

Special Educational Needs and Disabilities Policy September 2018



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 aim to use as much as our resources allow, the principles as detailed in The Special Educational Needs Code of Practice (2014).

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 may occur in every classroom. Every teacher is a teacher of 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 can access 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 is:

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by schools.

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 the school can consider if it can meet the needs of the pupil.

Special facilities/units

We have no specific SEN department. We have a trained SENCO who supports SEN pupils and teachers of pupils with SEN.

Co-ordination of Learning Support

The SENCO is available to discuss learning support issues with members of staff. .

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
- monitoring the progress of pupils with special educational needs and learning difficulties/disabilities through the school
- Coordination of Access Arrangements

Identification of SEN

Provision for children with special educational needs and learning difficulties is a matter for the whole school. ***All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility*** (SEN Code of Practice 2014).

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 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 a SENCO who supports teachers to provide 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 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.

Initial Concern

If a pupil does not make measureable 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 the school will draw up an action plan and strategies are shared with class teacher(s). Once an action plan has been created for a pupil, they will be monitored. The school will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. Monitoring

and assessment records will be updated as necessary and copies 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 created by the teaching staff at the beginning of each term.

SEN Support - Graduated Approach

When the SENCO identifies a child with special educational needs or learning difficulties, the SENCO and class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum.

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.

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 teacher's lesson plans).

The planning includes information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- Success and/or exit criteria

Monitoring and Recording Individual Needs

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 obtained
- Differentiated lesson plans
- Reports
- Records of meetings/parent consultations etc

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

The SEN Register and Record for Concern blank templates are 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 to discuss the findings of the assessment and recommendations for support or further assessments.

When the child has an action plan, the parents are invited to make suggestions for the targets.

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 an education health care plan (EHC) assessment

In the event a parent applies for an education health care (EHC) plan for their child, the school will provide evidence to support the application using Graduated Approach evidence.

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.

Complaints

Should anyone have concerns or complaints about the special educational needs provision, they can ask to speak to the Headteacher.



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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