

NEWBOLD SCHOOL

Special Educational Needs & Disabilities Policy

Reviewed September, 2017, by J Crissey

Ratified December, 2017, by Board of Governors

DEFINITION

Children have special educational needs (SEND) if they have a learning difficulty which calls for special educational provision to be made for them or if their needs differ in any way from those of the 'average' child.

Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age or have a disability that prevents or hinders them from making use of the educational facilities provided for children of the same age at Newbold School.

PRINCIPLES

Newbold School is a small, independent school that charges low fees. We operate a "Whole School" approach to pupils with Special Educational Needs if our facilities and resources can provide for them. Any additional support needed by children of statutory school age with mild SEN (such as short-term one-to-one support) may be provided only at an additional cost to the pupil's basic fees. In F1 - BFBC may provide funding for support.

Children entering KS2, from January 2015, must sit an entrance assessment.

For those pupils in our school with minor or temporary SEN, we believe that:

- All of our pupils have the right to a broad, balanced, differentiated and relevant curriculum that demonstrates progress.
- Those pupils with mild SEN should have an enhanced level of resourcing to meet their needs e.g. a booster group to help them secure new learning skills (provided free of charge) or one-to-one targeted help at an additional cost to their basic fees.
- Parents of children with SEN have a vital role to play in supporting their child's education.
- All our pupils have the capacity to learn and make progress.
- The views of the child should be sought and taken into account.

OBJECTIVES

- 1 All pupils with SEN in our school have access to resources to help them meet their needs.
- 2 All pupils have an equal opportunity to contribute to the life of the school.
- 3 All pupils have access to a broad and balanced curriculum.
- 4 All pupils are encouraged to develop an awareness of, and respect for, individual differences.
- 5 All teachers have access to advice and support in dealing with all Special Educational needs that are within the school's ability to support.

ROLE OF THE GOVERNORS

The governors will hold the school to account on its provision of SEN by monitoring and promoting high standards of education for all Newbold School's children, including those with SEN.

Newbold School Board of Governors will ensure that:

- The needs of children with SEN are identified and assessed before entrance to the school in Key Stage 1 and Key Stage 2. If the assessment shows we are able to help the child, the school will endeavour to meet his/her needs through appropriate provision, where possible. If we cannot provide adequate support for the child's needs, we will advise the parents accordingly. We do not have the human resources to admit more than 5% of SEN children to our school. Those SEN pupils that we do admit must be able to work independently with only minor support, such as a series of booster group sessions or short-term one-one sessions on a targeted problem.
- If an SEN child needs external provision to meet his/her needs, we will endeavour to purchase external expertise, again at an additional cost to basic fees for pupils of statutory school age. If we are unable to meet the child's needs, we will inform the parents so that they can find a more suitable school.
- Children can benefit from co-ordinated provision by developing close partnerships with parents, teachers, health and social services.
- Strategic planning for SEN is carried out in consultation with Newbold School and others to develop systems for monitoring and accountability for SEN.
- Arrangements for SEN provision are kept under review as required under section 315 of the Education Act 1996 and SEN Code of Practice 2014.
- Teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEN in partnership with the parents.
- Parents are notified of any decision by the school that SEN provision is needed for their child and the amount of additional cost it will incur.
- If parents refuse SEN support for their child when the professional team of staff at Newbold School have assessed that it is needed, we will be unable to accept further responsibility for the child's education and in such instances we maintain our right to refuse a place in the school.
- That the quality of SEN provision is an integral part of the school development plan and that the quality of provision is continually monitored.

ROLE OF THE HEADTEACHER

The Headteacher has the responsibility for day-to-day management of all aspects of the school's work, including provision for children with SEN and decisions on whether or not the school can provide the particular SEN required..

The Headteacher, and Board of Governors, will determine the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN.

The SEN LSA, through consultation with Headteacher and class teacher, will take day-to-day responsibility for the operation of the SEN policy. Teachers and the SEN LSA will co-ordinate provision made for individual children in partnership with SEN, working closely with staff, parents and other agencies.

The SEN LSA, with support of the Headteacher/SENCO and teachers, seeks to develop ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs by monitoring the quality of teaching and standard of pupil achievements, and by setting targets for improvement.

The key responsibilities of the Headteacher are:

- Liaising with the teachers on how they Co-ordinate provision for children with SEN
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN and their teachers, when required.
- Contributing to the in-service training of staff
- Liaising with the BUC team, health and social services

ROLE OF THE CLASS TEACHER

All staff should be involved in the development of the school's SEN policy and be fully aware of the school's procedures for identifying, assessing and making provisions for pupils with SEN.

All teachers should work alongside the Headteacher and parents to implement and work with an SEN support plan; target setting, assessment and planning for children with SEN. SEN support plans detail a graduated approach to identifying and meeting SEN, with schools involving parents in identifying needs, deciding outcomes, planning provision and seeking expertise at whatever point it is needed.

All staff should plan and teach a differentiated curriculum to ensure all children with SEN have access to the full range of the curriculum.

ADMISSION ARRANGEMENTS

From January, 2015, new children to KS2 must have an entrance assessment completed during their taster visit. We are able to accept some pupils with minor SEN, if parents are willing to pay for the additional costs their child's SEN may incur. Details of the school's ability to meet the needs of pupils with SEN will be explained to the parents prior to the child starting at Newbold School. We will only refuse a place to a child if we are unable to meet their needs.

ADDITIONAL CHARGES FOR SEN SUPPORT

Bracknell Forest Council no longer provides funds for children in independent education for children of statutory school age.

Unfortunately, since Newbold School charges such low fees, we cannot afford to pay for the additional staffing required for SEN support. Therefore, any SEN support will be at an additional cost to the child's basic fees. One-to-one sessions will be charged at a rate of £10 per hour to all new children.

Any fees incurred through liaison with external agencies will also have to be paid by the child's parents or guardians (e.g. Educational Psychologists' fees, behaviour analysts, speech and language therapists, assessment tests etc...). Bracknell Forest Council provides no funds for these services either for children of statutory school age.

ALLOCATION OF RESOURCES

The SEN LSA is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school with guidance from the class teacher and the Headteacher. SEN support plans, will be created by the class teacher and parent(s) in partnership with the SEN LSA.

The Headteacher will inform the school board of the numbers of SEN pupils within the school and their educational progress. There should be no more than 5% throughout the school

IDENTIFICATION, ASSESSMENT AND PROVISION

Initially, any SEN issues that become evident in F1 and F2 children will be monitored by class

teachers and the Early Years SENCO, Mrs Jennings. Such issues will be discussed with the parents as soon as they arise. It is possible to receive financial help from Bracknell Forest Council for the assessment of children in F1, if the council believes an assessment is needed. No financial help is provided by the council for children with SEN beyond F1. The Headteacher will be guided by any advice provided by BFBC, the SEC and class teachers regarding a child's SEN. If we are unable to provide the level of specialist care required and recommended, we will inform parents and discuss the options together. We cannot guarantee continued places at Newbold School for children for whose needs we are unable to meet.

Factors that will help teachers and parents identify children who potentially have SEN are as follows: low attainment in specific subjects, performance below level descriptors in the national curriculum or test results and patterns of behaviour.

- Initially the class teacher will highlight areas for early action to support the child within the class, assessing what they know, understand and can do as well as to identify any learning difficulties. This may involve only a regular booster group to help embed new skills.
- Through continuous assessment, underpinned by evidence, relating to the progress of the child, a teacher may prepare an SEN action plan, which includes parental consultation.
- If any of the following statements apply to a child, these could indicate a need to intervene through an SEN action plan.
- The child makes little or no progress even when the teaching approaches target the identified area of weakness
- The child has difficulty developing literacy and/or numeracy skills thus affecting attainment in some curriculum areas
- The child presents persistent emotional and/or behavioural difficulties that do not respond to the behaviour management strategies of the school
- The child has sensory or physical problems and makes little or no progress despite provision of specialist equipment
- The child has communication and/or interaction difficulties and makes little or no progress despite provision of a differentiated curriculum.

Interventions will then be put into place, that are in addition to or different from those provided as part of the school's differentiated curriculum and parents will be informed.

The class teacher, together with the SEN LSA and Headteacher should consider the teacher's reasons for concern alongside any information about the child already available in the school.

To help inform the decision on the nature of help required, the class teacher, together with the SEN LSA and Headteacher, should seek additional information from the parents.

- The Headteacher and teacher should take the lead in further assessment, planning future support for the child, monitoring and subsequently reviewing the action taken. The class teacher remains responsible for work done with the child on a day to day basis and for planning and delivering an individual programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action. If the child is not thriving within the support system that we can offer, then parents should be informed that more is needed and they may be advised to seek that from another school if it is in the child's best interests.
- An SEN action plan will then be drawn up.

The SEN action plan should include:

- short term SMART targets set for the child following a graduated approach
- teaching strategies to be used
- provision to be put in place
- plan to be reviewed termly
- outcome of action taken
- Parental input
- Staff and parent(s) signatures along with the date.

The SEN action plan should only include what is additional to or different from provision made for all pupils.

Strategies may be cross-curricular or subject specific.

An SEN action plan should be written with the parents and discussed with the pupil.

Where a pupil identified as having SEN is at serious risk of disaffection or exclusion, the SEN action plan should reflect strategies to meet their needs. A Pastoral Support Plan should be in addition to the SEN Support Plan.

In putting the SEN action plan into action, any additional teaching that requires additional staff will be done so at additional cost to the parents. Parents will be informed in advance when the need for the SEN action plan is discussed with them.

Review An SEN action plan should be reviewed at least twice a year, ideally per term.

An SEN action plan may be taken if one or more of the following apply:

- The child continues to make little or no progress in specific areas over a long period
- The pupil continues working at National Curriculum levels substantially below that expected of children at a similar age
- The pupil continues to have difficulty in developing literacy and mathematical skills
- The pupil has emotional or behavioural difficulties that substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- The pupil has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist services
- The pupil has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

A request for help from external services may be made. These outside agencies will:

- Advise staff on new plans and targets
- Provide more specialist assessments
- Give advice on the use of new or specialist strategies or materials
- Provide support for particular activities

The delivery of the SEN Support Plan continues to be the responsibility of the class teacher and SEN LSA.

If the Headteacher and external specialist consider the information gathered as insufficient then the consent of the child's parents must be sought. Records should

be kept of what further advice is being sought and the support to be provided for the child pending receipt of the advice.

Education, Health and Care Plan (EHCP) assessments and plans

EHCC Plans will extend from birth to 25, where necessary, replacing the Learning Difficulties Assessment for young people

For a very few pupils, the help given through an SEN action plan may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for Newbold School, in consultation with parents and any external agencies involved, to consider asking the parents agree to the initiation of a Statutory Assessment (possibly from the LEA). Newbold School will need to provide written evidence of, or information about:

The school's action through an SEN individual action plans for the pupil

Records of regular reviews and their outcome

The pupil's health

National Curriculum levels

Attainments in literacy and numeracy

Education and other assessments, for example: advisory specialist or educational psychologist

View of parents and pupil

Involvement of other professionals

Involvement of Social Services or Education Welfare Service.

While decisions are being made the pupil will continue to be supported through an SEN action plan. All pupils with EHC plans will have short-term targets set and an SEN action plan that records strategies that are in addition to or different from the differentiated curriculum plan.

Again, all of these external liaisons must be done as an additional cost to the child's basic school fees.

ACCESS TO THE CURRICULUM

All children should have access to the new 2014 National Curriculum. Teachers' planning is flexible in order to recognise the needs of all children as individuals and to ensure progression. Teachers at Newbold School use auditory, kinaesthetic and visual approaches and strategies to teach the curriculum to maximize the achievement of all pupils.

Effective management, school ethos and the learning environment, curricular, pastoral and discipline arrangements minimize behavioural special educational needs arising, unless there is an underpinning reason. Observation, assessment, planning and review make provision for increased curriculum differentiation.

We, at Newbold School, recognise the importance of providing effective learning opportunities for all pupils and believe in an inclusive curriculum where pupils' diverse needs are met by being set suitable challenges and being helped to overcome potential barriers to learning.

SEN action plans take the form of a graduated small-steps approach. By breaking down existing levels of attainment into small steps and targets we ensure that children experience success and have a feeling of achievement. All children on the special needs register have an SEN action plan.

INTEGRATION ARRANGEMENTS

We support children where possible within the classroom. This will be through whole class teaching and small groups. There are times when, to maximize learning, there will be one-to-one work outside the classroom too.

EVALUATING SUCCESS

The Headteacher monitors the progress made by pupils as revealed by a range of test results.

The Headteacher monitors the progress made by pupils in all areas of the curriculum as revealed by subject criteria.

The Headteacher provides staff and governors with regular summaries of the impact of the policy on the practices of the school.

The Headteacher supports teachers involved in drawing up SEN action plans for children, where needed.

The SEN LSA and class teacher hold regular meetings to review the work in this area.

The BUC Education Department will be aware of Newbold School's SEN policy and advise on any amendments necessary.

ARRANGEMENTS FOR THE TREATMENT OF COMPLAINTS

Most complaints can be effectively dealt with in discussion with the Headteacher or the teaching staff. If parents feel dissatisfied with the response they receive, they are advised to consult with the Chair of the School Board.

SEN IN-SERVICE TRAINING FOR STAFF

The school will keep abreast of new developments in special needs education and policies. Newbold School will review its own policy yearly.

EXTERNAL SUPPORT SERVICES

The first contact will be to the BUC Education Department who will provide a SEN specialist advisor and Educational Psychologist. They will advise of other necessary support services.

PARTNERSHIP WITH PARENTS

At all stages of the special needs process, Newbold School keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of the parents at all stages. We encourage parents to make an active contribution to their child's education. We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention needed, and discuss the process of decision-making, providing clear information relating to the education of children with special educational needs.

LINKS WITH OTHER SCHOOLS

When children move schools either at the end of Year 6 or during their primary phase, we transfer all records within 15 days. Copies of SEN action plans and any Education, Health and Care (EHC) assessments and plans are forwarded.

LINKS WITH HEALTH SERVICES, SOCIAL SERVICES AND VOLUNTARY ORGANISATIONS

The school recognises the need to work collaboratively with outside agencies along with the

parents and the child. The objective is to provide integrated, high quality support, based on the needs of the child.

When we are concerned about the educational progress of a child after consultation with the parents and the BUC Education Department, the school will contact the appropriate organisation to discuss medical conditions or concerns that may be contributing to the child's difficulties in school. All information is confidential to the professional involved. Copies of all paperwork and documentation are kept in the child's file.

In Foundation One class our Early Years Special Educational Needs Co-ordinator (EYSENCO) is Mel Jennings.

- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We work in partnership with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education, including working together on the graduated approach, (Assess, Plan, Do, Review) as part of an SEN Action Plan, following the SEND Code of Practice 2014.
- We provide parents with information on sources of independent advice and support within Bracknell Forest Borough Council and liaise with multi-agency professionals.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- Bracknell Forest Borough Council is responsible for funding any extra support for children in our Foundation One class, if they deem it necessary.

Signed: Mrs J Crissey

Position: Headteacher_____

