

## **Special Educational Needs & Disability Policy**

This Policy covers EYFS

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Reviewed by: Head of Learning Enrichment  
Applicable to: All Teaching Staff

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## Introduction

At Feltonfleet School we are committed to providing a learning environment that enables all our pupils to experience success in learning and attain their full academic potential, whatever their needs or abilities. For some pupils their capability to learn is influenced by the presence of a learning difference and we take specific action to support and encourage those children in a caring environment. We enable all children to participate fully in learning activities and experiences by providing a curriculum that responds to the individual development of each child. We work closely with parents and other specialist agencies to monitor the pupil's progress carefully and provide effective additional support to meet the child's needs.

## Principles

Guidelines to Special Educational Needs and Disability (SEND) Code of Practice 2014.  
Equality Act 2010.  
Supporting pupils at school with medical conditions 2014.  
Children and Families Act 2014.

## Context

The purpose of the Code of Practice is to give statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people.

## Definition of SEND

Children and young persons have a learning difference if they:

- have significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. A disability is defined in the Equality Act of 2010 as '...a physical or mental impairment which has a long-term and substantial adverse effect on the ability to carry out normal day-to-day activities.'
- Children at Feltonfleet will not be regarded as having a learning difference solely because the language or form of language of their home is different from the language in which they will be taught.

The **SEND Code of Practice** makes it clear that all teachers have responsibilities for pupils with special educational needs. The majority of children on our Learning Enrichment Pupil List have mild to moderate learning difficulties. These needs can be temporary, transitory or enduring.

## **Aims**

- To promote an atmosphere of encouragement, acceptance and respect achievements in which all pupils make the best possible progress and thrive.
- To identify, at the earliest opportunity, any child who may have special educational needs and disabilities and to ensure that their needs are met where possible. The needs of Gifted and Talented pupils will also be addressed, as will pupils requiring lessons in English as an Additional Language.
- To develop a partnership with all members of the teaching staff to ensure that there is support for those on the Learning Enrichment Pupil List.
- To ensure parents are kept informed of their child's special needs and provision and that there is effective communication between parents and the school every step of the way.
- To ensure that pupils have the opportunity to express their views and are involved in the target setting and reviewing process where applicable.
- To promote effective partnership and involve outside agencies where appropriate.

## **Roles and Responsibilities**

The Learning Enrichment Department comprises of a whole school Special Educational Needs Coordinator (SENCo) supported by a team of colleagues working throughout the school. This includes an Early Years SENCo, a Deputy SENCo, a Learning Support teacher and a peripatetic English specialist.

The SENCo is responsible for:

- Maintaining and making available to all class/subject teachers information about the learning needs of pupils with SEND;
- Advising and supporting class/subject teachers and SEND staff on suitable approaches and strategies to make learning more accessible across a range of needs;
- Internal recommendations for pupils with a specific learning difference who have assessments and reports written by specialists such as Educational Psychologists, Speech and Language Therapists or Occupational Therapists and where exam concessions have been suggested;
- Co-ordinating the services and support of external agencies like Educational Psychologists (E.P.), Speech and Language Specialists (S.A.L.T.) and Occupational Therapists (O.T.);
- Ensuring the full involvement of parents in decision making about pupils with SEND;
- Monitoring and reviewing Individual Support Plan (I.S.P.) targets;
- Liaising with the Early Years SENCo and Deputy SENCo;
- Liaising with Heads of Lower, Middle and Senior School;
- Liaising with Assistant Head, Teaching and Learning.

## **Identification, Assessment and Monitoring of Special Educational Needs (The graduated approach)**

The Code of Practice identifies four broad areas of need for school:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Pupils' progress is monitored as standard practice in all classes. Children who are under achieving or have possible difficulties are identified as early as possible through the use of standardised testing, teacher observation and a system of tracking an individual pupil's progress. The Learning Enrichment department will follow set procedures on receipt of information from a previous school, referral from subject teachers or concerns raised at Year group meetings from staff about the learning progress of a pupil (in Lower School) or provision of information from a parent.

At Feltonfleet when concerns are noted, class teachers and SENCo work together to provide high quality, differentiated teaching as the first step to the Code's graduated approach. We follow the cyclical approach: Assess, Plan, Do, Review.

VR and NVR tests are carried out in the Autumn term for Middle and Upper School pupils. These tests are carried out in Year 3 early in the Spring Term. INCAS assessments take place for Years 1-4 in the Autumn term and in the Spring term for pupils in Years 5 and 6. Pupils who score below chronological age on these tests are monitored closely. After observations and meetings within the Year groups and the Learning Enrichment Department, it may be deemed necessary to do further investigations using more specific standardised tests. After internal assessments are completed the findings are discussed with the form tutor and/or subject teachers and recorded on the school network for the staff to access. Parents are invited into school to discuss the findings and the next steps. In some cases, the Learning Enrichment Department may recommend further assessment by an outside specialist e.g. an Educational Psychologist, a Speech and Language Therapist or an Occupational Therapist.

In Years 3 – 8, if a pupil requires help over and above that which is normally available within the particular class or subject, 1:1 Literacy support can be arranged with a peripatetic teacher.

In the Early Years Foundation Stage in the Pre-Prep at Feltonfleet, pupils are assessed using observational evidence gathered during child-led, play-based experiences. Their learning and development are measured against the Development Matters of the EYFS in relation to the expectations for their individual age. With regard for the EYFS Statutory Framework requirement (3.67), '*providers must have arrangements in place to support children with SEN or disabilities*', we recognise each child as a unique learner and follow our responsibilities as set out in the Special Educational Needs and Disabilities Code of Practice (DfE, DoH, 2015). We recognise that children join us with a range of prior experiences, confidence levels and abilities across all areas. Through close observation in a range of contexts, we identify any areas in which development is not in line with expectations. Through discussion with parents and other staff in school, we plan for additional support to promote development. This may take the form of an Individual Support Plan (I.S.P.).

The Head of Pre-Prep leads the provision for Special Educational Needs and Disabilities within the Pre-Prep, working in close communication with the Head of Learning Enrichment who is SENCo for the wider school. When strategies sourced within school do not appear to take effect as expected, external advice may be sought, from Surrey Early Years advisory teams, Children & Adolescent Mental Health Services, medical practitioners

and/or private specialists, for example Speech and Language Therapists, Occupational Therapists, Counsellors or Educational Psychologists.

*'It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.'*

(DfE, DoH, 2015).

To enhance learning for those children on the Learning Enrichment Pupil List, the department places great importance on working to develop communication and co-operation with class and subject teachers to plan, discuss and carry out agreed strategies and to help match tasks, resources and methodology to the needs of the children. The SEND provisions are recorded on the Progress Sheet and the Learning Enrichment Pupil List which are regularly updated and these serve as useful tools to identify potential learning differences.

The Learning Enrichment Pupil List details the pupils according to Year Group and provides a summary of the main areas of concern, the support being provided and exam access arrangements which are in place. The Pupil summaries on the Learning Enrichment Pupil List and Individual Support Plans suggest strategies for teachers to incorporate in their lesson planning to help them meet the individual needs of the pupils. Teachers are also encouraged to consult the individual pupil files which are located in the Learning Enrichment Department office in the Lower School Block. ISPs are written twice yearly or more frequently if required. They are shared with pupils and parents. In Pre-Prep, Individual Support Plans are reviewed termly in partnership with pupils and their parents. When the ISP targets are reviewed, the success criteria measures success and determines the next steps. Progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the pupil and his peers;
- prevents the attainment gap growing wider;
- matches or betters the pupil's previous rate of progress;
- ensures full access to the full curriculum;
- demonstrates an improvement in independent learning and confidence.

## **Provision of Support**

Initial concerns are raised by teachers who complete a concern form stating strategies they are exploring. If deemed necessary, the pupils are then placed on the Learning Enrichment Pupil List to monitor.

Some pupils with a diagnosed learning difference may not require additional teaching support, but they may need particular strategies or time allowances in lessons or access arrangements such as extra time in exams when an EP assessment recommends this. These pupils are registered on the Learning Enrichment Pupil List as Wave 1 provision. These pupils receive high quality classroom teaching which provides a purposeful and rich curriculum that engages pupils in a range of multi-sensory and interactive activities and experiences. Teachers draw on a variety of teaching styles and approaches to meet pupils' needs so that pupils experience success. Teachers monitor pupils' progress on an on-going basis and build in regular opportunities for consolidation and reinforcement of teaching points already covered to maximise the opportunities for pupils to learn and retain.

Some pupils require additional support to achieve their potential or to advance their progress and help them achieve in line with their peers. This is termed Wave 2 provision

and is provided through in-class or small group support by the LE department in some English and Maths lessons.

For those pupils who require more extensive additional support, Wave 3 provision is provided to address their specific difficulties. This usually involves one to one tuition by a member of the Learning Enrichment Department or an outside professional like a Speech and Language Specialist or an Occupational Specialist. The cost of these one-to-one lessons is borne by the parents.

Where a pupil has an Education, Health and Care Plan (E.H.C.P.) and the school is receiving funding for this, the progress made by the pupil in terms of the targets outlined in their EHCP is reviewed annually and a report provided for the Local Education Authority.

We support boarding pupils who have SEND through their prep sessions and study periods. Boarding tutors are also academic staff and are aware of the needs of the pupil body. Staff have access to Individual Support Plans and the Learning Enrichment Pupil List.

Pupils' names are removed from the Learning Enrichment Pupil List when they have made relevant progress in literacy, numeracy and behaviour. The List is a 'changeable' system.

### **English as an Additional Language (EAL)**

At Feltonfleet it is recognised that for pupils who speak English as an additional language, their ability to participate in the full curriculum may be in advance of their communicative skills in English. Class/subject teachers and the Learning Enrichment Department take action to support pupils who are learning English as an additional language by:

- Developing the pupil's spoken and written English through strategies like:
  - ensuring that vocabulary studied in class covers the meaning of key words, metaphors and idioms;
  - providing a range of reading materials that highlight the different ways in which English is used;
  - ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Ensuring access to the curriculum and to assessment by:
  - using accessible texts and materials that suit children's ages and levels of learning;
  - providing support through ICT, video or audio materials, dictionaries and translators, readers and scribes where applicable.

In Years 1 - 4 the National Curriculum provides the basis of the teaching and learning and, alongside this, the International Primary Curriculum (I.P.C.) forms the content in science and the humanities. In Years 5 and 6 there is a focus towards Senior School pre-tests and in Years 7 & 8, pupils follow the Prep School Baccalaureate, with an emphasis on key skills. In English, Maths and Science the Common Entrance syllabus is followed and pupils are examined in this in the summer term of Year 8. Where a pupil with EAL is not able to fully access the curriculum, it may be recommended that they have 1-1 lessons with the Literacy Peripatetic teacher, the cost of which is borne by the parents.

The pupil is withdrawn from classes for short lessons focusing on grammatical development and phonological awareness in the English language using a range of multi-sensory techniques. The intensive lessons are individual and include conversational opportunities. The progress the child is making is reviewed regularly by the class/subject teacher and the LE department.

Most EAL pupils needing additional support do not have SEND. Should SEND be identified, EAL pupils have equal access to the school's SEND provision. If EAL pupils are identified as Gifted and Talented, they have equal access to the school's G&T provision.

### **Gifted and Talented**

Please refer to the Gifted and Talented policy for more details.

### **Use of Chromebooks**

Feltonfleet will allow a pupil to use a School Chromebook where that pupil has been identified by an Educational Psychologist as requiring one as an aid to access the curriculum. iPads are used to support learning within Learning Enrichment department.

### **Admissions**

Assessment at 7+ for entry into Year 3 will take place either on an allotted assessment morning, held in the second half of the Autumn Term, or where appropriate on the next most convenient occasion. A pupil with an Educational Psychologist's report will be required to submit copies of such papers to the Registrar who will then consult with the Head of Learning Enrichment. The pupils will be allocated extra time or other support in the Entrance Examination dependent on the contents and suggestions in the Educational Psychologist's report in conjunction with their current school's SENCo. Failure to disclose relevant information may result in the school being unable to make adjustments which can be reasonably made and lead to the withdrawal of any offer.

If a pupil is accepted into the school with known educational needs, the school has a duty of care to meet those needs. The school will agree with parents on how the needs of the pupil can be best met and reasonable adjustments to the curriculum would be made in order to support the individual.

If a pupil is accepted into the school and the special needs become apparent at a later stage, the school will assess whether it is able to meet those needs. If the needs of the pupil cannot be met, it may be necessary to ask the parents to provide additional outside support or, depending on individual circumstances, withdraw the pupil.

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