



Aysgarth School

**Special Educational Needs & Disabilities (SEND)
Policy (3b)**

**Reviewed: September 2021 and to be reviewed September 2022
Responsible Member of Staff: Ed Canning**

Special Educational Needs & Disabilities (SEND) Policy

School Arrangements

Aims:

Aysgarth Pre-prep and Prep School has a long tradition of inclusivity and is committed to accepting children with a wide range of abilities and learning needs. Staff, governors, parents and children work together to find and build on the strengths of each individual child and to help that child to realise his/her full potential in a caring environment that is both secure and stimulating

This SEND policy reflects the principles of the 0-25 SEND Code of Practice (January 2015), guidance within Keeping Children Safe in Education (2021) and is in line with our curriculum policy and equality of opportunity policy and aims to support inclusion for all of our children. Aysgarth promotes positive mental health in line with the 'Mental Health and Behaviour in Schools' (2015) and has an in-house counselling service available as suggested within 'Counselling in Schools: a Blueprint for the Future' (2015). This policy applies to pupils in the Prep and Pre-Prep including EYFS.

The responsibility for the management of this policy falls to the Headmaster; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENDCo). The Governing Body, Headmaster and the SENDCo will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something **additional to** and **different from** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Aysgarth School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

The staff and governors of Aysgarth School will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school

approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children’s services and all other agencies.

School Admissions

No pupil will be refused admission to school on the sole basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Identifying and supporting Special Educational Needs & Disabilities

Definition of SEND

The Children and Families Act (2014) defines children as having special educational needs (SEN) or a disability if they have a learning difficulty that calls for *special educational provision* to be made for them.

A child of compulsory school age has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of pupils of the same age
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if he or she is likely to fall into the categories above when they reach school age, or if special educational provision was not made for them.

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools).
- For a child under two, educational provision of any kind.

Roles and Responsibilities

The Skills Development department is headed by the SENDCo with William Kay-Shuttleworth as the responsible governor.

The Governing body have a standing agenda item for SEND and alongside the Headmaster, senior management and SENDCo, monitor the policy, provision and resources for these pupils. This includes the identification and facilitation, through links with the school's performance management system, of any staff training or professional development needs with regard to SEND.

The current Code of Practice clearly acknowledges the importance allocated to the teacher, 'Every teacher is a teacher of special educational needs'. Overall responsibility for the pupil's learning therefore lies with the class teacher.

As such, all teachers and support staff must:

- Be aware of the school's procedures for the identification and assessment of, and the subsequent provision for, SEND pupils
- Be aware of the pupils in their classes who are on the SEND register, adapting their teaching where necessary to meet the individual needs of the pupil
- Collaborate with the SENDCo and Skills Development team to decide the action required to assist the pupil to access the curriculum and make progress
- Work with the Skills development team to collect all available information on the pupil, including evidence to support exam access arrangements
- Use their performance management process to identify any CPD needs with regard to SEND

Categories of Special Educational Need

Under the SEND Code of Practice 2015 children identified as having a special educational need or disability (SEND) will be considered within one or more of the following areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Early identification of pupils requiring different or additional support is a priority.

The Graduated Approach

ASSESS:

The school makes every effort to ascertain a pupil's specific learning needs on entry into school and uses appropriate screening (Dyslexia Profile). Ongoing yearly whole school assessments (school exams, PIM, CATs, SWST, ERT) identify pupils who may require SEND intervention at any point in their Aysgarth career.

'Quality First Teaching' should meet individual pupil needs within the classroom but if there is inadequate progress, despite support and high quality teaching, the class teacher will work with the SENDCo to assess if a pupil has a significant learning difficulty and agree appropriate support.

In EYFS, the statutory Framework for the Early Years Foundation Stage (as revised September 2021) is used and assessments take into account contributions from a range of perspectives to ensure that any child with potential special needs who is not meeting the expected levels of development is identified at the earliest possible opportunity.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress despite adaptations to the general curriculum plan made by the teacher
- Shows signs of difficulty in developing literacy or mathematics skills
- Shows persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment

- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has mental health needs which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

There is an effective pastoral system in place. This includes a form tutor who has ultimate responsibility for their form, with daily timetabled form tutor periods and three PSHE sessions each week. They are well placed to identify unusual behaviour that may have a root cause that needs addressing. Where this is the case, the pastoral system provides the structure through which staff can escalate the issue.

PLAN:

Pupil Profiles

The Personalised Learning Provision Plan (PLPP) gives an outline of a child's specific needs as well as suggesting useful teaching strategies to adopt within the classroom which will support the pupil's learning. This is used by all teachers to help plan and assess, ensuring that a child's needs are met within the classroom. These are updated regularly and are helpful for all teachers and boarding staff, in sharing relevant information and in providing a consistent approach to meeting the needs of the pupils. The PLPP also contains an individual Provision Map that outlines the support the pupil has received whilst at Aysgarth. (See Appendix A for an example of a PLPP)

Parents/carers will then be formally notified by email when it is decided to provide a pupil with SEN support.

In some cases it may be necessary to seek assessment by, or advice from an external professional such as a specialist teacher, educational psychologist or mental health counsellor. This will always involve discussion and agreement with the pupil's parents/carers.

SEND Register

The SEND register details all children who require their Special Educational Needs or Disabilities to be met through a range of provision.

DO:

At Aysgarth we offer a range of intervention programmes that are tailored to fit the needs of the child. (See appendix B for the list of intervention programmes and how they support the different needs)

The Skills Development team also supports pupils with in-class provision. This structure ensures that the Skills Development team can track and monitor the child's progress and their appropriate application of taught specialist skills.

Additional individual support lessons are timetabled by the Skills Development team. This tuition is individually structured and draws on the use of multi sensory teaching. Lessons emphasise the need for the child to engage with their learning through a gradual understanding of their strengths as well as self confidence, self esteem and a greater enjoyment in the pleasure of learning success. A target card will be written for individual lessons which are reviewed once a term and are dynamic working documents that ensure all specialist provision remains relevant and pertinent to the child's additional needs at that moment.

During the period where restrictions are in place due to the need to provide COVID-19 safe teaching, individual lessons are continuing but with increased awareness of distancing and the use of PPE. The school is working to provide ongoing and relevant support.

Parents/Carers are involved in every step; from the identification of their child's needs, to discussions of the appropriate interventions necessary for their child to make progress. Additional lessons will be billed termly.

At Aysgarth we have an effective pastoral system where members of staff, led by form tutors, know and are able to regularly discuss every pupil. Bad or unusual behaviour that may have a root cause that needs addressing can be spotted and acted upon. Where this is the case, the pastoral system and school policies provide the structure through which staff can escalate the issue and take decisions about what to do next.

Access arrangements, such as extra time, readers, scribes or typing, are awarded when an Educational Psychologist has prescribed such support for both internal and external exams.

We recognise that children with a Special Educational Need can be more vulnerable, especially regarding peer to peer abuse. Please refer to our Child Protection Policy and Peer on Peer Abuse Policy for further information.

REVIEW:

Targets will be reviewed termly. The pupils' views of their progress will be sought, as well as giving parents/carers information about the impact of the support and interventions. Where appropriate other agencies will be asked to contribute to this review.

These reviews will feedback into the analysis of the pupil's needs. The teachers, working with the SENDCo, will revise the support in light of the pupil's progress and development. Any necessary changes will be made in consultation with the parent and the pupil.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency (eg. an educational psychologist or SALT.)

Tracking Pupil Progress

Annual, internal assessments are undertaken within the school and the results of these are recorded with the purpose of analysing and tracking pupil progress. This information, alongside ongoing diagnostic assessment, whole school rolling assessments, tracking data, feedback from class/form teachers/ parents/carers and reports, informs planning and decisions regarding SEND provision.

Evaluating Success

The success of the school's SEND policy and provision is evaluated through:

- Analysis of the whole school and pupil tracking data and test results
- Discussion with teachers and observations of pupil performance in class
- Discussion and feedback from pupils and parents
- The school development plan

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is ***different from*** or ***additional to*** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEN register.

Education, Health and Care Plans (EHC plans)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where there are Statements or EHC plans, these must be reviewed annually. The LEA will inform the Head teacher at the beginning of each school term of the pupils requiring reviews. The SENDCo will organise these reviews and invite the necessary people involved. The aim of the review will be to assess the pupil's progress; review the provision made for the pupil; consider the appropriateness of the existing Statement or EHC plan; set targets for the coming year.

With due regard for the time limits set out in the Cop, the SENDCo will write a report of the Annual Review Meeting on behalf of the Head Teacher and send it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease a Statement of SEND or EHC plan

Partnership within and Beyond the School

Links with Teaching Staff, Sharing information and Staff Development

All staff (including teaching and educational support staff) are given regular annual training on working with SEND by the SENDCo. This training focuses on helping each child to reach their maximum potential, the appropriate wave 1 adjustments (such as large print or using coloured paper) that can give full access to the curriculum and facilities of the school to the greatest extent possible.

The school trains its teachers to differentiate within the curriculum and to take into account pupils' learning difficulties. The SENDCo liaises with the teaching staff about the most appropriate means of meeting the needs of pupils with SEND and learning difficulties. The SENDCo has an important role in ensuring consistency of approach by all teachers in providing, for example, access to learning materials that are easier to read and understand, or extra time in exams.

School behaviour and discipline

The school takes pride in its well developed system of pastoral care and the strong social interaction amongst pupils. All pupils, from the youngest in the nursery upwards, are taught that victimisation and bullying are prohibited and will not be tolerated. The school's objective is to ensure that a disabled pupil, or a pupil with SEND or other protected characteristic, does not suffer less favourable treatment as a result of discrimination. Pupils are taught through PSHE and other activities the importance of respecting and behaving with courtesy and consideration to each other. The school's behaviour policies and school rules make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated, homophobic, disabled and cyber, in causing serious psychological damage and even suicide.

Links with Parents

Aysgarth School firmly believes in developing a strong partnership with parents that will enable all pupils with SEND to achieve their potential. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

We hope that all parents will feel able to share any concerns about their child with the staff in order that a healthy partnership for the care of their child can be developed. We are always happy to discuss any parental concerns.

At Aysgarth School we endeavour to support parents/carers so that they are able to:

- Have a full understanding about their child's abilities in school
- Feel fully supported should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Complaints

Aysgarth School naturally hopes that a parent will not feel that they have cause to complain but its complaints policy is available from the school office for any parent who wishes to use it. Additionally, all parents of children with SEND have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has received unfavourable treatment.

Links with Other Agencies, Organisations and Support Services

Aysgarth recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND pupils.

When it is considered necessary, colleagues from the following services will be involved with SEND pupils:

- Educational psychologists
- Medical officers/ GP's
- Speech and Language therapist (SALT)
- Hearing and Visual impairment services
- Autism Outreach
- CAMHS (Child and Mental Health Services)
- Behavioural and emotional coach

All adults working with our pupils will have had DBS checks.

Pupil Voice

We recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Confident young pupils, who take responsibility for their own learning, know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their school years.

Appendix A

Personalised Learning Provision Plan

Reason for additional provision:

- Xxxxxxx has mild to moderate dyslexia. His processing speed is slow (85) he has weak literacy skills (word reading 85), with weak spelling (80). Slow reading rate (under 70).

Strengths and interests of pupil

- General reasoning
- Maths (121)
- Good comprehension skills: 118
- Enjoys playing the double bass

Equipment needed in class:

- Chunky/ triangular pencil

All teachers need to be aware that this pupil needs:

- Dyslexic friendly, multi-sensory approaches in the classroom with lots of encouragement.
- Highlight work rather than copying it down
- Good pencil grip
- A gradual build up of typing skills so that he can move to a lap-top to help with his written work.
- Writing frames, mind-maps or spider-charts would help get his ideas sorted and down on paper.

Most recent external reports:

- Dr Mortimer Ed Psych reports: June '11 and Nov '13

External specialists regularly involved: N/A

Examination concessions: 25% and a reader

SUMMARY OF ADDITIONAL PROVISION	PROVISION Autumn/Spring	REVIEW Mid Year	PROVISION Spring/Summer	REVIEW End of Year
Form 1	1:1 Eng LS x3	Support to be cont.	1:1 eng LS x3	Cont support and reading gp next year
Form 2	1:1 LS 1:3 LS Reading gp	Start the Davis programme Nov '11 Dr Mortimer Nov '11	1:2 1:1LS to do clay modelling (Davis programme) Reading group	Cont support and reading gp next year
Form 3	1:2 LS (clay with xxxx) 1:1 SO Reading group	Super progress in reading (103). Much more fluent. Cont. with support next term	1:1 Eng SO 1:2 clay LS Reading group	Stop reading group and 1:1 support. Support in class from TA when needed.

Appendix B

Skills Development Groups

Group	How are boys chosen?	Who is it for?	What is the purpose of it?	What form does it take?	How long is the programme?
Reading Groups	Selected by English teachers if underperforming in reading (ERT assessment)	Forms 1/2/3/4/5 boys who have difficulty with their reading and comprehension	To encourage fluency of reading and help give them the strategies and confidence to decode words.	Guided reading in a small group. All reading the same book and taking it in turns to read out loud.	Four times a week, half an hour for a ten week period
Speedy group	Using the data from the Dyslexia Portfolio Test. Teachers' recommendations	Form 1/2/3/4/5 boys who have slow processing skills.	To encourage them to speed up their thinking skills.	Games where they have to memorize and retain information for a small length of time. Timed exercises eg. Finding 'Where's Wally' in a certain length of time.	Twice a week half an hour for a ten week period
Speed-Up	Using the data from the Dyslexia Portfolio Test. Teachers' assessments and recommendations	Forms 2/3/4/5 boys who are particularly slow at handwriting.	To encourage them to speed up their handwriting skills.	A kinaesthetic writing programme by Lois Addy	Daily half an hour for a ten week period
Power of 2	Maths teacher assessments/PI M assessments	Any boy with a weakness in maths from any form.	To help develop confidence with mental maths strategies.	Individual coaching working through the Power of 2 book. Expanding the maths areas where there are weaknesses or misconceptions.	Daily fifteen minutes until the programme has finished
Maths Group	Maths teacher assessments	1/2 nd formers who are lacking in mathematical confidence and need a boost	To make maths fun and support areas in maths which they might find tricky.	Maths games Number shark Manga high maths games (ICT) X table games	Twice a week until the confidence has risen.

Touch-typing group	Recommendations from their Educational Psychologist reports.	5 th form boys that are hindered by their slow handwriting.	To help the boys become faster at typing, so that they might be able to move onto a laptop for their school work/ secondary school.	CAZ touch-typing programme. Timed typing exercises	Twice a week until the speed of typing has increased.
Spelling group	SWST assessments/English teachers	Any boy with a weakness in spelling from any form.	To help develop confidence with the different spelling rules.	<u>Stareway</u> to spelling WASP SWST word lists A range of VAK strategies to help learn the spellings	Daily half an hour for a ten week period