesson once a week for an individual or group session of approximately 30-40 minutes or works closely with a member of staff on intervention activities designed to help the area they are struggling with.

The SEND lessons take place in a specialist room. A multi-sensory approach is the norm in all SEND lessons.

Assessment by an outside agency

If, after an internal assessment is carried out, we feel that an educational psychologist's assessment, optometrist, counsellor or speech and language therapist is necessary; the parents are advised. The school has a list of agencies to offer to the parents. It is the parents' responsibility to arrange for this assessment to be carried out and it is at their expense. However, if the necessary assessments and support can come from one of the school's affiliated agencies, such as Speech and Language, this will take place at no cost to the parents unless they feel they would rather use a private source.

Once this process is complete and the parents receive the report, an appointment is arranged for the parents to discuss the report and its recommendations with the SENCO and the class teacher. If the recommendations state that support is necessary, a weekly lesson with the SEN teacher or TA is offered. There is no additional charge for this first lesson.

SEND Register

All pupils who are identified as having individual needs will be entered in the SEND Register. Not all these children will be offered support from the SEND teacher, but their progress is closely monitored. Learning Targets are written for most children on the SEND List. However, children who have been referred for assessment but not in need of support are monitored in class. Similarly, children who have stopped support are closely monitored to ensure satisfactory progress is made without support.

The role of the class teacher

The class teacher of a child with SEND is responsible for working with the child on a daily basis and for planning and delivering an appropriate programme of work. The SEND teacher communicates with the class teachers regularly and the class teacher is thus fully informed and is able to reinforce the work in class lessons.

The Learning Support Assistants work closely with the class teacher and SENCO.

Learning Targets

Provision/action that is additional to or different from that available to all pupils will be recorded in a Learning Target sheet. The class teacher and the SENCO meet early in the autumn term to decide on the Learning Targets for each child with SEND. Parents are then invited for an appointment to discuss the programme of work and to contribute to the Targets as appropriate.

The targets for the pupil will detail:

- summary of concerns about the child's learning
- the short-term targets set for/with the child
- the frequency of support offered
- the staff involved in delivering the support
- the provision to be put in place
- when the plan is to be reviewed
- a review of the targets

The targets will be reviewed in the spring term and the outcomes will be recorded. Pupils are included in the review process, according to their age and abilities. All targets must be manageable and measurable.

Types of Provision and inclusion arrangements

It is the class teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation.

To meet the needs of all pupils with SEND, the following provision is in place: -

- differentiated work set by the class teacher
- small group support offering help with spelling, comprehension and handwriting
- individual or small group support to all children with educational psychologist's assessments
- a learning support assistant to work with an individual child if necessary including EAL support
- where there are serious concerns about a pupil an Action Plan will be formulated in addition to their Learning Targets and where necessary, application for an Education, Health and Care (EHC) plan will be made.

Facilities for children with SEND

St Olave's has a Learning Support room where children can come for 1:1 or small group

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sessions with the SEN teacher, with a clear focus each week in order to assist the children in their learning.

The school finances three services of support that enable us to access expert advice on a regular basis. These include:-

- NHS Oxleas School Nursing Service
- NHS Oxleas School Speech and Language service
- Greenwich Educational Psychology Department Service

We also utilise regular visits from Greenwich ASD outreach service.

Where appropriate, the SENCO will contribute to and review annually with parents and students Statements of Educational Need or Education, Health and Care Plans (EHC).

Appendix I

Role of the SENCO:

- ensure that the SEND code of practice is given due regard and cross referenced against Guidance on Inclusion and The Disability Rights Code of Practice for Schools
- oversee the day to day provision of the school's SEN policy
- coordinate provision for pupils with SEND
- liaise with and advise teachers and support staff on overcoming barriers to learning and effective teaching for pupils with different needs
- ensure that the school's statutory duties are met for pupils with SEN
- ensure that every child achieves their potential regardless of SEN or disability
- ensure that there are good links with parents as they play a vital role in supporting their child's SEN or disability
- ensure that the views of the individual student and parents are considered when determining the nature of their SEND provision
- ensure that children are referred for assessment in a timely and efficient way
- ensure that all students are offered the chance to access a full and balanced curriculum
- ensure that the SEND budget is used appropriately
- manage TA support of SEN pupils
- oversee records of pupils with SEND
- liaise with parents and carers of pupils with SEND
- plan effective transitions to new class groups and new schools
- provide specialist training and advice to ensure all staff are skilled and confident about meeting a range of needs
- liaise with external agencies regarding assessments and provision