



REIGATE ST MARY'S  
PREPARATORY AND CHOIR SCHOOL

# SEND Policy

<b>UPDATED</b>	<b>REVIEW DATE</b>
29 January 2015	29 January 2016
Name of staff member responsible for document Kate Gibb	

## **Aim**

At Reigate St Mary's we believe that all children, including those identified as having learning difficulties or disabilities have the right to a broad, varied and challenging academic and social curriculum. We aim to enable all our children to reach their full potential and be fully included in all aspects of school life.

### **The purpose of this policy is to:**

- To ensure equality of opportunity for all children, eliminating prejudice and discrimination.
- Make parents aware of the nature of special education needs.
- Outline the procedures for identifying, assessing and providing for pupils with special educational needs and disabilities at Reigate St Mary's.
- Help staff recognise their roles and responsibilities regarding the education of children with special educational needs and disabilities and the importance of maintaining high expectations for all children.

### **Learning difficulties and disabilities (LDD) and Special Education Needs (SEN)**

The 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' (2014) states: **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.** A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- 1) has a significantly greater difficulty in learning than the majority of others of the same age, or
- 2) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

**Special educational provision** means educational provision which is additional to or otherwise different from the provision made generally for children of the same age.

Learning difficulties is a broad term that covers a wide range of needs and problems that a child may experience. This may include specific learning difficulties (SpLD) related to the reading, writing and spelling, maths or behavioural and social problems.

Children's difficulties can be categorised into the following areas: (Some children may have needs in more than one of these areas and may not fit neatly into one category.)

- **Cognition and learning** – including general and specific learning difficulties, such as dyslexia and dyscalculia
- **Behavioural, emotional and social**
- **Communication and interactional difficulties** – including difficulties with speech and language and autistic spectrum disorders
- **Sensory and physical difficulties** – including children with hearing or visual impairment and any physical and medical needs

Under the **The Equality Act (2010)** pupils with learning difficulties, such as Dyslexia, Autistic Spectrum Disorders (ASD) and Attention, Deficit and Hyperactivity Disorder (ADHD) are considered disabled.

### **Admissions**

Reigate St Mary's is a non-selective school; we are open to applications from any prospective pupil with physical and/or mental impairment. Entry is based upon the appropriateness of the school by agreement between the school and parents or carers. The school must feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in-line with the general standards achieved by the pupils peers. The school admission policy applies to all prospective pupils regardless of disability and admission may be refused if the school feels it cannot appropriately cater for a child's needs.

### **Inclusion**

Reigate St Mary's is committed to inclusion. Our 'Charter of Values' and the incorporation of 'Values Education' into school life through the curriculum and assemblies, has developed a culture that supports and includes all children, strengthens the school community. Please see the schools Equality Policy and Accessibility Policy and Plan for more information.

**The Children and Families Act (2014)** requires schools to use their best endeavours to meet the special education needs of children and young people who they educate. Staff have responsibility for ensuring that they do not treat any disabled person less favourably than a person who is not disabled. Staff must also ensure that consideration is given to the delivery of lessons, the materials available, provision of materials and any electronic software used to support the individual. It also states that if a reasonable adjustment, such as the use of an auxiliary aid would prevent a disabled person from being at a disadvantage in comparison to a person without a disability, then it is the school's duty to make this reasonable adjustment. The school's Accessibility Policy and Plan sets out how we aim to meet this responsibility.

We aim to follow the guidance set out in the new 'Special Educational Needs and Disability Code of Practice: 0 to 25years' which is **statutory** guidance on part 3 of the **Children and Families Act 2014**. It relates to children and young people with SEN and those with disabilities. It impacts on **all** schools in England and Wales, including independent schools.

### **Identification, Monitoring and Support**

At Reigate St Mary's it is the role of all teachers to be vigilant for children who display signs of LDD. It is important that children's needs are identified and support is in place as soon as possible. All teachers have participated in training, as part of INSET days and staff meetings, on identifying and supporting children with SEND.

All children at Reigate St Mary's are assessed regularly using a range of assessments including verbal reasoning, non-verbal reasoning, CAT tests, SATS, optional SATs and SWST spelling assessment. These assessments, alongside classroom observations are used to identify children with potential LDD. It is not current practise at Reigate St Mary's to screen children specifically for SEND. If a child appears to be having difficulty with their learning, the class teacher will discuss their concerns with the child's parents and start supporting the child using strategies based on the graduated response described in the SEND Code of Practise: 0-25 years.

Teachers recognise that all children are individuals and learn in a variety of ways and that there is not a 'one size fits all' approach to supporting children with SEND. Teachers, with the support of the subject leaders and the SENCO are responsible for: the curriculum taught, types of class room activity, classroom organisation and resources and auxiliary aids needed. Every member of staff must maintain high expectations and is directly responsible for meeting the needs of pupils with SEND. Some children will need support and intervention for a short time and others will need support throughout their whole school life.

### **The Graduated Response**

#### Initial Concern

If a teacher is concerned by a child's level of attainment or behaviour, they should complete a Record of Initial Concern (RIC). This is an informal document to record the child's areas of strength and/or needs and to record any additional provision put in place to support the child at this early stage. The teacher should discuss any concerns with the SENCO and raise concerns with parents sensitively allowing them to have a copy of the RIC. The RIC should enable the teacher to monitor the child's progress and evaluate the impact of any provision put in place.

If concerns are raised by a child's parents, the class teacher should be their first port of call. The class teacher will then discuss their concerns with the SENCO and decide whether the above action is necessary. The SENCO will keep an up to date record of all children for which a concern has been raised, which will be available to all staff. In lessons, the teacher will focus on this child's needs and differentiate their lessons appropriately. Where appropriate, they may start an intervention programme, provide additional support and/or set targets. The teacher (with support from the SENCO) will start to gather evidence in the form of observations and/or assessment data. The child's progress will be reviewed at least 3 times a year. If the child's needs are being met and it is deemed that extra help is not necessary, the child's possibility of LDD will not be pursued and the child will be continually monitored in the same way as the rest of the class, in line with the school's assessment policy.

### School Support

If a child continues to make unsatisfactory progress, they will be moved on to 'School Support'. At this stage the class and subject teachers, with the support of any specialist teachers and the SENCO work together to create an Individual Education Programme (IEP) for the child. Each IEP will target the child's specific needs. It will comprise of no more than 4 targets, which are used to monitor and assess the child's progress. The SENCO is responsible for ensuring that the IEPs are completed and shared with the parents. Parents should sign the bottom of their child's IEP to show that the school has informed them about their concerns. IEPs will be reviewed and updated on a termly basis. During this time the needs of children on School Support are met by the teachers through differentiation, continuing with any support or intervention programmes, and providing additional support where possible.

Some children who have had an assessment by a specialist, such as an Educational Psychologist, Speech and Language or Occupational Therapist and who require further support from these specialists are also supported at this stage.

### Education, Health and Care Plans

The small minority of children, who demonstrate significant cause for concern; for whom the strategies and programmes implemented have been continued for a reasonable amount of time without success and where alternative strategies have been tried, may be considered as meeting the criteria for an Educational, Health and Care Plan (EHC Plan). EHC plans will only be used for children and young people with significant need, **the vast majority of children with SEND will not get an EHC plan.**

The class teacher and the SENCO will work together to complete the application honestly with the support of the child's parent or carers. They will need to have had a private educational or clinical Psychologists report first. If the application is accepted by the LEA, they will carry out their own single full multi-disciplinary assessment.

### **SEN in the Early Years**

Teachers of the youngest children in the school are responsible for observing and monitoring the behavioural and academic progress of the children in these year groups. Any concerns should be raised with the Head of Early Years or Early Years SENCO. They will work together to monitor these children's progress and if necessary refer them to their GP for assessment. The school has a separate Early Years SEND policy.

### **Formal Assessments**

If a teacher feels there is significant concern, or if intervention strategies do not impact on a child's attainment then the teacher will recommend that the parents seek the advice of an educational psychologist.

Some children may have a formal assessment from an Educational Psychologist which indicates that they have a Specific Learning difficulty, such as dyslexia. If these children are working within expectations for their age, making good progress and are having their needs met, they do not necessarily need to be on School Support and moved onto an IEP. They will be assessed and supported by the subject teachers in the same way as the majority of the class and will be monitored by the SENCO.

If a child has an Educational Psychologist's report that states they would benefit from additional time or support in exams, then the school will act on this advice.

### **Strategies for supporting children with LDD and SEN**

At Reigate St Mary's it is our intention to support all children with SEN and LDD through:

- Differentiation e.g. If a child has difficulties with writing we should minimise the affect of this on other curriculum subjects.
- Additional adult support where possible in the classroom and on the games field.
- TA led support programmes.
- Weekly touch typing club
- Additional sessions with a specialist teacher, speech and language therapist, occupational therapist, or TA if required (at an additional cost).

## **Differentiation**

The SEN Code of Practice 0-25 years, states that “**High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children**” Schools need to continually demonstrate the effectiveness of the approaches they are putting into place to support children and young people that have or may have SEND. This means **all teaching staff**, need to understand strategies to identify and support vulnerable pupils.

Teachers at Reigate St Mary’s differentiate their activities to meet the needs of the children in their class. Teachers have the freedom to group their children and organise their class to deliver the curriculum, using their professional knowledge in the way they feel will best meet the needs of all the children. In some lessons children are grouped according to academic ability, where as in other lessons, mixed ability or grouping by social skills is more appropriate.

## **Additional Adult Support**

TAs are allocated to all classes regardless of SEND within the class. The TAs and GAP students work alongside children in the classroom and may also run small group support programmes to help raise attainment. Children without LDD may also be involved in small group sessions in order to boost areas of concern if appropriate. Examples of this include; Maths Spring Board programme in Year 4 and Read Write Inc. in Year 1

Some TA’s have been trained by an Occupational Therapist to support specific children on a regular, individual basis. (This is at an additional cost to the parent.)

## **Individual support**

Some children benefit from additional one-to-one support in Maths and/or English with either our part-time Learning Support Teacher or Specialist Dyslexic Teacher. These lessons take place during the school day. The timetable is planned by the SENCO and Learning Support teacher to ensure that children still receive full curriculum coverage. The school has links with two Speech and Language Therapists, an Occupational Therapist and a Counsellor who provide expert help within individual sessions where necessary. (One-to-one support is also at an additional cost to the parent.) Appendix 1 contains details of the qualifications of these key members of staff.

A small minority of children have arrived at Reigate St Marys and have needed additional one-to-one adult support. If a child’s Class Teacher and Phase Coordinator believe that a child needs one-to-one TA support in order to access the curriculum, then this cost would be passed on to the parents. The SENCO and senior leadership team would support the parents and work together to apply for an EHC plan or any additional funding that may be available to help them cover this cost. The teachers have a duty of care to the children they teach and will have honest discussions with parents if they feel that Reigate St Mary’s is not able to meet the needs of their child.

## **Laptops**

Children who experience specific difficulties with handwriting or spelling, with their teachers and parents permission, may bring in their own laptops or tablets to word process some of their writing. Teachers will ensure that children have the opportunity to produce word processed writing, whilst continuing to develop their handwriting skills. The school runs a regular ‘Touch Typing Club’, which we recommend the children participate in, to help develop their typing skills. Teachers will do their best to ensure any equipment is kept safe, but the school can take no responsibility for any damage or loss.

## **Role of the SENCO**

The SENCO is the person responsible for:

- Creating, implementing and monitoring the school’s SEN and LDD policy.
- Liaising with and advising fellow teachers.
- Co-ordinating provision for LDD children.
- Maintaining the schools LDD profile and overseeing records on all children with LDD.
- Supporting class and subject teachers when liaising with parents.
- Contributing to in-service training for staff.

- Liaising with external agencies.
- Tracking LDD children and analysing assessments conducted in class.

### **Partnership with parents**

A fundamental principle in the Code of Practice is that good partnership with parents is essential when working with any children with LDD. We aim to strengthen this partnership through;

- Ensure teaching staff are available for meetings with parents.
- Parents are encouraged to feel that they can approach the school with any concerns they may have about their child's progress.
- We recognise, encourage and value the participation of parents in supporting their children with their learning at home, including encouraging regular reading and aiding homework.

### **Children with English as an Additional Language**

Children for whom English is an additional language do not have LDD. Please see the schools EAL policy.

### **Gifted and Talented**

Some pupils who have specific learning needs may also be gifted and talented. Please see the school's Gifted and Talented policy.

## **Appendix I**

### **Names and Roles of SEND team at Reigate St Marys**

#### **Kate Gibb – SENCO Years 1-6**

BA (Hons) and PGCE

Mondays and Thursdays

Email: [kag@reigatestmarys.org](mailto:kag@reigatestmarys.org)

Ext: 462

#### **Julie Filmer – Early Years SENCO**

Foundation Degree Early Years, NNEB

Monday- Friday

Email: [jaf@reigatestmarys.org](mailto:jaf@reigatestmarys.org)

Ext: 470

#### **Heather Butt – Learning Support Teacher**

BA (hons), MA

Monday, Tuesday and Wednesday morning

Email: [hjb@reigatestmarys.org](mailto:hjb@reigatestmarys.org)

Ext: 459

#### **Erica Cleland - Dyslexic Specialist Teacher (Peripathetic)**

Hornsby Diploma in SLD Dyslexia, Norland Diploma, NNEB, NVQ L3 in Childcare and Education

Wednesday and Friday mornings

Email: [clelandERICA@gmail.com](mailto:clelandERICA@gmail.com)