



SPECIAL EDUCATIONAL NEEDS POLICY

INTRODUCTION

1. This policy is a 'Whole School Policy' and informs practice in the Senior School, Prep School and Nursery. We want our School to be open and welcoming to all who would like to support the pupils. We also want to encourage parents and other adults to help teachers in a variety of ways. However, our overriding concern is for the safety of the pupils in our care. This document sets out our policy, which is to ensure that the pupils benefit from as much help and support as possible, and are provided for at the same time. The policy addresses the following issues:

- This policy gives a definition of Special Educational Needs and Disabilities.
- The SEND Policy should be read in conjunction with the Policy for Teaching and Learning and the Behaviour Policy as these form an integral statement of the principles underpinning all the work of the school.
- This policy provides a framework for the identification of and provision for children with learning difficulties. It is written for the benefit of all members of the school community, to ensure that they are aware of the principles underlying identification and provision, and are confidently committed to the agreed strategies.
- The Code of Practice (2014) from the DFES offers guidance on the content of any school's SEN policy. *Nursery School SEN Code of Practice for Early Education Settings, PLA, 2004*, conforms to these guidelines, although the format differs from that set out in the Code of Practice.
- This policy gives basic information about the school's provision.

STATEMENT

2. We recognise that each child is an individual. We recognise that children with Special Educational Needs and Disabilities require the greatest possible access to a broad and balanced education including the National Curriculum. Pupils who receive Learning Support display a variety of learning problems and the courses we provide are flexible in order to cater for their differing needs. We believe that children will only produce their best work when they are involved with the task, when they feel they have something valuable to say and are confident that the audience will listen and be supportive. We aim to promote a partnership with parents in order to utilise their own distinctive knowledge of their children. This will contribute to our understanding of how best to help our students.

OBJECTIVES OF THE SCHOOL

3. Battle Abbey School believes all children with SEND should have their needs met so that they can fulfil their true potential. We believe that all children should achieve their goals, respect the community and gain skills for life through active learning. Pupils that would be categorised as SEND have also been known at BAS Senior School as "Learning Plus". The following objectives apply:

- Early identification of all children with Learning Difficulties and we ensure that these children are immediately given appropriate support to allow every child to access the Curriculum, where appropriate. In the Nursery School this is adopted as a Graduated Approach and once these children are identified intervention takes place in the form of *Early Years Action*.
- To involve parents in developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school.

- To develop and maintain an efficient method of monitoring and recording progress.
- To co-ordinate and develop a system of learning support, group work, individual tuition and differentiation as appropriate. To set targets offering rigour and challenge through a diverse range of opportunities. These are recorded on Individual Learning Plans, following the recommendations of the Code of Practice.
- The staff at Battle Abbey School has a commitment to the philosophy that **all** staff have shared responsibility for making the curriculum accessible, stimulating and challenging to all with learning difficulties, thus enabling each child to reach his/her full potential.
- Every pupil has the right to have an appropriate, broad-based and balanced education, and sufficient support (both in terms of adequate staffing and differentiated work) provided for him/her to achieve this.
- Teachers in the school are aware of the importance of identifying and providing for pupils with Special Needs and ensuring that these needs are made known to all that are likely to teach them.
- The literacy/numeracy levels of all pupils with learning difficulties to be raised so that they can become independent learners, and that those pupils with low self-esteem are encouraged to regain their self-respect and confidence.
- Pupils requiring special support include those of exceptional ability and talent, as well as those who experience difficulty in acquiring basic literacy and numeracy skills (see policy for Able Gifted and Talented).

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

4. Children have SEND if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have long-term or short-term difficulties of widely varying severity.
- Are affected by emotional or social difficulties, or experience behavioural problems. or
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.
- Are under compulsory school age and fall within the definition of the first 2 bullet points above or would do so if the special educational provision was not made for them.
- Have more specific physical or sensory problems (eg hearing impaired pupils).
- This policy deals with pupils with Learning Difficulties, however, a separate policy exists for those who are Able, Gifted and Talented.

5. Children 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. It should also be noted that in the Senior School children with special physical or sensory needs have access to a surgery, staffed for much of the day by a qualified nurse or a matron. Medical help is available throughout most of the working day. The surgery is open all day and staff regularly deal with children with asthmatic and other long term problems. Children with medical problems are well known to the staff who are kept informed, via a notice board and during formal or informal meetings.

RESPONSIBILITIES

6. All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:

- Being fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.
- A commitment to a partnership approach to provision.

Responsibilities of the Management:

- Determining the school's general policy and approach.
- Taking responsibility for devising and implementing this SEND policy through widespread consultation.
- Monitoring and evaluating the success of this policy and ensuring that the necessary revisions are undertaken.
- Establishing appropriate staffing and funding arrangements.
- The SENCos and Head Teacher of the Prep School and the SENCo and the Director of Studies at the Senior School have regular meetings to enable ongoing communication of Learning Plus issues.
- Ensuring that staff inset is offered as required in order to help staff make reasonable adjustments to accommodate pupils where necessary and discussed during Heads of Department meetings as appropriate.

Responsibilities of the Governors

- To do their best to ensure the necessary provision is made for any pupil who has SEND.
- To ensure that a Governor with responsibility for SEND is appointed.
- To ensure that, the 'responsible person'- and the Head has been informed by the LEA that a pupil has SEND and that these are made known to all who are likely to teach him or her.
- To ensure that any pupil with SEND joins in the activities of the school alongside pupils who do not have learning difficulties. This should happen as far as is reasonably practicable and compatible with each pupil receiving the necessary educational provision, the appropriate education of other children in the school and the efficient use of resources.
- To ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have learning difficulties.

Responsibilities of the SENCo (Special Educational Needs Co-ordinator)

- Maintaining the school's SEN register and overseeing records of all pupils with SEN.
- Liaising with external agencies, including the educational psychology service and other support agencies, the health service and social services, and voluntary bodies.
- Contributing to the in-service training of staff.

Responsibilities of Teachers:

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude.
- Close liaison with the SENCo in the identification of and provision of pupils with SEND.
- Liaison with the Prep School SENCo to ensure smooth transition of SEND pupils.

Responsibilities of Parents:

- Ensuring that their children attend school in good health and are punctual.
- Being realistic about their children's abilities and offering encouragement and praise.
- Participating in discussions concerning their children's progress and attainments (see parent consultations).

- Ensuring early contact with school to discuss matters, which affect their children's happiness, progress and behaviour.
- Taking an active interest in what their children are learning.
- Allowing their children to take increasing personal and social responsibility as they progress through the school.

SPECIAL NEEDS STATUTORY REQUIREMENTS

7. SEND provision is a statutory requirement. The latest relevant legislation can be seen in the appendix at the end of this policy.

SEN PROVISION

8. The SENCo at the Senior School (Mrs Frances Rowland) is based at the Senior School. Mrs Rowland works closely with the staff members of the Prep School to ensure co-ordination between school sites and there is regular liaison between her and the SENCo at the Prep School, Mrs Nova Shoesmith. In the Nursery children with additional needs and disabilities are involved in play activities alongside other children. Open-ended learning activities and experiences are provided to help all children participate and learn although some differentiation and alternative formats may be needed for particular children. In the Prep School pupils are taught in mixed ability groups with differentiated work and outcomes. In the Senior School all children will attend mainstream lessons and extra-curricular activities and will therefore access a broad and balanced timetable following the National Curriculum. We recognise that children with SEND should be included in all activities and differentiation should allow for access.

- Pupils with SEND are withdrawn from mainstream classes for learning support lessons after agreement has been reached with the children, the parents, the mainstream teachers and the SENCo. They are withdrawn during non-academic subjects.
- In-class support may be offered.
- The provision of a Learning Plan (Personalised Plan), which sets achievable targets in consultation with the child.
- Adaptation of the material presented to a group within a class.
- Reallocation of a child to a year group in which his/her chronological age does not match the rest of the group. Such a move would only be made in exceptional circumstances, where it is felt that a child's progress either academically or socially would be more appropriately met

IDENTIFICATION, ASSESSMENT AND REVIEW

Early Years & Foundation Stage:

9. Upon admission an entry profile questionnaire in the Nursery is completed to identify any difficulties and all concerns of carers and parents are carefully considered. Once the SENCo has identified that a child has SEND then they should intervene through **Early Years Action**. Intervention should be additional to or different for those provided from the settings usual curriculum offer and strategies' (SEN Code of Practice for Early Education Settings, PLA, 2004). If a child continues to make little or no progress despite extra support at Early Years Action the Nursery may consider involving external support services.

Senior and Prep Schools:

10. In the Prep School, all students in Key Stages 1 and 2 have their profiles regularly updated. In the Senior School, all new pupils are tested using the LASS computer screening. This produces a useful learning profile which includes auditory and visual memory, NVR, as well as reading and spelling ability. A wide range of other analytical tools are used to help identify any SEND requirements (see the appendix at the end of this policy).

11. Concerns may arise at any time during a child's school career. As a result of investigations, the SENCo will recommend that the pupil should/should not receive learning support lessons. In the case of help being advised, parents are contacted and, where possible, they will meet with the Learning Support teacher to give authorisation for the lessons to commence. However, if a decision not to give individual help is made, the pupil's progress will remain closely monitored by English Department staff, Form Tutors and Heads of Key Stages (Senior School). This will be monitored by the SENCo and/ or Learning Support teachers.

12. The Individual Learning Plan is implemented. This is constantly under review with the pupil and parents who have an active part in the process. The Learning Plan (Personalised Plan) is available for all staff on the academic network.

13. In some cases if the learning difficulty is severe and complex an Educational Psychologist report is recommended. The exact difficulty can thus be more fully ascertained. The detailed information gained from the report is invaluable in helping staff to draw up an individual educational programme for the student, based on the strengths and the weaknesses of his/her individual learning style. This report also indicates realistic expectation, given the pupil's overall ability. The recommendations suggested by the Educational Psychologist's report will be studied and, where possible, implemented. The relevant findings of the report are also made known to all staff responsible for the pupil's education either by direct communication or via the Individual Learning Plan (ILP).

14. Where a pupil has received an Educational Psychologist's report recommending the activation of the statementing procedure, evidence of his/her academic progress across the curriculum and or behavioural evidence will be collated.

ADMISSION ARRANGEMENTS

15. The school is non- selective and children are accepted providing that their educational and social needs can be appropriately met in the school environment. A child already receiving help at another school may be admitted to Battle Abbey School. He/she will be transferred to our SEND register if it is believed that the school can fulfil the provisions recommended by either the educational psychologist's report or a statement of Special Educational needs. The SENCo is involved in interviewing prospective pupil and will make recommendations to the Headmaster as appropriate.

16. When a pupil has been offered and has accepted a place at Battle Abbey School, baseline information is collated from all relevant reports and interview notes. Recommendations about the amount of learning support necessary are made to parents and the SENCo. Full educational records are passed to receiving schools and sought from feeder schools for any child entering the school from Special Education. There will be close liaison with the feeder school to help us to develop an appropriate programme of education and to enable us to benefit from the previous knowledge of the child. At the same time there will be planning meetings involving the Headmaster, SENCo, and the relevant Learning Support teacher, to ensure that the needs of any child entering the school with SEND can be met as fully as possible.

17. The pupils will be assigned to one Learning Support teacher and the timing of lessons arranged according to the needs, skills and wishes of the individual pupil/parents.

USE OF OUTSIDE AGENCIES INCLUDES:

18. The services of an Educational Psychologist, a Cognitive Analytical Therapist, an Independent listener and a Speech and Language Therapist. Discussions are held with the SENCO and class/form teachers about specific children who are giving cause for concern. Some of these discussions will remain confidential within the boundaries of Child Protection.

19. Links with the following services who are giving support in meeting the needs of specific children:

- Occupational Therapy
 - Speech and Language Therapy
 - School Medical Service
 - Children's Social Care
 - Sight Impaired Service
 - Counselling and NSPCC counselling
- East Sussex Quality Inclusion Coordinator (Nursery)
- Early Years Teaching and Support Service (Nursery)
- Periodic visits from the school doctor to see boarding children as the need arises and to monitor children whose health is a cause for concern.
- Visits from the specialist services such as the 'sight impaired' advisors, in order to support specific pupils.
- Periodic meetings between School's Designated Child Protection Officer with Responsibility for Children at Risk and representatives from the DCSF should the need arise.
- Attendance at any case conferences related to children from the school.
- Visits, as appropriate, from the Education Welfare Liaison Officer, if the need arises.
- Battle Abbey School has a good working relationship with the Social Care and Support Department at St Leonards.
- Liaison between Battle Abbey and other local schools and occasional shared training sessions.
- Visits to special schools in the area as well as to other SEND departments where a reciprocal arrangement exists.

EXAMINATIONS AND ASSESSED WORK:

20. Arrangements for examinations and tests for children with SEND are made according to individual requirements – see the School's Exam Policy.

GLOSSARY

ALIS: Advanced Level Information System- test to evaluate expected results at GCSE and AS as well as 'A' Level.

CAF: Common Assessment Framework.

CAMHS: Child, Adolescent and Mental Health Service.

DCSF: Department for Children, Schools and Families.

DFES: Department for Education and Schools

DASH: Detailed Assessment of Speed of Handwriting

IEP: Individual Educational Programme.

KBIT: Kaufman Brief Intelligence Test.

LASS: Lucid Assessment System for Schools.

Learning Plus: The term used by the Learning Support Department for LDD pupils at Battle Abbey Senior School since September 2009.

MIDYIS: Middle Years Information System- tests given on entry to Secondary Schooling to test ability and aptitude for learning (Vocabulary, Maths, Non Verbal and Skills).

SDMT: Symbol Digit Modalities Test

SEND: Special Educational Needs and Disabilities.

SENCo: Special Educational Needs Co-ordinator.

SENIMS: Special Educational Needs in Mainstream

SPLD: Specific Learning Difficulties.

TOWRE: Test of Word Reading Efficiency

WIAT: Wechsler Individual Achievement Test

WRAT: Wide Range Achievement Tests.

SPECIAL NEEDS STATUTORY REQUIREMENTS

‘The 1983 Education Act, reflecting the principles set out in the earlier Act of 1981, places important responsibilities on the Governing bodies of maintained schools for making special educational provision for all their pupils who have educational needs. It is incumbent upon independent schools to subscribe to the same principles and to fulfil the same responsibilities. Those responsibilities extend to pupils who do not require statements of special educational needs as well as to the minority with statements’.

Our aims echo the recommendations of the 1981 Education Act, the Rose Review (2009) and the Warnock Report, which place clear responsibility on mainstream schools to provide access to the curriculum for children deemed to have special educational needs.

- This Document is a statement of the aims, principles and strategies for the provision for children with Special Educational Needs at Battle Abbey School.
- The DFES Code of Practice (revised in 2014) and The Special Educational Needs and Disability Act 2002 have been taken into consideration in the formulation of this policy.
- The new Code of Practice outlines the following essential changes to the last one of 2001:

It encompasses pupils from the age 0 to 25.

- Early identification of SEND.
- It is to involve a more informed participation of children and parents.
- It is to involve more awareness of SEND pupils and more accountability of classroom teachers.
- The Statementing process has been gradually phased out and replaced with another one- ***the Educational Health and Social Care Plan***. This will ensure close cooperation between educational, health services and social care.
- From the 1st September 2014 the Code of Practice 2001 ceased to exist and transitional arrangements will now be in place to support the change-over in an orderly way. Elements of the Code of Practice 2001 and Learning Difficulty Assessments Statutory Guide (Section 139A) will remain in force during the transition period.

For children of two or over, educational provision is that which is additional to or otherwise different from, the educational provision made generally for children of their age.

A child is classed as being learning disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. **Children Act 1989**

For the purposes of this Act, a person has a disability if he/she has a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Disability Discrimination Act 1995.

SEN Identification Methods

Pupils who may need intervention or monitoring may be assessed using the following tests:

- RAPID profiling system (Prep School)
- CTOPP (Prep School and Senior School)
- SDMT (Senior School)
- LASS Profiling system (Senior School)
- WRAT 3 and 4 for reading comprehension, spelling, maths, ability, NRV and single word reading (Senior School)
- MIDYIS (Senior School)
- ALLIS (Senior School)
- Kirklees: spelling (Senior School)
- YARC (Prep School)
- DASH (Detailed Assessment of the Speed of Handwriting)
- The above involves two tests: for up to 16 and 17+
- Vernon-Warden reading (Senior School)
- WIAT – 2 (Wechsler Individual Achievement Test): for Word Reading, Reading Comprehension and Spelling
- TOWRE – test of word reading efficiency (Senior School)