



Educational and Welfare Provision for Pupils with Special Educational Needs or Disabilities (SEND)

Including the Early Years Foundation Stage (EYFS)

Contents

1. Aims	1
2. Legislation and guidance	1
3. Definitions.....	2
4. Roles and responsibilities	2
5. SEN information report.....	3
6. Monitoring arrangements.....	11

1. Aims

Our SEN policy and information report aims to:

- Set out how our School will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our fundamental aim is to raise the aspirations for and expectations of all pupils with additional needs through creating a focus on outcomes furnishing them with the skills and attitudes to flourish academically and personally. We put our pupils at the heart of the process, working with them, their families and teachers to seek the best possible outcomes for their development.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-coordinator's (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age.

4. Roles and responsibilities

4.1 The SENCO/ Head of Learning Support

The SENCO/ Head of Learning Support is Jo Birkett-Wendes. The Early Years SENCO is Jess Tyler-Boorer.

They will:

- Work with the Head and Globeduate Director of Education to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authorities and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head, Board of Directors and Deputy Head Academic to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The Globeducate Director of Education

The Globeducate Director of Education will:

- Help to raise awareness of SEN issues at directors' meetings through liaison with the Deputy Head Academic
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the directors on this
- Work with the Head and Head of Learning Support/SENCO to determine the strategic development of the SEN policy and provision in the School

4.3 The Head

The Head will:

- Work with the Head of Learning Support/SENCO and Globeducate Director of Education to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants, Learning Support teachers or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review pupil progress and development and decide on any changes to provision
- Respond to requests to provide evidence to secure Exam Access Arrangements
- Ensuring they follow this SEND policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment needs
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Children joining the Reception Class are assessed using Communication4all.

MidYIS is a computer adaptive assessment used with pupils on entry to Y7 and for new pupils joining Y8 and Y9 to identify strengths and weaknesses. Y10 are assessed using Yellis to identify areas in which they might need support. Pupils in Y12 are assessed using Alis which identifies strength and weaknesses in their learning

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Concerns regarding progress should initially be shared via the Daybook system between teacher, tutor and Head of Learning Support/SENCO. A range of screening tools may then be used to further identify need across the School from Nursery to the Senior School.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required via the sharing of a Pupil Profile. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Pupils who receive Learning Support lessons will have a progress review at the end of each term which will be shared with parents. Pupils who have a My Support Plan will have their progress reviewed three times a year in a My Support Plan Review meeting with their parents. Progress of pupils with an EHCP will be reported through the Annual review process to both parents and the relevant Local Education Authority.

5.5 Supporting pupils moving between phases and preparing for adulthood

- **Transition to Stonar**

As part of the admission process parents are asked to share details of their child's needs and any relevant reports from professionals. Each application by a pupil identified as SEND will be carefully considered to ensure that the pupil's needs can be met with the current provision in place. Additional transition visits to the School can be arranged as appropriate to ensure the pupil has the opportunity to become familiar with the School before joining.

A Transition into School Meeting (TISM) will be arranged by the local authority's Early Years Inclusion Advisor (EYIA) for pupils joining the reception class whose needs have already been identified.

- **Moving from Nursery / Reception (EYFS) into Year 1**

Pupils in the EYFS setting are supported by the Head of Nursery (The EYFS SENCO) who meets with the Head of Learning support to facilitate the support and smooth transition for pupils in the Prep School.

- **Moving from Prep to Senior School**

Pupils with SEND in Year 6 are supported to ensure a smooth transition to the Senior School. This includes visits to the Senior School buildings, a transition booklet and opportunities to meet key members of staff.

- **Moving from KS3 to KS4**

When students have learning needs, students and parents/carers have the opportunity to talk through possible GCSE options that will best meet the young person's needs in terms of their strengths, areas of difficulty and aspirations for the future.

- **Post 16 Education**

Y11 students are mentored after their mock GCSE exams to discuss appropriate next steps. If the student has an Education, Health and Care Plan, they will also have a SEND Lead Worker assigned by the Local Authority who will work with the student and their parents/carers to ensure the transition to this next phase is as smooth as possible.

- **Transition from Stonar**

Should a pupil with SEN leave Stonar, the Head of Learning Support will liaise with the next setting to ensure the pupil's needs are known and understood. We will agree with parents and students which information will be shared as part of this and where appropriate we will provide transitional support to the pupil.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students. The Head of Learning Support (Head of Nursery for EYFS pupils) produces a Pupil Profile document at the start of the year which, as well as giving some general guidance, highlights the barriers to learning and strengths of all individual students with additional needs in the college and suggests strategies that should be useful in working with that student. This confidential document is available to all staff working directly with pupils in the school.

Nursery

- Boosting Listening and Auditory Skill and Talking (BLAST) works on the underpinning skills for language, communication and literacy – turn taking, discrimination, listening, attention and social communication as well as developing basic language skills both receptively and expressively.

Prep School

- Small group oracy, literacy and numeracy interventions matched to pupils' specific needs and levels of attainment.
- Small group social skills groups
- Fine motor skills and handwriting interventions
- Interventions to support Social, Emotional Mental Health needs, including Thrive, are delivered 1-1 by a member of the Learning Support team, school nurses or school counsellor.
- Pupils with more specific difficulties may be withdrawn for specialist teaching by a member of the Learning Support Department. These lessons incur a cost.

Senior School

Small group support is offered where possible in Literacy or Numeracy for pupils who either staff or parents feel would benefit from this approach. Independent Study Support is also available and supervised by a member of the Learning Support Team.

Individual specialist teaching is offered for pupils who either staff or parents feel would benefit from this approach. 1-1 lessons are targeted by initial and ongoing assessment to ensure the programme of work fits the changing need of the individual. These lessons incur a cost. Lessons available include:

- Literacy based support to address Specific Learning Difficulties (SpLD) and Dyslexia
- Individually tailored study skills support. This is targeted at improving writing, comprehension, planning and revision skills.
- Mathematics based support
- Thrive Action Plans

5.7 Adaptations to the curriculum and learning environment

The following are examples of adaptations that may be used to ensure all pupils needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font,
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud,
- A modified curriculum may be offered to pupils with more complex learning difficulties. This may involve a reduced number of subjects and more individual and small group support.

5.8 Additional support for learning

We have a number of teaching assistants who work across the Prep and Senior School

Teaching assistants will support pupils on a 1:1 basis when a pupil has an EHCP and this provision has been identified as necessary for the child to meet their outcomes or if parents wish to provide this level of support for their child.

Teaching assistants will support pupils in small groups when pupils with SEN are engaged in independent study in either the library or the Learning Support rooms.

We work with the following agencies to provide support for pupils with SEN:

Local Authority Children's Community Services which includes:

- Speech and Language Therapy
- Integrated Therapies
- Community Paediatrics
- CAMHS

If a pupil has an EHCP we will work with the relevant local authority's SEN Support Services who provide specialist support services, including:

- Sensory Impairment - Physical or Medical
- Sensory Impairment - Visual
- Sensory Impairment - Hearing
- Educational Psychology
- Educational Welfare
- Speech and Language therapy
- Social Communication

5.9 Expertise and training of staff

Our Head of Learning Support /SENCO has over 7 years experience in this role and has a BA (Hons) QTS – First Class and a Post Graduate Certificate in Identifying & Supporting Vulnerable Learners. She also holds SENCO award and is a Licensed Childhood Practitioner in the Thrive Approach.

Our Learning Support teachers have a range of qualifications supporting specific learning difficulties including Dyslexia and are also experienced with supporting pupils on the Autistic Spectrum, ADHD, physical, sensory and social, emotional and mental health needs including ELSA qualification and Licensed Adolescent Practitioner in the Thrive Approach. These specialist staff deliver 1-1 Learning Support lessons.

Our CPD INSET cycle provides opportunities for staff to develop their understanding of high incidence SEND and strategies to support.

We use specialist staff from the Visual Impairment and Hearing Impairment teams to train staff working with specific students.

5.10 Securing equipment and facilities

Equipment and resources for SEN are bought from the annual budget provided to the department. Decisions are made by the Head of Learning Support/SENCO who seeks advice from other members of the department or teachers where necessary.

There is a range of resources to support a wide variety of needs and effective interventions available for a variety of identified needs. The SENCO, teachers and Teaching Assistants develop or buy resources for specific students to use according to need and within the necessary budgetary constraints.

Specialist equipment is available from Local Authorities SEN Services to support Sensory or Physical Impaired students as required.

The Globeducate directors and financial management team work with the Head and Head of Learning Support/SENCO to determine the necessary budget provision each year according to the children's needs.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress and the impact of interventions each term, TAs and Learning Support Teacher's written feedback is shared with the Head of Learning Support/SENCO; this gives an up-to-date picture of student's responses and progress; this can inform next steps
- Monitoring by the SENCO
- Using student voice
- Reviewing some students' individual progress towards their goals each term, using the main features of the My Support Plan document
- Holding annual reviews for pupils with EHC plans

The Head of Learning Support/SENCO monitors the performance of those in the Learning Support Team through observation and annual appraisal. She, in turn, works closely with Deputy Head Academic, with whom she works to set and appraise personal and departmental targets. In line with other departments in the School, the Head of Learning Support/SENCO reviews the departmental development plan, which both looks at specific departmental issues and checks that the objectives and performance of the department cohere with the School's development and strategic plan.

The Head of Learning Support/SENCO will liaise with the Head to review and where necessary make adaptations to accommodate new needs, endeavoring to offer a personalized

approach whenever possible. We aim to ensure that the opinions of all stakeholders are heard and incorporated into practice where appropriate.

5.12 Enabling pupils with SEN to engage in activities available to those in the School who do not have SEN

Stonar is fully inclusive and we always ensure that all our pupils have the opportunity participate in all activities offered. Communication with parents and carers is crucial to ensure this happens.

All our extra-curricular activities are available to all our pupils.

All pupils are encouraged to go on our residential trips.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. If appropriate a risk assessment may be carried out. Additional staff may be assigned to a trip to ensure that the needs of specific students are met. We work with the other parties involved as well as the parents and carers to ensure that the best possible solution can be found. If a student is especially anxious, we do our best to prepare them in advance for the trip and then to ensure that a specific member of staff will oversee their wellbeing on the trip. If the student has a physical disability which will make challenging for them either the transport, e.g. getting on and off coaches or the object of the trip, e.g. accessing a theatre, work with the other parties involved as well as the parents and carers to ensure that the best possible solution can be found.

The Head with the Head of Learning Support/SENCO and the Domestic Manager/Health and Safety Officer have the overview of the developing accessibility of the school for pupils with disabilities and evacuation plans for individual students where needed.

Further information can be found in the school's Accessibility statement on the school website in the policies section.

5.13 Support for improving Social, Emotional and Mental Health needs

Pastoral support at Stonar is a particular strength of the school. Teachers, Teaching Assistants and Pastoral Care Team play a pivotal role in identifying and supporting vulnerable children, both with and without SEND. Weekly meetings of the Pastoral Care team and SENCO identify students who appear vulnerable or who may have undiagnosed needs in the above areas and ensure that vulnerable students are identified, and that appropriate support/provision is put in place as swiftly as possible.

We provide extended pastoral support for students to improve their emotional and social development in the following ways:

- In the Prep School, pupils have regularly opportunities to spend time with the Prep school ELSA, who is a Licensed Thrive Childhood Practitioner. Small group or 1-1 sessions are provided for pupils who would benefit from this support
- There are always opportunities for students to talk with members of the Learning Support Team either during lessons or in the Pastoral Support Room where children can play board games, do crafts, homework, read, or have a chat during break and lunchtimes. This is open to anyone, not just those with SEN and provides a valuable and safe space for developing social skills and relaxing in a highly supervised environment., this is often the time when the student feels able to raise specific concerns.
- The Deputy Head of Learning Support who is the Pastoral Interventions Lead an ELSA and a Licenced Thrive Practitioner has weekly 1-1 sessions with vulnerable pupils.

- The School has a counsellor; referrals are arranged through the Designated Safeguarding Lead or the School Nurses.
- Pupils with SEN are encouraged to be part of the school council or form captains.
- Pupils with SEN are also encouraged to be part of after-school activities to promote teamwork/building friendships etc.
- Any pupil concerned about bullying can share their concerns with a trusted member of staff or via email stopbullying@Stonarschool.com

The whole school policy on dealing with conflict between students can be found in the policies section of the school website.

5.14 Working with other agencies

Involvement with any outside agency will be done after consultation between the School, pupil and parents in order to meet the pupil's needs and support their family.

Involvement with any outside agency will be done after consultation between the college, pupil and parents in order to meet the pupil's needs and support their family.

We use **Wiltshire's Digital Assessment and Referral Tool (DART)** which has been developed to simplify the way information about a pupil is gathered and used to assess their needs or refer for support from that Local Authority. DART facilitates:

- Holistic assessment of needs and risks faced by pupils and their families
- A recommendation about the level of need or risk a child is facing, to support professional judgement
- Recommendations regarding potential actions professionals can take to pupils including referrals to Wiltshire SEN Services, Family Keyworkers, Young Carers and Mentoring Services
- Electronic referrals or Early Help assessments
- Electronic Multi Agency Safeguarding Hub (MASH) referrals
- Basic support for virtual Team Around the Child management and secure information sharing.

We use **HRCG's Request for Support from Wiltshire Children's Community Services** which allows referrals to

- Speech and Language Therapy
- Integrated Therapies
- The School Nurse
- Community Pediatrics

We use equivalent methodologies to support pupils who reside in other local authority areas.

We also make direct referrals to relevant external agencies, in line with the application of our Child Protection Policy and recognising that SEN pupils constitute one of the particularly vulnerable groups that can often require a more specialised evaluation of their needs.

5.15 Complaints about SEN provision

Any concerns about SEN provision in our school should be made to the Head of Learning Support/SENCO in the first instance (j.birkett-wendes@stonarschool.com). Any written complaints will be managed in line with the school's complaints policy which can be found on the school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Details of support Services for families can be found on the Local Offer website or be signposted in a conversation with the school's Learning Support or Pastoral teams.

<http://www.wiltshire.gov.uk/local-offer> Wiltshire

<https://www.rainbowresource.org.uk/> Bath and North East Somerset

6. Monitoring arrangements

This policy and information report will be reviewed by Jo Birkett-Wendes, Head of Learning Support/SENCO every year. It will also be updated if any changes to the information are made during the year.

Reviewed by the Advisory Body (date): May 2018, May 2020

Signed:

(Director)

(Head)

Due for review by the Advisory Body: May 2022