

CUMNOR HOUSE SCHOOL

AND

TREETOPS NURSERY



POLICY FOR SPECIAL EDUCATIONAL NEEDS

2016

1. Introduction

This document is a statement of the aims, principles and strategies for the identification and management of children with special educational needs at Cumnor House School. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school's policies for teaching and learning as together they form a statement of the principles underpinning all the work of the school.

Cumnor House School is a caring school where attention is paid to the planning of the curriculum, both to extend the most able and to support the individual needs of pupils with identified learning difficulties within the mainstream setting. Admission of a pupil with special educational needs (SEN) is at the discretion of the Headmaster and may be reviewed after six months. Children entering the school will normally spend a day in the classroom with their year group and be assessed by the class/form teacher and/or other staff. This may involve the use of specific tests and will result in a written report. The Headmaster will discuss the needs of the individual child with the school's Head of Learning Support (SENCo). If the school is able to meet those needs, and the child meets entry requirements, then the child may be accepted.

2. Principles

We are committed to providing equal access for all children to the broad and balanced curriculum to which they are entitled. We welcome children with special educational needs as part of our community. We recognise that we must consider the individual needs of all

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children when planning our curriculum and we aim to provide a curriculum which is accessible to the individual needs of our children. This document includes all Key Stages in the school.

To achieve this commitment:

- a) We aim to employ the best practice when devising support for SEN.
 - b) We recognise a continuum of special needs: any child may experience a special need at any stage of their education. Our aim is to raise the expectations and achievements of all children.
 - c) Early intervention: We recognise the importance of early identification and assessment of children with special educational needs. We aim to address special needs as soon as concerns are raised so that learning experiences are appropriate to children's current needs and future difficulties are minimised. We seek to develop practices and procedures that are designed to ensure that all children's special educational needs are identified and assessed, with the curriculum being planned to meet their needs. We recognise that good practice can help prevent some special educational needs arising at all, and can minimise others.
 - d) We recognise that responsibility for SEN is a whole-school issue and lies collectively with all staff, supported by the SENCo and the Senior Leadership Team. We aim to equip all staff to effectively meet a wide range of children's needs. Lessons must provide differentiated activities to meet these needs.
 - e) All children have a right to a broad, balanced and relevant education. We believe that SEN should be addressed by using a variety of groupings, settings and differentiation strategies to ensure full curricular access for all children.
 - f) We believe in the involvement of the child and the importance of taking their views into account. They should be actively encouraged to participate in discussing the purpose of learning tasks, in personal target-setting and in evaluating their outcomes. Our SEN provision aims to actively involve children in this process in the light of their age and understanding.
 - g) We recognise that parents and carers have a vital role to play in supporting their children's education. We aim to work in close partnership with parents and carers, valuing their opinions and contributions, and to support them in their child's learning
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and development. We will fully inform them about SEN provision for their child(ren), and take their views into account in respect of their children's needs.

- h) Wherever possible, we intend to work in partnership with other agencies (e.g. health professionals) and with parents and carers, sharing information and assessment reports and taking prompt action to implement recommendations.

Aims

The aims of our Special Educational Needs provision at Cumnor House School are:

- to recognise that some children have difficulties which call for special educational provision
- to apply a whole school policy to meet each pupil's individual needs following the guidelines of *The Code of Practice for SEN (DfES 2014,)* *the Equality Act 2010 and the Children and Families Act (2014)*
- to give every child with SEN the best possible access to our broad and balanced school curriculum
- to acknowledge the role parents and carers have in their child's learning;
- to continue to develop staff training
- to make clear the expectations of all partners in the process
- to enable all children to have access to all elements of the school curriculum

3. Definitions

Definition of SEN [SEN Code of Practice, 2014, p.15]

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.

xiv. 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 16*
- *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*

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other

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children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

SEN can be categorised into:

- general learning difficulties
- behavioural and emotional difficulties
- speech, language and communication difficulties
- physical and sensory impairment
- specific learning needs which can include being gifted and/or talented

A definition of giftedness is a child who stands out from their peers by virtue of a special talent. The criteria for academic giftedness will be a high IQ as identified by an Educational Psychologist or a particular gift in any subject area. Giftedness can also be seen in aesthetic or physical areas and every opportunity will be given to support these pupils in their particular area.

Academic giftedness should be supported by extension work in school and by engaging the pupil's interests at home by providing suitable stimulation. The class/subject teachers must ensure that the pupil's interest is engaged and should be careful that a pupil does not become bored in class. A sign of boredom may be if a pupil is disruptive in class.

The school has a separate policy for gifted and talented pupils.

Definition of Disability [Disability Discrimination Act, 1995, Section 1(1)]

'A person (P) has a disability if –

- (a) P has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'

Equality Act 2010 Chp. 1 para 6.

4. Roles and responsibilities

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Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's Headmaster, the SENCo and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.** Teaching such children is therefore a whole school responsibility.

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

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of

underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

The SENCO must be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Coordination within three years of appointment. (Code of Practice 2014, p99)

6.86 A National Award must be a postgraduate course accredited by a recognised higher education provider. The National College for Teaching and Leadership has worked with providers to develop a set of learning outcomes (see the References section under Chapter 6 for a link). When appointing staff or arranging for them to study for a National Award schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in this Code. Any selected course should be at least equivalent to 60 credits at postgraduate study. (SEN Code of Practice 2014, p108)

The role of the SENCo

SEN arrangements are coordinated by the SENCo whose role includes:

1. Overseeing the day to day operation of the school's SEN policy
 2. Carrying out observations and assessments of individual pupils to help support and provide for them
 3. Liaising with and advising teachers and TAs/LSAs, managing these where appropriate, offering specialist advice and support so that they can apply targets and make provision for identified pupils
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4. Coordinating SEN timetable of support for TAs/LSAs, delivering this
 5. Keeping the Headmaster informed about provision, training needs, pupils' needs and changes to statutory requirements
 6. Tracking pupils' progress using agreed format
 7. Maintaining the school's electronic SEN register and overseeing other records for all pupils with SEN
 8. Identifying and monitoring areas of need and provision across the school, reporting to the Headmaster
 9. Advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children
 10. Liaising with parents of children with SEN, keeping notes of these meetings
 11. Contributing to and promoting in-service training of staff both in-house and external as well as networking with other SEN coordinators in Cognita schools
 12. Liaising with external agencies including the Educational Psychology Service, Health and Social Services, voluntary bodies and the schools to which pupils transfer
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13. Ensuring that suitable examination and other assessment arrangements are made for pupils who have difficulties with the usual procedures, ensuring that appropriate resources are made available
 14. Managing the SEN team of teachers and TAs/ LSAs

It follows from this that the SENCo has planned time to administer the school's SEN arrangements.

The role of the teachers and lead professionals

1. Identify pupils of concern and liaise with SENCo
2. Keep notes on SEN pupils in the system
3. Plan work for pupils on the monitoring list and SEN register
4. Liaise with SENCo to plan work for pupils on SEN register
5. To review targets and set new targets (supported by SENCo)
6. Direct support from learning support assistants, if appropriate
7. Each member of staff is expected to keep up-to-date with information about SEN children that they teach
8. Liaise with the parents of identified pupils

The role of the Headmaster

1. Ensure that the SENCo and other staff have sufficient time allocated to carry out their teaching and administrative roles
 2. Liaise with SENCo regularly regarding individual children
 3. Discuss staff training needs with SENCo
 4. In discussion with SENCo arrange sharing of good teaching practice
 5. Look at resource requests for the Learning Support department
 6. Share information on SEN with the school's Cognita Education Executive
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5. Processes

Identification

Early identification and assessment of a child with SEN is a vitally important part of the remedial process. Identification occurs as and when need arises. Initially the teacher and SENCo will discuss the child's needs and information will be gathered. At a later point and if necessary further testing may be carried out – at a cost to the parents, results recorded and a meeting of all interested parties carried out. Depending on the results of these assessments a child may or may not need to be placed on the SEN register.

SEN Register

At Cumnor House School we have due regard for the guidance in the new Code of Practice 2014, which accompanies the SEN and Disability Act

The Code of Practice states:

6.13 All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

6.14 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

Our SEN Lists have the following stages and children may be moved on or off the register at any point.

a) Alert/class observation (Monitoring List)

This approach starts with the class teacher using differentiation strategies to meet the individual needs of pupils. A pupil is placed on alert if staff have any concerns about them but are currently able to manage their learning within the classroom through group work and differentiated activities. **It is imperative that the parents are informed by the class/tutor teacher about concerns at the same time as the SENCo is informed.**

With parental permission, a Record of Concern (See Record section below) should be filled in by the class teacher, subject teachers or any adults involved with the child on a regular basis. The Record of Concern should be given to the SENCo who will then discuss it with

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interested parties and decide on appropriate assessment. The class tutor/teacher will then inform the parents of the concerns and ask permission for any assessments that have been deemed advisable.

After assessment has taken place parents must be informed and invited into school to discuss the findings as soon as it is reasonably possible to do so.

b) SEN Register (Learning Support List)

A pupil moves to school SEN Register it is felt that staff in consultation with the SENCo have identified that the child has special educational needs which require additional support. Interventions are necessary that are additional to or different from those provided as part of the schools usual differentiated curriculum. A **Target Plan** is then drawn up by the SENCo in consultation with the class/form teacher for all pupils at this level which is reviewed and rewritten at least twice yearly in consultation with the parents/carers of the pupil. This document may be as part of a group of pupils with similar needs. For younger pupils or for those whose needs are considered short-term the review period may be not as long. In all cases the review period may be flexible. If appropriate, the pupil will be asked to assess

his/her progress. Where significant progress is made the class and support teacher may decide that the child will come off the register and be monitored by the teacher (**Monitoring List**) whilst still receiving any necessary differentiation. At this time the class teacher may set targets to ensure that progress is maintained, the parents/carers will be informed and their views taken into account before the decision is made.

During this time the class teacher should continue with differentiated strategies, including using different tasks as well as varied support provision and revised outcomes, adapting these, in consultation with the support teacher and/or SENCo, so that together they meet the child's needs. They should ensure that any withdrawal from the classroom does not interfere unduly with the child's access to the whole curriculum. Parents/carers must be informed about their Learning Support.

c) SEN Register + Referral

A pupil moves to the **SEN + Referral** stage if despite receiving individual targets they continue to make little or no progress. The SENCo works with the parent/carer to make contact with outside agencies and the SENCo provides documentation to support the referral. The school encourages parents to consult with specialists and outside agencies and the school then seeks to ensure that there is good liaison between the school's provision and that recommended or provided by the outside agency. Parents/guardians will be asked to fund any assessments that are not covered by local authority action and will be asked to

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inform the school of the outcome of assessment. A meeting must be arranged with the parents and interested parties in school to discuss the outcomes.

The class/form teacher, the SENCo and assistant, if there is one, must work closely together to provide a comprehensive support programme for the child. The class teacher and SENCo should revise the targets in consultation with any other professionals involved with supporting the child in school. **Target Plans** must remain in place and all those involved must keep clear records. Targets will continue to be written on a regular basis.

Where a report from an outside consultant has been provided the school must have regard to this guidance for up to three years, after which the report is no longer valid. Either a new report should be obtained or the pupil's needs should be re-assessed, or the pupil should be removed from the Register.

Where **Referral** intervention proves successful, the child may revert to **SEN Register**. Again the views of the pupil and parents/carers will be taken into account and parents/carers wishes will be respected.

d) Education, Health and Care Plan (previously 'Statement')

For a very small number of pupils, progress at **Referral** may still not adequately support their needs. At this point parents can request a **Statutory Assessment (EHCP)** from the Local

Education Authority, preferably with the support of the teachers and SENCo and following consultation with the Headmaster. The SENCo, with the advice of the class and other teachers, will fill in all the forms sent by the authority and will liaise with the parents and the authority about assessment criteria.

The school will be asked to provide educational advice about the pupil, drawing on record keeping for differentiation, by SENCo, LSA's and teachers. Intervention remains in place during the assessment process.

All those involved with the pupil must continue to keep detailed records. If possible the SENCo or support teacher should observe the pupil in the class situation once a term and give written feedback to the class and subject teachers on the needs of the pupil. These reviews should be discussed with the parents during target meetings.

This may result in an **Education and Healthcare Plan**. A pupil with an **EHC plan** will have their progress reviewed every six months with teachers/SENCo/parents/outside agencies and the LEA. All those involved with the pupil must continue to keep detailed records. It is the responsibility of the SENCo to collate these records and to maintain the pupil's file.

Procedures relating to the SEN register

Records

The SEN provision records are as follows:

- **Records of Concern** are kept by the SENCo in the school office and in the pupil's file. Blank copies can be found in the staff shared area or by applying to the SENCo.
- **Assessment and progress files** are kept by the SENCo in the office and copies are kept in the pupil's file and the class teacher should also keep a record.
- **Initial Parent Contact** – is made via email or in person firstly by the teacher and then the SENCo, records of this are kept by the SENCo and in the pupil's file.
- **Targets Plans** - are kept by the SENCo. Copies are kept in the pupil's file. For all years the **Target Plans** are on the school system and may be downloaded in hard copy form by the class teacher/specialist subject teacher.
- **School based assessments** are – stored by the SENCo and teachers may request a copy. It is the responsibility of the class/subject teachers to read any relevant assessments and to put into their class teaching the recommendations that the SENCo has made.
- It is the responsibility of the SENCo to draw the attention of the teachers to the assessments.
- It is the responsibility of the class/subject teachers/key worker to familiarize themselves with **reports, Target Plans** and **SEN Information**.
- **Targets Plan Reviews** are kept with the relevant documents in the above places.
- **Any other records**, Educational Psychologist's reports, Speech therapy etc. are kept by the SENCo in the school office with copies in the pupil's file.

- **The register of pupils with special educational needs** is on the staff system and all records are updated by the SENCo when appropriate. The SENCo emails all staff drawing their attention to the list a) when it is updated b) at the start of each term.

These records will be kept in two separate registers: an **active** register detailing provision for all pupils currently receiving support and an **inactive** register of the records of pupils who were supported in the last three years but no longer require this. After three years their records will be shredded.

At the beginning of each term staff discuss the **SEN Lists** and it is updated. All staff have access to the current **SEN Lists** including the **Monitoring List**. For every pupil on the register with current plan, this is kept in the file which may be electronic or paper copy. Target Plans are working documents and used when planning – they are accessible to in a file or on the school system but remain confidential. The Target Plans might include arrangements for withdrawal support.

Target Plans

A Target Plan is used to plan the support for a pupil which is additional to, and different from, that available to all. It focuses on up to three or four key individual targets and includes information about:

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- Lead professional – member of staff responsible for setting targets
- the pupil's strengths and weaknesses
- three or four (no more) short term targets set for or by the pupils
- the teaching strategies to be used (usually additional recommendations from outside agencies are attached)
- Strategies for parents/carers to work on at home
- when the Plan is to be evaluated and reviewed
- Notes for staff and parents

Targets Plans should be **SMART**:

- short
- measurable
- achievable;
- realistic
- have a define time

Target Plans are based on a cycle of planning, intervention and review. As far as possible this is met within the classroom; in some instances with permission from parents we can help to organise provision for TA/LSAs to work within the classroom alongside their pupils.

The Plans are kept under review at all times and may be adjusted accordingly. Each is formally reviewed, generally twice a year. Parents are also consulted, either formally in a

meeting or informally. Teachers are similarly consulted, as is the pupil. Parents are sent a copy of the Target Plan.

Regular opportunities are available on a formal or informal basis for parents/carers to discuss their child's progress. Parents are able to discuss their concerns with the SENCo whenever they need to.

Other procedures

Waves of Intervention

	<i>1. Monitoring List</i> Differentiated learning in class	<i>2. SEN Register</i> Differentiation + small group support	<i>3. SEN Register and Referral</i> Differentiation + individual help	<i>4. EHC Plans</i> Individual help + advice from an external agency
Assessment and planning	Teacher assessment;	Teacher assessment, screening tests,	In-school individual assessment External assessment by Ed Psych or other	Involvement of the health care team, social services and/or LEA.

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			therapist(s)	
Grouping for teaching purposes	Grouping strategies used flexibly within the classroom	Small groups used for out of class activities with group targets	Individual or small group tuition to support Target Plans	Individual or small group tuition to support Target Plans or programme drawn up by the school with support from external therapist(s)
Human resources	Class teacher Advice from the SEN/Learning Support Team as necessary	Learning support staff in liaison with class/form teachers and the parents/carers	Learning support staff in liaison with class/form teacher and parents/carers	Learning support staff in liaison with external therapist, class/form teacher and parents/carers
Curriculum and teaching methods	Differentiation for curriculum access using multi-sensory (VARK)* teaching methods and suitable adjustments within the classroom. Behavioural/target/charts	Specific reinforcement or development of particular skills through differentiated activities and materials	Individual programming to support specific targets Access to ICT	Individual programming to support specific targets Access to ICT

*Visual, auditory, reading/writing, kinaesthetic

Curriculum access for pupils

Special needs provision is planned, monitored and reviewed by the Special Needs Coordinator, who reports to the Headmaster and the Senior Management Team.

The SENCo and support staff work closely with class teachers through meetings and written communication about pupils as part of the school's assessment procedures, to ensure that learning is differentiated according to the needs of the pupil.

The class or form teacher and the SENCo will discuss provision to ensure that the pupil's access to the wider curriculum is not unduly affected by additional support provision. These discussions should include use of the SENCo timetabled administrative time to meet with class/subject teachers and for the SENCo to observe SEN children on a regular basis with the class or subject teacher's agreement.

A graduated response to learning difficulties

In identifying a child as needing SEN support the class or subject teacher, working

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with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. (SEN Code of Practice 2014, p100)

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the same rate. A judgment has to be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress of the individual child is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making **adequate progress**.

The SEN Code of Practice (2014) describes adequate progress:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Allows the attainment gap to close between the pupil and children of the same age

Behaviour and SEN

Pupils with behavioural difficulties are included as having special educational needs even if they do not have learning, or physical or sensory difficulties.

Integration

Children with SEN are fully integrated within the school as a whole. All staff and children know which children receive support but the atmosphere is one of encouragement and understanding.

Examination Procedure

Access arrangements, such as seeking extra time for examinations, are allowed according to the JCQ regulations.

Personal Development

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Considerable attention is paid to the child's overall development and progress. It is the school's aim to fully integrate each child into full school life and to develop the child's self-esteem in the classroom and through school activities.

Future Schools

The Headmaster advises all parents as to the pupil's future school placement when this becomes appropriate. In the event of the pupil having SEN, advice is given to parents as to the amount of continuing support the pupil may need and reports are sent to the future school highlighting the pupil's needs. No documentation will be sent to the future school without the parents' permission. Great care is taken in choosing a future school that has the facilities to cater for a pupil's needs, including a special unit if necessary.

6. Testing

Assessment in primary schools

A **guiding principle** is that the tests used must be up to date and manageable. It is not intended that the same test be used with all pupils. Their use depends on the pupil's

identified needs, but the school seeks to establish standardised scores as well as gaining diagnostic information.

1. Initial assessment on entry or soon after includes:
 - basic background details about the pupil. This may include a taster sessions
 - more detailed background including parents' questionnaires and details of the pupil's medical history
 2. Older children:
 - taster days prior to entry
 - assessments of the pupil's reading age using a test which provides a standardised score
 - informal assessments by the class teacher
 - VR/NVR tests in Years 1-3
 - CATs in Years 4-8
 - a single word spelling test
 - progress in Maths/English tests
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- A test for dyslexia/dyscalculia

