

---

## **SPECIAL EDUCATIONAL NEEDS POLICY**

The SENCo for the school is Cathryn Lever. She can be contacted by phone on 07963 795 113. Ellen Bolsom represents SEN for the SLT.

### **Contextual Information**

The Village School is a small school with small class sizes, and the intention is for the majority of learning to occur through capitalising on a teacher's greater opportunity to focus on attending to the individual.

### **The SEN Register**

A list of girls either with a diagnosed special need or referred to the SENCo for monitoring is maintained by the SENCo. It is their responsibility to ensure that this list is kept up to date and that key information relating to those girls is distributed to teachers.

### **1.0 Introduction**

1.1 This policy refers to children with special educational needs (SEN) and disabilities including why and how The Village School works with them. The guiding principle informing this policy is ensuring that children and young people with SEN and disabilities are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school society.

1.2 The Education Act 1996 states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority (LA). Special education provision includes that which is additional to, or different from, the provision generally made for pupils of the same age.

1.3 The Disability Discrimination Act (DDA) 1995 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities'. Thus the legal definition of disability is *not* the same as the definition of special educational needs.

1.4 It is therefore possible to be disabled under the DDA and not have an SEN, and vice versa. It is also possible to be both disabled under the DDA and have SEN. As advised in the SEN Code of Practice, DfES 2001, the school accepts that a medical diagnosis may mean that a child is disabled but not necessarily SEN. The school will always consider the child's educational needs, rather than a medical diagnosis or disability.

1.5 Pupils with SEN and/or disabilities admitted to The Village School could have difficulties with one or more of: cognitive and learning, communication and interaction, behaviour, (emotional and social), sensory and/or physical.

### **2.0 Aims**

To ensure that the school complies with the requirements of the Education Act 1996, and the Disability Discrimination Act 1995 and 2005. It also aims to embrace some of the recommendations of the 2014 revised SEN Code of Practice.

To ensure that every pupil with special educational needs and/or disabilities has maximum opportunity to achieve the five 'Every Child Matters' outcomes: be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic well being.

### **3.0 Implementation**

#### **SEN provision from the Early Years (EYFS) to Year 6**

Initial concern that a child's current rate of progress is inadequate (compared to the majority of her peers at The Village School) either generally or in a specific aspect of learning may be the result of any of the following: a class or subject teacher's observation, screening procedures, parental concerns.

These concerns should be brought to the attention of the SENCo. At this stage the focus is to remove any barriers to learning and to start the graduated response (plan, assess, do).

3.1 Unless already diagnosed prior to joining The Village School, or identified through Standardised Testing at the application stage, the first identification that a pupil may have SEN is likely to be that she is not making appropriate progress or is unable to access the curriculum that is being taught to the majority of the rest of the class. The identifying teacher should raise the issue with the SENCo for further investigation. The SENCo will inform the pupil's parents that their daughter has been referred to him/her before undertaking any formal steps to identify and support their daughter. Following this, the SENCo will investigate, adopt (or recommend, for example in the case of an Educational Psychologist's report) an appropriate mechanism for assessing whether there may be a need, and if so, what immediate provision and response should be offered by the school. Where this goes beyond basic classroom differentiation, such as if the SENCO believes that the girl needs extra-lesson support, a plan will be outlined. Where this plan involves significant intervention, such as an extra support lesson, parents will normally be informed of this.

3.2 Once a pupil is identified as having SEN, the SENCo will recommend the next steps for the additional or different provision which could be further assessment, additional or different curriculum materials, or a different way of teaching. This will be communicated to the girl's relevant teachers and, if appropriate, to the girl's parent(s).

3.3 Recommended strategies and interventions used are recorded in an Individual Education Plan (IEP). Prior to compiling the IEP, teachers identifying a pupil as having an SEN for their subject will consult the pupil (if she is felt to be old or mature enough for this to be meaningful) in the process of compiling a support methodology. The finalised IEPs are not automatically shared with the pupil as this will depend on the nature of the intervention or plan. For example, it would probably not be appropriate to share plans which focus on building up confidence. They will be shared with the SENCo. IEPs are a teaching and planning tool. They are working documents for all teaching staff recording key strategies for an individual pupil that are different from, or additional to, those in place for the rest of the class.

3.4 The pupil's strengths and successes should underpin the IEP's compilation and the strategies outlined. Sometimes strategies will be cross-curricular and sometimes subject specific.

3.5 If it is felt that the pupil requires the intervention of an external specialist or alternatively the LEA needs to be contacted with a view to applying for an EHC assessment, parents will be informed prior to any such arrangements being made. Parents should always be contacted for discussion prior to the engagement of any external specialist or SEN-related agency for the intervention or support of an individual pupil.

3.6 Each term a scheduled staff meeting will be devoted to discussing the results of teacher-based interventions initiated to support pupils on the SEN (and HA) registers, and successful and unsuccessful strategies will be shared.

3.7 Reviews will take place in the form of a meeting between the SENCo to which relevant teachers may be invited to discuss the outcomes of interventions and discuss next steps (including the possible removal of a girl from the register if she has made sufficient progress) and whether further provision is needed.

### **Responsibilities**

The SENCo is responsible for:

Overseeing the day to day operation of the schools SEN policy

Inducting new teachers on the school's SEN support methodology and where resources can be found

Liaising with and advising fellow teachers

Liaising with assistants or external specialist teachers

Coordinating provision for pupils with SEN

Overseeing the records on all pupils with SEN

Liaising with parents of pupils with SEN

Contributing to the in-service training of staff

Liaising with external agencies, including educational psychology services, medical and social services and voluntary bodies

(a) In relation to each of the registered pupils whom the SENCo considers may have SEN, informing a parent of the pupil that this may be the case as soon as it is reasonably practicable

(b) In relation to each of the registered pupils who have SEN:

Identifying as far as possible the pupil's SEN

Co-ordinating the making for SEN provision for the pupil which meets those needs

Monitoring the effectiveness of any SEN provision made for the pupil

Securing relevant services for the pupil where necessary

Ensuring that the records of the pupil's SEN and the SEN provision made to meet those needs are maintained and kept up to date

Ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's SEN and the SEN provision made to meet those needs is conveyed to the governing body or (as the case may be) the proprietor of that school or institution

Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities.

(c) Advising teachers at the school about differentiated teaching methods appropriate for an individual pupil with SEN

(d) Contributing to in-service training for teachers at the school to assist them to carry out the tasks referred to in paragraph (b) and

(e) Providing teachers or the equivalent staff with information regarding arrangements for trips for girls whose SEN may require particular planning or attention prior to or on a trip.

(f) Providing the Senior Management with advice about the required or recommended examinations assessment arrangements for pupils on the SEN register

All staff in school have a responsibility to understand the needs of, and work with, the SEN and disabled pupils in their classes and to follow and contribute to their support. Staff will routinely be offered support and training as part of their CPD, either in the form of whole staff training sessions or attendance of an individual, commercial in-service training sessions.

### **How SEN pupils' needs are determined and reviewed**

Identification of particular individual needs of pupils in a collaborative process between school staff, the SENCo, pupil and parents with additional expertise provided as and when appropriate from an external provider (eg Ed Psychologist)

The school's IEPs are reviewed at least twice a term.

Progress of girls on the Learning Support Register is internally reviewed by staff twice a term, independently of normal school reporting to parents.

If necessary, the SENCo will adjust a girl's IEP document accordingly (in response to the reviews mentioned above).

For pupils who join the school with a Statement of Special Educational Needs, or those who are issued with such a statement whilst already on roll, the school will work with the body issuing the statement (usually the LEA) to ensure that the provisions of the statement are addressed.

The SENCO will be responsible for this, and also ensure that the relevant IEPs (adapted to the IEP document) are drafted and implemented according to the relevant ISI regulatory requirements.

### **Arrangements made by the Proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school**

Any complaints should in the first instance be directed to the Headmistress. However, should a parent feel that his/her complaint has not been dealt with satisfactorily by the Headmistress he/she has the right to refer the matter to the Proprietor.

This policy should be read in conjunction with the following: Equal Opportunities Policy 3 year and SENDA (Special Educational Needs and Disability Act)

### **Appendix 1 – Miscellaneous regulations**

SENCO Where a Local Authority (LA) has concluded that a child should be placed at The Village School (and The Village School is named in the statement or EHC plan), the LA

retains legal and financial responsibility for ensuring that the provision specified in the statement or EHC plan is made. This will include paying the school fees. The day to day practical responsibility of making provision rests with the school.

The statement/EHC will be reviewed annually, but this is the responsibility of the LA, not the school.

## **Appendix 2 – Annual Routine Summary**

***All tasks are the responsibility of the SENCo unless otherwise indicated***

### **September – Early October**

After baseline assessments have been conducted, check through the scores for those below 88SS for English or Maths to see if any girls need to be added to the list of those being monitored

Staff review progress of those already on the list (from the previous year) to see if any girls could/should be removed from the list

Remove any leavers from list and give files to School Secretary for storage

Add any girls for whom we have prior information suggesting they should be on the list (eg existing Ed Psych report) and issue preliminary support ideas to staff (as discerned from reports)

Reissue previous year's IEP sheets in summary format

Liaise with staff regarding teaching of girls on the SEN list, where applicable giving them advice or information for supporting the girls on the list that they teach

The staff should now collate notes for their own support plans for these girls

Staff should discuss their support plans with each of the relevant girls (as long as they are old enough to have a meaningful contribution to the dialogue)

### **Mid October**

Where applicable, arrange for any individual lessons for girls or SENCo co-ordinated support eg use of laptop, use of relevant reinforcement software.

### **October/November/December (depending on meeting dates)**

Part of a staff meeting to be devoted to outlining what support will be given (teachers should submit their plans/ideas) and in the follow up meeting they will be asked to bring evidence of the implementation of these plans to share good practice and evaluate effectiveness of their strategies.

### **May**

Evaluate responses and make notes/suggestions for the following term's support strategies.

The focus of The Village School's response is on improving teaching and learning at all times. Teachers are expected to look carefully at how they organise their lessons, the classroom, the books and the materials that they give to each pupil and the way they teach. So all teachers will consider a number of options and choose from a range of activities to identify the most appropriate ways to help each pupil learn. This is one way of personalising teaching and learning.

Coordination of the schools special educational provision is currently being undertaken by the Deputy Head, Ellen Bolsom, and the SENCo, Cathryn Lever.

### **Admissions**

Parents of a pupil with an existing Educational Psychologist's report or a Statement of Special Educational Needs (or both) should supply the school with these upon applying for

a place at the school. This will enable the school to determine what support is required and either prepare provision for this, or advise the parents if the requirements are beyond those that a small school like The Village School is able to provide.

### **The arrangements for coordinating the provision of education for pupils with special educational needs at the school:**

#### ***Identification and assessment***

The following represents the most common ( though not necessarily the only) means by which a girl is referred to the SENCo: Standardised testing results (in line with the national figure used, we included girls achieving an SS of below 85), previous school reports or information provided by parents/schools prior to a girl joining The Village School, referral by a member of the teaching staff based on a girl's performance after joining The Village School, internal examination results.

**Access arrangements** for assessments are organised by the SENCo in consultation with the subject/class teacher. This can include 25% extra time.

#### **Procedures used by the school for working with SEN pupils:**

##### **Graduated Response Overview**

When a pupil has been identified with SEN, the following four areas of need will be considered:

1. **Communication and Interaction:** pupils who have difficulty communicating with others.
2. **Cognition and Learning:** pupils with specific learning difficulties (SpLD) which incorporates a range of conditions including dyslexia, dyscalculia and dyspraxia
3. **Sensory and/or Physical Needs:** pupils with a physical disability such as auditory impairments. Those pupils may need additional on-going support and equipment to access the curriculum.

Last reviewed: May 2016

**Date for Review: May 2017**