

# ST MARGARET'S

## SCHOOL

# Policy for Special Educational Needs and Disabilities

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This policy should be read in conjunction with the: Admissions Policy, Curriculum Policy, Assessment Policy

## **1. Definition of Special Educational Needs**

The SEND Code of Practice defines special educational needs as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision is provision that is different from or additional to that which is normally available to students or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.”

(Section 17 (11), Children Act 1989)

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

(Section 1 (1), Disability Discrimination Act 1995)

## **2. St Margaret's School**

St Margaret's School is committed to providing the highest standard of education enabling each student to achieve to the very best of their potential. We recognise that we must consider the individual needs of all students when planning our curriculum and we aim to provide a curriculum that is accessible to all our students, and to which they are entitled. This policy applies to the whole school including the Early Years Foundation Stage.

We use the principles as detailed in Special Educational Needs and Disability: Code of practice 0 to 25 years (SEND) which came into effect on 1 September 2014, as appropriate for the school.

## **2.1 Principles**

Our commitment is based on the following principles:

- All children have an equal right of entitlement to an appropriate and worthwhile education.
- All children are special, different and have individual needs.
- All children have a common entitlement to a broad and balanced curriculum, delivered in a relevant and differentiated manner, enabling progression and continuity to be experienced.
- Children with special educational needs occur in every classroom. Every teacher in school teaches children with special educational needs.
- All staff have regard to the needs of the individuals within the school.
- Parents are valued as genuine partners.

This policy is circulated to all staff at the beginning of the academic year. The SENCO disseminates this policy and practice to new staff as part of their induction programme.

Staff receive regular updates by email and all relevant information is maintained on the Learning Support intranet site.

## **2.2 Objectives**

The school's objectives are

- To meet each pupil's individual needs.
- To identify, at the earliest opportunity, any pupil with special educational needs, learning difficulties and disabilities.
- To ensure that learners with special educational needs, learning difficulties and disabilities can access the full range of activities available at the school
- To ensure that all learners make the best possible progress.
- To ensure that all parents are informed of their child's special needs and provision and that there is effective communication between parents and the school.
- To ensure that learners express their views and are involved in the decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.

- To ensure that learners with individual needs in the EYFS setting are supported and their needs met.

## **2.3 Roles and responsibilities**

The SENCO reports on a regular basis to a member of the SMT and is also available in order to discuss Learning Support issues with Heads of Year and other members of staff. Learning Support issues are also discussed during weekly staff meetings as and when appropriate.

An additional member of staff in the junior department is allocated several days each week to work with students with diagnosed specific learning difficulties. The SENCO meets weekly with the additional learning support teacher.

The SENCO is responsible for;

- Assisting in the development, monitoring and evaluation of the SEND policy.
- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for students with special educational needs and learning difficulties/disabilities.
- Maintaining a central record and overseeing the records of all students with special educational needs and learning difficulties/disabilities.
- Liaising with and advising fellow teachers.
- Liaising with parents of students with special educational needs and learning difficulties/disabilities.
- Contributing to the in-service training of staff.
- Assessing students with special educational needs and learning difficulties/disabilities.
- Monitoring the progress of students with special educational needs and learning difficulties/disabilities through the school.
- To keep up to date with the JCQ requirements for access arrangements.
- To make the applications, appropriate arrangements and monitor the access arrangements process.
- To oversee the work of the assistant learning support teacher in the junior school.

An important part of the SENCO role is discussing the needs of particular students with other teachers and keeping close and positive contact with all parents concerned.

### **3. Admissions (Our Admissions Policy gives full details of our entry requirements)**

St Margaret's is an independent coeducational school that has an academically selective admissions policy. We welcome all students from 2-18 who can make the most of the opportunities that we offer and can flourish in the caring and supportive environment we aim to provide. Our admissions process ensures that there is a match between the education we offer and a child's needs. We ask for transparency from all stakeholders around the child, including the sharing of previous assessments and reports.

We also welcome international boarders into the secondary school, many of whom have English as a second language. New students may also join the school throughout the academic year. These factors can add complexity to the identification of, and speed of provision for SEN. Pupils who have English as a second language are not regarded as pupils who have a special educational need, but we understand the two could co-exist

#### **3.1 Admissions Arrangements for pupils with SEND**

We welcome pupils with special educational needs, providing we can provide the support that they require and their needs can be met. We do not offer highly specialised and intensive interventions. The school does not currently employ Teaching Assistants in the Senior School for the provision of intensive individual assistance.

We advise parents of children with learning difficulties and/or disabilities to discuss their child's requirements with the Admissions department and/or the SENCO before they sit our entrance exam so that we can make adequate provision for them.

Parents should provide a copy of an Educational Psychologist's or other relevant professional report or medical report to support their request. This will be especially relevant if requesting access arrangements such as extra time, a reader or other special arrangements such as use of a laptop. Any arrangements put in place will need to be the student's normal way of working. Each student with a learning difficulty or disability may require special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss the adjustments that can reasonably be made for the child once they have accepted the offer of a place and before they become a student at the School. Should the situation change and the needs change, the school will review the provision and whether it is appropriate for the child to remain at the school.

Students with special needs are admitted to our school according to the same criteria as other students, provided that the admission is compatible with:

- the efficient use of resources;
- the compatibility of their needs and the constraints of access within the school campus.

Should any child have already been identified with a learning difficulty and/or disability, relevant reports should be brought to school for review by the SENCO. The SENCO is consulted if teachers, including the Head, are concerned about a child and whether St Margaret's would be a suitable school for them. For students seeking entry into the Junior School reports will also be read by the Head of the Junior School.

### **3.2. Education Health Care Plan**

Where a request for an EHCP is made by the parent or school to an LEA, the child will have demonstrated significant cause for concern. When such a request is made, the school will provide:

- The school's action and support during the child's time at the school.
- Reviewed IEPs for the pupil
- Records of regular reviews and their outcomes
- National Curriculum levels (where appropriate)
- Attainments in literacy and maths (where appropriate)
- Specialist assessments and reports from external agencies
- Views of the parent and, where appropriate, the child
- Early Years Foundation Stage Goals

If the school support the EHCP application the SENCO and School will support a parent who is applying for an EHCP.

If a child wishes to join the school who has an EHCP, section F<sup>1</sup> will be reviewed with the family and LEA to ensure that the needs and support needed can be met.

## **4. Curriculum Access and inclusion**

We recognise that all teachers are Educational Support Teachers, since all are required to differentiate their planning and delivery to ensure that all students gain access to a broad and balanced curriculum. It is therefore the class teacher / subject teacher's responsibility to ensure that learning is differentiated according to the needs of the pupil. Advice may be sought from the SENCO as appropriate.

Teachers need to be aware of each pupil's skills and abilities and must then match this knowledge to identifying and providing appropriate ways of accessing the curriculum for every student. The learning support list, Access Arrangements List and strategy reminders provide additional information about any student with individual learning needs.

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<sup>1</sup> Section F of an EHCP application details the specific educational support required to meet the educational needs outlined in the application

## **4.1 Identification, Assessment and Provision**

Central to the work of every class and every subject is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of students. The majority of students will learn and progress within these arrangements. Those students whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs or learning difficulties.

The school is committed to early identification of special educational needs and learning difficulties and adopts a graduated response to meeting them. A detailed picture of each student's strengths and weaknesses is ascertained from ongoing teacher-based assessments, mid-year and end of year tests. If these suggest that the student is not making the expected progress, the class teacher will consult the SENCO in order to decide whether additional and/or different provision is necessary.

### **SEND support**

When the SENCO identifies a student with special educational needs or learning difficulties this information is shared with relevant staff. Teaching strategies are shared with teaching staff in the strategy reminders. Access Arrangements may be put in place in the classroom and in examinations. This is additional to what is provided as part of the school's usual differentiated curriculum. This is called **SEND support**.

Staff and the SENCO will be responsible for monitoring the student. Parents will be consulted and kept informed of the action taken to help the student, and of the outcome of the action.

### **Additional SEND support**

If St Margaret's has evidence that a student is making insufficient progress, despite support and intervention by staff and SENCO, we may seek further advice and support from outside professionals such as educational psychologists. The external specialist may act in an advisory capacity or provide additional specialist assessment. Any resulting advice will be implemented in the normal classroom setting as well as in any individual support lessons. The key points from any assessment carried out by an educational psychologist or other professional, along with test scores where relevant, are summarised onto a short student report which is then copied to all relevant teaching staff and is available on the school intranet.

The SEND support provided will be reviewed at least annually.



## 4.2 Intervention

We operate a graduated response to learning difficulties. This approach starts with the class teacher using differentiation strategies to meet individual needs.

If a student does not make measurable progress, the teachers may conclude that the strategies currently being used with that student are not resulting in them learning as effectively as possible. In these circumstances, the class / subject teacher will complete a Record of Concern, available on the school intranet site, or raise concern through conversation or email with the SENCO. Appropriate records will be kept. The SENCO may then observe and/or assess the student to ascertain more fully the nature of the student's individual needs.

Where appropriate, the SENCO may carry out an assessment. The assessment would seek to address the specific concerns of the referring teacher, and a variety of diagnostic tests are available. The SENCO will then report back to the class/subject teacher/appropriate staff with the findings and make the appropriate recommendations.

Where it is considered that the student requires extra support or individual learning needs have become apparent, they will be entered on the Learning Support List and strategy reminders of the students individual learning needs will be circulated to relevant teaching staff.

Once a student has been entered onto the Learning Support List, they will be monitored for the remainder of their time at St Margaret's.

Relevant learning support records are updated regularly and are available to relevant staff on the Learning Support site. Staff are encouraged to consult the lists for information about any students they may teach, and especially at the start of each academic year when new teaching groups are formed.

## 4.3 Different types of support offered

- Individual
- Small groups

Support is provided in the following areas:

- Subject specific support e.g. MFL, English, Science, Maths, History, etc will be provided by subject specialists via clinics and one to one / small group / revision arrangements made by the specialist teacher.
- Learning Support Lunchtime Clinics
- Students can email and request an appointment with the SENCO to discuss learning concerns.
- Visiting tutors - these are paid for, in addition to school fees, by parents.

## **4.4 Timetabling**

St Margaret's is committed to the inclusion of all students within the classroom. Visiting tutor sessions are timetabled to take place during study periods or other appropriate sessions.

If appropriate, some students receive additional support in sessions delivered outside the normal curriculum, which may take the place of a normal scheduled lesson.

## **4.5 Examinations Access Arrangements**

Where appropriate, students with special educational needs and learning difficulties/disabilities may qualify for access arrangements eg. extra time during examinations, computer readers, rest breaks, modified papers, assistive technology.

The Examinations Officer in conjunction with the SENCO administers all access arrangements for public examinations.

## **4.6 Record Keeping and Monitoring**

Within the Learning Support department, a confidential filing system has been established to monitor and record the individual needs of each student with special educational needs and learning difficulties/disabilities. In addition, some details may be kept electronically. For each student, the following records are kept:

- Record of concern /copies of emails/ record of conversation
- Professional reports , if one has been provided
- A summary of each student that has been assessed by an Educational/ Clinical Psychologist / Dyslexia Specialist / specialist teacher
- Strategy reminders providing a valuable summary of students needs and teaching and learning strategies
- Results of internal assessment, where one has been carried out.
- Reports
- Records of additional notes and observations
- Records of meetings/contact with parents

The confidential file is made available to staff who are directly involved with the student.

## **5. Parent partnerships**

We value the knowledge, views and experience parents have of their children and the contribution made to students' education.

## 6. External agencies

The SENCO carries out most assessments within the school setting. However, in consultation with parents, we maintain a list of Educational Psychologists and other professionals to whom parents may wish to take their child for assessments if this is deemed beneficial.

## 7. Evaluating the SEND policy

The Special Educational Needs and Disabilities Policy is reviewed regularly and adopted by the Governing Body. It will be next reviewed by Governors in May 2022.

- The person responsible for managing the SEND policy is the Head **Lara Pechard**
- The person responsible for the day-to-day coordination of the SEND policy is the SENCO: **Joanna Collier**