



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 or a disability, 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 to realise their full potential.

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

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, the Children and Families Act 2014 and the SEN and Disability Code (2015).

a. Special Educational Need or Disability (SEND)

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.

b. Learning Difficulty or Disability (LDD)

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.

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.

All children are assessed when they join the School and 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 of any learning difficulty/disability or special educational needs affecting their son or daughter of which the School should be aware. This includes reports from speech therapists, occupational therapists etc.

A meeting may be arranged with the parents/carers of the child, the Early Years, Junior School and Upper School Deputy Heads and the relevant SENCO, so that, if necessary, reasonable adjustments can be made to accommodate the child well in advance of admission.

If a pupil is accepted into the School and their needs become identified at a later stage, the school will assess how best to meet those needs in consultation with the parents.

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 Heads, and they should have particular concern for the social integration of children with SEND.

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 annually and if not sooner if there is a change in the law
- Ensure that the school's policy is put into practice
- Co-ordinate the provision for children with SEND
- Act as an intermediary in the communication of information between parties involved with the child (although for practical purposes 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 the School's SEND processes
- Contribute to the in-service training of staff to develop understanding and whole school approaches

The Special Educational Needs Coordinator (SENCO)

There are three SENCOs at Devonshire House.

- Miss Ellen O'Malley, Early Years, Nursery up to completion of Reception
- Mrs Loren Hasson, Junior school, Year 1 up to the completion of Year 3
- Mrs Debbie Dixon, 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 lists and communicating as a team to ensure smooth transition through each stage.

The SENCO will:

- Co-ordinate the provision for children with SEND as agreed with the appropriate line manager.
- Ensure IEPs are complete and that the School's SEND records are maintained.
- Ensure IEP's are reviewed half termly and where necessary, discussed with parents/carers.
- 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 where appropriate.

- Write half-yearly reports on children receiving small group or individual tuition.
- Support and liaise with class teachers.
- Liaise with parents/carers on behalf of the Deputy Head Academic.
- Provide advice and guidance for members of staff and parents/carers where required.
- Purchase, or liaise with subject co-ordinators in the purchasing of adequate resources to cater for special needs within the School.
- Assist with the collation of evidence and information for outside agencies.

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 or SEND, 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.

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 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 IEP's.

Parents/Carers

A child's parents/carers 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/carers 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/carers and they should be given the opportunity to provide any (confidential) background information or information regarding external influences which may be affecting their child.

IDENTIFICATION OF LEARNING SUPPORT NEEDS OR SPECIAL EDUCATIONAL NEED/DISABILITY

Teachers use their professional judgement to identify whether a child requires support which is additional to or different from that provided by the school's usual differentiated curriculum and strategies. A member of staff's concerns will be discussed with the Deputy Head Academic, the Junior School Deputy Head or the Early Years Deputy Head and the relevant SENCO.

In the Early Years, the two-year-old progress check is carried out in the Nursery, and all children are assessed using the Early Years Foundation Stage (EYFS) Outcomes. Children who are not making expected progress in these assessments are discussed with the SENCO.

In the Junior and Upper school 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. Children who are not making the expected progress are discussed with the SENCO.

It is important to recognise other factors that may adversely affect a child's performance. These may include family upsets, a 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.

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 Support List.

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

LEARNING SUPPORT REGISTER

The Learning Support Register records the current status of the children in the school who have been identified as having a learning difficulty/disability.

The Learning Support Register may include children who have missed significant amounts of the curriculum. For example, if a child has gaps in his/her 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.

The Register is reviewed regularly and contains the following information for each child; name, date of birth, form, current area of concern and any external agency involvement. The list is circulated to staff at the beginning of the academic year and following any update.

SPECIAL EDUCATIONAL NEEDS/DISABILITY REGISTER

The Special Educational Needs/Disability Support Register records the current status of the children in the school who have been identified as having a special educational need/disability.

A child is added to the Special Educational Needs and Disability (SEND) Support 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. These children will have an Individual Education Plan (IEP) which details the support they will receive. The relevant SENCO will inform parents if their child is to have an IEP and will arrange to meet with the child's class teacher/s and parents to discuss.

The four areas of SEND are:

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

The Learning Support Register and the Special Educational Needs/Disability Register are reviewed regularly and contain the following information for each child; name, date of birth, form, current area of concern and any external agency involvement. Both registers are circulated to staff at the beginning of the academic year and following any update.

STAGES OF PROVISION

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

ASSESS

Staff use the identification procedure detailed above to identify those for whom learning or SEN support would be valuable.

Depending on the age of the child, the relevant SENCO will observe the identified child in the classroom to obtain further evidence of their particular difficulties. The SENCO may use some diagnostic testing or informal assessment, depending on the nature of the child's difficulties. The results are shared and discussed with the child's class teacher/s and parents/carers.

PLAN

- **LEARNING SUPPORT REGISTER**

If it is decided that the child has learning needs, which are additional to or different from that provided by the School's usual differentiated curriculum and strategies, the child will be placed on the Learning Support Register. The SENCO will liaise with the class teacher/s to plan support and identify strategies which can be implemented in class. These may include differentiated teaching strategies, additional resources (e.g. word banks) or physical aids such as a pencil grip or sloping board. The child may be added to a small group who will work at least once-a-week with the SENCO.

- **SEN/D (SPECIAL EDUCATIONAL NEEDS/DISABILITY) REGISTER**

If it is decided that a child needs SEN/D support, the child will be placed on the Special Educational Needs Register. The SENCO will meet with the child's class teacher/s and parents to agree the support to be put into place. The SENCO will write an IEP (Individual Education Plan) for any children receiving SEN support, which outlines clear, specific targets for the children to work towards and details how the support is provided. A copy of this is shared with class teachers and parents.

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. The school will make every effort to provide the amount of time (specialist teaching or strategies) recommended in the report. Recommendations outlined in the report will be discussed with parents and class teachers and will be used to inform the child's IEP.

If the SENCO feels it necessary to refer the child to an outside agency, this will be discussed with parents first.

DO

- **LEARNING SUPPORT REGISTER**

Support for those on the Learning Support Register may be in the form of small groups that are taught separately to the class, or Teaching Assistant providing support within the class. Sessions run by the SENCO are tailored to the needs of the cohort, and can include Phonics, Literacy, Numeracy, motor skills, speech and language, friendship and social skills, emotional and behavioural support. Progress in these groups is recorded on a regular basis and available to share with parents/carers and class teachers.

- **SEN/D (SPECIAL EDUCATIONAL NEEDS/DISABILITY) REGISTER**

Support for children on the SEN/D List is tailored to the needs of the individual child. Some children may be best supported in a group setting working with other children who have similar needs, or 1:1 support with the SENCO may be more appropriate. The SENCO will work on targets from the child's IEP and record progress to share with parents/carers and class teachers.

REVIEW

- **LEARNING SUPPORT REGISTER**

For all children on the Learning Support Register a review of provision is carried out termly in consultation with class teachers/s. Parents/carers will receive written reports as part of the academic report sent home in the autumn and summer terms. Parents may arrange an appointment to see the SENCO at parents' evening.

If, despite interventions provided, a child is unable to make adequate progress within a reasonable time frame, the child may be moved to the SEN/D (Special Educational Needs/Disability) Register.

Parents/carers will be informed if any changes are made to their child's level of support.

- **SEN/D (SPECIAL EDUCATIONAL NEEDS/DISABILITY) REGISTER**

For all children on the SEN/D list a review of the child's IEP is carried out termly in consultation with class teachers/s and parents/carers. The SENCO will try to meet with parents/carers and review the previous IEP. In the Upper School the child is invited to discussions. At this meeting, new targets will be set as necessary and strategies for support will be agreed upon. The IEP will contain strategies for both home and school and in the case of the Upper School, the home targets will be aimed at the child to encourage them to develop their independent learning and organisational skills.

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/carers are usually responsible for the payment of these assessments. Parents/carers are also informed that they may visit their child's GP to request an assessment. In the Early Years, the SENCO may contact the Camden Early Years Intervention Team to request an assessment.

EDUCATION, HEALTH AND CARE PLAN (EHCP)

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/carers, 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/carers should talk to the Early Years, Junior School or Upper School SENCO or visit your local authority website and search under 'local offer'.

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/s to pass on any relevant SEND information and IEP's. 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.

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 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.

PUPIL USE OF LAPTOPS

The school recognises that it is in some pupils' best interests to be permitted to use a laptop in school (SEE LAPTOP POLICY). 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 3.

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/carers 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/carers and the Headmistress. A written record will be kept of all meetings.

PROVISION AND RESOURCES

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 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.

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 procedure.

If the parents/carers 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 IEPs 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/carers

POLICY IMPLEMENTATION

This Policy is the responsibility of: Mr S. A. McManus (Deputy Head Academic) Mrs D. Dixon (Upper School SENCO) Mrs L. Hasson (Junior School SENCO) Miss E. O'Malley (Early Years SENCO)	Updated: September 2017
Signed: Headmistress	Date:
Signed: Deputy Head Academic	Date:
To be reviewed annually	September 2018

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

Individual Education Plan



My name is			
I am in	I am	My birthday is	
Date	Review Date		
Provision per week			
Outside Agency			

It's important that you know that ...

This means that...

XX's Targets	Strategies			Outcome		
	My school will	My parents will		M	PM	NM
	•			Comments		
		•		Comments		
	•			M	PM	NM
				Comments		

SENCO Class Teacher: Parent/s: