



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Headmaster: Mr Brendan Brady

Moor Park SENCO/Head of Learning Support:

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Appointed SENCO in September 2005

Advocate on Senior Management Team: M. Jean-Michel Collin

Moor Park's SEN philosophy

Moor Park follows the SEND Code of Practice 0-25 (Children and Families Act, 2014). We welcome all children who can make the most of the opportunities we offer and can flourish in our caring environment. Treating every child as an individual is important to us; we welcome pupils with special educational needs.

All staff who teach and support pupils with SEND have the highest aspirations for them; we work as a team to help all children in achieving their potential in all areas of school life. We remember that it is every teacher's responsibility to "adapt teaching to respond to the strengths and needs of all pupils" (Teachers' standards 2012, reinforced in the SEND Code of Practice 0-25).

SEND Objectives

- We aim to identify and provide for pupils with special educational needs and additional needs.
- We work within the guidance provided in the SEND Code of Practice 2014.
- We provide a qualified SENCO who works within the SEN inclusion policy.
- We provide support and advice for all staff who work with special educational needs pupils, in particular offering support, information about the nature of difficulties and suggestions of techniques to subject teachers. In this way we are involved in the continuing professional development of colleagues. We aim to ensure that all staff involved are fully aware of each child's particular problems and the measures being taken to resolve them.
- We aim to inform staff of the nature of learning difficulties commonly encountered within education.
- We maintain partnership and high levels of engagement with parents.

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- We ensure access to the curriculum for all pupils, maintaining always a child-centred approach. In cases of complex SEN, we negotiate with pupil and parents to adapt the curriculum if necessary to individual needs.
- Our aim is that no child should leave Moor Park without basic skills in literacy and numeracy. It is recognised that the children who come to the Department for support have a wide range of intellectual abilities and therefore it is a secondary aim that their literacy and numeracy attainments should reach their potential, enabling them to work at the same level as their intellectual peers. With few exceptions, all Learning Support children will take Common Entrance examinations; the Department will ensure that they receive support, applying for special conditions where appropriate, to enable them to sit the exam.
- Some children with specific difficulties may also be gifted or talented; for example, a dyslexic child might be a gifted artist. The Department aims to support children in their strengths as well as in their weaknesses, recognising, supporting and encouraging their efforts.
- It is understood and acknowledged that many children with learning difficulties may also have poor self-esteem and lack confidence at some point in their school life. It is a main aim of the Department to boost morale, instil confidence and reassure our pupils (and their parents) that, despite their difficulties, with hard work and support they can achieve their potential.

The role of the SENCO/Head of Learning Support

- The SENCO is responsible for the day-to-day operation of the SEND policy and coordinating provision for the children.
- All teaching staff are responsible for observations, record-keeping, devising and reviewing IEPs, teaching and monitoring pupils with SEN.
- The SENCO has an overview of each child; she collects and records relevant information, including background information, about children with SEN, maintaining longitudinal records.
- The SENCO attends regular training and provides or arranges SEN training for teaching and boarding staff.
- The SENCO ensures that the SEND policy is up to date and is followed by everybody.
- The SENCO ensures that appropriate IEPs are in place for children who need them, advising and assisting classroom teachers where necessary.

The Department, in collaboration with SMT, teaching and boarding staff, supports pupils across the four broad areas of need, which encompass:

Communication and interaction

Speech, language and communication needs (SLCN), e.g. Autistic Spectrum Disorder (ASD), including Aspergers Syndrome; semantic/pragmatic and other language disorders.

Cognition and learning

Learning difficulties cover a wide range of needs, including:

- Specific learning difficulties (SpLD), e.g. dyslexia, dyscalculia and dyspraxia.
- Profound and multiple learning difficulties (PMLD), e.g. foetal valproate syndrome.

Social, emotional and mental health difficulties

eg anxiety, depression, self-harming, eating disorders, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), attachment disorder.

Sensory and/or physical needs

eg vision impairment (VI); hearing impairment (HI); physical disability (PI) such as cerebral palsy.

In teaching sessions the Department has regard for:

Spiritual, Moral, Social & Cultural Development

The department has regard for children's spiritual, moral, social and cultural development. As with all aspects of the Department's work, input in these areas is tailored to the needs of the individual, whenever thought appropriate. Specific occasions when this may arise are detailed in the organisation of teaching time in the Departmental Handbook, marked SMSC.

PREVENT

The department has regard for government policy on the PREVENT strategy for avoiding radicalisation. As in SMSC above, input is tailored to the needs of the individual, whenever thought appropriate; specific occasions when this may arise during teaching are detailed in the Departmental Handbook, marked PREVENT.

On entry

We advise parents of children with special educational needs or disabilities to discuss their child's requirements with the Headmaster or our Head of Learning Support so that adequate provision can be made. Parents should provide a copy of any specialist reports (e.g. an educational psychologist's assessment, medical reports) if available, to support a request for special arrangements such as large print or extra time in examinations.

Each pupil with a special educational need or disability requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and child and, where necessary, external specialists, the adjustments that can reasonably be made for their child, once they have accepted the offer of a place and before the child becomes a pupil at the school.

Identification of SEN – the whole child

- This is the responsibility of all staff.
- Class teachers & boarding staff make assessments and observations, which are confidential but can be shared with parents, other staff and agencies.
- The SENCO will advise, carry out more formal assessment and consult other agencies.

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. While a child's difficulties will fall into one or more of the four broad areas of need, we aim to address these through our understanding of the whole child, and the action we take will be dictated by that child's particular circumstances.

Pupils' current skills and levels of attainment are assessed on entry, building on information from previous settings where appropriate. We also consider evidence that pupils may have a disability, under the Equality Act 2010, and decide what reasonable adjustments may need to be made for them.

The school makes regular assessments of progress for all pupils, with the help of class and subject teachers and SENCO – e.g. CAT scores, Abacus maths assessments, NFER English, Suffolk reading, school exams, regular departmental testing and classroom assessment. We seek to identify pupils making less than expected progress given their age and individual circumstances. We are alert to emerging difficulties and aim to respond early. We also listen and understand when parents express concerns about their child's development.

Pupils presenting us with concerns will be discussed at weekly pastoral meetings, where the needs of the whole child can be considered. In cases of disruptive or withdrawn behaviour, we consider causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought that family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach may be appropriate. We are alert to other events such as bullying or bereavement. We make appropriate provision for a child's short-term needs in order to prevent problems escalating, eg an increase in boarding or, conversely, permission to leave early to spend time with family.

English as an Additional Language (EAL)

Identifying and assessing SEN for children whose first language is not English requires particular care. We look carefully at all aspects of performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. See "Education and Welfare Provision for children for whom English is an additional language" for further details.

Able, gifted and talented

All pupils at Moor Park are valued for their individual strengths and abilities in areas across the curriculum and beyond. We do not assume that attainment in line with chronological age means that there is no learning difficulty or disability. We are aware that some pupils with SEND may have significant abilities in one or more areas and our policy aims to address the specific needs of these pupils. At Moor Park we believe that, within the framework of equal opportunities, highly able pupils are entitled to have their needs recognised and addressed. Therefore, these pupils need to be identified, targeted, supported and challenged to maximise their potential, and to set standards of excellence for others to follow. (Refer to “Able, Gifted and Talented” Policy.)

Quality first teaching

Our first response is quality first teaching targeted at the identified areas of weakness, sometimes supported by a class teacher’s IEP (see below). Class and subject teachers differentiate their teaching according to the needs of individuals in each class, whether more or less able. Many subjects are set but it is acknowledged that there can be a wide range of ability even within sets. The SENCO will listen to concerns voiced by staff and assist with differentiation.

RECORD-KEEPING AND REPORTING

Records

Each child identified with SEND has an individual file in the Learning Support Department. It includes initial assessments from the end of years 1 and 2, or base-line tests taken on entry, all subsequent monitoring and diagnostic test results, both internal and external, current and previous individual education plans (IEPs) and brief notes on parent evenings or any parent meetings. In this way, a comprehensive picture of each child is kept for use by the Department and all staff.

A Register of the children with Special Needs is kept through SEN documents under each child’s name on the Learning Support file on the staff server. This is available to all teaching and pastoral staff. A note is included to this effect on the SEN record on ISAMS. Each entry includes:

- Strengths, weaknesses and strategies.
- A brief summary statement.
- Summarised information from external assessments.

- History of need, including all individual literacy test results and details of the child's difficulties and progress, together with other school assessments, e.g. CAT scores.
- Special needs provision, detailing extra lessons, current support teacher & previous levels of support.

A SEND Register summary is updated half-termly and saved on the Staff Server, available to all teaching and pastoral staff. A hard copy is kept in the Staff Common Room.

Specialist assessments such as educational psychologist's reports are initially discussed at length with the parents and more briefly with the pupil, if appropriate. A synopsis of each new assessment is added to the pupil profile and presented at staff meetings. It is generally found that this will engender further staff discussion about suitable amelioration and teaching techniques. Copies of the full reports are kept in the Pupil Admissions files in the Headmaster's office and in the Learning Support files in the Learning Support Department. They are made available to those members of staff most concerned with the child, e.g. class teacher, Houseparent.

Although most testing is generated and stored by the Department, we consider it essential that all concerned adults are kept informed and involved in the processes and are able to benefit from the knowledge gained.

ASSESS – PLAN – DELIVER – REVIEW

Assessment

Where progress continues to be less than expected, the SENCO and class teachers will assess whether the child has SEN. This will be the basis of understanding needs and developing programmes of work. The Department undertakes regular assessment and monitoring, using modern, standardised tests, classroom observation and information from parents and staff. Specialist assessments which may be used by the SENCO include: British Picture Vocabulary Scale (BPVS II), Ravens Standard Progressive Matrices, Detailed Assessment of Speed of Handwriting (DASH) and the Dyslexia Portfolio (DP). Individual reading assessments include the Neale Analysis of Reading Ability and the Vernon Spelling Test (3rd edition), together with reading assessments from the DP. Games Department staff assist in the identification of physical needs, coordinated by the Director of Sport and SENCO; tools available are the Movement ABC checklist and the Portwood assessment.

Further assessments from professionals in the medical and psychological services may be sought so that we can identify the areas that require support. The decision to refer a child for further assessment is made after detailed discussion between the class teacher, SENCO, Director of Sport if applicable,

Headmaster or Head of School and parents. Referrals are made if progress is uncertain or if the need for more resources is anticipated, e.g. in-class support, speech and language or occupational therapy sessions. Parents may be involved in considerable extra costs, e.g. private educational psychologist assessment, private speech and language sessions, and the options are thoroughly discussed.

Where SEN Support is deemed necessary, we may offer specialist one-to-one lessons, small group activities and help with study skills outside the normal curriculum. The Games Department may also offer tailored sessions, either one-to-one or small group.

We work closely with the child and parents to help overcome the barriers that his/her difficulties present. Where external specialists have been involved, they may offer a course of individual sessions in school, for example speech and language therapy, occupational therapy or counselling. The Department welcomes this and will assist with timetabling, resources and accommodation.

Plan and Deliver

Individual Education Plans (IEPs)

- If a child needs specialist SEN Support, the class teacher, tutor or SENCO will prepare an Individual Education Plan, setting achievable targets. As well as the IEP itself, there is extensive advice and information for all staff on the Learning Support section of the staff server (see above under Record Keeping). SEN information here is maintained by the SENCO.
- For those with complex and longitudinal needs, the IEP is set up and the review is led by the SEN teacher; in other cases it may be led by the class teacher or tutor.
- Where children are not in receipt of individual learning support but an IEP is deemed useful, this may be drawn up by the class teacher, with targets set and reviewed as above. Occasionally a group IEP may be prepared.
- Some children who are not on the SEND Register may receive individual support, especially in the approach to their Common Entrance examinations. This is more properly termed “coaching”, and the support teacher may draw up a teaching plan rather than an IEP.

All staff in the Department working on specialist literacy programmes are qualified and experienced teachers of children with special educational needs. Some children on individual programmes are receiving coaching towards exams, or under the direction of an outside specialist, e.g. OT, and this may be delivered by teachers who are not specialist in SEN.

Monitoring and review – the graduated approach

- The IEP is reviewed termly, in consultation with staff and parents, and the child is involved in the setting of new targets. Changes may also occur mid-term, as targets are reached or other needs identified. Emails and informal conversations form the basis of continuous and on-going monitoring.

- SEN provision will be adapted to suit recent progress and the new targets. Individual sessions may be increased or decreased; the content of such sessions will be adapted; the nature of cross-curricular involvement may change. For example, emphasis may change from handwriting to punctuation and proof-reading; spelling lists may be adapted to suit immediate needs, before reverting to the original plan.
- Children on stage 1 of the SEN Register are monitored regularly to ensure that they are achieving their potential. This is done through whole-school assessment, class/subject teacher observation and some individual assessment by the SENCO.
- Where children's standardised scores have been over 100 for a year and they are considered to be achieving their potential, they may be dropped from the SEND Register. Each child is considered as an individual; there are no hard and fast criteria. Sometimes concern is voiced at pastoral meetings or during discussion of CAT scores and the child may be reinstated on the Register, with further assessment and intervention if necessary.

Requests for Statutory Assessment; Statementing/Education, Health and Care (EHC) Plans

If a child does not make the desired progress, even with additional SEND support, the School may decide to request - with parental agreement - that the Local Authority carry out a Statutory Assessment. The School will supply the Authority with copies of all records regarding SEND Support, reviews and professional reports already obtained.

Where a child is in receipt of a Statement or EHC Plan, the SENCO will work with the Local Authority to implement the provision specified therein, which is a legal obligation. An IEP will be drawn up and the Statement/EHC Plan will be reviewed annually. Annual Reviews are conducted by the SENCO, and involve consultation with parents/carers, key professionals and the child. Evidence from this meeting may lead to amendment of the Statement/EHC Plan; if all the outcomes have been achieved the Plan may no longer be needed.

Longitudinal Support from Early Years Foundation Stage

The pre-school departments of Tick Tock, Nursery and Kindergarten share in the school ethos and are physically part of the school. As a result there is a longitudinal aspect to Learning Support at Moor Park where children in Early Years settings may well remain in the school for some years. Early identification of any special educational need or disability is desirable for children who are to remain within the school, as well as for those who will begin formal education elsewhere.

The EY SENCO monitors all children who are progressing significantly more slowly than might be expected in the four areas specified in the SEND Code

of Practice: communication and interaction, cognition and learning, behaviour, emotional and social development and sensory and/or physical development. (Refer to “Moor Park Early Years Special Educational Needs and Disability Policy”.)

Physical accessibility

Parents and prospective parents can obtain copies of Moor Park’s Accessibility Plan from the web site. This shows the ways in which we plan to make our buildings and other facilities progressively more accessible to disabled pupils, parents and visitors.

We will do all we can to accommodate any disability within the constraints of the physical layout of our campus site and the specialist support that we are able to offer, making reasonable adjustment. We do not have the facilities to offer highly specialised and intensive treatment. However, children with an EHC (educational, health and care) Plan will benefit from extra resources provided by the Local Authority.

Moor Park has an active monitoring policy and will do its best to make adjustments to take account of individual pupil’s needs, within the constraints imposed by the age of the buildings and their layout on the campus site. We are progressively introducing facilities for wheelchair users, and the newer classrooms are suitable for the installation of hearing loops.

Other adjustments

We are able, depending on need, to arrange for children to use laptop computers in classes. Children may also use tablet computers/electronic books by arrangement with the Headmaster. We will advise if a child would benefit from voice to text & text to voice functions. Sometimes other provision is necessary, for example, large print documents for those with impaired vision.

The medical room

Moor Park has a well-appointed medical room, staffed by qualified first aiders, that is open during the school day. Qualified health can be summoned immediately, using our paging system. The school doctor is also available for advice if required. The medical team is always happy to discuss any pupil’s health problems with parents, as well as the management of any medical condition. [For further details, refer to our policies on: First Aid; Administration of Medicines; Asthma; Allergies; Catering; Health and Safety.]

Staff training

Our teaching, boarding and support staff receive relevant training on the learning and medical needs of pupils with special education needs and disabilities; the Department and our medical team aim to inform staff of current thinking in the field of special educational needs and disabilities.

Charging policy

Specialist learning support assessments and lessons are charged as extras at the following rates (2018-19):

- Individual lessons (35 minutes) cost £25
- For EAL charges, refer to the EAL policy.
- External specialists set their own rates; the current rate for an educational psychologist's assessment is £500

Alexandra Moseley (SENCO/Head of Learning Support)