

28.1 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Legal Status:

- Complies with Part 6, paragraph 24 (3)(b) of the Education (Independent School Standards) (England) (Amendment) Regulations 2013.

Applies to:

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- the whole school including the Early Years Foundation Stage (EYFS) Reception class, out of school care, and all other activities provided by the school, inclusive of those outside of the normal school hours;

Related documents:

- Inclusion Policy
- Curriculum Policy
- Assessment Policy
- Gifted and Talented
- English as an Additional Language Policy

Availability

This policy is made available to parents, staff and pupils in the following ways: on request a copy may be obtained from the School Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headmaster and Principal.
- The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:

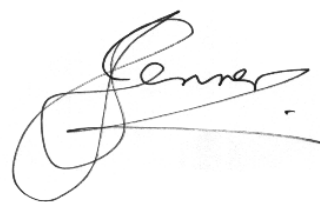
Date: August 2016



Mr J. Jenner jr.
Principal



Mr J. Bushrod
Headmaster



Mrs J. Jenner
Proprietor

It is the policy of The Magdalen Court School that pupils who have been accepted into the school will be offered appropriate support to enable them to access the curriculum effectively and fulfil their potential. We are an inclusive school being determined to meet the needs of all our pupils.

Interpretation

A pupil has special educational needs if they have a learning requirement that is significantly different from the majority of pupils of the same age. Within the context of pupils who might require additional support at The Magdalen Court School include:

- pupils with specific learning differences e.g. dyslexia, dyspraxia
- pupils with emotional and behavioural difficulties
- the gifted and talented
- pupils with hearing and/or visual impairment
- pupils with specific physical and medical conditions

Where a child who has a Statement of Special Educational Needs joins the Magdalen Court School, we will always consult with parents and, where appropriate, the Local Authority to ensure that the required curriculum is provided for as set out in the Statement, including the full National Curriculum if this is specified. We will also co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. The school will make reasonable adjustments to meet the needs of children with a statement of special educational needs. Any additional services that are needed to meet the requirements of the Statement or additional services such as dyslexic tuition will be subject to charge. This will be either directly to the parents, or the Local Authority if they are responsible for the fees and the Magdalen Court School is named in Part 4 of the Statement.

Principles

The school aims to identify pupils with Specific Learning Difficulties at the earliest opportunity and offer appropriate provision. The Magdalen Court School seeks to offer pupils with Specific Learning Difficulties full access to a broad and balanced curriculum. There is a whole school approach, which involves all staff, in supporting pupils with Specific Learning Difficulties. All school staff are made aware of pupil's needs at staff meetings and through information provided on the SEND list and documents that are available on the teachers' drive including Individual Education Plans (IEPs). All staff have a responsibility to differentiate lessons to cater for individual learning needs.

Parents / guardians and pupils will be involved fully in the process of the planning and delivery of support.

Aims and Objectives

The Magdalen Court Schools' Special Educational Needs policy provides a framework for the provision of teaching and support for pupils with learning difficulties. The framework refers to entitlement, access and partnership. Although we aim to make provision for identified Special Educational Needs, it may not always be possible to do so within the school's resources. In such cases the Principal and the pupil's parents would be informed. Where a concern has been raised, any SEND's will be identified at the earliest possible opportunity. The assessment process will involve partnership with all those concerned with the pupil, including parents/carers, teachers and other professionals. The pupil's views will also be sought.

The aims of this policy are:

- to create an environment that meets the special educational needs of each pupil;
- to ensure that the special educational needs of pupils are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for pupil's special educational needs;
- to enable all pupils to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their pupil's education;
- to ensure that our pupils have a voice in this process.

In order to meet these aims, our objectives are:

- to ensure pupils with learning needs are identified as early as possible;
- to assess the pupil to identify specific areas of difficulty;
- to ensure all school staff are aware of the pupil's needs and are able to meet those needs within the school setting;
- to ensure pupils' records include information relating to their individual needs, interventions and outcomes;
- to assist staff in modifying curriculum to meet the pupil's needs within the classroom and provide INSET programme;
- to ensure that no pupil with learning needs or disability is discriminated against on the basis of child's disability
- to work in partnership with parents, guardians and the pupil themselves in providing appropriate support and advice.

Special Educational Needs Co-ordinator (SENCO)

The Principal has appointed a co-ordinator for special educational needs known as a Special Educational Needs Co-ordinator (SENCO). The current SENCO for the whole school is Mrs J.Jenner. It is the responsibility of the SENCO to co-ordinate the operation of the Special Educational Needs Policy. This involves:

- overseeing the records for all pupils with special educational needs
- maintaining the school's Special Educational Needs list;
- liaising with and advising fellow staff;
- liaising with parents of pupils with special educational needs;
- working with external agencies, professionals and specialist tutors as appropriate;
- setting up, amending and monitoring Individual Educational Plans, as and when required and
- supporting staff in developing strategies to meet effectively the learning needs of all pupils at The Magdalen Court School.

Learning Support Assistants.

The Magdalen Court school also has an EYFS reception class and the SENCO with specific responsibility within our EYFS is Joanna Newbury. The Magdalen Court School also has a Learning Support Assistants both specific to individual pupils and also working across the school. They assist and support children with SEND.

Admission Arrangements

Pupils entering the school from Year 1 - 6 will normally have an English and Maths assessment and have generalised discussions. If a pupil has already been identified as having learning needs, relevant reports should be brought to the family interview. If necessary the SENCO will meet the pupil and talk to the parents. Pupils are admitted to the school at the discretion of the Principal. Pupils with additional needs will be admitted if the school can offer appropriate support. However, every effort will be made to accommodate a pupil with Learning Needs.

Identification of Pupils with Special Educational Needs

Identification can be:

- On entry when specific needs are identified and recorded as part of the entrance/transition process.
- By staff recognition of a pupil whom they perceive as having difficulties or specific needs in their particular curriculum area.
- By pastoral staff referring a pupil who is experiencing emotional/behavioural problems.
- Through discussion with external professionals e.g. doctors, counsellors etc.
- Through concern expressed by parents.

Provision for Special Educational Needs and Disabilities

Once a pupil's difficulties have been identified appropriate provision is made. Magdalen Court School has made the decision to implement a structure that adheres to the findings of the SEND Green Paper, '*Support and aspiration: A new approach to special educational needs and disability - a consultation*' (DfE 2011). In accordance with the findings, we understand that there is an increasing tendency to move pupils as quickly as possible to *School Action Plus*. We will implement the outcome of the Education Bill when it comes into law in 2013.

At Magdalen Court School, the first layer of acknowledgement of identification, places the pupil on the SEND list and staff are made aware of any adaptations / differentiation that needs to take place in the classroom. Pupils who are at *School Action* will normally receive any additional support in the classroom. The register is updated every term and pupils can be taken off, kept on or moved to *School Action Plus* (the next stage) as is seen appropriate. Early identification is very important and the SEND List will often highlight a pupil's difficulties in the initial stages. If a pupil is receiving extra support then consideration will be given to moving to *School Action Plus*. This will incur the pupil receiving a form of intervention programme or support that would not otherwise take place in the classroom. The SENCO in conjunction with the parents and the teacher may need to seek advice from external agencies. This often takes the format of 1:1 support lessons in an area of difficulty.

Pupils are usually assessed 'in-house' by the SENCO, and parents may thereafter seek an Educational Psychologist's Report. Teachers are responsible for tracking each pupil's progress in Literacy and/or Numeracy throughout their time at Magdalen Court School.

Individual Educational Plans (IEP)

A pupil receiving extra support whether at be at *School Action* or *School Action Plus* **will** have an **Individual Educational Plan** (IEP) written for them. This is written for pupils at *School Action* or *School Action Plus* along and with statements of SEND. These are written and reviewed at least once a term and are written in collaboration with teachers, pupils and parents.

IEPs focus on three or four individual targets and information on how these targets will be worked on and with whom. The Individual Educational Plan is distributed to the teachers and parents of the pupil as soon as they are written and have been agreed by all parties.

Care will be taken to avoid the four most common weaknesses in IEPs which are:-

- imprecise terminology (with frequent use of phrases such as 'improved reading', 'increased confidence', 'improved self-esteem');
- failure to indicate which teachers and subjects would be involved;
- lack of pupil involvement;
- failure to link them with other areas of assessment and recording procedures in the school.

The five most frequent strengths in IEPs are:

- based on sound knowledge of the pupil;
- taking account of pupils' strengths and interests;
- stating realistic time scales;
- linked to resources in school;
- involving parents at some stage (either in their setting and/or review).

Provision mapping and plans

Each term a provision map showing the provision of support currently available within the school is drawn up. Provision plans are written up for any additional provision that takes place within the school. These outline details of the provision that is currently taking place and also when the provision will be reviewed.

Provision reviews comment on the efficacy of the provision, any improvements that can be made and a decision on whether the provision should or is necessary to continue.

Timetabling

The amount and type of support offered to a pupil is dependent on need. Magdalen Court School believes that pupils will not be withdrawn from lessons unless it is necessary to do so. In accordance with '*Support and aspiration: A new approach to special educational needs and disability - a consultation*' (DfE 2011), Magdalen Court School believes that pupils with additional needs should spend as much time as possible in the classroom with the most effective teachers and that removal from class should be avoided wherever possible. We believe that all subjects are important to the pupils' development and that every pupil is entitled to a broad and balanced curriculum. Therefore, timetabled lessons should not be sacrificed for support unless entirely necessary.

When a pupil needs to be withdrawn for learning support, every effort is made to ensure that a pupil does not miss core curriculum subjects. Their individual strengths are also taken into account in addition to the advice of staff members and parental requests. Some pupils are withdrawn from a second language in order to ensure extra support is given for English and Maths as appropriate. Some support lessons are also delivered at the same time as the timetabled subject following the same lesson objectives but in a smaller group with a smaller range of abilities.

Able Pupils

Occasionally a pupil will stand out from their peers as having exceptional abilities. If the need is considered very different from their peer group, the pupil has special needs. In most cases these special abilities can be nurtured within the classroom by differentiation of the curriculum.

Emotional and Behavioural Difficulties

Magdalen Court School caters for pupils with mild emotional and behavioural difficulties primarily through effective pastoral care. The school also provides additional support through a designated school counsellor.

Support for all pupils in The Magdalen Court School

Any pupil is welcome to visit with the Learning Support Team (SENCO, SEN Leaders and the Learning Support Assistant) whether or not they receive special provision. They are welcome to discuss any learning difficulties they may have with a member of the Learning Support Team.

Inclusion and SEND in the Early Years Foundation Stage (EYFS)

At our School EYFS reception class we believe that all our children matter. We give our children every opportunity to achieve their potential by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the foundation stage. Some children progress beyond this point. For these children we differentiate within the classroom in order to stretch them, where necessary planning more advanced activities which build upon and extend the work that the rest of the class is completing.

At the Magdalen Court School EYFS reception class we are aware that some children may not progress at the expected rate as outlined in the document 'Development Matters in the EYFS' (Early Education, 2012). We identify those children who do not meet these developmental milestones through a range of methods, including:

Information from parents
Information/records from Playgroups/Nurseries/Pre-Schools
Information from outside agencies
On-going teacher observations
Foundation Stage Profile
Termly school reports

Those children who may need additional help to meet the Early Learning Goals are largely supported in the EYFS reception class through in-class strategies which are implemented by the class teacher. These may include:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- Providing extra time/ 1:1 activities with the class teacher or teaching assistant which focus on key areas for development.
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources and activities which meet as many of the seven areas of learning as possible: this allows children with different learning styles to engage to their fullest potential;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;

- monitoring children's progress and taking action to provide support as necessary. This involves speech therapy for some of our children.

To appreciate the approach in EYFS please observe the pupils in this area of the school and consult The EYFS Policy, the "*Statutory Framework for the Early Years Foundation Stage*" DCFS 2012, and "*Development Matters in the Early Years Foundation Stage*" British Association for Early Childhood Education, 2012.

Access to the Curriculum

All pupils 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.

Teachers use a range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that pupils experience success. We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. We regularly give the pupils opportunity to work in small groups, or in a one-to-one situation.

Partnership with parents

The School works closely with parents in the support of those pupils with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The Home-School Agreement is central to this. Parents have much to contribute to our support for pupils with special educational needs.

We have regular meetings each term to share the progress of special needs pupils with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of pupils with special educational needs.

Pupil participation

In our school we encourage pupils to take responsibility and to make decisions. This is part of the culture of our school and relates to pupils of all ages.

Pupils are involved at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings. Pupils are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

Monitoring and evaluation

The SENCO or support teachers in drawing up Individual Education Plans for pupils and provides staff with summaries of the impact of the policy on the practice of the school when necessary. The Principal holds regular meetings to review the work of the school in this area, reviews this policy annually and considers any amendments in the light of the annual review findings.

Staffing and resources

A range of teaching resources are used, employing multi-sensory elements to enhance learning and memory if needed. These include ICT facilities.

Accessing learning support

Most teaching takes place within the classroom setting in small groups or individually, although programmes of work are designed to meet individual needs.

Complaints

Parents are encouraged to discuss any concerns with either the pupil's class teacher, SENCO or appropriate Key Stage SEN Leader.

Disability Discrimination Act

The whole raison d'être of Magdalen Court School is whenever possible to provide for pupils who have a disability - albeit a hidden one - and to enable them to realise their potential. We would always consider admitting any pupil - no matter what accompanying disabilities they have providing we are confident that we are able to meet their special educational needs. In the light of the Disability Discrimination Act we have carefully considered what we might do to make our building more accessible to those who have a physical handicap.