

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

This policy includes our admissions statement for students with Special Educational Needs and Disabilities (SEN) and should be read in conjunction with our Admissions Policy and Accessibility Plan.

Where the term 'parent' is used, it is to be understood that this includes parents, guardians or carers.

1 Introduction

1.1 Grangewood Independent school has regard to the definition of SEN stated in the 2015 SEND Code of Practice.

'A person has SEN if they have a difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person 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, or
- Has 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'.

1.2 A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. Not all students and young people with a disability have SEN, but often there is an overlap.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

1.3 Grangewood is an independent school and, as such, is not locally or centrally funded and does not have access to many 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.

1.4 The Early Years and Foundation Stage, which receives some external-funding, has a separate policy and procedures.

1.5 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.

1.6 Underpinning the Special Educational Needs and Disability code of practice: 0 to 25 (SEND) (2015), is the need for schools to provide high-quality teaching which is differentiated and personalised.

1.7 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.

1.8 We believe that **all** practitioners are teachers of students with SEND and differentiate according to the needs of the students in our care. We will ensure,

therefore, that the provision offered by our school is effective; and that every teacher is responsible and accountable for all students in their class, wherever or with whoever the students 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 their child's education and care, to ensure our principles of self-worth and development are put into practice.

3 Special Educational Provision

- 3.1** For students aged two or more, special educational provision is educational, developmental or training provision that is additional to or different from that made generally for other students or young people of the same age by mainstream schools, maintained nursery schools, or by relevant early years providers.
- 3.2** Special educational provision for a child aged under two, means educational provision of any kind.
- 3.3** We endeavour to monitor all students who are not making adequate progress in the four broad areas specified in the SEND Code of Practice, i.e. communication and interaction, cognition and learning, social, emotional and mental health difficulties, and sensory and/or physical needs.
- 3.4** We work closely with all parents to listen to their views so as to build on student's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.
- 3.5** Parent involvement and support is vital to the success of the education of the students and especially those with SEN or disabilities.
- 3.6** We believe that **all** practitioners are teachers of students with SEND and differentiate according to the needs of the students in our care.

4 Emergency Healthcare Plans (EHP)

- 4.1** For some children and young people with long term or complex health conditions, health professionals having the right information in an emergency, can be life saving.
- 4.2** An Emergency Healthcare Plan (EHP) is a brief document containing the key information about a child's condition. In the event of an emergency situation, having an Emergency Healthcare Plan can make communication easier and ensure that a child:
 - is treated as promptly as possible
 - receives the right treatment
 - has the right experts involved in their care.

5 Practice

- 5.1 Grangewood Independent School Special Educational Needs and Disability co-ordinator (SENCo) is **Mrs B. Roberts** and our EYFS Special Educational Needs and Disability coordinator (EYFS SENCo) is **Mrs M. Bah**.
- 5.2 In line with guidance from the SEND Code of Practice (2015) 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.
- 5.3 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.
- 5.4 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.
- 5.5 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.
- 5.6 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.
- 5.7 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.

- 5.8** 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.
- 5.9** 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.*)
- 5.10** 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 (*see also para. 10.3*).
- 5.11** 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.

6 Access to the curriculum

- 6.1** 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.
- 6.2** 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.
- 6.3** An individual educational plan (IEP) and/or SEN Support Plan, which both employ a small-steps approach, feature 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.
- 6.4** 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 their 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.

7 Educational inclusion

- 7.1** 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.

7.2 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.

7.3 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 review meetings. Where appropriate, 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.

8 Special educational needs & Disability

8.1 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.

8.2 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.

- 8.3** 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.

9 The 'Graduated Approach' - Levels of Intervention

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

- 9.1 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 SEN register.
- 9.2** 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.
- 9.3 Wave 2** – Describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress or access the curriculum being offered to their peers. 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 external interventions, e.g. dyslexia specialism, speech and language therapy services, occupational therapy services, Local Authority Local Offer, etc.
- 9.4 Wave 3** – Describes targeted provision for a minority of pupils, where it is necessary to provide individualised sustained interventions. Additional funding and/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 external interventions, e.g. specialist medical services for pupils with long-term health needs, or through an Education, Health and Care (EHC) plan.
- 9.5** Pupils who are supported at 'Wave 2' and 'Wave 3' will be included in an Individual Provision Map and will have a Learning Support Plan, SEN Support Plan, or Individual Education Plan (IEP) outlining the provision that is different

to, or additional to, that which is 'ordinarily available', including specific targets, strategies, outcomes and the involvement of any professionals. Learning Support Plans, SEN Support Plans and IEPs will be reviewed termly, following a cycle of **Assess/Plan/Do/Review** (see below).

9.6 The following four categories outline the areas of difficulty that may be identified at the Learning, SEN Support and EHC plan levels ('Wave 2' and 'Wave 3'):

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

9.7 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.

9.8 Assess

The class teacher and the school 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.

9.9 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 Support, SEN Support and EHC plan category. This may include help and advice from outside agencies and/or professionals, where appropriate.

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

9.11 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.

9.12 Review

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

9.13 The class teacher and SENCo revise the support based on pupil progress or engagement and stated outcomes, then decide on changes to secure or maintain good progress and development.

9.14 Parents are given clear information about the impact of the support and evidence-based interventions, enabling them to be involved in planning next steps.

- 9.15** Where appropriate, referrals for an Education, Health and Care Plan (EHC plan) assessment will be made, in order to support specialist provision.

10 Grangewood Graduated Approach

10.1 Wave 1: Initial Concerns

- Initial concerns are noted by the class teacher on an Initial Concerns Form and discussed with the child's parent. 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 informally and progress is monitored (initially ½ - 1 term). Parents 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**.

10.2 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 parent 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 SEN Support Plan (which may include an IEP, if appropriate) outlining evidence based interventions and additional support to be put in place (which may include, with parental consent, health professionals, social care professionals or other specialists).
- If it is agreed to give the pupil SEN Support, parents 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 on how to reinforce the SEN Support plan (or IEP) 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; or
- Performance is similar to peers starting at the same baseline; or
- Pupil is able to access the full curriculum; or
- Class teacher, SENCo, pupil and parent are happy with progress.

10.3 Wave 3: Education and Health Care (EHC) plan

The majority of children will have their needs met without the need for an EHC needs assessment. However, some children and young people may require an assessment so that the local authority can decide whether an EHC plan is necessary.

The purpose of an EHC plan is to make special educational provision available to meet the SEN or disability of the child or young person in order to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

Services in education, health and social care must work together to develop joint service arrangements for children and young people with SEN or disabilities.

Grangewood Independent school will meet its duty to work with the local authority, if it is named on a student's EHC plan.

The school will:

- assess its ability to meet the requirements of the EHC plan for any child that names the school in an EHC plan, and if appropriate, admit the child.
- ensure that all those teaching or working with a child named in an EHC plan, are aware of the student's needs and that arrangements are in place to meet these needs.
- request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a student's need significantly changes.
- cooperate with all concerned to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.

- ensure that sufficient arrangements are put in place at the school to host the annual review meeting (compliant with any possible pandemic restrictions).
- seek advice and information about the student prior to the annual review meeting from all parties invited.
- send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- cooperate with the local authority during annual reviews.
- prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- ensure that a review of a student's EHC plan is undertaken at least 7 months before transfer to another phase of education.

11 The Local Offer

- 11.1** 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 clear, comprehensive and current information about what is available and how to access universal services (such as schools and GPs), as well as more specialist services.
- 11.2** The Local Offer is also provided to make SEN services more responsive to local needs by directly involving disabled children and those with SEN and their parents. Service providers must also be involved in its development and review.
- 11.3** Information, advice and support services should be impartial, confidential and accessible and should have the capacity to handle face-to-face, telephone and electronic enquiries.
- 11.4** **Find out more information about LB Newham's Local Offer at**
<https://www.newham.gov.uk/Pages/Category/Special-educational-needs.aspx>
- 11.5** To read more about what the Local Offer must include, there are seventeen items listed in the SEND Code of Practice.

12 The role of the Governing Body

- 12.1** The governing body has due regard to the Special Educational Needs and Disability code of practice: 0 to 25 (2015) when carrying out its duties toward all pupils with special educational needs.
- 12.2** 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.
- 12.3** The governing body is involved in developing and monitoring this policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources. 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 **Mr J. Agyeman**.

- 12.4** 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 (EHC) plan are aware of the needs of the student and the nature of the plan.
- 12.5** Ensure that teachers are aware of the importance of identifying, and providing for, those students with SEN and/or disabilities.
- 12.6** Ensure that a student with SEN and/or disabilities joins with all students in the activities of the school altogether, so far as is reasonably practical and compatible with the child receiving the SEN provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.
- 12.7** Report to parents on the implementation of the school's policy for students with SEN and disabilities.
- 12.8** Have regard to the Code of Practice when carrying out its duties to students with SEN and disabilities.
- 12.9** Ensure that parents are notified of the decision of any extra provision being made for their child.

13 Allocation of Resources

- 13.1** 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 (EHC) plans.
- 13.2** 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.
- 13.3** The SEN governor, Headteacher and the SENCo meet at least 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.

14 Partnership with Parents/Carers

- 14.1** The school works closely with parents in the support of those children with special educational needs and disabilities. We encourage an active partnership through an ongoing dialogue with parents. A home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs and disabilities.
- 14.2** 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.
- 14.3** We have regular meetings each term to share the progress of children identified with special educational needs and disabilities, with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of children with special educational needs and disabilities.

15 Admissions Arrangements

- 15.1** Provision for students with SEN is a matter for the school as a whole.
- 15.2** All students with SEN play a full part in the daily life of the school and, as appropriate, are encouraged to join in all activities. If additional provision is necessary, parents are always informed.
- 15.3** Students with EHC plans are admitted into school and fully integrated unless it would be incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility.
- 15.4** Students with EHC plans are admitted to the school if it is assessed that the school is able to meet the specified components and targets outlined within the plan.

16 Specialist SEN Provision

- 16.1** Grangewood's two specialist classrooms for children with autism, is staffed with highly trained staff, who are trained in providing education using the theory of Applied Behaviour Analysis to enable the child/ren to access the curriculum. We will be providing a 1:1 individualised education for up to 16 pupils, using this precise teaching methodology, which would document the amount of skills learned each week, and analyse the data in order for each pupil to continually progress.
- 16.2** The pupils in the specialist classes will be assessed by the BCBA consultant on the Verbal Behaviour Milestones Assessment and Placement Programme (VB-Mapp) which is based on Skinner's analysis of Verbal Behaviour and ABLLS (Assessment of Basic Language and Learning Skills) as well as against the National Curriculum, the Early Years Foundation Stage (EYFS) and the 7 aspects of engagement, when appropriate. They will have access to the mainstream, as and when appropriate, depending on their individual needs.
- 16.3** A core dimension of ABA is an emphasis on skills that are socially significant for the individual. This means that each programme we devise within Grangewood Specialist provision will be highly personalised and differentiated and guided by individual progress. Whilst based on the National Curriculum or EYFS, pupil's programmes will also take into account careful assessments of each individual's strengths and weaknesses in a wide range of essential life skills including communication, self-help, social interaction, learning skills, play, leisure and community skills. Functional skills are prioritised wherever appropriate to ensure that everything they learn will be useful to them outside of school and in later life.
- 16.4** The staff team will consist of 1 qualified teacher, a BCBA (Board Certified Behaviour Analyst), an ABA Supervisor, and 3 senior tutor class leads, as well as the trained 1:1 ABA tutors. All of the senior staff have a substantial amount of experience working with pupils with autism using ABA (VB). These staff (along with the school SENCo) are responsible for the assessment of pupil's skills, development of individual education plans, monitoring of individual programmes, assessment of problem behaviour, development of individual behaviour plans and monitoring of behaviour data within the provision.
- 16.5** Most of the 1:1 teaching is conducted by the trained ABA tutors, while group lessons are conducted by the class teacher and class leads. Our ABA tutors have teaching or tutoring qualifications NVQ Level 3, RBT or degree. The majority have degrees in Psychology or related areas. Regardless of starting point, all tutors undergo an intensive training year. This involves extensive

theory training (including presentation, reading, written exercises, quizzes and observation exercises). Trainees are also required to acquire a range of specific competencies which are explained, demonstrated and assessed frequently. All staff will also be Team Teach trained (a holistic approach to handling problem behaviour in a positive way). Pupils within the specialist classrooms will also have access to the specialist curriculum teachers at the School (music teacher etc.) and can join in any lessons that are suited to them and their abilities, planned on an individual basis depending on each child's abilities and interests.

- 16.6** Most children who attend Grangewood Specialist Provision will also have input from other agencies, such as the Speech and Language Therapy Service (SaLT) and Occupational Therapy Service (OT). We believe that ABA therapy works best, when all of these essential professionals work together to formulate a suitable plan for our pupils and welcome this input from reputable outside agencies. The class teacher and ABA tutors, under the guidance of such professionals will carry out the daily programming for each child, according to their EHC plan.
- 16.7** We assess language using the Verbal Behaviour Milestone's Assessment and Placement Programme (VB-Mapp) which is based on Skinner's analysis of Verbal Behaviour. The VB-Mapp provides an effective means of assessing the learning, language and social skills of children and young people with autism, measuring 170 milestones that are sequenced and balanced across three developmental levels based on typical development. This assessment tool provides a graphic representation of a child's existing verbal and related skills. At Grangewood this assessment will be completed by the BCBA and Class teacher as a Baseline assessment, and then updated twice a year.
- 16.8** The information derived from this assessment is combined with EYFS assessments, other standardised assessments (i.e. GL assessments and National Curriculum assessments, if appropriate) individual programme data, problem behaviour data, SaLT, OT and parental input, to develop each pupil's Individual Education Plan (IEP). These are produced termly. Progress on targets set in the IEP is measured using very specific data in each teaching session. This data is closely monitored, in order to make timely decisions regarding the mastery of specific skills, or when the expected rate or progress is not being maintained, to make the necessary changes to teaching procedures or targets.
- 16.9** At Grangewood, we believe that parent partnership is key and develop strong relationships with the parents, seeing them as specialists when it comes to their child. It is imperative that the parents are included in the development of their child's programme, and are supported to learn how to generalise skills that are learnt at school into the home environment and everyday situations.

17 Confidentiality

- 17.1** All information kept on each child is confidential and parents 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.)

18 Procedures for Concerns

- 18.1** We endeavour to do our best for all pupils but if there are any concerns, we encourage those concerned to approach the Class teacher or Class Leads in

the first instance. The SENCo and Head Teacher will be consulted where necessary and a response will be made as soon as possible.

- 18.2** If there are any complaints relating to the provision for students with SEN and disabilities these will be dealt with in the first instance by the SENCo, in collaboration with the Headteacher. The SEN governor and/or chair of governors may be involved if necessary. Please see the school's Complaints Procedure (*available on the school's website*).

20 Monitoring and Review

- 20.1** The quality of SEN provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEN policy is issued annually and made available to parents.
- 20.2** SEN provision is an integral part of the School Development Plan.
- 20.3** The SENCo monitors the movement of children within the SEN 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.
- 20.4** 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 educational needs and disabilities will hold termly meetings.
- 20.5** 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:

Appendix A

Related Legislation and Guidance

The Children Act 1989

This Act describes the paramount nature of children's welfare and the duty of care agencies and organisations have to protect them.

Equality Act 2010

The Act simplifies the law on discrimination. A child cannot be unlawfully discriminated against because of their sex, race, disability, religion, belief or sexual orientation.

Children and Families Act 2014

Introduced Education, Health and Care plans to replace Statements and learning difficulties assessments for children and young people.

Working Together to Safeguard Children

A guide to inter-agency working to safeguard and promote the welfare of children.

Keeping Children Safe in Education

Statutory guidance for schools and colleges.

Supporting pupils at school with medical conditions

Statutory guidance and non-statutory advice on supporting pupils at school with medical conditions.

The Mental Capacity Act Code of Practice

Gives guidance to people who work with or care for people that cannot make decision for themselves.