



# Rossall

INSPIRING EXCELLENCE

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY WHOLE SCHOOL POLICY

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## **SPECIAL EDUCATION NEEDS AND DISABILITY**

### **WHOLE SCHOOL POLICY**

This policy details how Rossall School will do its utmost to ensure that the necessary provision is made for any pupils who have special educational needs and disabilities. The Learning Development Department will communicate these needs to all who are likely to teach or be in contact with these pupils. The school is committed to a policy of inclusion, equal opportunity and, where reasonable, following best practice as outlined in the statutory guidelines on special education needs and disabilities, in particular the SEN and Disability Code of Practice: 0 to 25 years 2015 (SEND Code 2015) and the Children and Families Act 2014.

All pupils have a right to be able to access and gain fully from the curriculum. In certain cases, for this to be possible, pupils may need a greater degree of differentiation and support to realise their potential. The individual needs of all pupils cover a wide spectrum; disabilities and specific learning difficulties exist across the ability range. Rossall School sees the provision for special educational needs and disabilities as a whole school responsibility, working in conjunction with the Learning Development Department, where the level of support offered by the department will try to reflect the diverse needs of the pupils on its register. The School's philosophy is that expert tuition and support should be complemented by participation in timetabled lessons so that the individual student feels fully integrated with the school community.

At Rossall School the Special Educational Needs and Disabilities SENCo is Fiona Quartermain, the Head of Learning Development, who oversees the provision for the Senior and Junior schools. The SENCo reports to the Deputy Head (Academic) and meets with her regularly. The overall responsibility for Special Education Needs and Disabilities is with the Headmaster.

#### Definitions of Pupils with Learning Difficulties and/or Disabilities

The SEND Code of Practice (2015), defines a learning difficulty as:

- They have a greater difficulty in learning than the majority of pupils of the same age. **or**
- They have a disability (a physical, social or mental impairment) which prevents or hinders them from making use of educational facilities that are provided for children of the same age.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## Mental Health

Rossall School provides a caring environment where mental wellbeing is of the highest importance. All members of the teaching staff will refer any potential mental health concerns to any member of the pastoral team. They will report and record any causes for concern through CPOMS, so that the DSL can be informed. The SENDCo, alongside the pastoral team, will put in place any reasonable advice given by the relevant medical consultant or therapist to support the pupil in school and advise teachers on being sensitive and responding appropriately to the needs of students with social, emotional and/or mental health difficulties. Parents are asked to keep the school closely informed on the progress of a child with mental health issues. The Learning Development Department operates an ‘open door’ policy to provide a safe, secure environment for those students having emotional difficulties.

## Medical Conditions

Rossall School endeavours to give every support possible to pupils with serious, ongoing medical conditions and keeps its facilities and provision under review. All reasonable steps are taken to prevent these pupils from being placed at a disadvantage. Regular planning and review meetings are scheduled with parents, the pupil, houseparents, the pastoral team, including the Medical Centre, and Learning Development Department.

### **The aims and objectives of this policy are:**

- To create an ethos and an educational environment that meets the needs of every student in the school/setting
- To ensure that all students with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting and make the best possible progress
- To foster and promote effective working partnerships with parents/carers, houseparents, teachers, nursing staff, students and where necessary, outside agencies.
- To clearly identify the roles and responsibilities of school staff in providing an appropriate education for students with special educational needs and/or disabilities
- To enable full access for students with SEND to all aspects of the school curriculum and the wider school life and activities
- To develop self-esteem, promoting a positive self-image and a ‘can do’ culture
- To regularly review and evaluate the progress of students with SEND, ensuring parents/carers, respective staff and students are fully involved throughout the process.
- To set high expectations for students with special educational needs and disabilities;
- To maintain an “open door” approach so that students can consult about their learning difficulties directly;
- To take account of advice from external agencies;
- To ensure that appropriate exam access arrangements are made in cooperation with the Examinations Officer;
- To follow the SEND Code of Practice (0–25 years) (Department for Education, 2015) and make reasonable adjustment for those with special needs and disabilities.
- To promote on-going professional development on special educational needs for academic and pastoral staff;
- To ensure that discipline and other procedures (e.g. school trips) take account of pupils’ learning difficulties and disabilities.

### Access to the Curriculum, Information and Associated Services

All students at Rossall School have equal access to a broad and balanced curriculum differentiated to enable ALL students to understand the relevance and importance of education. This promotes self-esteem and confidence that leads to students making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet student's additional needs. The Equality Act 2010 states that education providers must also make 'reasonable adjustments' to ensure that disabled students are not discriminated against.

We recognise that some students with SEND may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of Rossall School's Accessibility Plan and Disability Policy from the website. This shows the ways in which we plan to make our buildings progressively more accessible to disabled students, parents and visitors.

At Rossall School we have made changes to:

- Practices and procedures
- Providing extra support and aids
- Sharing key information within the school to ensure teachers are up-to-date with developments and can be found on Google Docs.
- Regular CPD sessions to staff.

### Admissions and Entrance Examinations

The Rossall School admission procedure records any known particular need or disability of the pupil on entry. The Learning Development Department organises and conducts an examination session where reasonable adjustments are made to ensure that pupils with special needs can perform at their best. In some cases, this may involve extra-time, the use of a laptop or equivalent.

Parents are encouraged to speak to the Learning Development Department prior to their child's entry to the School concerning any special need, regardless of the point of entry. It is essential that parents of students with SEND needs submit, as part of the application process to join Rossall, a current Educational Psychologist report and any other reports in English. This will enable the school to gauge the level of support required, and where applicable, arrange a meeting with the SENDCo. It will be at the school's discretion to request new or further reports if required.

Those pupils who have already had their specific learning difficulties or special needs detected at primary school are placed directly on the Learning Development Special Educational Needs and Disabilities Register and a Learning Development Plan (formerly known as an IEP) is written and distributed.

### Identification:

The school is committed to improving access for pupils with special needs and will strive to make reasonable adjustments. The identification of learning support needs and SEND is built into the overall approach to monitoring the progress and development of all pupils.

The teachers and houseparents are responsible for identifying children who are failing to make expected progress, academically or socially, and for liaising with the SENDCo responsible for the key stage about appropriate support.

Pupils who are thought to have learning support needs or SEND are identified and assessed as early as possible. Referrals can be made from:

- class teachers and teaching assistants supported by the pupil's work as well as observations of the pupil in class and less structured situations
- feedback from discussions with parents, pupils and staff
- attendance data
- internal assessments and screening tests
- information from previous school
- external agencies and professionals
- formal and informal assessment procedures
- information from houseparents who have raised concerns

### **Pre-Prep**

We try to identify needs at the earliest possible stage, often from parents before Nursery entry. We recognise the need to work in partnership with parents so that information can be shared in order to best meet the individual needs of each pupil. Initial assessment is done through observation and continuous provisional needs which are identified through the EYFS to make sure the guided steps are met according to the seven areas of the Early Years Foundation Stage Curriculum. Individual progress is recorded using individual tracking which follows the Development Matters targets. Any developmental needs highlighted by staff can be observed by the SENCo, discussed and acted upon if required. At the end of the academic year transitional meetings take place between each class. At these meetings individual pupil needs are discussed in order to achieve smooth entry for all children into the Reception classes. Home visits are now a part of the process for pupils joining Reception, and these will be carried out during the Summer term.

### **Key stage 1**

Information is collected from standardised tests to monitor progress. Children undertake reading and spelling assessments from Year 1 onwards. The Junior School SENCo can also advise of indicators that can show specific difficulties such as dyslexia.

Teachers continue to assess children regularly within the normal classroom situation and alert the SENCo of any concerns and arrange intervention/support.

### **Senior and Junior School**

Key Stage Two this is a key time when many specific learning difficulties start to emerge.

In order to identify pupils who may need extra support the following may be taken into account:

- Information from previous school
- Evidence from teacher observations and assessments

- Outcomes from a range of screening and assessment tools
- Reports from outside agencies such as Educational Psychologists, Occupational Therapists, Speech and Language Therapists and counsellors
- Discussions with pupils
- Meetings with parents

### Special Educational Provision

Special Education provision means provision which is a reasonable adjustment and additional to, or otherwise different from, the educational provision made generally for pupils of their age as part of the School's usual differentiated curriculum and strategies.

### **Responsibility for Coordination of SEND Provision**

The main responsibilities listed in this Policy fall within the role of the SENCo which are as follows:

- Overseeing the day-to-day operation of the SEND Policy in compliance with the SEND Code of Practice, including reporting the effectiveness of the SEND Policy to the Senior Leadership Team.
- Coordinating provision for students with SEND
- Managing and coordinating the work of the Junior and Senior Support teachers and Teaching Assistants
- Overseeing the records of all students with SEND to ensure confidentiality.
- Liaising with parents/carers of students with SEND
- Contributing to whole school CPD/ training particularly the induction of new staff
- Liaising with and drawing upon the advice of external agencies where necessary
- Ensuring Provision mapping is in place and regularly reviewed
- Assessing the progress of students with SEND (using all available data)
- Following a graduated response to the assessment and provision of SEND with a clear focus on early identification
- Consulting with pupils over the structure and nature of their support, hence providing a tailored intervention that is regularly evaluated for impact
- Supporting the Headmaster and Senior Leadership Team to evaluate the effectiveness of the school's SEND Policy, SEND provision and outcomes for students with SEND, and drawing up further priorities and actions in the School Development Plan
- Ensuring a smooth transition across key stages and phases
- All additional interventions are monitored for their impact.
- Building the school's capacity for developing an inclusive approach particularly to learning and teaching.

### **Levels of Provision**

The school recognises the following levels of provision:

### Quality First Teaching (Wave 1)

A teacher responds to their initial concerns about a pupil's progress by adjusting teaching approaches and putting in place short term, class based interventions. If these have not impacted on the pupil's progress, concern is raised with the relevant SENDCo in order to plan an appropriate course of action. This may involve further adjustments to teaching and learning styles.

### Monitor (Wave 2)

Pupils in this band are not considered to have Special Educational Needs or Disabilities. These pupils have not responded to the adaptations made in line with Quality First Teaching and require close monitoring and/or some targeted support in specific areas either individually or in groups. Intervention is time-limited. Parents are informed of this provision by the SENDCo. Progress is closely monitored with regular discussions between the form tutor and the SENDCo and may include a Learning Development Plan (LDP).

### SEND Register (Wave 3)

Pupils in this band are considered to have SEND and are recorded on the SEND register. These pupils already have a recognised special educational need or have not responded to short term targeted intervention. At this stage the SENDCo may recommend external specialist advice to inform intervention and support strategies.

In consultation with the pupil, parents and relevant staff, a LDP is written. The LDP is a person centred tool that captures and shares child centred information so the child's experience in school is personalised to them; both in what matters to them and how they are best supported with their learning. It provides both parents and children a voice, an opportunity for parents to share their expertise and for older children to reflect on what works for them and what is important to them. LDPs are formally reviewed twice a year. Pupils in the senior school may have a reduced timetable in order to cater for the additional support. ***In Junior and Infant School students are taken out at an agreed time with the teacher.***

### Procedures

In the light of Government guidelines laid down in the Special Educational Needs Code of Practice (**SEND Code 2015**) the school has adopted a graduated approach to the identification of, and provision for, pupils who may need extra support for learning, identified in the following cycle:

## **Assess, Plan, Do and Review**

### **Assess**

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

As part of the assessment process we have formative and summative procedures which help to assess children's individual needs.

These procedures include:

- Close monitoring of progress against precise Specific, Measurable, Achievable, Realistic (SMART) targets
- Staff consultation with the SENDCo
- Review meetings
- Consultation with parents and pupils
- Input from external sources (previous school, Educational Psychologist, Counsellor, for example).

### **Plan**

When a form of assessment has identified that a young person has a special educational need, a planning meeting is held and chaired by a member of the Learning Development Department. The Parents, student and any relevant external professions are invited to attend or provide a report so that the meeting is a thorough, collaborative, child centred approach. The purpose of the meeting is to collectively decide on what adjustments need to be made within the classroom and what, if any, additional provisions need to be made.

As a result of the planning meeting, personalised outcomes and support for the student are agreed and a member of the Learning Development Department transfers these onto the LDP.

### Registers

The Learning Development Department is responsible for keeping the SEND register which is a fluid working document that is constantly updated and therefore the numbers of students on the register will be subject to change. The information is available centrally and securely for all teaching staff. All staff are required to be fully aware of the needs of each individual pupil and the strategies as outlined in the Learning Development Plan of pupils they teach or who are otherwise in their care.

### Learning Development Plan (LDP)

The LDP is drawn up by the Learning Development Department in relation to the needs of the pupils as identified during the assessment and planning stages. The pupils (where possible) and parents are involved and fully consulted throughout the process. This document provides: an overview of the student's difficulties; agreed outcomes; recommendations for high quality teaching and record of any additional support given to the student. The teaching staff and relevant pastoral staff (in particular houseparents) are notified when a new LDP is created. Staff are expected to consult and act upon the LDP. Reviews of the pupils are held annually, or bi-annually depending on the needs of the pupil and any amendments to the LDP circulated.

## **Do**

### Monitoring of Learning Development Plans (LDP's)

Subject/class teachers must ensure that pupils with Special Educational Needs and Disabilities have appropriate targets and interventions and that lessons are planned with regard to any special needs. They are supported in this by Heads of Department and the LD team. Concerns about individual pupils' difficulties are raised during departmental meetings and are communicated with the SENDCo as early as possible.

The SENDCo has regular consultations with members of the teaching staff, the Deputy Head (Academic) and the Head of the Junior School, where relevant. Heads of Department are responsible for the quality of teaching and learning in their subject and also have an overview of the differentiation taking place to meet individual needs of pupils and support those with long term special educational needs and disability.

**Additional intervention and support complements and strengthens, but does not compensate for a lack of good quality teaching.**

## **Review**

The provision for each student on the LD register is regularly reviewed to evaluate the impact on progress and assess whether further changes need to be made. Progress made towards outcomes on the LDP is reviewed during bi-annual meetings in which the views of various individuals around the student can be drawn together collaboratively. These meetings also provide the opportunity for the student's voice to be heard, increasing independence and motivation in the student. These meetings involve the student, parents and a member of the Learning Development team with invitations being extended to the form tutor or head of year, as well as any relevant external professionals.

Each student is invited to further, informal reviews throughout the year to ensure they maintain an active role in evaluating their own progress and provision. Amendments can be made to an LDP at other points in the year if new information arises that results in changes to student support. Once a student has been reviewed, the cycle of 'assess, plan, do, review' begins once more, to ensure that support for the student is as effective as possible. Plans are to be reviewed termly.

### Relationships with Outside Agencies

The School has a link with an educational psychologist who visits the School on a regular basis. In addition, the School has contacts with medical consultants, occupational therapists, counsellors, speech and language therapists, physiotherapists and optometrists. The Learning Development Department works together with the Medical Centre in providing support for pupils with medical needs.

### Working in Partnership with Parents

Partnership with parents plays a key role in promoting a culture of cooperation. They hold key information and have a critical role to play in their child's education. This is important to enable children to achieve. Parents have unique knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. It is therefore

essential that we have regular meetings with parents to share the progress of the student and to take account of their views, and in the case of international boarders have Zoom interviews. It is hoped that this will assist in supporting students to reach their full potential. It is essential that we actively seek to work with parents and value the contribution that they can make. The work of professionals can be more effective when parents are involved and account is taken for their wishes, feelings and perspectives of their child's development.

The School's website contains details on Learning Support and SEND and parents may request a copy if they wish.

**It is the responsibility of parents to:**

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education
- Be open and honest about any concerns at the point of entry to the school
- Disclose, at the point of application, any known additional learning needs
- Have knowledge of their child's entitlement within the SEND framework
- Have input into the decision-making process about how their child is educated
- Access information, advice and support during assessment and any related decision making processes about SEND provision
- Follow LDP advice

**It is the responsibility of pupils to:**

- Be actively involved in their own learning
- Engage fully in any additional support agreed upon
- Follow the LDP advice

Concerns and Complaints

If parents have any concerns about aspects of provision the first point of contact should be the lead SENDCo or the Deputy Head (Academic). It is hoped that any difficulty can be sensitively and efficiently handled at an early stage.

However, if parents/carers do not believe that their concerns have been dealt with to their satisfaction the Complaints Procedure, which is available on the School website, explains how to pursue the matter further. In the case of complaints, the department will endeavour to give a prompt response and conduct a case review with the relevant teachers. Subsequently, the pupils themselves with special needs will be listened to proactively and their views on what sort of assistance they would like to help them make the most of their education will be taken into account.

CPD and Training of Staff

The school places great value on staff being kept fully informed of recent and applicable teaching practice for disabilities, specific learning difficulties and emotional behavioural difficulties and insets are held regularly. At the beginning of the academic year, the SENDCo will provide school based INSET and targeted support to develop awareness of resources and practical teaching strategies, for use with SEND students.

## Charging Policy

There is no charge for support offered by the school in terms of targeted support inside or outside the classroom.

Occasionally if the learning difficulty is quite severe, then a one-to-one support may be required either full time or part time for lessons. A Learning Support Assistant will be provided by the school and the parents will be responsible for paying the Learning Support Assistant's salary, which will be billed monthly or termly.

## Related Policies

This policy should be read in conjunction with the School's policies on:

- Accessibility (W1)
- Admissions (S2)
- Anti-Bullying (W3)
- Behaviour Management (W4)
- Curriculum (A1)
- Disability (S9)
- English as an Additional Language (A2)
- Equality and Diversity (S10)
- First Aid and Administration of Medicines (W13)
- Gifted and Talented (A3)
- Safeguarding Children (W6)
- Teaching and Learning (A11)