

## **Grangewood Independent School's General Special Educational Needs & Disability (SEN) Policy**

### **1 Introduction**

- 1.1** This policy is written with regard to recent changes in legislation, especially the Children and Families Act (2014), along with associated regulations, such as The Special Educational Needs and Disability Regulations (2014), which have radically changed the system of special educational needs provision in mainstream schools. Grangewood is an independent school and, as such, is not locally or centrally funded and does not have access to most parts of local provision, although parents and children still have access to universal services and may still have access to specialist services through other means. The School is therefore not bound by large parts of the new legislation, although it is good practice to adopt those aspects which may reasonably be applied to an independent setting.
- 1.2** The Early Years and Foundation Stage, which receives some external-funding, is bound by the new provision and has a separate policy and procedures. The school must still have regard to legislation that is designed to prevent discrimination, such as the Equality Act, 2010, which requires that 'reasonable adjustments' must be made in order to accommodate pupils who have special educational needs and/or disabilities.
- 1.3** Grangewood Independent School understands its responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.
- 1.4** Underpinning the Special Educational Needs and Disability code of practice: 0 to 25 (January 2015) is the need for schools to provide high-quality teaching which is differentiated and personalised.
- 1.5** Grangewood believes that all children are entitled to enjoy a full life in conditions which will help them take part in society and develop as individuals, with their own cultural and spiritual beliefs.
- 1.6** We will ensure that the provision offered by our school is effective; and that every teacher is responsible and accountable for all pupils in their class, wherever or with whoever the pupils are working.

### **2 Aims and Objectives**

- 2.1** The aim of this policy is to meet the needs of each child as an individual regardless of difference and diversity.
- 2.2** The objective of this policy is to ensure that all children feel valued and confident and are cared for in a warm and loving environment. We will work with parents/carers at all stages of the child's education and care to ensure our principles are put into practice.

### **3 Practice**

- 3.1** Grangewood Independent School Special Educational Needs and Disability co-ordinator (SENCo) is **Beverley Roberts** and our EYFS Special Educational Needs and Disability coordinator (EYFS SENCo) is **Dulcie Francis**.

- 3.2** In line with guidance from the SEN Code of Practice (2014) we will endeavour to:
- Be alert to the early signs of needs in our pupils that could lead to later difficulties and respond quickly and appropriately, involving other agencies as necessary
  - Stretch and challenge all children
  - Encourage children to recognise their own unique qualities and the characteristics they share with other children
  - Challenge any inappropriate/negative attitudes displayed by staff, parents/carers or children
  - Engage children in anti-bias activities e.g. stories, role-play or persona dolls, which promote positive attitudes to all people regardless of their level of ability, appearance, mobility, culture, etc.
  - Maintain records suitable for sharing with colleagues in an inter-agency team while acting as a point of contact for a child and their family
  - Enable all children to have full access to all elements of the school curriculum
  - Ensure that parents are able to play their part in supporting their child's education
  - Ensure that our children have a voice in this process
- 3.3** Where staff feel that a child is not progressing in line with his/her peers they will speak to parents/carers in the first instance to seek their opinion and to discuss how the child can best be helped.
- 3.4** We aim to make any reasonable adjustments to our setting required by individual children or parents/carers. No outside agencies will be contacted without parental permission.
- 3.5** Grangewood provides a broad and balanced curriculum for all children. The National Curriculum, the Bible and our belief that all children can achieve is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 3.6** These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.
- 3.7** Children may have special educational needs either throughout or at a particular time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the pupil enrolled at this school.

- 3.8** The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified need.
- 3.9** Disability Access: The school is situated in an old two-storey building, the ground floor having more than one split-level. There are no ramps or lifts in place on the site. Each of the school entrances has steps. (*Please see Grangewood Accessibility Plan and Admissions Policy.*)
- 3.10** Transitions: Pupil records are transferred to receiving Secondary Schools at the end of Key Stage 2, or receiving Primary Schools if a child transfers before Year Six.
- 3.11** The school SENCo, in collaboration with the EYFS SENCo and governing body, plays a key role in determining the strategic development of the SEN policy and provision at Grangewood in order to raise the achievement of children with Special Educational Needs or Disabilities.

#### **4 Access to the curriculum**

- 4.1** All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
- Understand the relevance and purpose of learning activities
  - Experience levels of understanding and rates of progress that bring feelings of success and achievement
- 4.2** Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 4.3** An individual educational plan (IEP) and/or SEN Support Plan, which both employ a small-steps approach, features significantly in the SEN Support that we offer at Grangewood. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Children at Wave 2 will have a SEN Support Plan and all children at Wave 3 will have an Education Health Care Plan.
- 4.4** We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **5 Educational inclusion**

**5.1** At Grangewood we have high expectations for all our pupils. We aim to offer excellence and choice to all our children, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and through participation. We want all our children, regardless of educational, health or social care need, to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational, medical and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

**5.2** Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all their senses and of varied experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning
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- **5.3** At Grangewood, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. Children are involved at an appropriate level in setting targets (some of which may be incorporated in the planning of their IEP or SEN support, if appropriate) and in the termly reviews meetings. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

## **6 Special educational needs & Disability**

**6.1** The term 'special educational needs' is now redefined to include disabilities and long-term health conditions, as well as educational difficulties. All children may have special needs at some time in their lives. Children may require special educational provision if:

- They have significantly greater difficulty in learning than the majority of children of the same age
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age

- 6.2** All children are assessed and records are requested from previous settings when they enter our school, so that we can build upon their prior learning. Many of the children who join us from other settings may come with their needs already assessed. We use this information, along with information gleaned from our own initial assessments and interviews with parents/carers to provide starting points for the development of an appropriate curriculum for all our children.
- 6.3** If these assessments and information gathering exercises show that a child may have a learning difficulty or special educational need we use a range of strategies that make full use of all available classroom and school resources, which form our School Graduated Approach. The class teacher, in conjunction with the school SENCo, will keep parents/carers informed and draw upon them for additional information.

## **7 The 'Graduated Approach' - Levels of Intervention**

Needs are met using three graduated levels of intervention, described as 'waves of support'.

- 7.1 Wave 1** – Describes quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom, including the provision of differentiated work and creating an inclusive learning environment. This level of support is that which is 'ordinarily available' and is covered by school fees at Grangewood. The needs of most pupils can be met at this level and progress is recorded through the assessment procedures that are carried out with all pupils. These pupils are not placed on the formal SEND register.
- 7.2** Pupils whose needs cannot be met at 'Wave 1' will be recorded on the SEN register as receiving 'Learning Support' or 'SEN Support', replacing the previous 'School Action' and 'School Action Plus' categories.
- 7.3 Wave 2** – Describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress. Grangewood may sometimes be able to provide Wave 2 intervention, particularly for younger pupils, e.g. short-term additional phonics programme with a teaching assistant or learning tutor. This will be dependent on availability of resources and may sometimes require additional funding. The school will be able to provide information to families on how to access short-term interventions by other means, e.g. speech and language therapy services.
- 7.4 Wave 3** – Describes targeted provision for a minority of pupils, where it is necessary to provide individualised sustained interventions. Additional funding or external provision will normally be necessary to provide Wave 3 support, since this is not covered by basic fees. The school will be able to provide information to families on how to access specialist interventions by other means, e.g. specialist medical services for pupils with long-term health needs, or through an Education, Health and Care Plan.
- 7.5** Pupils who are supported at 'Wave 2' and 'Wave 3' will be included in an Individual Provision Map and will have a Learning or SEN Support Plan, outlining the provision that is different to, or additional to, that which is 'ordinarily available', including specific targets, strategies and the involvement of any

professionals (IEP). Learning Support, SEN Support Plans and IEPs will be reviewed termly, following a cycle of **Assess/Plan/Do/Review** (see below).

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**7.6** The following four categories outline the areas of difficulty that may be identified at the 'Learning and SEN Support' level ('Wave 2' and 'Wave 3'):

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

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**7.7** Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

### **7.8 Assess**

The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process. The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

### **7.9 Plan**

The SENCo works closely with parents and teachers to plan an appropriate programme of support, IEP; and produce individual provision maps that outline the additional arrangements made for those pupils who fall into the 'Learning and SEN Support' category. This may include help and advice from outside agencies/professionals, where appropriate.

**7.10** The class teacher, SENCo, parents/carer and pupil agree after discussion of evidence based interventions, the support to be put in place; and the expected progress/outcomes.

### **7.11 Do**

The SENCo provides advice and facilitates training for class and peripatetic teachers and ancillary staff on issues relating to the support of pupils with additional needs. Outcomes are measured and recorded and a clear review date is chosen.

### **7.12 Review**

The effectiveness of the support and its impact on the pupil's progress is reviewed termly.

**7.13** The class teacher and SENCo revise the support based on pupil progress, and decide on changes to secure or maintain good progress and development.

**7.14** Parents/carers are given clear information about the impact of the support and interventions, enabling them to be involved in planning next steps.

- 7.15 Where appropriate, referrals for an Education, Health and Care Plan (EHC plan) assessment will be made, in order to support specialist provision which cannot be met with the school's graduated approach.

## 8 Grangewood Graduated Approach

### 8.1 Wave 1: Initial Concerns

- Initial concerns are noted by the class teacher on an Initial Concerns Form (a copy is forwarded to the SENCo and a copy is placed in the class file).
- At this stage the child's needs are catered for by differentiation in the class teacher's planning (Learning Support).
- The child is involved in target-setting.
- The class teacher discusses with parents/carers informally and progress is monitored (initially ½ - 1 term). Parents/carers concerns are recorded.
- If little or no progress is made; or there is difficulty in developing literacy and/or numeracy; or there is little/no progress with communication/interaction; or there is little/no progress with sensory/physical problems despite specialist equipment; then there will be consultation with the SENCo and a decision made about moving to **SEN support**.

### 8.2 Wave 2: SEN Support

- Class teacher consults SENCo and a clear analysis of the pupil's needs is made
- Class teacher (and SENCo if appropriate) consult parents/carers about placing child on SEN Support
- Class teacher draws up a Pupil Profile (school proforma) which should include attainment, progress, pupil views, parent/carer views and the clear analysis of the pupil's needs
- The Pupil Profile (initial assessment) is then reviewed to ensure it accurately describes the pupil's needs and clearly identifies barriers to learning
- Class teacher, with the help of the SENCo, draw up a Support Plan **along with an IEP**, outlining evidence based interventions and additional support to be put in place (which may include, with parental/carer consent, health professionals, social care professionals or other specialists)
- If it is agreed to give the pupil SEN Support, parents/carers are formally notified, expected outcomes are clearly communicated and a review date is set
- Any provision made for the pupil is included in an Individual Provision Map
- All staff who work with the pupil are informed of the child's SEND
- Class teacher works with any support staff or specialist staff to plan, integrate and assess the impact of the interventions and/or support
- Class teacher advises parents/carers on how to reinforce the IEP and SEN Support plan at home and thereby support the child's progress

- Class teacher ensures specified outcomes are recorded
- Class teacher, pupil, parent/carer, SENCo make an early review (after ½ - 1 term)
- **Remove from Learning or SEN Support if:**
- Attainment gap is closed or maintained at agreed level
- Performance is similar to peers starting at the same baseline
- Pupil is able to access the full curriculum
- Class teacher, SENCo, pupil and parents/carers are happy with progress

### **8.3 Wave 3: Education and Health Care Plan (EHC)**

- Statements of special educational need are being gradually replaced by Education, Health and Care Plans (EHC Plans), which include health and social care needs alongside educational needs. Local authorities may still place a child with an existing EHC Plan in an independent school, if the parent or young person requests this, and the school may then be named on the plan. Such an arrangement will only be made 'so long as this is compatible with the provision of efficient instruction and training and does not mean unreasonable public expenditure' (9.84 of the statutory guidance). A pupil with an EHC Plan will have a SEN Support Plan and IEP.

## **9 The Local Offer**

**9.1** The 'Local Offer' is a local authority document that outlines the provision that is universally available across education, health and social care within the Local Education Authority (LEA). This provides information on how to access universal services, as well as more specialist services.

**9.2 Find out more information about LB Newham's Local Offer at**

<https://www.newham.gov.uk/Pages/Category/Special-educational-needs.aspx>

## **10 The role of the Governing Body**

**10.1** The governing body has due regard to the Special Educational Needs and Disability code of practice: 0 to 25 (July 2014) when carrying out its duties toward all pupils with special educational needs.

**10.2** The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate. The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

- 10.3** The governing body will identify a governor to have specific oversight of the school's provision for pupils with special educational needs. Grangewood Independent School's SEN governor is **Ms A. Green**.
- 10.4** The Headteacher and the SEN governor, in conjunction with the SENCo, ensure that all those who teach a pupil with an Education, Health and Care Plan (EHC Plan) are aware of the nature of the plan.
- 10.5** The SEN governor will ensure that all governors are aware of the school's SEN provision, including the deployment of equipment, personnel and funding (should any be made available).

## **11 Allocation of Resources**

- 11.1** The SENCo, in full consultation with the Headteacher, is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans (EHC Plans).
- 11.2** The SEN governor informs the governing body of how the specified budget and/or any specific funding allocated to support special educational needs has been employed.
- 11.3** The Headteacher and the SENCo meet annually to agree on how to use any monies specified for special educational provision. The SENCo draws up the resources bid when the school is planning for the next school improvement plan.

## **12 Partnership with Parents/Carers**

- 12.1** The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents/carers. A home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs and disabilities.
- 12.2** The school website contains details of our policy for special educational needs and disabilities, and the arrangements made for these children in our school. Our SEN governor, Headteacher and SENCo will make themselves available to talk to parents.
- 12.3** We have regular meetings each term to share the progress of special educational needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

### **13 Confidentiality**

- 13.1** All information kept on each child is confidential and parents/carers have free access to all information kept on their own child. (Except in exceptional cases where the Data Protection Act 1998 stipulates it is against the best interests of the child to do so.)

### **14 Monitoring and Review**

- 14.1** The SENCo monitors the movement of children within the SEND system in school. The SENCo provides the Headteacher, staff and governors (through the SEN governor) with regular summaries of the impact of the policy on the practice of the school.
- 14.2** The SENCo is involved in supporting teachers involved in drawing up IEPs, Learning or SEN Support Plans for children. The SENCo, Headteacher and staff hold regular meetings to review the work of the school in this area. The SENCo, Headteacher and the named governor with responsibility for special needs will hold termly meetings.
- 14.3** The SEN governor reports the outcome of the termly reviews to the full governing body. The governing body reviews this policy annually and considers any amendments in the light of the year's review findings.

**Signed:**

**Date:**