



Danes Hill School Special Educational Needs and Disabilities (SEND) Policy

Danes Hill School is committed to providing equal access for all pupils to a broad and balanced curriculum and reflects the ethos of the Equality Act 2010. The school values and respects the personal qualities and needs of individual pupils and endeavours to provide a secure but challenging learning environment where they can thrive regardless of their special needs and disabilities. Staff at Danes Hill are committed to meeting the special educational needs of pupils and ensuring that they make progress. There is a whole school approach to children with special educational needs – they are included and supported in line with the current Code of Practice with regard to early identification and partnership with the child, parent and outside agencies where applicable.

At Danes Hill identification and provision for pupils with SEND reflects the recommendations from the SEND Code of Practice 2014 for those children that have significantly greater difficulties in learning than the majority of children of the same age. Where those difficulties prevent or hinder them from making use of the learning opportunities afforded to their peers within the school environment, additional specialist provision is made as long as they are thought to be able to access the curriculum on offer and make progress alongside their peers (see Admissions Policy). The child's long term interests remain the main concern when making provision. All pupils from the Transition Year to the Year 8 are included in the SEND Policy.

The Disability Discrimination Act identifies the fact that some children may have learning difficulties that call for special educational provision to be made. Pupils needing such provision are identified, referred to and taught within the school's Learning Support Centre (LSC). Pupils are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they are taught. Nevertheless, provision for pupils with English as an additional language (EAL) is also managed by the LSC with specially qualified and trained staff (Policy for EAL).

The Governing Body has nominated a governor to have oversight of special educational needs provision in the whole school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. The SENCO is the school's 'responsible person' for SEND and manages the school's special educational needs program and keeps the Headmaster and Governors informed about the provision and its effective day to day operation.

All staff are kept informed about the needs and progress of the SEND pupils through meetings and the distribution of Individual Education Plans (IEPs) for individual educational provision. The IEPs are drawn up by Learning Support staff who are assigned to work with these pupils in liaison with the SENCO and curriculum staff. The LS staff monitor progress and give advice on any differentiation needed in lessons. LSC pupils are tested in LSC to monitor their progress in terms of reading accuracy, speed, reading comprehension and spelling accuracy. LSC staff

liaise with classroom and departmental staff to discuss progress after each set of exams and when deciding whether the period of tuition should cease or a new LSP will need to encompass new targets.

Implementation and Provision:

Additional specialist teaching provision is put in place once a pupil's rate of progress has been identified as inadequate, despite having appropriate and differentiated learning experiences in the classroom or where they display characteristics of specific learning difficulties. When pupils are offered tuition an IEP is drawn up and it may focus on up to six short-term targets set for or by the pupil which are specific and achievable; the teaching strategies to be used; the nature of the provision to be put in place; the date of review and the outcomes for further planning. The plans are available on SIMS under SEN and are reviewed termly. All specialist reports are logged on SIMS to inform staff of specific teaching/learning recommendations. Parents are sent LSC Reports as part of whole school 'end of term' reporting. Records of pupils are kept to support tracking and therefore management of their ongoing needs.

Identification of needs: Pupils may be referred for assessment at any time in the school year as a result of concern expressed by staff, parents or as a result of information given through screening tests. Pupils undergo whole school screening (See Assessment and Tracking Policy) and are then referred for individual assessment where necessary.

Specialist support: Identified pupils are put on the LSC timetable and seen by specialist staff either once or twice weekly. In some cases they may be seen daily although this would be unusual. Some pupils are seen by outside agencies and in some instances their staff may come in to school to see pupils. Some pupils have had outside agency support from their early years and others may be referred later as a result of health difficulties arising such as 'glue ear' for example. The agencies most frequently involved include:

- Physical and Sensory Support Service
- Hearing Support Service
- Visual Impairment Support Service
- Speech and Language Support Service
- Occupational Therapists
- Physiotherapists
- Referral to audiologists, ophthalmologists and paediatricians for autism and ADD

SEND support encompasses:

- Individual lessons in the LSC.
- In-class 1:1 support for 'statemented' pupils.
- Daily literacy and numeracy groups in Years 1-3 with specialist staff during timetabled English and mathematics.
- Small group provision in Pre-Prep and KS1 for phonics, reading, handwriting and numeracy.
- Small group provision for vocabulary and verbal communication development (LSC).
- Some pupils may drop a second modern language but continue with French and attend small group lessons targeted to improve their literacy levels (European Studies/Extra English).

- Provision for exceptionally able pupils is made individually or in small groups and encompasses following areas of expertise and specific interest such as additional languages, science extension work and art/DT.
- In addition to the use of classroom strategies, differentiated to address the learning styles and needs of SEN pupils, specialist equipment may be used such as laptops and spellcheckers.

LSC staff working with pupils for individual lessons use an eclectic approach encompassing established and updated programmes of intervention designed for the needs of the pupils undertaking tuition. They aim to build on pupil strengths and develop their confidence and enjoyment of their tuition as they tackle the areas that they find difficult.

Admissions Arrangements:

Pupils entering the school are assessed as set out in the Admissions Policy. The Assistant Head Academic may undertake further assessment and ask parents and feeder schools for reports on any pupils presenting with SEN in order to verify that the school can meet their needs and offer the appropriate provision. The SENCO advises staff and parents working with an incoming pupil with identified SEN.

Timetabling:

Pupils are withdrawn individually from lessons to attend the LSC. One or two lessons weekly are timetabled. Pupils in need of a significant level of support may attend more frequently and a flexible approach is used. The first priority when timetabling pupils is to ensure that they have access to a broad based curriculum and that core subjects are not missed. A pupil's individual strengths and weaknesses are taken into account in addition to the advice of staff and parental requests. LSC staff are timetabled by the SENCO.

Examination Procedures:

Danes Hill School recognises that pupils need to show what they know in assessment situations therefore access arrangements are made to meet the particular needs of pupils with SEND in the form of for example, additional time or the use of an amanuensis. Current JCQ guidelines are used.

All pupils in the Upper School are screened by the SENCO for handwriting speed and reading comprehension to aid identification. The aim is that SEND pupils are not treated less favourably and that any concessions granted as special adjustments do not adversely affect the integrity of the assessments and examination they undertake.

The SENCO draws up a list of pupils entitled to access arrangements such as an additional time allowance or other specialist provision for both internal and external assessment situations and keeps staff informed.

Staff are encouraged to write all test materials taking into account the reading ages of their pupils in order that no pupil is discriminated against on grounds of difficulty in accessing the papers set. Reading ages are produced for all pupils from Year 2 to 8 by LS annually.

Arrangements for training and development of all staff in SEND:

The Assistant Head Academic and SENCO organise annual INSETs exploring aspects of SEN and individual provision for pupils for staff and external delegates within the framework of the school's mission statement: 'Educating the whole Child'. This helps focus staff attention on new ideas and ways of working with all pupils not only those with current LS provision.

Criteria for evaluating the success of the SEND Policy:

LS staff have frequent meetings with parents and staff, both formal and informal, to plan IEPs and targets, revise provision and celebrate success.

The LS staff hold meetings weekly and the SENCO meets members of SMT weekly to discuss pupils and provision in addition to initiatives, which will enhance the pupils' educational experience.

GFM

FULL date of policy: 1 February 2019

Review date: February 2020