

# Newland House School



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY**

**This Policy applies to the whole school- Nursery to Year  
8**

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## 1. Rationale

- 1.1 At Newland House School, we aim to provide a stimulating, safe and happy environment that will enable all pupils to develop their full potential whilst also learning to respect others, their environment and to promote their self-esteem.
- 1.2 We recognise that:
- Each person has intrinsic value and is of equal worth
  - There is one human race composed of the richness and diversity of many cultures, languages and traditions
  - Everyone should be treated with dignity, whatever their age, sex, religion, ability, sexual orientation, appearance, social class or ethnic origin.
- 1.3 We are therefore committed to valuing each individual and we aim to promote the creation of a secure environment in which every pupil has a sense of belonging in a caring community, can grow in confidence and can develop in character and ability.
- 1.4 Newland House School is a school of equal opportunities, which provides access to the full range of the curriculum for all pupils, including Special Educational Needs and Disabilities (SEND), and encourages full and active participation in all areas of school life. We firmly believe that all children have the right to achieve their full potential, regardless of gender, race, culture, language, physical ability, learning difficulties, disabilities or socio-economic background. All pupils, irrespective of ability are encouraged to develop an awareness of and respect for individual differences.
- 1.5 This policy is written in line with the *SEN Code of Practice 2015 (DfE)*, the *Equality Act 2010*, ***Safeguarding and child protection policy*** and the Keeping Children Safe in Education (2021) guidance and the Children and Families Act 2014. It is committed to supporting the right of all children to have equal access to a broad, balanced and relevant curriculum, thus enabling them to reach their full potential and to achieve as high a degree of independence as possible within the community.

## 2. Definition of special educational needs or disabilities

- 2.1 Under Section 312 of the Education Act 1996 and the Special Educational Needs Code of Practice 2015:
- ‘A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.’*
- 2.2 A child has a learning difficulty if he or she:
- a. Has significantly greater difficulty in learning than the majority of children of the same age

- b. Has a disability which prevents or hinders them in using the educational facilities of a kind provided for children of the same age in schools within the area of the local authority OR
  - c. Are under compulsory school age and fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them.
- 2.3 A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught.
- 2.4 It is the intention of Newland House School to ensure that all children who have Special Educational Needs and/or Disabilities are identified as having their needs met.

### 3. Aims

- 3.1 It is the aim of Newland House School *‘to treat all children with a disability equally and fairly’*, in accordance with the ***Special Educational Needs and Disability Order 2005 (SENDO)***<sup>1</sup> and to refer, (as far as possible and within the confines of the school premises), to the *Equality Act 2010* and to the *Children’s and Families Act 2014*.
- 3.2 It is the policy of Newland House School to accommodate all children who are diagnosed with Special Educational Needs and/or Disabilities and to make special provision for them. We do not, however, have the facilities to offer highly specialised and intensive programmes, and we will ensure that any prospective pupil demonstrates the potential to cope with mainstream education and with the broad ISEB curriculum.
- 3.3 The school’s aims are to:
- Have regard to the Code of Practice in all aspects
  - Identify pupils with Special Educational Needs and/or Disabilities and to ensure that their needs are met
  - Foster an atmosphere where pupils feel valued and can develop a sense of worth and achievement
  - Encourage all pupils to reach their full potential through the provision of opportunities
  - Provide high standards of education for children with Special Needs and Disabilities
  - Encourage children with Special Needs and Disabilities to participate fully in their school and community and take part in decisions about their education
  - Involve all teachers directly concerned with the identified pupils for example, subject teachers, teaching assistants, form tutors and Learning Support staff in helping to meet the pupils’ needs.

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<sup>1</sup> it is unlawful under the Special Educational Needs and Disability Order 2005 (SENDO) for education providers, such as schools, colleges and universities to subject disabled pupils and prospective pupils and disabled students and prospective students to disability discrimination; this includes failing to comply with the important duty to make reasonable adjustments and, also in relation to further and higher education colleges and universities, disability-related harassment.

- Ensure parents are informed of their child's Special Needs and Disabilities and that there is effective communication and support between parents and school.
- Work with statutory and other bodies to provide support for children with Special Needs and Disabilities.

3.4 It is our aim to ensure that the delivery of the curriculum will allow each child to experience success. Newland House School aims for excellence from all children to enable them to:

- Achieve the highest standards of which they are capable.
- Maximise their self-confidence and self-esteem.
- Acquire skills to the best of their potential.
- Achieve the best quality of life.
- Fulfil their potential to play a meaningful and satisfying role in adult life.
- To integrate fully into the life of the school.

#### **4. Learning support statement of intent**

4.1 At Newland House School we are committed to the early identification of Special Educational Needs and Disabilities, which in turn helps to identify what provision the pupil needs. We offer support and expertise to help resolve difficulties and promote positive solutions for pupils experiencing barriers to learning.

4.2 We employ a range of strategies to achieve this including:

- Identification and assessment of individual needs
- Designing individual learning programmes
- Advising and working with colleagues
- Liaising with external agencies
- Communication with parents
- Attending to the welfare and care of the pupils

#### **5. SEND provision**

5.1 The *SEN Code of Practice 2015* outlines how schools should carry out their statutory duties to identify, assess and make provision to meet their pupils' needs.

5.2 All staff are encouraged to identify concerns with a child having potential learning difficulties and/or disabilities in the following four areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and Physical needs

5.3 Identification can occur in the following ways:

- Information from the pupils' pre-school setting

- Parental concerns
- Classroom observations by the class/subject teacher
- School assessments
- Individual assessments for example spelling and reading tests
- Assessments carried out by Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Child Psychiatrists or professionals from CAMHS.
- Information from the schools' data tracking which assesses progress of each child at the end of the academic year.
- Occupational therapists.

5.4 The model of action and intervention is designed to help pupils towards independent learning. Newland House School sets a four-stage, graduated approach to intervention – Assess, Plan, Do and Review – as set out in the SEN Code of Practice (2015).

5.5 Section 6 and 7 set out the provision of learning support in the Pre-Prep and Prep.

## **6. Provision in Pre-Prep and Nursery**

6.1 The Pre-Prep has a Learning Support room with a variety of resources such as multi-sensory games. We have a Learning Support team comprising of a part-time Learning Support Co-ordinator, a part-time Learning Support Specialist who provides 1:1 support sessions (this incurs additional costs), a part-time Group Intervention Teaching Assistant, and Learning Support Assistants working with children who have an EHCP and require 1:1 support. In addition, Teaching Assistants also run sessions which will include children with SEND.

6.2 Information about the numbers of children at each stage is updated in the SEND file as well as how the school is using the resources to support them.

### **Stage 1**

When children experience learning difficulties, or display emotional and behavioural difficulties, class teachers and the Pre-Prep Learning Support Co-ordinator liaise, along with parents. After taking appropriate action in the classroom, a record of the concern is made by the class teacher using the Internal referral form (**See Appendix 1**). The Pre-Prep Learning Support Co-ordinator will then discuss the child with the teacher and co-ordinate a response appropriate for the individual child in question.

Action can take any of the following forms: gathering information, observation, further screening, temporary differentiation/reasonable adjustment and continued monitoring.

### **Stage 2**

If a child is still not making the expected progress at Stage 1 the Learning Support team, in collaboration with the class teacher, set appropriate targets and make further provision. All teachers will have responsibility for meeting the needs of children with special educational needs. This category includes those children who are invited for the 'Jump Ahead' club. This is still at an early intervention stage but may require a

child getting a Pupil Support Plan (PSP). If Stage 2 intervention proves successful, the child may revert to Stage 1.

### **Stage 3**

The child's progress will be monitored regularly. If it is felt that progress is still a cause for concern then, at this stage, advice will be sought from specialist services that will, after seeing the child and liaising with the Learning Support team provide or suggest the appropriate help required. Due to the nature of the age of the children at the Nursery and Pre-Prep we acknowledge that assessment is often seen to be too soon and therefore we provide the early intervention at this stage.

If Stage 3 intervention proves successful, the child may revert to Stage 2.

Newland House School will decide the provision and/or resources the child needs that are additional to, or different from, what is normally provided to other children. The school will draw up a PSP through the Learning Support team for the child, involving both the parents and the child. The PSP will identify several targets for the child and include time scales for reviewing the targets.

The school will review and assess whether the strategies it has adopted are successful and if the pupil is making progress. If the area of special need is beyond the realms of Newland House School, advice on external agencies will be given. These could include, for example, Educational Psychologists or Speech and Language Therapists.

It is the responsibility of the class teachers and subject teachers to instigate a meeting with parents to voice their concerns and advise for an assessment to be arranged.

We work alongside the parents regarding assessments and advise accordingly.

A base line assessment is made of each child upon entry into the school in Reception. Further assessments are carried out throughout the school to monitor the child's progress. The class teacher/subject teacher will continue to monitor each child's achievements on its path through the school so that any special educational needs and/or disabilities are identified at the earliest time and acted upon. The class teacher will in each case develop an appropriate plan of work according to the needs and ability of the child.

They will work in conjunction with the Learning Support team who will be responsible for organising the PSP.

Where a child has transferred from another school, Learning Support team, class teacher and all teachers concerned must read his/her file.

In developing a strategy to meet special educational needs and/or disabilities, the school will endeavour to hold meetings to include the parents, class teacher, Learning Support team and where appropriate an external agency. This will ensure that the school is able to offer an appropriate level of support, information, advice and practical help to the child and parents.

A parent is at liberty to withdraw their child from learning support lessons if the consensus of opinion is that the child:

- No longer needs the extra support.
- Has arranged for learning support lessons to take place externally

Teachers can advise for Learning Support lessons to continue but the final decision rests with the parents.

#### **Stage 4**

Should children still not be making appropriate progress at an acceptable level, the formal assessment procedure for an Education Health and Care Plan can be started by the School. This would be in conjunction with the Parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Richmond Local Authority.

### **7. Provision in Prep**

- 7.1 In the Prep we have set aside a number of Learning Support rooms with a variety of resources such as multi-sensory games and literature. In addition, there is a sensory room designed to offer an immersive sensory experience for children who may benefit from it. We have a full time Head of Learning Support, Learning Support specialists who provide 1:1 support sessions (these incur an additional charge), and Learning Support Teachers who provide small group booster sessions in English, Maths and Science. In addition, Learning Support Assistants (LSA) work with children who have an EHCP and require 1:1 support.
- 7.2 We offer sensory diet each morning. This offers children who need it a series of bespoke exercises to ensure that their day starts well and allows them to focus fully once in lessons.
- 7.3 We also have a Wellbeing Co-ordinator who supports children who need it with friendship and social issues. In addition, they help children who need a boost in self-esteem or self-confidence.
- 7.4 Regular information about the numbers of children at stage 3 is updated in the SEND files, as well as how the school is using the resources to support them.

#### **Stage 1**

When children experience delay in their learning, or display emotional and behavioural difficulties, Form teachers and the Learning Support staff liaise, along with parents. A record is made of the nature of the concern.

Action can take any of the following forms: gathering information, observation, further screening, temporary differentiation/reasonable adjustment, formal assessment and continued monitoring.

#### **Stage 2**

If a child is still not making the expected progress at stage 1, the Head of Learning Support, in collaboration with the Form teacher, will set appropriate targets and make further provision and specific intervention in the following areas:

- Communication and Integration
- Cognition and Learning
- Sensory and Physical

Specialist 1:1 Learning Support lessons may be offered at this stage. The school will draw up a PSP for the child, involving both the parents and the child. The PSP will identify several targets for the child and include time scales for reviewing the targets. If it is felt that progress is still a cause for concern then, at this stage, advice will be sought from specialist services that will, after seeing the child and liaising with the Head of Learning Support provide or suggest the appropriate help required. Pupils on Stage 2 usually have a formal diagnosis of a Specific Learning Difficulty. With the advice of outside agencies, the School will provide, where possible the recommended intervention, strategies and resources

### **Stage 3**

The child's progress will continue to be monitored regularly.

The Learning Support team will decide the provision and/or resources the child needs that are additional to, or different from, what is - typically provided for a pupil with a Specific Learning Difficulty (SpLD).

### **Stage 4**

If a child has a learning difficulty or disability and the school is not able to provide the help and support which is needed, the formal assessment procedures for an Education, Health and Care Plan will be started by the Head of Learning Support in conjunction with the Parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by the Local Authority.

A base line assessment is made of each child upon entry into the school. Further assessments are carried out throughout the school to monitor the child's progress. The class teacher/subject teacher will continue to monitor each child's achievements on its path through the school so that learning difficulties are identified at the earliest time and acted upon. The Head of Learning Support and class/subject teacher will in each case develop an appropriate plan of work according to the needs and ability of the child.

They will work in conjunction with the Learning Support teacher who will be responsible for organising the Pupil Support Plan. Where a child has transferred from another school, the Head of Learning Support, class teacher and all teachers concerned must read his/her file.

### **Word processing**

- 7.5 Children in the Prep with Dyslexia or other SpLD may use a word processor if it is recommended by an external, appropriately qualified professional. Pupils are

encouraged to attend a touch-typing course and we run a School Club to help them improve their proficiency. Older pupils using their own device must sign, along with their parents, The Bring Your Own Device Contract (BYOD).

### **The use of word processors in examinations**

- 7.6 During school examinations, where word processing is recommended in their Educational Psychologists assessment or is recommended by the Head of Learning Support, pupils may use a word processor. Grammar, spellcheck, memory and stored files will be disabled by the school. Pupils who have difficulty with writing but use a word processor as their normal mode of working, are not required to have an Educational Psychologist's Assessment.

### **iPads**

- 7.7 All Year 5 pupils are given an iPad. Year 5 pupils who are identified as having SEND are encouraged and supported in the use of iPads to enhance their learning.

## **8. Record keeping**

### **General class records**

- 8.1 It is the responsibility of the class teacher, subject teacher and Head of Learning Support to maintain records relating to the progress of each child who has been identified as having a specific learning difficulty.
- 8.2 Learning Support folders contain a list of children requiring Access Arrangements as well as a copy of each child's latest assessment and Pupil Support Plan. It is the responsibility of teachers and Learning Support staff to monitor and assess the progress of each child and advise parents of such progress at regular intervals.

The nature of in-school assessments will vary according to the age and needs of the children. These can be formal standardised tests or ongoing classroom observation. The School is able to administer more specific SEND assessments should they be considered useful.

- 8.3 These assessments will allow all teachers to identify what has been learnt and to monitor the progress of the pupils. Assessments will also diagnose and identify ways of overcoming particular learning difficulties. There will be a review at the end of each year with the class teacher, Head of Learning Support and learning support staff to determine progress made.

### **External assessments**

- 8.4 An independent assessor (for examples please see section 8 below) will complete assessments, which can either be arranged through the school (following a referral) or through the parents. Copies of these reports will be kept in the child's personal file on the school's intranet. This will include copies of a child's previous assessments, which have been passed onto the school.
- 8.5 All assessments may be used as a point of reference when advising parents of their child's transfer to secondary schools. All assessments remain confidential except

where the parents grant permission for a report to be handed over. Parents are made aware that in order for their child to be granted extra time in internal and external examinations, an updated copy of an Educational Assessment must be forwarded to the appropriate school.

### **Pupil support plans (PSP)**

- 8.6 For children taught within school, a Pupil Support Plan is written by Learning Support teachers. It will only record that which is additional to or different from the differentiated curriculum and will focus on three of four individual targets that match the child's needs and will be discussed with the pupil and parent. This will include:
- Short term targets set for the child
  - Teaching strategies
  - The provision to be put in place
  - When/how the plan is to be reviewed
  - The outcome of the action taken
- 8.7 At the end of each academic year, the PSP is used to review and assess the progress of the child, together with internal assessments and examinations. It will be reviewed at least bi-annually and where possible the pupil will take part in the review process and be involved in target setting.

## **9. Roles and responsibilities**

### **The school**

- 9.1 Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head, The Deputy Heads (Pre-Prep and Academic), the Head of Learning Support and all other members of staff, both teaching and support, have very important day-to-day responsibilities.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility. All teachers have responsibility for meeting the needs of children with Special Educational Needs and/or disabilities by providing differentiation in their teaching and the tasks set.

- 9.2 The school will:

- Take the SEND Code of Practice into consideration when carrying out their duties towards all pupils with special needs.
- Set up appropriate staffing and funding arrangements and oversee the school's work.
- Provide parents with the names of the Head of Learning Support
- Identify the person/s responsible for Learning Support.
- Secure necessary provision as far as possible for pupils in the school with Special Educational Needs and Disabilities, ensuring that all who teach them know the pupils' individual needs.
- Ensure that all teachers understand their role in identifying and providing for pupils with Special Educational Needs and Disabilities.

- Monitor the admission of children with Special Educational Needs
- Ensure that the parents of children with SEND who have concerns about the way the child's needs are being met, are able to discuss this with all teachers concerned
- Ensure that any parents who feel dissatisfied with the way their child's needs are being met can make representation
- Plan, monitor, update and review provision for children with Special Educational Needs and Disabilities in the school
- Secure training, advice and support for staff working in their subject with children with Special Educational Needs and Disabilities.

### **The Head of Learning Support**

#### **9.3 The Head of Learning Support will:**

- Understand the particular needs of each child
- Read the assessment report or file on each child
- Identify the strengths and weaknesses of each child
- Organise a Pupil Support Plan for each child where necessary
- Monitor the progress of each child
- Liaise with the class teachers, subject teachers on a regular basis
- Write a report on relevant children
- Advise teachers on different strategies/approaches to completion of work and attainment targets
- Co-ordinate the Learning Support staff including the Pre-Prep Learning Support Co-ordinator
- Liaise with teachers and Learning Support staff
- Liaise with parents regarding all matters relating to Special Educational Needs and Disabilities
- Organise assessments to be carried out internally
- Disseminate information about specific pupils to relevant staff
- Organise and timetable children requiring specialist learning support in school
- Inform staff of timetable changes and accommodating any such changes where possible
- Assist staff where possible in identifying Special Educational Needs and Disabilities
- Assist staff where possible in accommodating children with learning difficulties in their curriculum subject
- Communicating with outside agencies in relation to the needs of the identified pupils
- Update the list of pupils requiring Access Arrangements in examinations
- Ensure that all assessments are up to date
- Ensure that adequate resources are available for support staff

### **Class and subject teachers**

#### **9.4 Teachers will:**

- Identify a child's needs and skills levels
- Read the child's file where appropriate
- Advise the parents of any concerns

- Through observations and teacher assessment should alert the Head of Learning Support of their concerns
- Monitor and assess progress and maintain appropriate records
- Differentiate, where possible, to allow pupils who require Learning Support to gain a progressively deeper understanding and competency in each subject as they move through the school.

### **Learning Support Team**

9.5 Members of staff within the Learning Support department will:

- Understand the particular needs of each child
- Read the assessment report or file on each child
- Identify the strengths and weaknesses of each child
- Organise a **PSP** for each child where necessary
- Monitor the progress of each child
- Liaise with the class teachers, subject teachers and Nursery teachers on a regular basis
- Write a report on relevant children
- Advise teachers on different strategies/approaches to completion of work and attainment targets.
- Liaise with Newland House School Pre-Prep and Nursery learning support staff
- Liaise with parents regarding all matters relating to special educational needs and/or disabilities
- Organise assessments to be carried out internally
- Disseminate information about specific pupils to relevant staff
- Organise and timetable children requiring learning support internally
- Assist staff where possible in identifying special educational needs and/or disabilities
- Assist staff where possible in accommodating children with special educational needs and/or disabilities in their curriculum subject
- Communicating with outside agencies in relation to the needs of the identified pupil
- Ensure that all assessments are up to date
- Update the SEND file.
- Write a report on each child (Learning Support Specialists only)

## **10. External agencies**

10.1 When additional support is required, the school will give advice on external agencies. These could include:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Child and Adolescent Mental health Service (CAMHS)
- Child Psychiatrists
- In Pre-Prep, the Local Authority's Early Years team

## 11. Partnership with parents

- 11.1 In accordance with the SEND Code of Practice, Newland House School values the views and involvement of parents. The school liaises closely with parents in identifying a Special Educational Need and/or Disability in their child and assists in giving the support necessary to accommodate them. If a Special Educational Need and/or Disability is identified, then the parents are advised (upon the recommendation of the class teacher, subject teachers and the Head of Learning Support) to give their consent to a professional assessment.
- 11.2 Where a parent is reluctant to organise an assessment, this should be expressed in writing either to the class or Form Teacher or the Head of Learning Support.
- 11.3 The school will advise parents if they feel that additional support would be beneficial for their child. This could be in the form of small-group support, or specialist one-to-one intervention which parents pay extra for.
- 11.4 A parent is at liberty to withdraw their child from having this extra support, if:
- the consensus is that the child no longer needs the extra support.
  - they can no longer afford the added expenditure (in the case of chargeable lessons with a Learning Support Specialist).
  - they have arranged for support to take place outside school.
- 11.5 In the eventuality that the school is unable to provide support to assist a particular child insofar as the school does not have the provision or expertise to accommodate the specific needs of that particular child, the school will do everything possible to guide and advise and make recommendations and/or referrals to various external bodies, where appropriate.

## 12. More Able pupils

- 12.1 Newland House School recognises that SEND pupils may also be More Able. Please refer to the school ***More Able pupil policy*** for additional information.

## 13. English as an additional language (EAL)

- 13.1 EAL is a different issue from SEND, as are the needs of bi-lingual pupils. However, it is recognised that a child may need EAL support and may have Special Educational Needs and /or Disabilities. (*Refer to **English as an additional language policy**.*) We have an EAL specialist who will be providing weekly group interventions for EAL pupils in Pre-Prep and Prep.

## 14. Admissions

14.1 Pupils with Special Educational Needs and/or Disabilities are admitted to Newland House according to the same criteria as other pupils, provided that admission is compatible with:

- The provision of sufficient resources for children with whom he/she will be educated
- The efficient use of resources
- The ***Equal Opportunities and Disability Access policy***

14.2 Please refer to ***Admissions policy*** for further details.

## **15. Secondary school transfer**

15.1 Children identified with a Special Educational Need and Disability transferring to secondary school may be allocated extra time during all examinations, on the provision that an updated copy of their assessment has been forwarded to the SEND Department of their respective school. Newland House School, whilst maintaining confidentiality, is at liberty to pass on information, which may be beneficial to both the child and prospective school.

## **16. Complaints**

16.1 If any parent wishes to express concerns about SEND provision for their child, they should follow the standard procedures for raising concerns within the School. If at any stage parents feel that their concerns have not been addressed, they should refer to the Head of Learning Support or a member of the Senior Leadership team (SLT<sup>2</sup>). A copy of the school complaints procedure is available upon request.

## **17. Confidentiality**

17.1 The School respects parents' rights to confidentiality when supporting children with Special Educational Needs and Disabilities. Referrals to other services are discussed with parents in confidence. All meetings with parents other than the normal parent/staff contact will take place in private.

## **18. Further information**

18.1 This document is a statement of the aims, principles and strategies for developing effective practice in the delivery of support for children with Special Educational Needs or Disabilities. It was developed in consultation with staff, Head of Learning Support and the SLT.

18.2 This policy supports the following School policies:

- Statement of the School Philosophy, Aims and Objectives

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<sup>2</sup> SLT comprises the Head, Deputy Head (Academic), Deputy Head (Prep), Deputy Head (Pre-Prep), Bursar, HR & Compliance Manager and Admissions and Marketing Manager

- Admissions
- Curriculum Policy
- English as an Additional Language
- Disabilities and Access
- Equal Opportunities
- Behaviour Policy

18.3 This policy will be reviewed every academic year or sooner if changes to legislation, compliance requirements or good practice dictate.

## Appendix 1 - Internal Referral Form- record of concern

Name of pupil:	DOB:
Class:	
Date of referral:	Person referring:

**Concerns** (please tick boxes and include evidence if possible. Include strategies already employed)

	Cognition and Learning- general learning difficulties
	Communication and Interaction- including social communication
	Speech and Language difficulties
	Emotional, Social and Mental Health
	Physical- gross and fine motor skills, visual, hearing
Yes/No	Parents informed

**Next steps- Learning Support**

## Appendix 2 - Observation checklist for EYFS

**Name:**

**Date:**

**Age:**

Read each question carefully. Circle the appropriate number (1=lowest and 3=highest). Add any comments in the spaces provided.

### Cognition and learning:

- |   |   |   |   |
|---|---|---|---|
| 1. Is the child's attention span appropriate for their age? | 1 | 2 | 3 |
| 2. Is the child able to listen to stories?                  | 1 | 2 | 3 |
| 3. Is the child able to recall events in the story?         | 1 | 2 | 3 |
| 4. Is the child able to concentrate on manipulatives?       | 1 | 2 | 3 |
| 5. Does the child finish what they start?                   | 1 | 2 | 3 |

COMMENTS:

### Social development:

- |   |   |   |   |
|---|---|---|---|
| 1. Does the child get along with their peers?               | 1 | 2 | 3 |
| 2. Does the child seem self-confident in relation to peers? | 1 | 2 | 3 |
| 3. Does the child follow daily routines with cooperation?   | 1 | 2 | 3 |
| 4. Does the child express ideas openly?                     | 1 | 2 | 3 |
| 5. Does the child participate in group activities?          | 1 | 2 | 3 |

COMMENTS:

### Emotional development:

- |  |   |   |   |
|--|---|---|---|
| 1. Does the child express their feelings?              | 1 | 2 | 3 |
| 2. Does the child recover quickly from disappointment? | 1 | 2 | 3 |
| 3. Is the child's self-esteem high?                    | 1 | 2 | 3 |
| 4. Is the child concerned with the feelings of others? | 1 | 2 | 3 |
| 5. Is the child aggressive?                            | 1 | 2 | 3 |

COMMENTS:

### Physical development:

- |  |   |   |   |
|--|---|---|---|
| 1. Is the child walking and running in the appropriate manner? | 1 | 2 | 3 |
| 2. Is the child able to do puzzles?                            | 1 | 2 | 3 |
| 3. Is the child able build a tower with five blocks?           | 1 | 2 | 3 |
| 4. Is the child's appearance clean and neat?                   | 1 | 2 | 3 |
| 5. Does the child eat the foods that are served?               | 1 | 2 | 3 |

COMMENTS:

### Appendix 3 - Initial Pupil observation SEND department

Name:		DOB:	Class:
Date:	Lesson:	Observed by:	

#### Cognition and Learning

Progress considerably lower than peers, attainment lower than peers, failing to listen to or process teacher input, difficulty with transferring known information onto paper, fails to start and stay on task, fails to complete tasks in a timely manner, difficulty with concept development, difficulty with sequencing, working memory, poor motivation, poor organisation, low self-esteem, frustration

Observed in classroom

#### Social Emotional and Mental Health

Difficulty following adult direction, self-regulation, low self-esteem, relies on adult for reassurance, socially isolated, lack of empathy, low mood

Observed in classroom

Physical and Sensory
Speech intelligibility, comprehension, expression, independence, interpersonal skills, accessing of curriculum, social inclusion, energy level, progress lower than expected from cognitive skills, frustration, difficulty forming relationships with peers, isolation
Observed in classroom

Speech, Language and Communication
Understanding and processing oral language and instructions, oral expression, vocabulary, fluency, eating and drinking, speech sounds, phonological awareness, social language, reading comprehension/fluency
Observed in classroom

## Appendix 4 - Assessment descriptors for Register of SEND

### Speech, Language and Communication needs

Barrier to learning	Y/N
<ul style="list-style-type: none"><li>○ Understanding, processing and attending to oral language and instructions</li><li>○ Expressing themselves orally using correct grammar or vocabulary</li><li>○ Fluency</li><li>○ Voice problems</li><li>○ Eating and drinking</li><li>○ Speech sounds or phonological awareness</li><li>○ Social use of language</li><li>○ Language based learning for e.g. reading comprehension/fluency</li></ul>	
ASD and ADHD	
<ul style="list-style-type: none"><li>○ Language development</li><li>○ Rigidity and inflexibility of behaviour</li><li>○ Social communication and interaction</li><li>○ Slow progress through the curriculum</li><li>○ Anxiety</li><li>○ Sensory sensitivities</li></ul>	

### Cognition and Learning

Barrier to learning	Y/N
<ul style="list-style-type: none"><li>○ Pupil is working two years below age related expectations</li><li>○ Progress may be considerably lower than that of their peers despite intervention</li><li>○ Progress may be in line with that of their peers, but attainment will be significantly lower</li><li>○ Difficulties may include misconceptions, failing to process or attend effectively to teacher input, understanding the task or taking longer to understand new concepts</li><li>○ Difficulties are persistent over time</li><li>○ There may be immature social and emotional development</li><li>○ There may be indications of frustration, impulsivity, poor motivation, inattention, poor organisation, self-concept and low self-esteem</li><li>○ Speech and language skills may be moderately delayed in line with delays in other areas</li><li>○ Moderate difficulties with concept development and logical</li></ul>	

<p>thought which limits access to the curriculum.</p> <ul style="list-style-type: none"> <li>○ Moderate difficulties with transferring known information onto paper, fails to start and stay on task, fails to complete tasks in a timely manner.</li> </ul>	
<b>ADHD and Dyslexia</b>	
<ul style="list-style-type: none"> <li>○ Indications of frustration, poor motivation and low self-esteem</li> <li>○ Difficulties in areas of thinking, speech and language</li> <li>○ Difficulties with motor organisation, sequencing, motor skills and or persistent restlessness</li> <li>○ Difficulties with executive functions including working memory, personal organisation, verbal processing, managing emotions, impulsivity task initiation and completion inhibition</li> <li>○ Noticeable variations in performance in learning tasks</li> <li>○ Difficulties with attention control and sensory sensitivities</li> <li>○ Attainment in reading accuracy and or spelling is likely to be lower end of expected range (below 85 on standardised score)</li> <li>○ Difficulties acquiring specific skills such as phonics limit effective progress in some curriculum areas despite carefully planning interventions</li> </ul>	

## Social Emotional and Mental health

Barrier to learning	Y/N
<ul style="list-style-type: none"> <li>○ Presents with persistent SEMH issues that result in behavioural difficulties that have not improved despite intervention. Sometimes a pupil will display challenging behaviour as a result of a safeguarding issue</li> <li>○ The pupil demonstrates persistent, medium level difficulties with some or all of the following.</li> <li>○ Following adult direction</li> <li>○ Self-regulation (mood swings, temper outbursts, anxiety, distress)</li> <li>○ Low self-esteem</li> <li>○ Reliance on adults for reassurance</li> <li>○ Developing and sustaining relationships and is at risk of isolation or becoming socially vulnerable</li> <li>○ Lack of empathy</li> <li>○ Low mood</li> <li>○ Swearing or sexualised language</li> <li>○ Selective mutism</li> <li>○ Poor attendance</li> </ul>	

## Physical and Sensory

Barrier to learning- hearing impairment diagnosis	Y/N
<ul style="list-style-type: none"> <li>○ Communication interaction</li> <li>○ Speech discrimination</li> <li>○ Speech intelligibility</li> <li>○ Comprehension</li> <li>○ Expression</li> <li>○ Independence</li> <li>○ Interpersonal skills</li> <li>○ Curriculum access</li> <li>○ Attainment or progress</li> <li>○ Social inclusion</li> <li>○ Energy levels and fatigue</li> <li>○ Progress at lower level than expected from cognitive skills</li> <li>○ Progress at lower level than expected from performance on tasks where hearing ability is not central to learning</li> <li>○ Frustration or withdrawal leading to emotional or behavioural issues, difficulty in forming relationships with peers, isolation during social times</li> </ul>	
Visual impairment	Y/N
<ul style="list-style-type: none"> <li>○ Concept and skill development</li> <li>○ Communication</li> <li>○ Visual skills, spatial awareness and strategies</li> <li>○ Pace of learning and fatigue</li> <li>○ Mobility skills</li> <li>○ Orientation skills</li> <li>○ Interpersonal skills</li> <li>○ Independence</li> <li>○ Curriculum access</li> <li>○ Attainment</li> <li>○ Social and emotional development</li> <li>○ Concentration</li> </ul>	
Physical disabilities and medical needs	Y/N
<ul style="list-style-type: none"> <li>○ Their physical condition varies from day to day</li> <li>○ Recording their work due to physical needs</li> <li>○ Core stability and or fine and gross motor skills</li> <li>○ Moderately impaired mobility; difficulties on the stairs, with spatial orientation, being unsteady in crowded areas</li> <li>○ Speech sound production as a result of oro-motor difficulties</li> <li>○ Fine motor skills such as fastening buttons and zips, handwriting</li> <li>○ Managing a medical condition or mild pain or discomfort or continence</li> <li>○ Fatigue</li> </ul>	