



SEN POLICY

(see also: Health, Safety and Welfare; Inclusion; SEN, Disability Non-discrimination, Access Policy)

(see also: SEN Local Offer – Appendix 1)

Introduction

The Special Educational Needs and Disability Act was updated in June 2014. The SENDA came into effect in 2002 and the latest revision was in January 2015, with an update in May 2016. The act defines disability as a physical or mental impairment which has a “substantial and long term adverse effect on (the individual’s) ability to carry out normal day to day activities”. Special Educational Needs (SEN) refer to any circumstances resulting in an individual pupil requiring additional or different help in order to take full advantage of the educational opportunities offered to pupils of the same age. These difficulties include physical, emotional, behavioural and specific learning difficulties and can also refer to gifted and talented pupils. The act itself requires schools to examine all aspects of their provision of educational and associated services and to ensure that appropriate responses are made to meet the needs of those with disabilities or special needs. Downham Preparatory School is wholly guided by these principles in planning and designing its educational provision and is committed to ensuring that all pupils have equal access to learning and to the curriculum.

Downham Preparatory School is particularly aware of the needs of those children with disabilities and is keen to ensure that pupils with special educational needs are not treated less favorably. These criteria are applied to all potential pupils, regardless of any disability or learning difficulty of which the school is aware.

Our policy is to make any reasonable adjustment to ensure that pupils with a disability or learning difficulty are not disadvantaged because of his/her disability. No child, therefore, is discriminated against on entry into the School because of their individual needs.

Downham Preparatory School accepts pupils who are dyslexic, who have other Specific Learning Difficulties (SpLDs), including ADD/ADHD, and those for whom English is not their first language (EAL).

The school also offers places to pupils who have other difficulties such as physical disabilities, motor co-ordination problems, visual impairment, auditory impairment, Asperger’s Syndrome and emotional problems.

The School has a duty under SENDA to ensure that less favourable treatment does not occur in the following areas:

- curriculum
- teaching and learning
- timetabling, classroom and school organisation and setting
- homework
- serving of school meals
- interaction with peers, school clubs and activities
- assessment and exam arrangements

- school discipline
- exclusion/suspension procedures
- preparation of pupils for their next phase of education

Vision Statement and Aims

Our school provides a stimulating, secure and happy environment, where everyone aspires to excellence and our children can achieve their full personal potential in all they do. Our school is known as a place where children and teachers enjoy working together enthusiastically to achieve high standards in every area of life. The warmth of our welcome and quality of care will be matched by excellent academic, creative, sporting and social achievement.

Our children are eager to learn and be proud of their school and their own success. They are caring towards others; aware of their responsibilities; encouraged to make considered choices to promote their own and the community's well-being.

Our staff are dedicated to developing both personally and professionally, working towards the aims and vision of the school. Staff will provide challenging and stimulating learning opportunities, working together to ensure that children achieve their very best.

Our parents are a vital and valued part of school life. They work in partnership with the school to promote and encourage their children's learning and development. They follow the home/school agreement and support the aims, work and endeavours of the school.

Objectives

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEN / Disabilities.
- To enable pupils with SEN / Disabilities to maximise their achievements.
- To ensure that the needs of pupils with SEN / Disabilities are identified, assessed, provided for and regularly reviewed.
- To ensure that all pupils with SEN / Disabilities are offered full access to a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum (as appropriate).
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the child into account.

Roles and Responsibilities

The Principal, Mrs Laffeaty Sharpe: is a trained screener for Dyslexia and Irlen Syndrome.

She has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEN/Disabilities.
- Working closely with the SENCO and other members of staff.
- Making all staff aware of the need to identify and provide for pupils with SEN.
- Ensuring pupils with SEN/Disabilities join in alongside other pupils, as far as reasonably practical and compatible with their needs and the efficient education of other pupils.

- Seeing that the progress and attainment of children with Special Educational Needs/Disabilities are monitored and evaluated when reviewing the effectiveness of the school's support for children with SEN/Disabilities.
- Notifying parents if the school decides to make special educational provision for their child.
- The school's reporting to parents on the implementation of the school's SEN / Disability Policy.

The SENCOs:

Miss Tighe and Mrs Millard have responsibility for children from Nursery- Year 2.

Mrs Sharpe has responsibility for children from Year 3 to year 8 .

The SENCO are members of staff within the school.

They have responsibility for:

- Overseeing the day to day operation of the school's SENDA Policy.
- Co-ordinating provision for children with Special Educational Needs.
- Liaising with and advising other teachers and lunch time supervisors.
- Overseeing the records of all children with SEN.
- Liaising with teachers and the parents of children with SEN.
- Liaising with external agencies including the LEA's support and Educational Psychology services, Health and social services, and voluntary bodies.
- Ensure that all staff are given copies of Support Plans, EHCPlans and any reports from outside agencies.

The Teaching Staff:

Have responsibility for:

- Adapting the curriculum to meet the needs of children with SEN /Disabilities.
- The procedures for identifying, assessing and making provision for pupils with SEN/Disabilities.
- Being actively involved in the Review Process of an EHCP and Support/ Behaviour/ Care Plans.

The SEN Designated Teaching Assistants:

Have responsibility for:

- Working closely with the SENCO and subject teachers in providing support for children with Special Educational Needs / Disabilities across the school.
- Liaising with class teachers, maintaining records of the children they work with and attending reviews.

The Role of Parents of Pupils with SEN/Disabilities

'Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LEAs and others. This is important in enabling children and young people with SEN/Disabilities to achieve their potential'.

In accordance with the SEN Code of Practice the school believes that all parents of children with SEN/Disabilities should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEN framework and make their own views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about Special Educational provision.

In accordance with the school's 'Open Door' policy, parents are encouraged to contact the child's class teacher and/or the SENCO/Head teacher as needed, either by telephone or appointment.

Parents are involved in supporting the target setting process for Support Plans and their views are sought for reviews.

We encourage active participation of parents by providing guidance on how they can support their child's learning at home.

We value the contribution that parents make and the critical role they play in their child's education.

Pupil Participation

Pupils with SEN often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They are informed of the learning targets set by teachers and where possible are encouraged to participate in the decision making processes.

Identification, Assessment, Provision and Review

All pupils are entitled to a balanced and broadly based curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation.

All pupils are screened once a year for Dyslexia and Dyscalculia using the GL Assessment screeners. These results are nationally benchmarked and reliable. The results are used to inform teaching and learning in the classroom for all pupils, but play a major role in the identification of specific learning difficulties. All children entering the school are screened for dyslexia and dyscalculia at point of entry.

The school is committed to early identification of Special Educational Needs and adopts a graduated response to meeting SEN in line with the Code of Practice –2015. All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern. A range of evidence is collected through the usual assessment and monitoring arrangements, as well as regular formal discussions between the Principal, SENCOs and the class teachers. If these suggest that any pupil is not making the expected progress or their needs have changed, the class teacher works with the Principal and SENCOs in order to decide whether additional and/or different provision is necessary. If additional and/or different provision is required then the child will be placed in the Sen Support category. A Support Plan will be drawn up by the teachers who are responsible for the child's education in consultation with the pupil and parents/carers, and a decision is made based on the evidence available as to whether the child will receive additional, individual or group support.

The Support Plan will be reviewed every term (although sometimes sooner as circumstances warrant) and the outcomes recorded. Pupils and parents will be invited to contribute to the target setting and review process. If the school has evidence that a pupil is making insufficient progress despite significant support and intervention at SEN Support Plus, then it may be necessary to seek further advice and support from outside professionals. All children at SEN Support Plus will receive additional support from the SEN team. Any external professionals involved will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully informed and kept updated about the involvement of external agencies and proposed interventions.

For pupils who have Education Health Care plans, as well as the review of their Support Plans, their progress and the support outlined in their statement will be reviewed annually and a report provided for the LEA.

Factors indicating the Need for SEN Support:

The pupil who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Factors indicating the Need for Intervention from Outside Agencies

Despite having had an individualised programme and /or concentrated support under School Action:

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

Access to the Curriculum

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEN/Disabilities are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age (in some instances children are taught a year below their chronological age as agreed by all parties involved). Some pupils have extra individual support lessons with a SEN Teaching Assistant as agreed with their parents. This is additional to other support offered by the school. All

teaching and support staff are aware of the National Curriculum Inclusion Statement, and in their planning and teaching they strive to:

- Provide suitable learning challenges.
- Meet the pupils' diverse learning needs.
- Remove the barriers to learning and assessment.

With advice from and the support of the SEN team, teachers match learning objectives to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills including the use of ICT. Where appropriate, materials are modified or support is provided to enable pupils with SEN to access the learning or the assessment processes.

The school acknowledges that its practices make a difference and SEN is represented on the school's Leadership Team. The school and teachers regularly review issues related to pupils with SEN/Disabilities to include classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

Children are supported in a variety of different ways as appropriate to their needs, which include individual support, in small groups and in class. This support is monitored regularly and reviewed as necessary. Withdrawal sessions are used judiciously to support pupils carefully with specific academic, behavioural and/or emotional difficulties. Withdrawal sessions are timetabled in consultation with the class teacher and parents to minimise the impact of withdrawal on delivery of the curriculum, actively seeking to ensure curriculum needs are met.

Access to the Wider Curriculum

In addition to the statutory curriculum the school provides a wide range of additional activities. These include a range of musical, creative and sporting activities/clubs etc. Pupils with SEN are actively encouraged and supported to join in and benefit from these activities.

Access to Out of Classroom activities

The School will wherever possible make reasonable adjustment to allow SEN/disabled pupils to access the full educational and learning experiences that the school provides. However, under the reasonable adjustments duty the school also has to consider:

- the financial resources available to the school
- the health and safety requirements – SENDA does not override the School's duties under Health and Safety legislation.
- the interests of the other pupils and persons who may be admitted to the school as pupils.
- In the event that a pupil's co-curricular or recreational activities are limited by their SEN profile, alternative opportunities will be made available wherever possible.

Accessibility Strategies: Buildings and Site

Under SENDA the school has a planning duty to audit access to buildings and facilities. Such access audits are incorporated in the School's plans for future development. Any child with impaired mobility will face some difficulties in moving around the school as many of the classrooms are on the first floor.

While reasonable adjustment will always be made for individuals if possible - meetings held at ground level in a building with wheelchair access for parents with such requirements, for example - the site is not suitable for children with severe physical impairments or disabilities. It is not always possible to make a

