

Carrdus School

Special Educational Needs and Disability including Learning Support Policy

Rationale

The school recognises that pupils with Special Educational Needs and Disabilities (SEND) may have cognitive, communicative, health, physical, emotional and behavioural barriers to learning. As stated in *The Special Educational Needs and Disabilities (SEND) Code of Practice: for 0-25 years* (2015); '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' and '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 from making use of facilities of a kind generally provided for others of the same age.'

Through early identification of pupils with SEN, we aim to ensure that every pupil experiences success in their learning and are valued and encouraged to contribute to all aspects of school life. To achieve this there is a close working relationship between the Head of Learning Support (HLS), all teachers and external agencies with a cohesive and graduated response to pupil needs. The importance of liaising closely with parents is also an important part of successful outcomes.

Inclusion

The Governors and staff at Carrdus are firmly committed to inclusivity and to giving every child the best possible support and encouragement. We see every child as an individual, and those with SEND are welcome to apply. The school is non-selective. It welcomes all pupils with SEND, including those with Local Authority EHC Plans or SENA, who can receive the support they need in order to flourish personally, socially, emotionally and academically who have the ability and aptitude to participate in the school curriculum and extra-curricular life of the school, to a level that is appropriate for their SEND.

Admissions

Pre-registration

Parents of children with SEND are advised to discuss their child's needs and requirements with the Registrar, Head and HLS, when they first visit the school. We aim to work openly with parents to assess our ability to support every child and to explain if we are unable to do so. Parents are asked to provide copies of any relevant medical reports, educational psychologist's reports or other external agency reports to support their application. We require the child's previous school to complete and to return to us a confidential transfer form that includes information about the pupil's SEND that has been identified.

Before starting

Each pupil with identified SEND needs or pupils that may have additional needs will require careful consideration best next steps. Should we feel the need to assess a pupil this will be arranged with the Registrar, Head and Head of Learning Support (HSL). If appropriate adjustments need to be put in place, they will be discussed by the Head and Head of Learning Support (HLS) thoroughly with parents and their external agencies, including adjustments that can reasonably be made to the curricular and extra-curricular activities before their child becomes a pupil at the school.

After starting

All pupils with an identified need will be placed on the SEN Register (see below). The school will set up an agreed Individual Learning Plan (ILP) or other type of "Plan" to ensure the child's needs are being met within the class. If needed, the child will receive in-class support, 1:1 or small group teaching from the HLS and/or lessons with an external therapist based on their plan.

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Accessibility

Parents of current and prospective pupils with SEND may view our Accessibility Policy and Action Plan on our website. It shows the ways in which the Governors plan to make the school site, its curriculum and the information it provides accessible to pupils, parents and other visitors with SEND. The school has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic and listed buildings, scattered site and resources.

The Learning Support (LS) Department

The LS department is staffed by a fully qualified NASENCo specialist who is the Head of Learning Support (HLS) & EAL. Their responsibility is overseeing and managing the operation of the SEND policy and co-ordination of special needs provision throughout the whole school. They work closely with staff, parents and all agencies. They provide 1:1 or small group lessons where needed, in a dedicated learning support room. They are responsible for giving professional guidance and support to staff to secure high quality teaching for pupils with SEND. Training on SpLDs and differentiation is also provided to all staff.

Provision for SEN Pupils

Where a pupil is identified as having SEN, a graduated response is adopted:

Assess:

- If there is concern about the progress of a child the class teacher provides differentiated work and monitors the pupil's response.
- In the weekly staff meetings 'children causing concern' is always an agenda point that helps to regularly assess and monitor flagged pupils
- They will be put onto the watch list and the HLS will liaise with the pupil's teachers regarding appropriate strategies to action. This is regularly monitored and reviewed.
- If a pupil is still not making expected progress the class teacher completes a 'Cause for Concern Referral Form' in which they analyse the pupil's needs. This should include relevant evidence of teacher assessment/ classwork / experience of the pupil. This is looked at alongside school standardised assessment data.
- The views and experiences of parents are gathered by meeting with the HLS.
- The pupil's own views/targets are considered.
- Internal assessments are used by the HLS to help assess the pupil's needs. The assessments Carrdus uses are the *Helen Arkell Spelling Test (HAST-2)*, *York Assessment for Reading Comprehension (GL Assessment- YARC)*, *Crossbow Visual Stress Assessment*, *Comprehensive Test of Phonological Processing 2 (CTOPP-2)* and *Bell Foundation's EAL Assessment Tracker*.
- Results from all internal and external assessments are added to the individual's LS Pupil Assessment Tracker.
- An assessment from an outside agency may be required by the school to identify specific areas of concern and help inform best placed interventions. This will be agreed by the parents and the cost of any external assessment will be met by the parents.
- The pupil will be put onto the SEN register if specific needs are identified or are EAL.

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Plan:

- *Provision Map* is the programme the school uses to plan, monitor and review progress.
- They type of plan actioned is determined on what needs are there. Individual Learning Plans, ILPs, (or alike) are drawn up by the class teacher in consultation with the HLS to plan intervention within the classroom.
- The individual's LS Pupil Assessment Tracker is also taken into consideration as to what the needs of the child are. These are used with children that come out for addition support with the HSL.
- The HLS will decide if additional 1:1 or small group intervention is needed.
- The HLS will decide if there is a need for any specific assessments in Literacy, Maths, Social Skills, Attention or Visual Assessments that may benefit the pupil.
- At parent meetings the targets and progress are shared with parents.
- All teachers and staff who work with the pupil are made aware of their needs and copies of external reports, precis or reports are made available in a confidential manor.

Do:

- The class teacher is responsible for working with the child on a daily basis and will provide appropriate differentiation. Where group or 1:1 teaching is required away from the class they still retain responsibility for overall progress of the pupil. They work closely with any teaching assistants involved to deliver and assess the impact of support.
- The HLS supports the class teacher with planning intervention and further assessment of the child's particular strengths and weaknesses.
- The individual's LS Pupil Assessment Tracker is regularly updated
- Plans regularly updated with fortnightly reviews from the HSL and class teacher

Review:

- Targets are reviewed regularly in consultation with the HLS. The impact and quality of the support is evaluated and revised in light of the pupil's progress and development. These are shared with parents at parent's evening.
- Class teachers maintain, assess and review targets from the Plans on a regular basis.
- If an EHC or SENA Plan is in place this will be reviewed annually with the parents, local authority or any other acting Educational Association.
- Class teachers and the HLS are in regular contact with parents through the homework diary and emails and they are welcome to meet at any time if required.
- The HLS will meet with the pupil's class teachers and Heads of Assessment to share any specific assessment scores and to consider future provision.
- The HLS meets on a regular basis with the pupil's class teacher to discuss progress and strategies

Education, Health and Care Plans

For a small percentage of pupils who have complex needs that cannot reasonably be provided from within the school's resources, a request will be made to the Local Authority to conduct an assessment of the pupil's education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. For more information you can go to Northamptonshire's website:

www.northamptonshire.gov.uk

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The Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. Northamptonshire's local offer can be viewed at: www.northamptonshire.gov.uk/localoffer

The SEN Register

If a child is formally identified as having SEN after the assessment process, they will be placed on the SEN register. All EAL pupils are also added to the register. This is updated termly by the HLS and is available to all staff. If a child has made significant progress after a period of intervention and they are now working at a level comparable with their peers they may be removed from the register but kept on the watch list.

The Watch List

If a class teacher has an initial concern about a pupil, that affects their learning, they will be put onto the Watch List. The Watch List follows the graduated steps of *Assess, Plan, Do, Review* and pupil progress is reviewed termly. If they have come off the SEN register it may be appropriate for them to go back onto the Watch List in the short term. The HLS meets half termly with the class teacher to monitor the progress of their pupils that are on the Watch List.

The Early Years

As a provider of early years education that is in receipt of local authority funding (Nursery grant for the 3 and 4-year-old children) we have regard for the *DFE SEND Code of practice (2015) & Equality Act (2010)*. The provision for SEN pupils follows the graduated steps of *Assess, Plan, Do, Review* and the HLS works closely with the class teachers and Head of Early Years to support children's needs. Ongoing assessment of children's progress is in place as part of the EYFS framework.

English as an Additional Language

Carrdus acknowledges diversity and inclusion. In order to cope with the academic and social demands of Carrdus, pupils are encouraged to be fluent English speakers. The school may require that some children, whose first language at home is not English, to receive tuition in English as an additional language. It is important to note that a lack of competence in English is not a learning difficulty, and does not, therefore, result in always requiring an ILP or extra time in assessments. However, slow progress of a pupil with EAL may be due to a learning difficulty and should be investigated.

Objectives

- To inform parents and staff of the provision for EAL students.
- To support pupils for whom English is not their first language.
- To identify whether EAL is masking an underlying learning difficulty.

Success Criteria

- Staff and parents are confident in their understanding of the provision for EAL students.
- The needs of EAL students catered for and that they flourish academically.
- Identification of any underlying learning difficulty.
- Correct examination concessions applied for as appropriate

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Methodology

The provision for EAL pupils follows the graduated steps of Assess, Plan, Do, Review and the HLS works closely with the class teachers. All EAL pupils are added to the SEND register and are regularly monitored. EAL pupil progress is examined using *The Bell Foundation Tracking Tool*. The HLS supports the class teachers of EAL pupils by meeting twice a term to monitor pupil progress and to discuss support strategies. EAL pupils are initially put on the Watch List to keep track of progress. Should the level of support need to be escalated then an Plan will be actioned into place to support that pupil. Equally, if a pupil has made good progress with their English and it becomes their primary spoken language the HLS will decide if it is appropriate to remove them from the SEND Register.

Resources such as dictionaries should be allowed, subject-specific vocabulary should be carefully and sensitively explained and extra time allowed where appropriate.

All pupils with a first language other than English are required to conduct their daily lives using English, whilst at Carrdus School, whenever they are with native English speakers in order to improve their understanding of the English language.

Monitoring

The Head of Learning Support is responsible for monitoring the progress of all EAL students and liaising with teachers with regard to any potential underlying learning difficulty. They will also work closely with the class teacher to ensure that all staff aware of the requirements of pupils for whom English is not their first language and monitor the implementation of such requirements by staff.

Transition to Secondary School

We work with all receiving schools to ensure smooth transition for all our pupils. When secondary schools contact us for information, we provide this as appropriate. Should a child leave before they finish Year 6 we ensure that relevant information is shared with the receiving school. We encourage parents of children with SEND to visit potential secondary schools and to talk with their learning support teams to ensure that each child's needs will continue to be met.

Charging

When a child has been identified as needing Learning Support, parents sign an LS agreement form. They agree to pay £32 for a specialist individual or prorated for a group session. The number of sessions and the level of support required for each pupil is at the discretion of the HLS. Group or 1:1 lessons are 30 minutes in length. The cost is added to the end of term bill and is considered yearly by the Bursar.

Other related policies

This policy should be read in conjunction with the following documents, all of which are available on the school website.

- Equal Opportunities Policy
- Health and Safety Policy
- Accessibility Plan
- Assessment Policy
- Safeguarding Policy
- Behaviour Policy

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School Behaviour and Discipline

The school takes pride in its well-developed system of pastoral care for social interaction amongst pupils. All pupils are taught that victimisation and bullying is prohibited and will not be tolerated. The school's objective is to ensure that a pupil with SEND or other protected characteristics does not suffer less favourable treatment as a result of discrimination. Pupils are taught through the curriculum and other activities, the importance of tolerance, respect and honesty – our school values. They are encouraged to behave with courtesy and consideration, in line with the School's Anti-Bullying, Behaviour, PSHEE and SMSC Policies and the 'Carrdus Pathway'.

Complaints

The school publishes its complaints procedure on the website for any parent who wishes to use it. Additionally, all parents of children with SEND have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has been discriminated against.

The school encourages all parents to share any concerns about their child with the school in order that a healthy partnership for the care of their child can be developed. The HLS, class teachers and Head are always happy to discuss any parental concerns. The HLS or class teacher will always ask to see a parent if they felt that an adjustment to the curriculum or their Plan might be in their best interests, or if there was a specific concern.

Review

A responsibilities of the Governors is oversight of the provision of learning support and accessibility for pupils with SEND and learning difficulties. The Head and HLS and other relevant people will review this policy every 3 years.