



Devonshire House School

POLICY FOR LEARNING SUPPORT AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

This policy is for the whole school including EYFS

This document details the Educational provision for pupils with Special Educational Needs and Disabilities and English as an Additional Language.

GENERAL AIMS AND PRINCIPLES

At Devonshire House we aim to create a curriculum and environment in which all children, including those with special educational needs, can develop physically, intellectually and emotionally at a pace which is suited to their individual needs and where all children have equal opportunity to access the curriculum in order to realise their full potential.

We encourage, in all members of the School, a code of positive behaviour that promotes consideration for and tolerance of the needs of others. We believe that every child should feel able to make a valued contribution to school life in order that self-confidence and self-esteem can develop.

ADMISSIONS

The school does not discriminate against the admission of pupils on the grounds of special educational need where their learning difficulty or disability can be catered for within the mainstream setting.

WORKING DEFINITIONS

The definition of special educational needs is set out in the Special Educational Needs and Disability Code of Practice: 0-25 years 2014. Reference should also be made to the Equality Act 2010 and the Children and Families Act 2014.

a. Special Educational Need

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. This can include those pupils who are able and talented, for whom provision is equally as important.

b. Learning Difficulty or Disability

A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age.
- has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local authority.
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in 'a' or 'b' above when they reach compulsory school age or would do so if special educational provision was not made for them.
- 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 is or will be taught.

ENGLISH AS AN ADDITIONAL LANGUAGE c/f EAL policy

Occasionally the school admits a child whose knowledge of English is insufficient to access the curriculum with ease. In the Early Years, the SENCO runs weekly play based language groups to support children who are in the early stages of learning English. In the Junior School, parents are given the option to pay for EAL lessons. These lessons are for 30 minutes each week with an EAL teacher. In addition, where necessary, pupils are given support sessions with the Learning Support teacher to enable them to access the curriculum as quickly as possible. The number and duration of these extra sessions is decided on a needs basis.

STAGES OF PROVISION

The Devonshire House Learning Support and Special Educational Needs and Disability Policy adopts a graduated approach in providing support for children with special educational needs and/or disabilities. The four stages of this approach are: Assess, Plan, Do, Review.

Assess

It is our aim to identify a child's special educational needs as early as possible. At the pre-entry stage, the School requests information from the child's parents and any other agencies involved with the child before their admission to the school, for example, speech therapists, physiotherapists, etc.

Teachers will use their own professional judgement to make informed decisions about children they consider to be performing at a level significantly different to that of their peers or to have some form of special need. A number of standardised assessment opportunities are scheduled within the academic year (see TEACHING AND LEARNING POLICY). These assessments will highlight a child's strengths, weaknesses and, in cases of very low attainment, may indicate learning difficulties or, in cases of high attainment, pupils who are particularly able. In the Early Years, the two-year old progress check is carried out on children in the Nursery, and all children are assessed using the Early Years Foundation Stage (EYFS) Outcomes. Children who are not making the expected progress are discussed with the SENCO.

A member of staff's concerns will be discussed with other staff at staff meetings and any conclusions will then be passed to the Deputy Head Academic, the Junior School Deputy Head or the Early Years Deputy Head and the relevant SENCO. Written evidence (pupil's work) should be presented, where appropriate, to support and assist effective diagnosis of difficulties.

The appropriate SENCO (Early Years, Junior School or Upper School) may then observe the child in the classroom in order to obtain further evidence of their particular difficulties. Depending on the nature of the child's difficulties, the SENCO may use some diagnostic testing or informal assessment. The results will be discussed with the relevant Deputy Head and the child's class teacher. Following this the SENCO will meet with the class teacher to devise a plan of action.

It is important to recognise other factors that may adversely affect a child's performance. These may include family upsets, new school setting, absence due to illness etc. If these factors are having an impact on the child's educational performance then the child will require monitoring and may be added to the Learning Support Register.

In all cases, parents will be informed of the School's concerns.

Plan

The SENCO will meet with the child's class teacher and parents to agree the support to be put into place. If it is agreed that the child would benefit from Learning Support, the child will usually be added to a small group who work at least once a week with the SENCO. If it is decided that the child requires SEN Support, the child may work with the SENCO on an individual basis. The SENCO will write an Action Plan for any children receiving SEN Support, which outlines clear, specific

targets for the child to work towards and details how the support is provided. A copy of this is given to class teachers and parents. The Action Plan is updated on a termly basis.

If any outside agencies, such as speech therapists, are involved with the child, the SENCO will try to contact these to ensure that all adults are working together to meet the needs of the child. If the SENCO feels that it is necessary to refer the child to an outside agency, this will be discussed with parents first.

Do

Should it be agreed that the child requires additional support, the child may be added to either the Learning Support Register or the Special Educational Needs and Disability Register.

The Learning Support Register may include children who have missed significant amounts of the curriculum. For example, if a child has gaps in knowledge because of transferring from another educational system but where no specific educational difficulty has been identified or where the first language is not English, it may be beneficial to give support lessons for a limited amount of time. Parents will be informed in writing that their child will be receiving support.

A child is added to the Special Educational Needs and Disability (SEND) register if he/she has been identified as having a particular special educational need or disability, or if he/she continues to display a significantly greater difficulty in learning than the majority of children of the same age.

The four areas of SEND are:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or physical needs
- Social, emotional and mental health difficulties

Support may be in the form of small groups that are taught separately to the class, one-to-one sessions or the SENCO or Teaching Assistant providing support within the class. Sessions available to children include Phonics, Literacy, Numeracy, handwriting, motor skills, speech and language and emotional and behavioural support. Support is monitored closely by the SENCO and children's progress is recorded on a regular basis.

If an external assessment has taken place, a full review meeting is held. In the Upper School this usually takes place between the Deputy Head Academic, US SENCO, the child's parents and the form teacher. In the Junior School this meeting usually takes place between the Deputy Head, JS SENCO, the child's parents and the class teacher. In the Early Years the meeting takes place between the EY SENCO, the child's class teacher and the parents. Strategies that will be used when teaching the child and specific targets to work towards, as recommended by the assessment, will be discussed.

The school will make every effort to provide the amount of time (specialist teaching) recommended in the report. An independent Speech Therapist and an Occupational Therapist work at the school for one day a week and parents may request details from any of the SENCOs.

Review

For all children receiving support, a review of provision is conducted at least once a term in consultation with colleagues and parents, with evidence of children's work being used to support any decision taken. Parents will be informed if any change to the level of support is indicated. Meetings are arranged through discussion between the parents and the SENCO or the class teacher, often coinciding with the termly parents' evenings. At these meetings the child's Action Plan may be reviewed, with new targets agreed as necessary.

If, at any point, there is enough concern either amongst staff or from the child's family to call on external help, or if it has been noted at a review that the child continues to have significant difficulties or is making insufficient progress, despite receiving additional support, then external advice will be sought. This may take the form of a recommendation to parents to arrange for a full report to be conducted by an Educational Psychologist, Speech Therapist or Occupational Therapist. It may also be necessary for the child to undergo a thorough ophthalmic check. Parents are usually responsible for the payment of these assessments. Parents' are also informed that they may visit their child's GP to request an assessment. In the EYFS, the SENCO may contact the Camden Early Years Intervention Team to request an assessment. Should the resulting report indicate that the child has a special educational need or disability, the child's name would be added to the SEND register. The level of support would change according to the recommendations of the report.

Statement/Education, Health and Care Plan

If, at any point, there is significant concern about a child who is not making the expected progress and is performing at a level significantly below his/her peers, or has been identified as having a special educational need, an application may be made to the child's Local Authority for an Education, Health and Care Plan (previously a Statement of Special Educational Needs). Applications can be made by parents, GPs, Health Visitors and school staff. Following an application, the Local Authority may carry out a statutory assessment. As a result of this assessment, the child may be placed on an EHC Plan. An EHC plan describes children's additional needs, the support they should be provided with in school to meet those needs, and any additional resources the local authority has agreed to provide to enable the school to put that support in place. For further information about this parents should talk to the Early Years, Junior School or Upper School SENCO or visit Camden's Local Offer website, which outlines the support offered by Camden to children with special educational needs: <http://www.localoffer.camden.gov.uk>

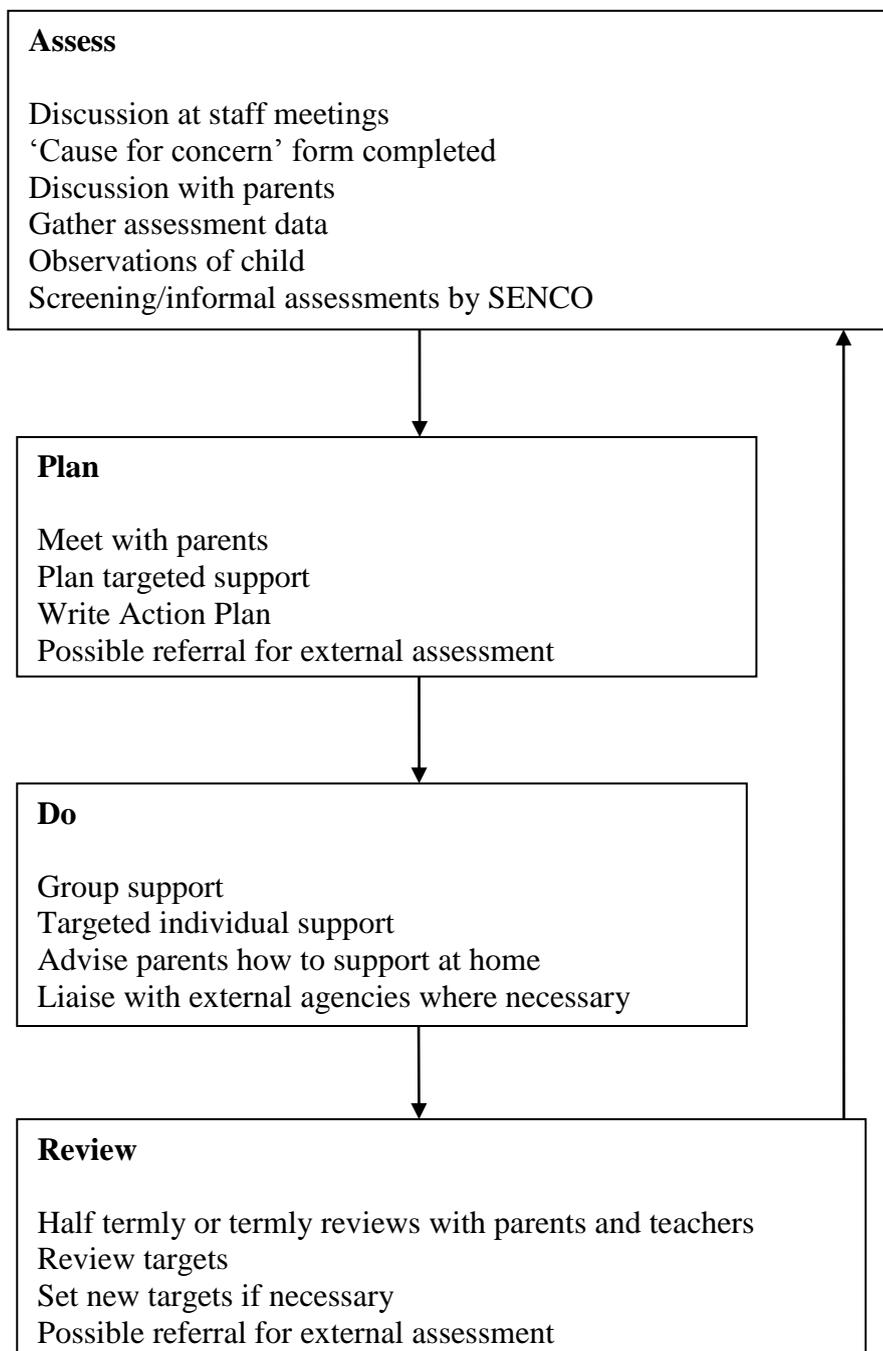
Transition

At the end of each academic year, the transition process is carefully planned. The SENCO will meet with the each child's new teacher to pass on any relevant SEND information and Action Plans. Meetings will also take place between the SENCOs to transfer information regarding children moving up to a new phase of the school. Children who are leaving the school will have their SEND information sent on to their new school.

Able and Talented

In cases of pupils who are particularly able, the appropriate Deputy Head will add them to the 'Able and Talented' register and draw up an A&T programme in relevant curriculum areas. All staff should ensure that these children are making appropriate progress relative to their potential. The Deputy Head Academic will encourage children, with the agreement of their parents, to participate in national challenges and activities that will enable them to mix with their intellectual equals.

Summary Chart Showing Stages of Provision



PUPIL USE OF LAPTOPS

The school recognises that it is in some pupils' best interests to be permitted to use a laptop in school. This will only be granted if it is recommended by an Educational Psychologist's Assessment (EPA). The Headmistress, in conjunction with the SENCO and the Head of ICT, will examine each case on an individual basis. Permission will be given to pupils subject to the following conditions, but is unlikely to be given to pupils below Year 5.

The Deputy Head and the SENCO will review each pupil's progress on a termly basis to ensure that the pupil is continuing to benefit from the facility. The pupil and his or her parents will sign an agreement (see Appendix 1) so that the situation is clear on all sides.

STORAGE AND COMMUNICATION OF INFORMATION

Information collected about a child's SEND will be kept in different places according to its nature but it is always confidential and will only be communicated to involved persons with the knowledge and agreement of the child's parents and the Headmistress. A written record will be kept of all meetings.

ROLES AND RESPONSIBILITIES

The Deputy Heads

The Early Years, Junior School and Upper School Deputy Heads have responsibility for the day to day management of the school for all children, including children with SEND. They should ensure that all information and instructions can be readily understood by children with SEND.

The pastoral well being of children is also the responsibility of the Deputy Head, and they should have particular concern for the social integration of children with SEND, and also for those who are able or talented, who may be less skilled socially.

The Deputy Head Academic

The Deputy Head Academic has responsibility for the day to day management of educational provision for all children, including children with SEND. The Deputy Head Academic will also:

- Ensure the school's SEND Policy is monitored and reviewed
- Ensure that the school's policy is put into practice
- Co-ordinate the provision for children with SEND
- Act as intermediary in the communication of information between parties involved with the child (although for practical purposes at times this may be delegated to the Early Years Deputy Head or the Junior School Deputy Head and the relevant SENCO)
- Be involved in the induction of new staff to inform them of School's SEND processes
- Contribute to the in-service training of staff to develop understanding and whole school approaches

The Able and Talented Coordinator in EYFS, Junior and Upper school

In relation to Able and Talented children the coordinator will also:

- coordinate in-school provision
- address any identified issues or areas of concern, having particular regard to the child's individual welfare
- be prepared to encourage innovative practice, including the adaptation to individual circumstances
- be aware of local, regional and national events and challenges and encourage pupils to participate in these
- evaluate each child's progress termly

The Special Educational Needs Coordinator (SENCO)

There are three SENCOs at Devonshire House.

- Early Years, Nursery up to completion of Reception
- Junior school, Year 1 up to the completion of Year 3
- Upper school, Year 4 up to the completion of Year 8

All SENCOs can be contacted through the school office.

The Special Educational Needs Coordinators each have a fundamental role to play in the process of providing for the needs of children on the Learning Support and SEND register and communicating as a team to ensure smooth transition through each stage.

The Upper School coordinator has responsibility for departmental administration and the organisation of meetings and minute keeping.

The SENCO will:

- Co-ordinate the provision for children with SEND as agreed with the appropriate line manager.
- Ensure Action Plans are complete and that the school's SEND records are maintained.
- Deliver programmes of work to groups of children or individuals who require additional support and to ensure that those that the SEND coordinator does not see personally have support from Classroom Assistants.
- Write half yearly reports on children receiving small group or individual tuition.
- Support and liaise with class teachers.
- Liaise with parents on behalf of the Deputy Head Academic.
- Provide advice and guidance for members of staff and parents where required.
- Purchase, or liaise with subject co-ordinators in purchasing adequate resources to cater for special needs within school.
- Assist with the collation of evidence and information for outside agencies.
- In EYFS the SENCO monitors the progress and programmes of any children identified as being Able and Talented.

Class and Subject Teachers

A whole school approach is fundamental to our policy for children with SEND. Regular liaison, both formal and informal, will serve to support procedures and provision for pupils with SEND. Careful attention should be given to ensuring that relevant activities that promote the learning of pupils with SEND are undertaken within the classroom setting and appropriate expectations are set at all times.

Staff must ensure that they have obtained full information from the SENCO of any child that they teach who is on the Learning Support, SEND or Able and Talented register, and must be prepared to offer their individual assessment of the child's learning and progress at any time. Staff are expected to differentiate lessons to ensure every activity is suitable for a child on the Learning Support or SEND register.

Similarly staff should offer suitably extended material to a child on the Able and Talented register to ensure that they are working to their full potential at all times.

Class and Form teachers must also pay particular attention to the social wellbeing of all children under their care, but with particular concern for SEND and Able and Talented children, who may be targets for bullying or other unpleasantness. They should be proactive in ensuring that they are socially integrated with their peers.

Learning Support Staff and Classroom Assistants

In the Early Years and Junior School, Classroom Assistants also have a crucial role to play in SEND provision within the School. They will deliver programmes of work, generally in Literacy or Numeracy, to groups of children who require additional support. They may also deliver a more extended programme to exceptionally able children. The children may be taught within the class setting or withdrawn for certain activities. Class teachers should, wherever possible, involve classroom assistants in the planning process. They should be informed of learning objectives for each activity, the needs of individual children in the group and their targets as identified on their Action Plans.

Parents

A child's parents have a wealth of knowledge and information about their child. They can also provide a valuable source of support for their child's learning at home.

It is important that parents are informed of the concerns that the school has about the child's difficulties as early as possible. The nature of the child's needs should be discussed sensitively with the parents and they should be given the opportunity to provide any (confidential) background information or information regarding external influences which may be affecting their child.

PROVISION AND SUPPORT

By employing a range of teaching strategies, approaches and equipment, SEND pupils will be provided with a differentiated curriculum matched to their strengths and needs. A range of multi-sensory resources will be used to engage, motivate and support the different learning styles of pupils. Opportunities should be provided which recognise the pupils' strengths and enable them to build upon these or to learn in areas of need by employing these strengths. For this reason we use a wide variety of teaching methods and groupings.

Children may receive support from the SENCO or a Teaching Assistant on a one-to-one basis or in a small group. They may be withdrawn from the Literacy and Numeracy lessons with the agreement of the class teacher. At other times it may be more appropriate for the SENCO to support the children by remaining in the classroom or by removing them from non-academic subjects.

Further information on provision within specific subject areas can be found in the Departmental Handbooks. Heads of Department and subject co-ordinators should be approached for further help in providing differentiated work in subject areas.

Specific resources for SEND children are important and Heads of Department and other co-ordinators should take into account the needs of all abilities across the key stages when purchasing new materials.

It is also recognized that in some cases it will be necessary for pupils to make use of laptop computers. In such cases these arrangements will be made after consultation with the Deputy Head Academic. (See Appendix 1 for the school's laptop policy.)

COMPLAINTS

Devonshire House responds to complaints in line with our general complaints procedures.

If the parents of a child with special educational needs have a complaint, they should arrange a meeting in the first instance with the appropriate SENCO and the Deputy Head Academic (the Early Years or Junior School Deputy Head may represent the Deputy Head Academic if appropriate). If further concerns persist, a meeting should be arranged with the Headmistress.

MONITORING AND EVALUATION OF POLICY AND PROVISION

The success of this policy will be judged by:

- The early and accurate identification of children's learning difficulties and needs
- Children achieving the targets set on Action Plans that indicates that targets are specific, achievable and appropriate
- Appropriate progress of children
- Close working links with outside agencies when appropriate
- Positive involvement and feedback from children and parents

Policy Implementation

This Policy is the responsibility of: Mr S. A. McManus (Deputy Head Academic) Mrs P. Solovitz (Upper School SENCO) Mrs A. Levin (Junior School SENCO) Miss E. O'Malley (Early Years SENCO)	Updated: July 2016
Signed: Headmistress	Date:
Signed: Deputy Head Academic	Date:
To be reviewed annually	September 2017

APPENDIX 1: PUPIL USE OF LAPTOPS AGREEMENT

The school recognises that it is in some pupils’ best interests to be permitted to use a laptop in school. No pupil will be given permission to use a laptop unless a Certified Educational Psychologist states that it will, in appropriate subjects, enhance the pupil’s ability to communicate his/her knowledge by reducing the amount of handwriting and enabling the pupil to edit work produced.

The Headmistress, in conjunction with the SENCO and the Deputy Head Academic, will examine each case on an individual basis. Permission will be given to pupils subject to the following conditions, but is unlikely to be given to pupils below Year 5 or 6.

1. The objective of using a laptop is to encourage the pupil to become an independent confident learner. Whilst the pupil may/will need some parental home support at first this should be decreased as soon as possible. In addition to a suitable laptop the pupil will need a memory stick to facilitate printing and transfer of documents.
2. The pupils must be able to type accurately at a speed of at least 20 w.p.m.
3. The pupil must be able to save, edit and print their work, and generally manage the use of their laptop, including battery charging, without assistance. The pupil must demonstrate independence, competence and discretion when working.
4. The pupil will download and/or print work in school when requested. They should also be able to email homework to the school when appropriate.
5. The pupil must be able to demonstrate that the spelling and grammar checks are turned off. This will ensure that teachers are able to assess the quality of work produced in terms of content and standard.
6. The pupil will present work produced on the laptop to the subject teacher in a file, clearly marked and dated (i.e. not on loose pieces of paper).
7. Handwritten work will continue to be done when appropriate, at the discretion of the class teacher, and the pupil will continue to do handwriting practice.
8. When the laptop is not being used it should be stored in the pupils locked locker.
9. The pupil will be responsible for the safety, security and maintenance of their personal laptop and parents should insure the machine. The school takes no responsibility for the laptop. It should be taken home at the end of each day and used for homework, as appropriate.
10. Parents must ensure that the Senior School for which their child sits examinations allows the use of laptops.

The Deputy Head and the SENCO will review each pupil’s progress on a termly basis to ensure that the pupil is continuing to benefit from the facility.

I have read and understand Devonshire House Prep School’s policy on the Use of laptops. I understand the above conditions and agree to abide by them.

.....
Pupil Parent

Permission is given for to use a laptop in school, when appropriate, at the discretion of the subject teacher.

.....
Headmistress Date

APPENDIX 4: OBSERVATION RECORD

Child's name:		Date:	
Focus of observation:		Observed by:	
Time	Observations		Comments

Annex 5: Learning Support Formal Conversation Record

	Devonshire House School
	LEARNING SUPPORT FORMAL CONVERSATION RECORD

Child:	DOB:
Class:	Teacher:
Date of Meeting:	
Present at Meeting:	

Childs Strengths at Home:	Childs Strengths at School:
Areas for Development at Home:	Areas for Development at School:

InCas Scores: Autumn term
English:
Maths:

First set of Examination Scores:
English:
Maths:
Science:

Summer Examination scores:
English:
Maths:
Science:
Targets:
Academic:
Personal:

To Help Pupil Reach this Academic Target:		
Parents will:	School will:	Pupil will:
To Help Pupil Reach this Personal Target:		
Parents will:	School will:	Pupil will:

Mid Year Update:	Summer Term:

Next Target Review:
Preferred Method of Communication:
Signed: