

**Special Educational Needs and
Learning difficulties Policy
September 2017**



This is a whole school policy and is applicable to EYFS pupils

General Statement

At Raphael, we are committed to offering all pupils a broad and balanced curriculum for children with a range of abilities and aptitudes and most will learn and progress within these arrangements.

We will endeavour to provide suitable programmes and support for all pupils, but any pupil displaying learning or behavioural difficulties beyond the scope of our provision can be referred to either local Educational Psychologists or private psychologists approved by the school, for assessment. We will endeavour to implement any recommendations made after assessment, providing such recommendations are within our capabilities.

Special consideration in public exams will be applied for as and when necessary.

We use the principles as detailed in The Special Educational Needs Code of Practice (2001) and Disability Rights Code of Practice for schools, as appropriate for our school.

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 are equally valued within our school and have a right to voice their views.
- 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.

SEN Policy Objectives

- To apply a whole school policy to meeting each child's individual needs
- To aim to identify, at the earliest opportunity, any child with special educational needs, learning difficulties and disabilities and ensure that their needs are met
- To ensure that children with special educational needs, learning difficulties and disabilities join in with all the activities of the school
- To ensure that all learners make the best possible progress within our capabilities
- To ensure that all parents are informed of their child's special needs and provision and that there is effective communication between parents and 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

Definition of Special Educational Needs

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

"Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them".

Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by LEA, other than special schools, in the area
 - (b) for children under two, educational provision of any kind.
- (Section 312, Education Act 1996)

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.

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

The School in context

Raphael is an Independent school for pupils from 4-16 years. The school is selective but we will offer places to children with SEN if we feel that we can provide appropriate support for their learning needs.

Admission Arrangements

Should any child have already been identified with a learning difficulty and/or disability, relevant reports should be brought to school so that they can be considered, and subsequently deemed suitable or unsuitable for Raphael.

Special facilities/units

We have no specific SEN department, nor any teachers specifically trained in SEN. However, there are two members of staff responsible for the monitoring of our SEN provision within our capabilities. At Raphael, there are ramps for access by wheelchairs. Apart from these facilities, there are no special facilities at the school for pupils who are physically disabled, nor any special units. However, the school is committed to the integration of pupils with a range of needs, and their involvement in the whole life of the school. Please refer to the school's equality of access policy.

Co-ordination of Learning Support

The SENCOs meet and report informally on a regular basis to the Headmistress and meet with her for a formal meeting every half term. The SENCOs are available by appointment in order to discuss Learning Support issues with members of staff. Learning Support issues are also discussed during the weekly staff meeting as and when appropriate.

The role of the SENCOs at Raphael Independent School

- assisting in the development, monitoring and evaluation of the SEN policy
- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for pupils with special educational needs and learning difficulties/disabilities
- maintaining a central record and overseeing the records of all children with special educational needs and learning difficulties/disabilities
- liaising with fellow teachers and the Headmistress
- monitoring the progress of pupils with special educational needs and learning difficulties/disabilities through the school

Identification of SEN

Provision for children with special educational needs and learning difficulties is a matter for the whole school. In addition to the school's headmistress, the SENCOs and all other members of staff have important day-to-day responsibilities. ***All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility*** (para 5.2 SEN Code of Practice 2001).

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 children. The majority of children will learn and progress within these arrangements. Those children 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 child's strengths and weaknesses is ascertained from on going teacher based assessments, mid-year and end of year tests. If this suggests that the learner 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.

The school does not undertake to formally diagnose dyslexia or other specific learning difficulties but formal assessments can be arranged as detailed below.

Pupils with English as an additional language

As stated above, children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. We will endeavour to provide some additional support in lessons as necessary, but would expect parents to ensure that their child is encouraged to use English at home whenever possible, and to attend tutorials or relevant support groups if necessary in order to enable them to access the curriculum offered at Raphael.

Planning and delivering the Curriculum

The school has no member of staff specifically trained or qualified in special needs teaching but of course each teacher can provide limited support to the less able or able child within the classroom setting. Pupils may attend off site specialist lessons by arrangement with the Headteacher.

All teachers are Educational Support teachers, since all are required to differentiate their planning and delivery to ensure all children gain access to a broad and balanced curriculum.

It is therefore the class teacher/subject teacher's responsibility to meet the child's needs through differentiation. Advice may be sought from the SENCO and from the

curriculum co-ordinators as appropriate. There may be some limited support teaching available.

Initial Concern

If a pupil does not make measurable progress, the teachers may conclude that the strategies currently being used with that pupil are not resulting in his/her learning as effectively as possible. In these circumstances, the class teacher will complete a Record of Concern which is passed onto the SENCO. Following discussion with the parents, staff and the SENCO will then observe and/or assess the pupil to ascertain more fully the nature of the child's individual needs.

Where there are concerns in Early Years Foundation Stage, the EYFS SENCO will observe the child and make recommendations accordingly. Normal practice at this stage would be to offer in-class support if it was considered necessary. Pupils at this stage would only be withdrawn for extra support if it was deemed absolutely necessary by the SENCO. Where there are concerns in Year 1 through to Year 11, the relevant member of staff and SENCO would normally carry out an informal assessment. The SENCO then liaises with the class teachers and parents with their findings and makes appropriate recommendations.

Where it is considered that the pupil requires extra support or an Individual Education Plan, he/she will be entered onto the Learning Support Register and given an IEP. If an IEP is not deemed necessary he/she will be entered onto the Pupils with Cause for Concern List. Once a pupil has been entered onto the Learning Support Register, they will be monitored for the remainder of their career at Raphael. Both the Learning Support Register and Pupils with Cause for Concern List are updated as necessary and copies of both are given to all members of the teaching staff.

Different Types of Support offered at Raphael

At Raphael, pupils are supported in a number of different ways:

- In-class support
- Individual withdrawal
- Small groups of withdrawal (2-4 children)

Support is provided in the following areas:

- Literacy
- Numeracy
- Study Skills
- Handwriting
- Listening Skills

Timetabling Learning Support lessons

Raphael is committed to the inclusion of all children within the classroom. However, where appropriate, some children are withdrawn for extra support. Timetables for extra learning support lessons are given to teaching staff at the beginning of each term.

School Action/Early Years Action

When the SENCO identifies a child with special educational needs or learning difficulties, the SENCO and/or Learning Support Assistant and class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This is called **School Action**, and requires the implementation of an IEP.

The SENCO will remain responsible for working with the teacher and for helping to plan and deliver an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child and of the outcome of this action.

School Action Plus

If Raphael has evidence that a pupil is making insufficient progress despite support and intervention at School Action, we may seek further advice and support from outside professionals such as educational psychologists. This triggers **School Action Plus**. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The outside agencies advise class teachers upon strategies to be used and possible targets to set on IEPs. The resulting IEP for the child will set out fresh strategies to be used and possible targets to set on IEPs. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of interventions recorded in the IEP continues to be the responsibility of the SENCO and class teacher. Pupils and parents will be involved and kept informed about the involvement of external agencies and proposed interventions. The key points from any assessment carried out by an educational psychologist are entered onto a one page Learning Support Pupil Report Summary which is then copied to all relevant teaching staff.

If School Action Plus intervention proves successful, the child may revert to School Action.

Exam Procedures

Where appropriate, children with special educational needs and learning difficulties/disabilities are given access arrangements eg. extra time during exams. The Headteacher arranges all appropriate access arrangements and follows the guidelines laid down by the National Assessment Agency and JCQ.

Individual Education Plans

Provision/action that is additional to or different from that available to all will be recorded in an Individual Education Plan (IEP). At Raphael, all pupils who are registered for Learning Support have an IEP. The IEP is written by the SENCO and class teacher with input from the pupil and parents.

The IEP includes information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed

- Success and/or exit criteria

The IEP records only that which is additional to, or different from, the differentiated curriculum and focuses upon individual targets that match the child's needs and have been discussed with the child and the parents. IEPs are reviewed as necessary.

Once an IEP has been written, the SENCO teacher or Learning Support Assistant goes through it with the pupil and the pupil writes his/her own action plan.

Monitoring and Recording Individual Needs

A filing system has been established to monitor and record the individual needs of each pupil with special educational needs and learning difficulties/disabilities.

For each pupil, the following records are kept:

- Record of Concern
- Internal Assessment – carried out by the SENCO or member of staff
- Educational Psychologist's report – if required
- A one page summary sheet of any pupil that has been assessed by an Educational/Clinical Psychologist or Occupational Therapist
- IEPs and reviews
- Reports
- Records of meetings/parent consultations etc

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

The Learning Support Register, Pupils with Cause for Concern list, and IEPs area readily available for all staff.

Partnership with parents

Parents are involved in all stages of identification, assessment, provision and review. During the initial stages, when the child is identified as potentially having a learning difficulty, the form teacher discusses the child's progress with the parent. Once an informal observation or assessment has been carried out, a meeting is held with the SENCO, the parents, and where appropriate, the class teacher and Headmistress, to discuss the findings of the assessment and recommendations for support or further assessments.

When the child has an IEP, the parents are invited to make suggestions for the targets and are sent a copy of the IEP.

There are regular parents' consultations during which the parents meet with their child's class teacher. Written reports are sent to parents twice a year. On a more informal basis, parents are encouraged to contact the SENCO if they have any concerns by phone. Regular contact is established with parents of pupils with SEN.

Request for statutory assessment

In practice this does not occur very often at Raphael. However if a request for a statutory assessment is made, the child will have demonstrated significant cause for concern. The LEA needs information about the child's progress over time, and will also need documentation in relation to the child's Special Educational Needs and any action taken to deal with those needs, including any resources or special arrangement put in place. The school will provide this evidence through School Action and School Action Plus.

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. When the LEA receives the request for a statutory assessment, it will decide within six weeks whether to carry out an assessment. Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special education provision which cannot reasonably be provided within the resources normally available to Raphael, the LEA will consider the case for a statutory assessment of the child's special educational needs. The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through a statement.

The school will endeavour to support any recommendations but in the interests of the pupil we may advise parents to consider alternative schools if in our opinion we cannot adequately provide for a pupil's needs.

A statement of special education needs will include:

- The pupil's name, address and date of birth
- Details of all of the pupil's special needs
- Identify the special educational provision necessary to meet the pupil's special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with them and their parents, and include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher and learning support teacher.

All statements will be reviewed annually with the parents, the pupil, the LEA, the school and any professionals involved who will be invited to consider whether any amendments need to be made to the description of the pupil's needs or to the

special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

Transfer to senior schools

Parents of children receiving learning support are advised to discuss their future choice of school with the Headmistress to ascertain whether the choice of school is appropriate for their child and to establish what level of support can be offered at their future school.

When pupils move to their senior school, their reports are transferred. If the pupil has an Educational Psychologist report, then this, as well as the most recent IEP, is sent to the senior school. These arrangements enable the pupil and parents to be reassured that an effective and supportive transfer will occur.

Complaints

Should anyone have concerns or complaints about the Learning Support provision, they can refer to the Headmistress.

External Agencies

The SENCO maintains a list of Educational Psychologists, and other professionals (eg. speech and language therapists, occupational therapists) to whom the parents may take their children for assessments.

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With reference to all of the above, The school will endeavour to support any child with needs and subsequent recommendations, but in the interest of the pupil we may advise parents to consider alternative schools if in our professional opinion we cannot adequately provide for a pupil's needs.
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Special Educational Needs/Learning difficulties

Aims and Objectives

We aim to provide for all pupils

- A stable and caring environment in which each pupil can develop to their full potential within all aspects of school life
- Equal access to a broad curriculum
- Opportunities to enhance their self esteem and develop self confidence
- Opportunities to develop their social skills and to contribute positively to the ethos of the school

The school aims to provide a curriculum for children with a reasonable range of abilities and aptitudes and most will learn and progress within these arrangements.

Provision for children with Special Educational Needs/Learning difficulties or disabilities

The school has no member of staff specifically trained or qualified in special needs teaching, and we do not undertake to diagnose or advise on SEN such as dyslexia, dyspraxia, autism or ADHD. Each teacher can provide limited support to the less able or able child within the classroom setting; we have no facility for the provision of learning mentors, and all pupils would be expected to conform to the expected behaviour of their peer group.

Any pupil displaying learning or behavioural difficulties beyond the scope of our provision will be referred to either local Educational Psychologists or private psychologists approved by the school, for assessment. We will then endeavour to implement any recommendations made after assessment, providing such recommendations, we reserve the right to suggest that an alternative educational establishment is found for that pupil.

Special consideration in public exams will be applied for as and when necessary.

Monitoring a child with Learning difficulties/Special educational needs

The school has a members of staff responsible for SEN in EYFS/Primary Department and a member of staff responsible for SEN in the Senior Department. It is their responsibility to see that the correct paperwork and procedures are adhered to and targets are reviewed on any IEPs produced.

EAL children

Any child with English as an additional language is offered extra support. This support usually takes the form of extra language tuition, both written and spoken. Some limited one to one classroom support is available.