

## Forres Sandle Manor (Academic) Policy

Policy Title	<b>SEND (Special Needs and Disability)</b>
Policy Lead (Appointment (& Initials))	<b>Head of Learning Centre (VB)</b>
Date of Last Review	<b>January 2019</b>
Date of Next Review	<b>January 2021</b>

### SPECIAL EDUCATIONAL NEEDS

Forres Sandle Manor School recognises that pupils will achieve different levels of academic attainment at different times, and that some will require an increased level of support in order to maintain progress. This policy indicates the steps that will be taken to increase opportunities for success. Students at FSM have a broad range of abilities and a proportion of them will have specific learning difficulties. Our aim is to allow all children full access to the curriculum while providing necessary support for those students who require it.

#### **Definition of Special Educational Needs (SEND Code of Practice 2015 (p 15-16))**

“A child or young person has SEN if they have a learning 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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

#### **Definition of Disability (SEND Code of Practice 2015 (p16))**

“Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.”

More detailed information about the New Code of Practice for SEN can be found:

There are four broad areas of need as outlined in the Code of Practice 2015:

### **1. COMMUNICATION AND INTERACTION**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **2. COGNITION AND LEARNING**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **3. SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

### **4. SENSORY AND/OR PHYSICAL NEEDS**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. (SEND Code of Practice 2015 (p16))

Forres Sandle Manor is dedicated to providing a well-balanced, broad and challenging curriculum for all children in our care. Children accepted into the Learning Centre are assumed to be candidates for Common Entrance even if this is modified in some way. We are able to cater for a wide range of abilities within the school. However, the SENCo, in liaison with the Headmaster, will determine if FSM can meet the needs of a particular individual. This will be determined by the nature of the difficulty, the support required and the expertise available. We would not want to accept a child into the school and find that their self-esteem is adversely affected because we could not meet their needs.

The school makes provision for a range of SEN but has a particular interest in specific learning difficulties/dyslexia/dyscalculia. FSM can support a limited number of children with mild to moderate specific learning difficulties keeping in mind the balance of each class and the specialist teaching available. We have successfully supported children with mild Autism, hearing difficulties and slight visual impairment. Because the school is made up of many buildings, some of which are quite old and all of which are spread across a large site, we are not able to meet the needs of children with severe mobility difficulties.

## **OBJECTIVES**

- To apply a whole school policy to meet the needs of individual pupils giving due regard for SEND Code of Practice 2015.
- To implement a graduated approach to supporting all children within the school.
- To identify, as early as possible, any child who may have special educational needs.
- To support staff so that the child's needs can be met within the mainstream class.
- To provide different levels of intervention to match the child's level of need.
- To ensure that all teaching and pastoral staff are aware of each child's needs so that such needs may be met in all school settings.
- To ensure that no child is discriminated against, in any area of school life, on the basis of his/her difficulty, gender, ethnicity, disability or sexuality.
- To conduct regular reviews of the child's progress and make this information available to teachers and parents.
- To work in partnership with the child's parents at all stages.
- To include the children themselves in the decision making about the type of intervention and learning targets set.

- To support class teachers by offering initial internal assessments and advice followed by an independent psychologist's report if deemed necessary.
- To ensure that children's records include information relating to their individual needs, the interventions that have been provided and their outcomes.
- To work together with pastoral and teaching staff to ensure that each child develops in all areas in order to build strong, positive self-esteem.
- To provide teaching staff with opportunities for SEN training.
- To endeavour to ensure that each child progresses to a suitable Secondary School where his/her current needs will be met.

**The SEN Co-ordinator will be responsible for:**

- The day-to-day operation of Forres Sandle Manor's SEN policy.
- Reviewing reading, spelling and maths scores each autumn for all children in Years 3 to 8 thereby helping teachers to assess and identify any children who may be at risk. By Year 8, children needing help will have been identified unless they join the school in their final year. At this point, specific help cannot be guaranteed although specialist classroom support is available and often preferable to one to one.
- Working with the Head of Lower School and to identify children who may require early intervention of some kind.
- Ensuring that all teaching and pastoral staff are aware of the needs of each child on the SEN register so that he/she is able to achieve success within a mainstream class.
- Helping classroom teachers to provide intervention and differentiation.
- Co-ordinating provision for children following the advice of outside agencies, (OT, SALT, Educational Psychologist). In most cases, this will take the form of specialist teaching delivered by the staff of The FSM Learning Centre.
- Maintaining a confidential SEN file for each child containing relevant reports. Although these are available for every member of staff to read (via School Base), a summary known as a 'Pupil Profile,' or passport, is also kept regarding each child in order to give staff quick access to important information.
- Maintaining the school's SEN register and overseeing the records on all pupils with special educational needs.
- Meeting with SENCOs from Senior Schools to ensure a smooth transition for the students and to plan for any appropriate exam provision. This could include modified exam papers and/or other exam concessions when appropriate.
- Conducting in-school assessments for children as requested by the form teacher or the Head of Lower School in consultation with the Academic Deputy Head, Pastoral Deputy Head and parents.
- Co-ordinating visits with the Educational Psychologist and other professionals (SALT, OT, Counsellor)
- Identifying small groups of children in Year 3-6 who may require specialist teaching in a small group mostly aimed at developing phonemic awareness, reading and spelling skills. These children will not necessarily have formally identified learning difficulties.

**ADMISSION**

FSM maintains a strong academic tradition and may not be suitable for a child with below average ability or one whose behaviour or learning difficulties restrict his/her access to the curriculum.

Children entering the main school will normally spend a day in the classroom with their year group. During this time the class teacher will be alert to any obvious difficulties the child may be experiencing. If deemed necessary, some children will have an assessment on their welcome day to help identify any children whose basic skills are below expectation. At this point the SENCO will discuss the child's needs with the parents. The 'mummy radar' is often alert to difficulties which have previously gone unrecognised.

Children with more severe SEN will be admitted to the school if it is considered they will manage in the mainstream programme with support. Often the path to Senior School is considered before this decision is made.

The Head of Lower School constantly assesses the children's reading skills using the Read Write Inc. programme. Children, whose literacy skills seem to be lagging behind, may also take part in the York Early Reading Assessment. Those who are considered to be at risk of developing reading difficulties will be highlighted. At this point the teacher, the parent, the Head of Lower School and the SENCO may recommend that the child participate in a booster programme carried out by a member of the Learning Centre Team.

## **THE GRADUATED RESPONSE**

All teachers in the school are responsible for teaching every child, including those who learn differently. In order to meet the wide variation in ability, the staff will endeavour to provide appropriate differentiation to achieve the desired outcomes for the children in their care. The form/class teachers have the first and ultimate responsibility to ensure that the high quality teaching within their classrooms is differentiated appropriately. However, if the child is not reaching the expected targets, the SENCO will be informed and appropriate assessment of their needs will be carried out. In line with the Code of Practice 2015, we adhere to the policy of Assess Plan Do Review.

The whole school is screened at the beginning of the academic year and this can provide the starting point for identifying additional need. In addition to that, the SENCO may carry out more specific assessments for literacy or maths skills.

### **Tests may include:**

- The York Assessment of Reading Comprehension (YARC) (primary and secondary)
- The Single Word Reading Test (SWRT)
- The Single Word Spelling Test (SWST)
- The Detailed Analysis of Speed of Handwriting (DASH)
- Phonological Battery
- CTOPP2
- TOWRE

- Dynamo Maths Profiler
- GL Assessments school wide in the summer term

## **THE LEARNING CENTRE**

In most cases, a child with a specific learning difficulty can have his/her needs met very well within the regular class through differentiation. Specialist in-class support is available for individuals as necessary and a member of The Learning Centre Team offers small group instruction for certain groups who appear to have minor difficulties.

However, when a child's difficulty is interfering with his/her overall academic progress, the parents, in partnership with the school, may choose specialist tuition delivered by a teacher trained in specific learning difficulties.

Specialist teaching takes place in the Learning Centre in Lecky's or in a purpose built classroom which is equipped with an interactive SMART board. Children are seen on an individual basis or occasionally, in pairs. Sometimes children are combined into small groups for activities or study skills.

No one teaching programme is the answer and therefore reference is made to a number of structured schemes. These include:

- Lexia
- Nessy
- Multi-Sensory Learning (MSL)
- Beat Dyslexia
- Lifeboat
- Sound Linkage
- Toe by Toe
- Stride Ahead
- Ruth Miskin Literacy
- Ros Wilson's 'Raising Standards in Writing'
- Project X CODE Reading scheme
- Rapid Readers
- Phonics Tutoring (RML)

These are supplemented by a wealth of up-to-date resources in The Learning Centre and several structured reading schemes that are available to all staff.

Specific help with maths is given, when deemed appropriate, by a member of the Learning Centre Team who is trained in specific learning difficulties and maths, (dyscalculia).

## **FUNDING FOR INDIVIDUAL SUPPORT**

FSM's provision for children with SEN is partly funded by the school and partly funded by the parents by way of additional fees. In class provision, and small group support does not incur an additional charge as these are considered to be reasonable adjustments. However, parents may opt to have additional lessons delivered by a teacher trained to teach children with specific learning needs. Although these are partly subsidised by the school, parents are expected to pay an additional fee to offset the high cost of individual tuition.

## **INTEGRATION AND INCLUSION**

Children with identified special educational needs are fully integrated into the school community. However, it is sometimes necessary to provide one-to-one or small group assistance in order to target specific skills. The number of extra lessons varies with each child's needs and their Learning Centre timetable is constructed in consultation with the child's class teacher. Every effort is made to ensure that children miss neither significant amounts of the academic curriculum nor those lessons or activities which they particularly enjoy. However, it is inevitable that children do miss some mainstream lessons. Priority for lessons outside the main teaching timetable is given to older children. In some cases, a child is withdrawn from language lessons (French or Spanish) depending on the choice of Senior School.

All teaching and pastoral staff have a list of children receiving support and guidelines on how to support them within the class. They also have access (via School Base) to confidential information containing the summaries of the child's report (EP/OT/SALT), current assessment results and the child's Pupil Profile.

Teaching staff have access to the SEN Register (in Teachers > Learning Centre VB > SEN Register) and should ensure they are familiar with all the children on it and their needs in order that they set appropriate targets and that tasks and preps are differentiated when appropriate.

## **EXAM PROCEDURES**

For some children with particularly poor reading or writing skills, certain exam concessions can be provided for the student – these include extra time (usually 25%), a scribe, a reader, a prompt or the use of a spell-checker. All children with identified specific learning difficulties receive extra time for any assessment or exam. In some cases, the exams are modified to allow the child to experience success. In order to provide for this, Common Entrance candidates with identified SEN, have their exams in a separate room with a member of the Learning Support team as invigilator.

## **EVALUATION AND REVIEW**

Learning Centre teachers and subject teachers set targets for each child having reviewed the particular child's learning profile. These are then discussed with the parents at our scheduled parent conferences times. However, The Learning Centre also has an open door policy that encourages parents to phone, email or visit if they have a concern or wish to discuss their child's progress at any time.

The children have a full re-assessment of relevant skills each May/June to measure progress and a full written report is sent to parents twice a year.

Full staff discussion about any child causing concern academically or emotionally can take place at our weekly staff meetings. In addition, the Learning Centre staff meet regularly to share any concerns or successes.

## **PARTNERSHIP WITH PARENTS**

Parents are involved at all stages of assessment, planning, implementation and review.

End of year test results are shared with parents who are invited to give their input when setting targets. Parents receive a 30 min appointment during Parent Consultation Evenings to discuss their child's needs and progress in depth.

Should any parent have a complaint about their child's provision, they can refer to the SENCO, the Head or, if necessary, the named governor for SEN.

## **FUTURE SCHOOLS**

The decision about a child's future school is taken very seriously. Many of the children with SEN have had unpleasant academic experiences and poor self-esteem. We aim to ensure that the child's future school will continue to encourage and nurture the child meeting their individual academic and social needs. Parents are advised by the Head as to suitable or appropriate schools. The SENCO will visit any school as requested by the parent and meet with the SENCO of the Senior School in order to establish suitability for the individual. These links are also important when deciding the exam concessions a child may be entitled to for Common Entrance.

If the child is moving to the state system, the SENCO will co-ordinate meetings with the appropriate SENCO of the new school so that they will be aware of the nature of the child's difficulties.

The SENCO will provide all necessary documentation for the new LEA as they may wish to carry out their own assessments if necessary.

## **INSET**

The Learning Centre staff attend regular INSET meetings with other special needs teachers in our local area. We attend a variety of day conferences and residential courses.

In addition to this, through the Deputy Head Academic, we advise class teachers about specialist courses available in areas such as reading, spelling and maths which may impact positively on specialist provision within the classroom.

There are regular INSET meetings held at our school on topics of general interest. In most cases, special needs provision has been a reference point for presenters and in some

cases, specific SEN training has been provided. The SENCO will also plan and run SEN specific INSET for staff where deemed necessary.

### **FUTURE DEVELOPMENT**

The SEN department's development plan is published separately.

Forres Sandle Manor is committed to ensuring that all children are given the opportunity to succeed and fulfil their potential regardless of any Specific Learning Difficulties. With appropriate support and a differentiated curriculum as appropriate, the school's policy on special educational needs will provide the necessary elements for success.