



DEVONSHIRE HOUSE SCHOOL

Learning Support and SEND Policy

This policy is for the whole school including EYFS

Written by: Mrs S Piper	September 2019
This Policy is the responsibility of the Head of SEND and Learning Support, in consultation with the Headmistress and School Governance.	September 2019
	July 2020
	July 2021
Reviewed:	July 2021
Next review:	July 2022

This document details the educational provision for pupils with Special Educational Needs and Disabilities.

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 most 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 needs can be met within our school setting.

All children are assessed when they join the school and it is our aim to identify a child’s learning difficulties or 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, educational psychologists or local authority referrals if a child is coming from the state sector and is currently being educated outside his/her normal school year.

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 SENDCO, 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 Special Educational Needs Coordinator (SENCO)

There are three SENDCOs at Devonshire House.

- Mrs Kathryn Albert, Early Years, Nursery up to completion of Reception
- Mr Alexander-Gabriel Harris, 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 SENDCOs 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 Registers and communicating as a team to ensure smooth transition through each stage.

The SENDCO will:

- Ensure the school's SEND Policy is monitored and reviewed annually, and if not sooner if there is a change in the law.
- Co-ordinate the provision for children with SEND as agreed with the appropriate line manager.
- Ensure Individual Education Plans (IEPs) are complete and that the School's SEND records are maintained.
- Ensure the Learning Support and SEND Registers are updated termly, or sooner if required, and are circulated to teachers at the start of each term.
- Ensure targets are reviewed half termly and where necessary, discussed with parents/carers and the child where appropriate. New IEPs should be circulated to parents/carers and teachers each term or sooner if required.
- 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 in Early Years and/or the Junior School where appropriate.
- Write a yearly progress report on children that are on the SEND Register and are receiving small group or individual tuition. Progress updates for children on the Learning Support Register will be discussed with the parents/carers and teachers as and when required.
- Support and liaise with class teachers.
- Liaise with parents/carers on behalf of the Deputy Head Academic, Deputy Head Junior School and Deputy Head Early Years.
- 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.
- Liaise with Speech and Language Therapists and Occupational Therapists, and other therapists where appropriate, that work with children at the school.
- Ensure that reports from external agencies such as educational psychologists are updated every two years in accordance with the guidelines set out by ISEB and JCQ.

The Deputy Heads

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 that the school's policy is put into practise
- 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 relevant SENDCO)
- Be involved in the induction of new staff to inform them of the School's SEND processes (although for practical purposes this may be delegated to the relevant SENDCO)
- Contribute to the in-service training of staff to develop understanding and whole school approaches

The pastoral well-being of children is also the responsibility of the Deputy Heads, and they should have concern for the social integration of children with SEND.

Class and Subject Teachers

A whole-school-approach is fundamental to our policy for children with SEND. Regular liaison, both formal and informal, serves 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 always set.

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 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 Registers.

Class and Form teachers must also pay 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 in their IEPs.

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 relevant Deputy Head or the SENDCO.

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 SENDCO.

In the Junior and Upper School, a range 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 exceptionally low attainment, may indicate learning difficulties. Children who are not making the expected progress are discussed with the SENDCO.

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. Should it be agreed by the school and the parents/carers that the child requires additional support, the child may be added to either the Learning Support Register or the SEND Register.

Learning Support Register

The Learning Support Register records 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 (see EAL POLICY). Parents will be informed in writing, or in person, that their child will be receiving support.

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

Special Educational Needs/Disability Register

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

The four areas of SEND (see SEN Code of Practice: 0 – 25 years) are:

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

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. These children will have an Individual Education Plan (IEP) written by the SENDCO, which details the support they will receive. The SENDCO 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 Learning Support and SEND Registers are reviewed regularly and contain the following information for each child; name, form, current area of concern and SENDCO and/or external agency involvement. Both registers are circulated to staff at the beginning of the academic year and following any updates.

Stages of Provision

The Devonshire House Learning Support and Special Educational Needs and Disabilities Policy adopts a graduated approach in assessing and providing support for children with special educational needs and/or disabilities (see SEN Code of Practice: 0 – 25 years). The four stages of this approach are: Assess, Plan, Do and 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 SENDCO will observe the child in the classroom to obtain further evidence of their difficulties. The SENDCO 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

a. 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 SENDCO 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 once-a-week with the SENDCO.

b. 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 SEND Register. The SENDCO will meet with the child's class teacher/s and parents to agree the support to be put into place. The SENDCO will write an IEP for any children receiving SEN support, which outlines clear, specific targets for the children to work towards and details how the support is provided (see an example IEP in Appendix 2). 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 SENDCO 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 support (specialist teaching or strategies) recommended for schools 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 SENDCO feels it necessary to refer the child to an outside agency, this will be discussed with parents first.

Do

a. 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 by a Teaching Assistant providing support within the class. Sessions run by the SENDCO 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.

b. Sen/D (Special Educational Needs/Disability) Register

Support for children on the SEN/D Register 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 SENDCO may be more appropriate. The SENDCO will work on targets from the child's IEP and record progress to share with parents/carers and class teachers.

Review

a. 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 may arrange an appointment to see the SENDCO at parents' evening or at any other time during the academic year if more appropriate.

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.

b. Sen/D (Special Educational Needs/Disability) Register

For all children on the SEND Register a review of the child's IEP is carried out termly in consultation with class teachers/s and parents/carers. The SENDCO will try to meet with parents/carers and review the previous IEP, or a copy of the IEP will be sent electronically for parents to review and send feedback. In the Upper School, the child may be invited to discussions. At these meetings, 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 strategies will be child-led 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 conducted by an educational psychologist, speech therapist or occupational therapist. It may also be necessary for the child to undergo a multidisciplinary assessment with a paediatrician. 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 SENDCO 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 SENDCO or visit their local authority website and search under 'local offer'.

Transition

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

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 SENDCO, 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 SENDCO 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.

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.

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 consider the needs of all abilities across the key stages when purchasing new materials.

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 SENDCO 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



DEVONSHIRE HOUSE SCHOOL

Pupil's Use Of A Laptop Agreement

APPENDIX 1: PUPIL'S USE OF A LAPTOP 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 SENDCO 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 3 except in individually assessed cases.

1. The objective of using a laptop is to encourage the pupil to become an independent confident learner. While the pupil may/will need some parental home support at first this should be decreased as soon as possible.
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 upload homework to the school via Firefly where 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 practise.
8. When the laptop is not being used it should be stored in the pupil's 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.
11. Pupils may only bring in and use laptops with a maximum value of £500.
12. Parents must insure laptops for their use here at school and be able to provide evidence of insurance if asked.

The Deputy Head Academic and the SENDCO 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.

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		
				Comments		
	•			M	PM	NM
				Comments		

SENCO..... Class Teacher..... Parent/s.....