



REIGATE ST MARY'S
PREPARATORY AND CHOIR SCHOOL

SEND Policy

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Aim

At Reigate St Mary's, we believe that all children, including those identified as having learning difficulties or disabilities have an equal right to a broad, varied, challenging, academic and social curriculum. We aim to enable all our children from Green Shoots through to Year 6 to reach their full potential and be fully included in all aspects of school life.

The purpose of this policy is to:

- Provide equal opportunities for all children, eliminating prejudice and discrimination
- Ensure that every child makes progress in all areas of learning and development
- Make parents aware of the nature of special educational needs and disabilities (SEND) and ensure that they are fully involved with the SEND process
- Outline the 'graduated approach' and procedures for identifying, assessing and providing for all pupils with special educational needs and disabilities at Reigate St Mary's
- Ensure that interventions are put in place at the earliest opportunity
- Identify the staff responsible for overseeing the provision
- Help staff recognise their role and responsibilities regarding the education of children with special educational needs and disabilities, as well as the importance of maintaining high expectations for all children
- Enable smooth transitions between phases
- Ensure that home and school work closely together so that the child is supported holistically

What do we mean by the term Special Educational Needs and Disabilities (SEND)?

The definition means, according to the Special Educational Needs and Disabilities (SEND) Code of Practice: 0 to 25 years (2014):

A child or young person has SEND, if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.

The Special Educational Needs and Disabilities (SEND) Code of Practice (2014) also states:

The benefits of identifying and responding to SEND early are widely recognised and we know that early intervention improves the long term outcome for children.

Children's difficulties can be categorised into four broad areas of need (some children may have needs in more than one of these areas and may not fit neatly into one category):

1. Communication and Interactional difficulties

Some of the aspects of difficulty included in this area are speech, language and communication (SLCN) and Autistic Spectrum Disorder (ASD).

2. Cognition and Learning

Some of the aspects of difficulty included in this area are Attention Deficit Hyperactivity Disorder (ADHD), Specific Learning Difficulty (SpLD) which include Dyslexia, Dyscalculia, Dyspraxia and Dysgraphia.

3. Social, Emotional and Mental health

Some of the aspects of difficulty included in this area are adjustment disorders and anxiety.

4. Sensory and/or Physical Disability

Some of the aspects of difficulty included in this area are hearing impairment (HI) and visual impairment (VI).

Under the Equality Act (2010) pupils with learning difficulties such as Dyslexia, Autistic Spectrum disorders (ASD) and Attention Deficit and Hyperactivity Disorder (ADHD) are considered disabled.

Admissions

Reigate St Mary's is a non-selective school, we are open to applications from any prospective pupil and admission is based upon the appropriateness of the school, by agreement between the school and parents or carers. The school must feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of their potential and in line with the general standards achieved by their peers. The school admissions policy applies to all prospective pupils regardless of disability. Admission may be refused if the school feels it cannot appropriately cater for a child's needs.

Inclusion

Reigate St Mary's is committed to inclusion. The School's 'Charter of Values' and the incorporation of 'Values Education' into school life through the curriculum and Assemblies has developed a culture that supports and includes all children and strengthens the school community. Please see the schools Equality Policy and Accessibility Policy and Plan for more information.

The Children and Families Act (2014) requires schools to use their best endeavours to meet the special educational needs of children and young people who they educate. Staff have responsibility for ensuring that they do not treat any disabled person less favourably than a person who is not disabled. Staff must also ensure that consideration is given to the delivery of lessons, the materials available, provision of materials and any electronic software used to support the individual. It also states that if a reasonable adjustment, such as the use of an auxiliary aid would prevent a disabled person from being at a disadvantage in comparison to a person without a disability, then it is the school's duty to make this reasonable adjustment. The school's Accessibility Policy and Plan sets out how we aim to meet this responsibility.

We aim to follow the guidance set out in the new Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014) which is statutory guidance on Part 3 of the Children and Families Act 2014. It relates to children and young people with SEND including those with disabilities. It impacts on all schools in England and Wales, including independent schools.

The SEND Code of Practice: 0 to 25 years (2014), states that:

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children.

This is the first step in responding to pupils who have, or may have, SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Identification, Monitoring and Support

At Reigate St Mary's it is the role of all teachers to be vigilant for children who display signs of SEND and take the appropriate action. It is important that children's needs are identified and support is put in place as soon as possible. All teachers participate in ongoing training as part of INSET days and staff meetings on identifying and supporting children with SEND.

All children at Reigate St Mary's are assessed regularly. In Early Years this is through constant observations across all seven areas of learning. In Key Stage 1 and Key Stage 2 we use a range of assessments including verbal reasoning, non-verbal reasoning, CAT tests, SATS, optional SATS and SWEST spelling assessment. These assessments, alongside classroom observations, are used to identify children with potential SEND. If a child appears to be having difficulty with their learning the class teacher will discuss their concerns with the child's parents and start supporting the child using strategies based on the 'graduated response' described in the SEND Code of Practice: 0 to 25 years (2014).

The Graduated Response

Initial Concern

If a teacher is concerned by a child's level of attainment or behaviour, they should complete a Record of Initial Concern (RIC), or Record of Initial Support (RIS) in Early Years. This is a formal document to record the child's areas of strength and/or needs and to record any additional provision put in place to support the child at this early stage. The teacher should discuss any concerns with the relevant SENCO and broach these with parents sensitively, allowing them to have a copy of the RIC or RIS, which should enable the class teacher to monitor the child's progress and evaluate the impact of any provision put in place.

All teachers need to understand that they are responsible and accountable for the progress and development of the pupils in their class(es), including where pupils access support from teaching assistants or specialist staff.

If concerns are raised by a child's parents, the class teacher should be their first port of call. The class teacher will then discuss their concerns with the SENCO and decide whether the above action is necessary. The SENCO will keep an up to date record of all children for which a concern has been raised, which will be available to all staff. In lessons the teacher will focus on this child's needs and differentiate their lessons appropriately. If necessary they may start an intervention programme, provide additional support and/or set targets. The teacher, with support from the SENCO, will start to gather evidence in the form of observations and/or assessment data. The child's progress will be reviewed at least three times a year. If the child's needs are being met and it is deemed that extra help is not necessary, the child's possibility of SEND will not be pursued and the child will be continually monitored in the same way as the rest of the class in line with the school's Assessment Policy.

School Support

Once a potential special educational need is identified, the school should take action to remove barriers to learning and put effective special educational provision in place. This is SEND support which should take the form of a four-part cycle, this is known as the 'graduated approach':

1. **Assess**
The child's needs must be assessed so they can get the right support. This process should involve parents, teachers, the SENCO and potentially experts such as an educational psychologist or health professional.
2. **Plan**
The school, with input from parents, will agree on how they intend the child to benefit from the support that is put in place and an Individual Support Plan (ISP) put in place.
3. **Do**
The school will put the support in place. This is likely to involve the child's teacher, the SENCO and any support staff or specialist teaching staff who will work with the child or be involved with tracking their progress.
4. **Review**
A date for reviewing the child's support should be agreed at the time of making the plan. The parents and class teacher will decide together whether the support is having the desired impact and what, if any, changes should be made.

Where a child continues to make little or no progress, despite well-funded support that is matched to the child's area of need, the school should consider involving specialists, including those from outside agencies such as educational psychologists, speech and language therapists and occupational therapists. Some children who have had an assessment by a specialist may require further support from them and are also to be supported at this stage by the school.

Some children may have a formal assessment from an educational psychologist, which indicates that they have a specific learning difficulty, such as dyslexia. If these children are working within expectations for their age, making good progress and are having their needs met they do not necessarily need to be on School Support and will be moved onto an Individual Support Plan (ISP). They will be assessed and supported by their teachers in the same way as the majority of the class and will be closely monitored by the SENCO

Individual Support Plan (ISP)

The class teacher, subject teachers, with the support of any specialist teachers and the SENCO will work together to create an Individual Support Plan (ISP) for the child. Each ISP will target the child's specific needs. It will comprise of no more than three targets, which are used to monitor and assess the child's progress. The class teacher is responsible for ensuring that the ISPs are completed and shared with parents. Parents are asked to sign the bottom of their child's ISP to show that the school has informed them about their concerns. ISPs will be reviewed and updated on a termly basis. During this time the needs of the child are met by the teachers through differentiation, continuing with any support or intervention programmes, and providing additional support where possible.

Education, Health and Care Plans

The small minority of children who demonstrate significant cause for concern; for whom the strategies and programmes implemented have been continued for a reasonable amount of time without success, and where alternative strategies have been tried, may be considered as meeting the criteria for an Education, Health and Care Plan (EHC Plan). EHC plans will only be used for children and young people with significant needs, whereas the vast majority of children with SEND will not need an EHC plan.

The class teacher and SENCO will work together to complete the application honestly, with the support of the child's parents or carers. They will need to have had a private educational or clinical psychologist's report first. If the application is accepted by the Local Education Authority, they will carry out their own single full multi-disciplinary assessment.

Formal Assessments

It is not current practise in the school to screen children for SEND. If a teacher feels there is significant concern, or if intervention strategies do not impact on a child's attainment, then the teacher will seek the advice of the SENCO and they may recommend that parents have an assessment of their child undertaken with an educational or clinical psychologist. If a child has an educational psychologist's report that states they would benefit from additional time or support in exams, then the school will act on this advice.

Reigate St Mary's is well equipped and experienced at supporting children with dyslexia, ASD and some other SEND. The teachers recognise that all children are individuals and learn in a variety of ways and that there is not a 'one size fits all' approach to supporting children with SEND. Teachers, with the support of the subject leaders and the SENCO are responsible for the curriculum taught, types of classroom activities, classroom organisation, resources and auxiliary aids needed. Every member of staff must maintain high expectations and is directly responsible for meeting the needs of pupils with SEND.

Some children will need support and intervention for a short time and others will need support throughout their whole school life.

As a school we communicate well by sharing ROC's, RIC's, ISP's and summaries of educational psychologist's and clinical psychologist's reports and regularly hold Form Focus staff meetings across the school, to ensure that all teachers involved in a child's learning are aware of any additional needs they may have.

A small minority of children have arrived at Reigate St Mary's and have needed additional adult support. If a child's class teacher, Phase Coordinator and the SENCO believe that a child needs one-to-one teaching assistant support in class then this cost will be passed on to the parents as an additional charge via the school fee bill. The SENCO and senior leadership team would support parents in applying for an EHC plan or any additional funding that may be available to help them cover this cost. The teachers have a duty of care to the children they teach and will have honest discussions with parents if they feel that Reigate St Mary's is not able to meet the needs of their child.

Strategies for supporting children with SEND

At Reigate St Mary's it is our intention to support all children with SEND through:

- Differentiation ie. if a child has difficulties with writing, we should minimise the effect on this on other curriculum subjects.
- Additional adult support where possible in the classroom and on the games field
- Teaching assistant led support programmes ie. self-esteem groups
- Weekly touch typing club
- Additional sessions with a specialist teacher ie. speech and language therapists, occupational therapists or teaching assistant support, if required (at an additional cost).

Differentiation

Teachers differentiate their activities to meet the needs of the children in their class. Teachers have the freedom to group their children and organise their class to deliver the curriculum, using their professional knowledge in the way they feel will best meet the needs of all the children. In some lessons children are grouped according to academic ability, whereas in other lessons mixed ability or grouping by social skills is more appropriate.

Additional Adult Support

The SENCO and senior leadership team work together to allocate additional adult support (GAP students and teaching assistants) for teachers considering the needs of each class and year group. Teaching assistants work alongside children in the classroom and may run small group support programmes such as 'Springboard' Maths to help raise the attainment of children. Children without SEND may also be involved in small group sessions in order to boost areas of concern, if appropriate.

Some teaching assistants have been trained by an occupational therapist to support specific children on a regular, individual basis. (This support is an additional cost to parents)

The SENCO, teachers and teaching assistants may also take small groups to support children with SEND, and those without SEND, who are not meeting their potential to ensure additional support for children. Examples of this have included a Self-Esteem group in Year 4 and a Read Write Inc group in Year 1.

Individual support

Some children benefit from additional one-to-one support in Maths and/or English, with either one of our two part-time Learning Support teachers or our specialist Dyslexic Teacher. These lessons take place during the school day, where the timetable is planned by the SENCO, to ensure that the children still receive full curriculum coverage. The school has links with two Speech and Language Therapists, and Occupational Therapist and a Counsellor, who provide expert help within individual sessions where necessary. (One-to-one support is an additional cost to the parents).

Appendix I contains details of the qualifications of these key members of staff.

Some children who experience specific difficulties with handwriting or spelling, with their teachers and parents permission, may use their class iPad or tablet to word process some of their writing. Teachers will ensure that children have the opportunity to produce word processed writing, whilst continuing to develop their handwriting skills. The school runs a regular Touch Typing Club which we recommend the children participate in to help develop their typing skills. Teachers will do their best to ensure any equipment is kept safe, but the school cannot take responsibility for any damage or loss.

Role of the SENCO

The SENCO is the person responsible for:

- Creating, implementing and monitoring the school's SEND policy
- Liaising with and advising fellow teachers
- Coordinating provision for SEND children
- Maintaining the school's SEND profile and overseeing records on all children with SEND
- Supporting class and subject teachers when liaising with parents
- Contributing to in-house training for staff
- Liaising with external agencies
- Tracking SEND children and analysing assessments conducted in class

Partnership with parents

A fundamental principle in the Code of Practice is that a good partnership with parents is essential when working with any children with SEND. We aim to strengthen this partnership through:

- Ensuring teaching staff are available for meetings with parents
- Parents are encouraged to feel that they can approach the school with any concerns they may have about their child's progress

- We recognise, encourage and value the participation of parents in supporting their children with their learning at home, including encouraging regular reading and aiding homework

Children with English as an additional language

Children for whom English is an additional language do not have SEND. Please see the schools EAL Policy.

Admissions policy

Please refer to the school's Admissions policy for information regarding the admission of children with SEND.

Gifted and Talented

Some pupils who have specific learning needs may also be gifted and talented. Please see the school's Gifted and Talented Policy

Transition through the school

During the summer term the class teacher will meet with the child's form teacher for the coming academic year to hand over all documentation and information on every child in the class, including any SEND they may have. Every child also has a pupil profile which gives information on the child's interests, sibling etc. which is regularly updated by the form teacher throughout the academic year.

Appendix I

Qualifications of key staff supporting SEND