



St Andrew's School, Turi

**Support for Pupils with Additional Needs
(Prep School)**

1. Policy

Policy statement

The School recognises its statutory and moral responsibilities to provide additional support to:

A child has special educational needs or disability (SEND) if he or she has a learning difficulty which calls for special educational provision or intervention to be made for him or her. This can apply to a child who may need the support for any length of time – short or long term.

It is the policy of St Andrew's Preparatory School to nurture every child: each pupil should have an equal opportunity to make the best possible progress in their academic work, creative and physical development. The school values and encourages the contribution of all pupils to the life of the school, whether in the classroom, on the sports field, in the choir or orchestra, or within the community in general, including boarding houses.

Curriculum delivery is developed with the goal of minimising barriers to learning by incorporating good practice into our provision for all. Where quality teaching is insufficient to meet the whole remit of a pupil's needs, additional and different provisions will be made.

We aim to be proactive in identifying needs and in providing early intervention. We actively encourage the involvement of staff, pupils and parents in the education of children with Special Educational Needs and Disabilities (SEND). Learning difficulties are assessed and provided for in a variety of ways, so that children can develop to their full potential with the guidance and support of all their teachers. All teachers are teachers of special needs: class and subject teachers are involved in the identification of children with SEN; they also have a responsibility for its provision within the classroom.

The Department is known as the Learning Success Centre (LSC). Provision is made when the children need it, but they are not necessarily defined for life by this provision.

Scope

This policy and any associated procedures apply to any child of school age attending St. Andrew's School, whether they are boarder or day pupil.

It is our intention to apply a whole school policy to meet each child's individual needs, following the guidelines of the SEND Code of Practice: 0-25 YEARS January 2015.

It will:

- identify at the earliest opportunity any child who may have SEND
- provide for children using the graduated approach defined in the Code of Practice for SEND, if the school is a suitable placement
- provide SEN Support onwards, to plan and implement an appropriate Individual Support Plan (ISP – formerly IEP – although this will be the reference)
- ensure that all school staff are aware of each child's needs so that his/her needs may be met in mainstream classes
- provide pastoral care and support for the children with SEND, so that they may develop in all areas and build a keen sense of self- esteem
- maintain a confidential SEND file for each child containing all relevant reports which shall be available to staff who are directly involved with the child
- conduct regular reviews of the children's progress, both regarding SEND and to their general development

- make any changes to the IEP in the light of each successive review
- maintain close links with the parents/carers at all times and to involve them in:
 - a) The initial assessment procedures
 - b) Regular reviews of the child's progress
- seek and consider, according to age, maturity and capability, the views of the child with SEND
- endeavour to ensure that each child with SEND progresses to a suitable secondary school where his/her current needs will be communicated and continue to be met.

Definition

Special Educational Needs is defined for statutory purposes such as:

A child of compulsory school age who has a learning difficulty or disability if he or she:

1. Has a significantly greater difficulty learning than most children of the same age, or
2. Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in St. Andrew's School.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught.

Terminology

In this policy, '**Board**' refers to the Board of Governors; '**School**' refers to both the Senior and Preparatory Schools either separately or jointly depending on the context; '**Director**' refers to the School's Executive Director; '**Head**' refers to the Head of the Preparatory School; '**Staff**' refers to all those working for or on behalf of the School (including staff working on behalf of third part contractors), full or part-time, permanent or temporary, in either paid or voluntary capacities; and '**Parents**' includes one or both of the parents, and legal or education guardians.

Legal and regulatory framework

This policy takes account of all relevant legislation. It is based on:

- SEND Code of Practice: 0-25 YEARS January 2015
- Equality Act 2010
- Children and Families Act 2014
- Teachers Standards 2012
- Equal Opportunities Policy

Also: The Warnock Report (1978)

The Education Act 1981

Every Child Matters (2003)

Removing Barriers to Learning (2004)

The Education (Special Educational Needs Co-ordinators) (England) Regulations 2008 ([hyperlink](#)) 5. (2)(b) (vii) 'promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities.

This policy also meets the Independent School Inspectorate (ISI) standards in the ISI Handbook for the Inspection of Schools, The Regulatory Requirements.

Review

This policy will be subject to biennial review by the Deputy Head (Academic) and the Head of the Learning Success Centre.

2. Roles and responsibilities

The Board

The Board ensures that the SEND policy meets with the legal and statutory requirements as laid down by SEND Code of Practice: 0-25 YEARS January 2015 legislation (UK).

The Head

The Head ensures that:

- All staff are familiar with the contents of the Support of Students with Additional Needs policy document and the pupils whom they teach.
- The Support for Students with Additional Need Policy is shared with the Governing Body.

The SENDCo

The SEND coordinator's role is to:

- Oversee the day-to-day operation of the school's SEND policy
- Oversee the records of all children with SEND
- Contribute to the in-service training of staff
- Ensure that suitable exam access arrangements are made
- Co-ordinate all the provision for children with SEND and their families and developing an approach so that all children get the best quality help
- Liaise with children and their parents /carers to include knowing what is happening. That they are involved in checking what is working /what is needed next
- Liaise with the outside specialists – Speech and Language Therapy, Occupational Therapy, Physiotherapy, Pediatrics, School Nursing, Educational Psychology, Ophthalmologists – where these are available.
- Ensure electronic system of iSAMS keep up-to-date records of all SEND pupils
- Ensure teachers and support staff are resourced effectively in order to support pupils with SEND in the school achieve the best progress possible.

3. Principles

There are 14 main principles on which this policy is based:

- Adopting good practice
- Ensuring Inclusion
- Effective Teaching and Learning
- Early identification, assessment and intervention
- Graduated approach
- Levels of support
- Evaluating the success of provision
- Reviewing procedures
- Assessment

- Assessment access
- Supporting parents
- The role played by pupils
- Non-teaching time support
- Admission arrangements

3.1 Adopting good practice

All staff have a responsibility to ensure that each individual pupil has access to the full range of curriculum subjects and extra-curricular activities.

To meet and maintain these responsibilities, all staff will:

- Provide excellent classroom teaching
- Ensure they are familiar with the SEND pupils on the register, especially those they teach
- Proactively engage with the LSC department to discuss individual pupils' support
- Communicate end of term class assessments of pupils with SEND to the LSC department
- Ensure they are providing effective differentiation within normal class lessons
- Have the highest possible expectations for all children in their class
- Ensure all teaching is based on building on what a child already knows, can do and can understand
- Use a range of teaching strategies to ensure each child is fully involved in learning in class, this may involve things like using more practical learning
- Use specific strategies (which may be suggested by the SENDCo or outside staff) are in place to support a child to learn
- Monitor and check each child's progress regularly
- Decide that if any child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress they will seek support from the SENDCo
- Make changes to the way a child is supported in class e.g., some individualised support or changing aspects of teaching to support them better
- Ensure any intervention run by a teaching assistant has been trained in the intervention
- Ensure clear assessment is done before and after to measure progress
- Identify specific targets or goals set for the children involved so they know what they need to do next and when they have achieved this
- Consult with the SENDCo if the intervention measures in place are not working
- Attend any INSET provided where SEND is included in the training

Additional support is available for children with specific barriers to learning that cannot be overcome through quality teaching and intervention groups. This is provided through the Learning Success Centre.

3.2 Inclusion

Children with SEND are fully integrated into the school. All staff are aware of which children receive support and the atmosphere is one of understanding and encouragement.

- The school promotes the inclusion of all pupils through effective and varied teaching and learning strategies, through differentiation in lessons, through schemes of work which recognise pupils' different levels of ability, and through assessment strategies which enable pupils' needs to be identified and supported in future teaching and learning strategies.

- The curriculum in any given subject area meets the needs of all the students to whom it is delivered.
- At the start of the school year, all staff are given access to the LSC online folders containing lists of pupils on the register, exam access arrangements, recommendations for classroom support and the recommendation for support sheets for any pupil with a full assessment.
- Medical details are provided by the school nurse and are also available electronically.
- Setting takes place in some academic subjects from Year 7 and in Year 6 for Mathematics.
- The library provides a range of reading materials which are accessible and suitable and appealing to all abilities including dyslexia.
- Pupils who need support accessing the curriculum can also bring an iPad to enable them equal access as other pupils. (Currently this must be agreed with the LSC department in advance and there are criteria to be met.)

3.3 Effective Teaching and Learning

All teachers adapt their teaching for every child – we aim to give each child the most personalised learning experience possible. As such:

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that every child's needs are met
- Specially trained support staff can adapt the teachers' planning to support the needs of the child where necessary
- Specific resources and strategies are used to support the child individually or in groups. Planning and teaching are adapted daily, based on a child's responses to the previous teaching and what needs to happen next.
- All class teachers are qualified teachers who are well supported by specialist staff (the SENDCo and teaching assistants) in working with a child. They work with the teacher in planning for children with SEND and provide in-house training where needed
- CPD may include whole school training on SEND issues or support for identified groups of learners in school, such as attention difficulties, dyslexia, etc. The SENDCo is keen to provide whole staff training to disseminate knowledge, strategies, and experience to ensure consistency of the school's approach for children with SEND
- Teachers and support staff might also attend training courses online
- Educare training takes place on a regular basis.
- The SENDCo has graduate qualifications in educational provision for children with special needs.

3.4 Early identification, assessment, and intervention

A range of strategies are used to identify children who have SEND:

- Some children come to school with their needs already identified by their previous setting/school or specialists working with them
- Practitioners are contacted to find out what goals the child has been working towards, how the child has responded and what needs to happen next
- For other children, high quality teaching is first provided and their response to this is observed
- It is only when a child does not make the expected progress after having had good quality teaching that further assessment may be implemented to identify whether a child has SEND
- Specialist assessments are used to help pinpoint specific needs

- Most importantly, in consultation with the child and parents, the child's learning is discussed. Gaps are identified and targets are set.
- If there are still concerns relating to the progress of a child, the SENDCo will arrange a more formal discussion with parents.

3.5 Graduated approach

In consultation with parents, pupil, previous teacher and evaluating assessment results; a pupil's ability is determined to find out what they already know, how they learn best and what is next in learning. A variety of engaging and interesting teaching approaches are provided to stimulate the child's participation and engagement. Through observing their responses to teaching – both what is taught and how it is taught – the needs and provision for an individual pupil can be identified.

Most children who need additional support at St Andrew's will have Specific Learning Difficulties, but the school will, in accordance with the Equality Act of 2010, will look sympathetically at applications from pupils with other learning difficulties. The provision of individual and small group support is designed to be as much a part of the normal running of the school as, for example, instrumental music lessons.

In accordance with the SEND code of Practice 0-25 years (January 2015) the Learning Success Department employs the four key actions of Assess Plan Do Review.

Assess

Subject teachers, class teachers, and nursery practitioners have the initial responsibility for identifying children who are experiencing difficulties. A referral form is completed and the SENDCo collects further information from the CAT scores, Star Reading, in consultation with the class teacher. The views and experience of parents/ carers are sought, along with the pupil's own views. Screening tests may be conducted, or advice sought from external agencies. The assessment is reviewed regularly to ensure that support and intervention are matched to need.

Plan

The SENDCo, in consultation with teachers, parents/carers and pupil, decide on the teaching strategies or approaches, support or interventions, that need to be put in place, as well as the expected impact on progress, with a date for review.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, timescales and the strategies that should be employed to support them. An IEP is written in conjunction with the teacher and pupil with specific targets.

Do

Information is disseminated through provision of folders of information accessible for the relevant staff, discussion, email, and meetings with staff. Suggestions for support are also in the 'Accommodation in the Classroom' documents in the LSC folder on the Staff Drive.

The SEND register on iSAMS indicates which pupils are receiving intervention. Most information is stored electronically on the staff drive or in folders in the Learning Success Centre.

The class/ subject teachers remain responsible for working with the child daily. Where the interventions involve group or one to one teaching, away from the main class, the class/ subject teacher remains responsible for that pupil's learning.

Review

The effectiveness of the support is reviewed at every stage in liaison with staff, parents/ carers and the pupil.

3.6 Levels of Support

At the start of the school year, a register of pupils with SEND, which includes their name, form/tutor, level on the register, their primary need, and a brief description of provision, is drawn up. This is updated as necessary during the year. Staff have a paper copy in the LSC folder in each class or subject department folder and it is also available on the Online Drive.

A provision map is drawn up for each pupil detailing the range of types of provision in any given year and updated as necessary throughout the year. This is based on recommendations written in a detailed report by an education specialist.

Classroom Awareness and Differentiation

A pupil may be identified as requiring additional support which can be met within the classroom, if certain tasks are differentiated and/or teachers understand how to handle certain situations to enable this pupil to function effectively.

SEND Support

If a pupil fails to make expected progress based on accumulated evidence and /or further screening in school or externally, an Individual Support Plan (IEP) is drawn up and agreed in consultation with the staff, parents / carers and the pupil. This is reviewed twice a year or more frequently if necessary. If a pupil's needs cannot be met without the support of a Teaching Assistant or a Learning Support Assistant, additional funding from the parents will be sought to provide this. St. Andrew's School is not able to fund such support.

Advice may be sought from external agencies. At this stage, a SEN may be identified. In broad terms a pupil may exhibit:

Communication and interaction: Speech, Language and Communication Needs (SLCN), Autistic Spectrum Disorder (ASD)

Cognition and Learning

Specific Learning Difficulties (SpLD) – Verbal, Non- verbal, spatial, general

Processing speed, working memory

Executive functioning

Social, Emotional and mental health difficulties

Attention Deficit Disorder (ADD)

Attention Deficit Hyperactive Disorder (ADHD)

Attachment disorder

A range of difficulties which manifest in many ways eg. Challenging, disruptive behaviour; becoming isolated; eating disorders etc.

Sensory and/ or Physical Needs

Vision/ hearing impairment
Sensory impairment (vestibular / proprioceptive etc)
Physical disability

Information relating to the nature of various types of SEN, the symptoms expressed and strategies for providing for those needs, is available for all members of staff in the SEN department.

When a pupil has complex needs, the school will review with the parents the suitability of the school to meet the pupil's needs.

3.7 Evaluating the success of provision

Each child's progress is carefully monitored through:

- Continuous assessment and target setting in all subjects, as appropriate
- Termly reviews of IEP targets
- Termly reading assessments using the star reader program for all year groups
- Provision through work on a computer game assessed through difficulty and levels completed
- Typing speed wpm accuracy and progress
- Growing independence in the use of technology where appropriate for additional support.

3.8 Review Procedures

Review of provision is usually termly; whatever level of support is being given. All staff teaching the pupil are consulted to establish whether appropriate progress has been made, and feedback from external assessors will be included.

Following each review and evaluation of the child's progress, decisions are made as to whether: -

- Revision
- Reinforcement
- New targets
- Change of type of intervention are needed

If a child is meeting grade level expectations for their age group, they can be considered for exiting the SEN support programme. The pupil's progress will then be monitored by the SENDCo for the next 6 months. If this progress is maintained and in discussion with the subject teachers, parents and pupil is deemed suitable, then the pupil may be exited from the support programme.

3.9 Assessment

Children from Reception onwards undergo continuous assessment. From year 7 onwards there is course work which gains credits to go towards an end of term/ year total.

Some children with SEND may be entitled to special access arrangements: for example, extra time, use of a laptop or a reader for a child with significant reading difficulties. Access arrangements will be recommended, carried out by an external assessor and funded by parents.

In any public exam the guidelines for SEND are followed.

External Assessment Services

Under particular circumstances and after thorough internal testing, St Andrew's can arrange educational diagnostic assessments on site, by a consultant assessor, paid for by the parent.

Assessments offered include:

- Cognitive – Verbal, Non-verbal, Spatial, General
- Achievement
- Social Emotional
- Attention
- Executive Functioning (Organization, Planning, etc.)
- Memory
- Neuro-processes
- Exam Access Arrangements, focusing on processing delays requiring extra time

Once assessment is complete, results are shared with parents and teachers.

Assessment Reviews

Educational diagnostic evaluations are renewed as necessary.

The SENDCo is responsible for:

- Sending the paperwork home and tracking its progress
- Confirming parent permission to the psychologist via email.
- Scheduling the testing
- Informing the teachers of the testing
- Being the contact person

Internal Referral Procedures

When a student's academic performance or behaviour continues to be a cause for concern, the class teacher / tutor:

1. Collaborates with LSC team
2. Completes a road to referral form
3. Implements suggested interventions for a minimum of four weeks
4. Communicates with the parents

If the student responds to interventions, the student will continue to be monitored until such time it is deemed this is no longer needed.

If the student fails to respond to interventions the SENDCo will:

1. Liaise with relevant staff
2. Create a provision map for the student
3. Involve teachers and pupils in developing strategies and target setting
4. Inform and remind teachers to use the strategies for the pupil in question
5. Ensure notes are filed in the student's folder in shared drive. Summary information is noted in iSAMS where relevant

6. Report back to parents/ carers in writing
7. Ensure regular feedback as to the pupil's progress
8. Ensure termly updates of provision maps are completed

Follow-up Meetings

- All pupils will be reviewed regularly
- Any pupil on the SEND register who is being monitored will have their progress reviewed at least termly
- Reviews will be conducted in consultation between the pupil, SENDCo, the pupil's teachers Deputy Head (Academic), Deputy Head (Pastoral).

Access to Assessment

The SENDCo, in discussion with the teacher and the student, makes the final decision about a pupil's ability to access an assessment, for example if a child has:

- a physical or sensory disability (e.g. a visual impairment)
- spent lots of time in hospital towards the end of the Key Stage.
- has had an assessment which has identified a learning difficulty entitling them to extra time

Specific arrangements can be put in place to enable children to access the assessments. These are based primarily on typical classroom practice for children with particular needs (e.g. if a child uses an iPad for typing every day in class, this (or access to a keyboard- should be available for the assessment). Detailed information about each access arrangement and how it can be used is available on the DfE's website at www.education.gov.uk/ks2.

3.10 Supporting Parents

In order to achieve the best outcomes for pupils, parents / carers and the school need to work closely together. There are a variety of strategies to do this:

- Email
- Phone
- Website
- VISO
- Occasions when parents are on site
- Text messaging service.

Parents hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best way of supporting them. They are invited to express their aspirations for their child.

Parents are involved at all stages of identification, assessment, provision and review. Once a plan of action has been agreed, parents are actively encouraged to support the programmes of learning at home. Suggestions for this are discussed both formally and informally and are written on the IEP's.

An open-door policy is maintained by the school and parents may email, talk over the telephone, or arrange a meeting with any member of staff.

The child's class or tutor teacher is available to discuss the child's progress or any concerns. There are regular learning conversations, where the parent and the teacher share information about what is working well at home and in school, so everyone uses strategies that work for the child.

If a child has an Individual Education Plan, targets, support and progress can be discussed then.

The SENDCo is always available to meet with parents to discuss a child's progress or concerns.

3.11 The role played by pupils

The school acknowledges the value of the pupil voice.

All children in the school, including those with SEND, can discuss things that help and hinder them from successful learning as part of the target setting process.

Children and young people with SEND often have a unique knowledge about what works for them.

3.12 Non-teaching time support

Children with SEND are not discriminated against. All extra-curricular opportunities available for children without additional needs are available to those children with SEND.

Children with SEND should access all school visits and trips as learning opportunities. A review of each visit/trip is conducted beforehand to ensure we have everything in place to make it a success (e.g. some children with SEND may find periods of walking difficult or find new environments upsetting); and we adjust our plans to meet their individual needs.

3.13 Admission Arrangements

Children entering St Andrew's School will complete a range of assessment tasks. In assessing any pupil or prospective pupil, the school may take such advice and require such assessments as considered appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

The school expects that all SEND and professional reports will be declared on entry and provided prior to starting school.

Applications involving previous special education documentation must be forwarded to the relevant LSC teacher by Admissions. Should concerns be raised by Admissions testing, the file must be forwarded to the Deputy Head Academic who will review this with the SENDCO and make the final decision on a student's enrolment.

Students enrolling in St Andrew's with a current Individualised Education Program/Plan (IEP) from a previous school may be eligible for admission and placement in LSC, given that their characteristics are consistent with St Andrew's eligibility criteria.

Criteria for Eligibility to St Andrew's School

The decision to accept a student with specific learning needs into St Andrew's will be guided by the following criteria:

1. A delay of no more than 2 years as reflected by achievement testing.

2. Social-emotional behaviours that are not significantly impeding academic performance based on documentation.
3. A discrepancy of not more than 2 standard deviations within any of the cognitive sub-tests.
4. A Full-Scale Intelligence Quotient of not less than 85 as reflected by psycho-educational testing carried out within the past two years.

3.14 Transition Arrangements

A pupil transferring to St Andrew's Senior School with SEND will meet with the SENDCo for the school and in consultation with the pupil, parents and teachers develop a 'moving up' plan to ensure a smooth transition. This process will begin in Year 7 in consultation with senior school admissions and SEND department.

4. Complaints

The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the School's Complaints Policy and procedure.

Compiled by:	Head of Learning Success Centre
Reviewed by:	Deputy Head (Academic)
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