

# Special Educational Needs and Disability (SEND) Policy

## Introduction

Papplewick is committed to meeting the educational needs of all our pupils and ensuring that they make progress. We recognise that **learning can be more of a challenge to some pupils than others and that there is a range of learning support needs, where specialist teaching is required.**

Papplewick's Special Educational Needs and Disability Policy has been informed by the SEN and Disability (SEND) Code of Practice 0-25 (2014, 2015), the Equality Act (2010) and the Children and Families Act (2014).

## Definition of Special Educational Needs and Disability

**Special educational needs and disabilities (SEND):** A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them (SEND Code 2014).

**Learning difficulty:** A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age

and/or

- has a disability which prevents or hinders him from making use of facilities generally provided for others in the mainstream school setting.

**A disabled person:** A disability under the Equality Act (2010) is "a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out their normal day-to-day activities". This includes sensory impairments such as those affecting speech, sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

In line with the Equality Act (2010), we are committed to ensuring that there is not any form of discrimination towards disabled children, either directly or indirectly. The school will make reasonable adjustments to ensure that disabled children are not placed at a substantial disadvantage compared to their peers.

**Language:** Children must not be regarded as having a SEN or learning difficulty solely because their home language is different from the school's medium of instruction. It is important to look carefully at all aspects of a child to determine whether any apparent

difficulties are related to the child still learning English or whether difficulties are caused by SEN.

## **Aims**

All children are entitled to have access to a broad and balanced education that enables them to achieve their best and become confident individuals living fulfilling lives. We seek to create an environment that meets the educational needs of each child. Children are provided with appropriate learning opportunities, catering for individual differences and special educational needs.

All pupils will have their needs identified in order to support progression. The school will use its best endeavours to ensure that the curriculum, and other aspects of school life, is accessible and that no pupil will be discriminated against. All pupils with SEND are able to access the curriculum by being provided with differentiated teaching and learning opportunities, extra support or additional resources where appropriate.

## **Objectives**

Papplewick is committed to the following key objectives:

- To enable all pupils to have full access to the school's curriculum and, as far as possible, to enable pupils with SEND to learn alongside their peers within the normal curriculum
- To ensure that all teachers are aware of pupils with special educational needs. Teaching SEN pupils is therefore a whole school responsibility requiring a whole school response (DfES 2001; Ofsted 2014)
- To ensure support and regular professional development opportunities for staff to fulfil their responsibilities. This is done through staff training and Continuous Professional Development (CPD)
- To provide quality first teaching that is differentiated, inclusive and tailored for each pupil so that barriers to learning can be removed and pupils can reach their full potential in an environment that accepts and values them as individuals
- To carry out early identification of needs through continuous monitoring of pupil progress by class and subject teachers and tutors, through whole-school assessment and through SEN screening tests
- To use our best endeavours to offer special educational provision for pupils with identified needs that is "additional to and different from" that provided within the differentiated curriculum. This can be either classroom based or through extra tuition (individual, pair or group)

- To support pupils with medical conditions to achieve full inclusion in all school activities by consulting with health and other professionals, in order to meet the medical needs of pupils.
- To work in cooperation with outside agencies and professionals to meet the needs of SEND pupils, for example; educational psychologists, occupational therapists and speech and language therapists.
- To work with parents to best support the needs of their child with SEND by helping them understand SEND procedures and by providing feedback on their child's progress and achievements.
- To ensure that relevant staff, such as form teachers, tutors and boarding staff, are fully aware of the pupil's SEND issues so that they provide appropriate pastoral care and support.

## **Responsibility for the coordination of SEND provision**

The Headmaster and the Head of Learning Support, in the role of SENCo, are responsible for overseeing the whole school provision for pupils with SEND. The Head of Learning Support coordinates the SEN provision, and the Head of EAL coordinates the EAL provision - both report to the Headmaster.

The **Learning** Support Department also has several fully qualified learning support teachers who teach one-to-one lessons on a part-time, peripatetic basis, and one employed member of staff in addition to the Head of Learning Support. The department offers specific help to pupils in areas of literacy, (reading, writing and spelling), handwriting, numeracy, **speech and language, dyspraxia** and, higher up the school, study skills where appropriate.

## **Roles and responsibilities of staff**

### **Teaching Staff**

Teachers are responsible for the progress and development of pupils in their class, including where pupils receive support from teaching assistants or specialist staff.

All teachers are committed to developing their knowledge of SEND issues and to use and share best practice.

The SENCo informs staff regularly in staff meetings and via email about the needs of particular pupils with SEN and suggests strategies for supporting them; this is often done after an assessment such as an educational psychology assessment. The SENCo has the overview but the pupil's form teacher (in Years 2 to 5) or tutor (in Years 6 to 8) has the main responsibility for ensuring that the pupil's needs are met and that any recommendations made in a professional report are implemented at school.

All pupils receiving extra tuition for learning support have an Individual Education Plan (IEP) drawn up for them with targets for each term. This is done by the pupil's learning support teacher with input and feedback from the relevant teacher, for example the English or Maths teacher. Subject teachers take the termly IEP targets into account in their teaching.

Teachers have access to their pupils' IEPs, assessment reports (e.g. educational psychology reports), the SEND register and the register of those receiving Learning Support and EAL in the Learning Support folder on the TeachOnly section of the school intranet.

Form teachers and/or tutors attend meetings arranged by the SENCo to discuss the needs and progress of SEND pupils with the pupil's parents.

### **Non-teaching staff**

Non-teaching staff may need to be informed of the SEND needs of particular pupils. House parents, matrons and sports coaches need to be informed, for example, of the needs of children with dyspraxia as this may impact on their organisational and sporting skills. The Matron Coordinator attends all staff meetings and is fully informed of all SEND pupils. The Director of Sport and the Afternoon Activities Coordinator take responsibility for passing on to sports coaches and external staff information about any SEND pupils whom they teach.

## **Provision for pupils with SEND: A graduated response**

Special educational needs are identified when:

- Concerns are raised by parents, external agencies, teachers, or the pupil's previous school regarding a pupil's level of progress.
- The results of internal screening and standardised tests flag up an area of concern or show that a pupil is achieving scores below national averages
- Observation of the pupil indicates that they have additional needs in learning; communication and interaction; sensory/physical; social, mental and emotional health.

### **Quality First Teaching**

Most pupils will have their needs met through quality first teaching (QFT). High quality class teaching is differentiated to meet the diverse needs of all pupils. Differentiation is a key concept of the SEND Code (2014) and is vital for meeting a pupil's needs in the classroom. This should allow most pupils to achieve their potential without additional support.

Pupils' progress and achievements will be monitored and any pupil not making the expected level of progress will be given support by the class or subject teacher as part of quality first teaching.

The quality of classroom teaching for pupils with SEND is monitored by:

- Classroom observation by the Headmaster, Head of Learning Support and Heads of Department
- Work sampling by the Director of Studies
- Ongoing assessment of progress made by pupils with SEND

If necessary, additional action to increase the rate of progress will be identified and alternative strategies adopted.

The teacher will discuss with the pupil's parents the area of difficulty and the strategies being used to help the child overcome this.

### **Further identification of SEN**

If teachers find that their additional support has not worked to enable the pupil to make the necessary progress, they discuss this with the SENCo.

Further investigation into the child's needs then takes place. The SENCo collects more information from the pupil's other teachers and uses available data such as internal screening and assessment tests. Where necessary the SENCo will seek advice from the team of professionals who work with Papplewick boys: educational psychologists, specialist teacher assessors, the occupational therapists, the speech and language therapists and the learning support teachers at Papplewick.

Once relevant data has been gathered, the SENCo will communicate with parents. If possible a face-to-face meeting will be arranged which the pupil's form teacher or tutor will **normally attend**. The child's area of difficulty will be discussed and a recommended plan of action agreed on, for example an assessment by a professional.

If an assessment takes place, the parents pay for it in full and approve that the report is sent to the school. Once an assessment report has been received, the SENCo meets with the form teacher or tutor and the boy's parents, if possible, to discuss the implementation of the recommendations at the school. Key findings and recommendations are communicated by the SENCo to the boy's teachers and other relevant staff.

The SENCo has the overview of the needs of a boy who has been assessed and the form teacher or tutor has the main responsibility for ensuring that the recommendations are fully implemented. They meet at least once a year to discuss the progress of boys with reports.

### **Specialist SEND provision**

The special needs that are currently catered for at Papplewick include dyslexia, dyspraxia, dyscalculia, mild autistic spectrum disorder (ASD), ADD, ADHD, speech and language issues, and vision and hearing impairments.

To address these needs the specialists available to work with our boys are specialist learning support teachers, occupational therapists and speech and language therapists. **Two** specialists are employed formally by Papplewick: **the others are** self-employed and invoice parents directly for their services.

Charges for occupational therapy and speech and language therapy assessments, and for any one-to-one or small group sessions that they offer, are discussed between the therapist and parents. However, the hourly rate for the learning support lessons has been agreed upon by the school and all learning support teachers follow this. The rate for **2018/2019** is **£45** per hour or **£30** for a 40-minute lesson.

### **Education, Health and Care (EHC) Plan**

The EHC plan replaces the Statement of SEN and Learning Difficulties Assessment in the new 2014 Code of Practice. In a very small number of cases, when a pupil's needs warrant an EHC plan, the school will liaise closely with the local authority and parents to ensure the best outcomes for the pupil. At present no pupils at Papplewick have an EHC plan.

### **Evaluating the success of provision**

Pupils who receive learning support lessons have their progress monitored on a termly basis via the IEP in which progress in achieving the previous term's targets is recorded and new targets set for the current term. Internal assessment tests are used with boys receiving support for literacy and the tests help gauge progress. In addition the pupil's results are monitored via the two mark readings per term and the examinations. This data provides important evidence for planning future provision.

The occupational therapists and speech and language therapist meet regularly with the SENCo to discuss the progress of boys receiving their specialist help and recommendations about how teachers, or other staff, can support the work being done and is then passed on to relevant staff by the SENCo. The occupational therapist and speech and language therapists also liaise directly with the pupil's parents and their progress reports are sent directly to them.

Class teachers and tutors of boys receiving any form of SEND provision can ask pupils informally for their feedback on the success of the provision made for them and their views can be fed back to the SENCo.

### **In-service training (CPD)**

Papplewick aims to keep staff up to date with developments in the field of special educational needs. The SENCo attends several training courses each year and helps plan relevant INSET and other training for staff on particular aspects of SEN.

## **Facilities and resources for pupils with SEND**

When a pupil has been identified as having SEND, any barriers to accessing the curriculum are discussed by the SENCo and the class teacher or tutor and recommendations made for overcoming the barriers. Assessment reports, such as occupational therapy reports, often make particular recommendations for how the classroom learning environment can be adapted to meet the pupil's needs, for example through special seating arrangements and for children with sensory issues to be given regular rest or movement breaks.

Pupils in Years 7 and 8 with exam access arrangements (EAA), such as extra time or the use of a word processor, write exams in a special room which is overseen by the SENCo and the Director of Studies. Pupils in Years 2 to 6 with EAA have special arrangements made for them in the usual room in which the class writes the exams. (Please note that exam access arrangements need to be formally recommended in a professional report such as an educational psychology report.)

Boys who are deemed to need extra support during Prep, for example those with organisational issues, are placed in a special room with a maximum of 12 to 15 pupils. The teacher on duty helps them settle down, checks that they have their Prep instructions written down, that they have all the equipment needed, and helps with specific queries as they arise. The decision for placing the boys in this is done sensitively, usually through discussion by the SENCo with the tutor.

The Educational Support Department has a budget for resources. The SENCo decides on the deployment of resources for special educational needs based on the number of pupils receiving learning support lessons and those whom teachers are supporting in class as part of quality first teaching. It is the responsibility of parents to buy particular items recommended in an assessment report.

## **Records of SEND**

The key documents relating to SEND provision at Papplewick are:

- The SEND Register
- The Learning Support Register
- Educational psychology and other assessment reports on individual pupils
- IEPS
- Results of internal assessments

These documents are kept in the Learning Support database which is secure with restricted access. Parental permission is given for any assessment reports, e.g. educational psychology reports, to be shared with staff and the confidential nature of this information is appreciated by all staff.

The SEND Register, the Learning Support Register and the IEPs, are updated termly.

The SENCo is responsible for sending assessment reports to senior schools when applying for Exam Access Arrangements and parents are informed of this.

## **Working with parents**

Papplewick has an open-door policy and parents are encouraged to communicate any concerns or difficulties affecting their son's learning to their son's form teacher or tutor, or to the SENCo. The SENCo and form teacher or tutor work in tandem to ensure a boy's needs are met and difficulties overcome. They will often meet parents together to ensure a joint approach. Where face-to-face meetings are not possible, telephone conversations or emails are alternatives.

The SENCo attends the parent-teacher meetings and is available to discuss each pupil's educational support.

## **Complaints**

Whilst we hope that our approach to SEND provision will be effective, if parents have a complaint about their son's learning, they should initially approach the class teacher or tutor who may then refer this to the SENCo. If the parents are unhappy about this response they could then contact the SENCo directly, or the Head of the Lower School, the Head of the Middle School or the Headmaster. The next step is the usual procedure for formal complaints.

Lesley Jarman

Head of Learning Support

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