



SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) and EQUALITY POLICY

Drafted by:	Maggie Guy and Amanda Levett
Committee Member responsible:	Stuart Fowler
Reviewed by: Team	School Leadership
Adopted by Committee:	29 November 2008
Last reviewed:	November 2014
Revised by School Leadership Team:	January 2015
Date of next formal review:	November 2018
Signed:	Seren Wildwood <i>Clerk of School Committee</i>

Special Educational Needs and Disability (SEND) policy

Sibford School SEND policy applies to Sibford Senior School, both day and boarding, and Sibford Junior School, including our Early Years Foundation Stage. The procedures described comply with the Independent Schools Standards Regulations (The Education (Independent School Standards) (England) Regulations 2010, as amended as from January 2013) also known as the registration standards or ISSRs; the National Minimum Standards for Boarding Schools (made under section 87 of the Children Act 1989 (NMS) and the Statutory Framework for the Early Years Foundation Stage 2014 (EYFS). These regulations are laid down by the Department for Education. The SEND policy takes account of the SEN Code of Practice, published in September 2014, and subsequent revisions.

In accordance with, and beyond the requirements of, these regulations, Sibford School makes its policies available to parents and prospective parents on the public area of the school's website – www.sibfordschool.co.uk; printed copies can be made available on request to the Head or viewed in school.

Sibford School aims to nurture those qualities perceived to represent 'that of God in everyone' by maintaining a culture in which all in the community can be themselves and develop confidence, self-esteem and tolerance. The school sets out to enable all pupils to recognise their own talents and to help them realise their potential wheresoever it may lie; similarly the school seeks to meet the educational and pastoral needs of all pupils by ensuring a secure setting in which they will feel valued and respected. The school aims to provide pupils with a thirst for lifelong learning and an appreciation of, and active concern for, their immediate environment and the wider community.

Each pupil is recognised as having a unique combination of abilities, special talents and needs. Sibford aims to seek out and nurture the uniqueness of every individual.

Sibford School is a mainstream school that makes provision for pupils with Learning Difficulties and Disabilities (LDD). The school aims to meet the individual needs of all pupils to help them to succeed in their learning and to maximise their potential, encouraging social, emotional and intellectual development. This is an essential part of the school's commitment to a holistic approach to learning and to equal opportunities.

Aims:

The aims of our special educational needs and disability policy and practice in our school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To use our **best endeavours** to secure special educational provision for pupils for whom this is required, that is "**additional to and different from**" that

provided within the differentiated curriculum, to better respond to the four broad areas of need:

1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To request, monitor and respond to the views of parents, carers and pupils in order to demonstrate high levels of confidence and partnership.
 - To ensure a high level of staff expertise to meet pupil need, through well-targeted and ongoing continuing professional development.
 - To support pupils with medical conditions to achieve, through our best endeavours, inclusion in school activities.
 - To work in cooperative and productive partnership with Local Authorities and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs (SEN) or a disability?

At Sibford School we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states: "SEN: A child or young person 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. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a 'mainstream' setting in England."

Disability: Many children and young people who have SEN may have a disability as defined under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

A child identified as having a special need will not necessarily have a statement or EHC plan.

Special educational needs for which provision is made at Sibford School

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at Sibford School. We will undertake to use our best endeavours, in partnership with parents, to make the

provision required to meet the SEN of pupils at this school. Provision is determined on the basis that Sibford is a mainstream setting.

- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- We expect that before making the decision to name our school in a child's EHCP, the local authority will send the Head and SENCO a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on our premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

How does Sibford School know if children need extra help?

We know that pupils need help if:

- Concerns are raised by parents/carers, teachers, external agencies such as Educational Psychologists, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical

What should a parent do if they think their child may have a special educational need?

- If parents have concerns relating to their child's learning then we would ask that this is discussed with the child's class teacher/subject teacher/form tutor.
- Parents may also contact the SENCo or the Assistant SENCo directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be part of the assessment and provision that is provided by the school.
- The School may ask for professional assessment by outside agencies before considering next steps.

How will the school support a child with SEND?

- All pupils will be provided with quality first teaching that is differentiated to meet the diverse needs of learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and to increase their access to the curriculum.
- The quality of classroom teaching provided to pupils with SEND at Sibford School is monitored through a number of processes that include:
 1. Classroom observation by 'peer review' or the senior leadership team, the SENCo, external verifiers.
 2. Ongoing assessment of progress made by pupils with SEND.
 3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
 4. Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND.
 5. Pupil and parent feedback on the quality and effectiveness of interventions provided.
 6. Attendance and behaviour records.
- Pupils' attainments are tracked through regular grades and reports; this information is recorded on the PASS system and monitored by the Pastoral and Academic Boards. Those failing to make expected levels of progress are identified, parents are informed and in some cases further support is requested from outside agencies. These pupils are then discussed in regular progress meetings that are undertaken between the class/subject teacher, specialist teacher, Assistant SENCo or SENCo. In the Senior School pupil concerns are presented at meetings of Key Stage tutors or house parents. They are then 'referred up' to the Pastoral Board for further investigation.
- Additional action to increase the rate of progress will then be identified and recorded on the pupil's file (PASS) that will include a review of the impact of the additional action and if required.

- Where it is decided during this early discussion that special educational provision is required to support the child, parents will be informed that the school considers their child may require SEN support by the Support for Learning department and their partnership will be sought in order to improve attainments.
- Action relating to SEN support will follow an “assess, plan, do and review” model:
 1. **Assess:**

Data on the pupil held by the school will be collated by the class/subject teacher, tutor, or specialist teacher in order to make an accurate assessment of the pupil’s needs. Parents (guardians of international students) will be invited to this early discussion to support the identification of action to improve outcomes.
 2. **Plan:**

If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved, including the parents and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by specialist teachers, teaching assistants or learning support assistants with advice from the SENCo or information gained from external assessments.
 3. **Do:**

SEN support will be recorded onto PASS, IEP/Pupil Profile in the form of a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets (this may include targets around preparing for adulthood where appropriate) that take into account parents’ aspirations for their child. The parents and the pupil will also be consulted on the action they can take to support attainment of realistic desired outcomes. This will be recorded and a date made for reviewing attainment.
 4. **Review:**

Progress towards these outcomes will be tracked and reviewed regularly with the parents and the pupil.
It is the responsibility of the Local Authority to review Statements/EHC plans annually; Sibford School will cooperate fully in this review process. Sibford School undertakes to meet the provision specified in the plan or statement when Sibford is the “named school”.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be

undertaken after parental permission has been obtained and may include referral to:

1. Special Educational Needs and Disabilities Support Services
 2. Autism and Sensory Support
 3. Educational Psychologists
 4. Speech and Language Therapists
 5. Social Care
 6. School Nurse/School Counsellor
 7. Child & Adolescent Mental Health Service (P/CAMHS)
- In addition, the school will involve external agencies, as appropriate, including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
 - For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHCP) plan being provided.

How will the curriculum be matched to each child's needs?

- Teachers have responsibility to meet the needs of pupils through **quality first teaching**. This will be achieved through using pupils' achievement levels and differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having SEN the curriculum and the learning environment will be further adapted by the class teacher/subject teacher to reduce barriers to learning and enable pupils to access the curriculum more easily.
- These adaptations may include strategies suggested by the specialist teacher, SENCo and/or external specialists.
- In addition, if it is considered appropriate, and if resources allow, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. Actions taken by the class teacher/subject teacher will be recorded and shared with parents.
- Access arrangements for public examinations will be applied, where appropriate and possible, to provide young people with additional time or other support in examinations. Access arrangements are made by our specialist teachers who are qualified assessors or by recommendations completed by outside professionals, such as registered educational psychologists.

How will parents know how their child is doing?

- Progress towards the identified outcomes will be shared with parents on a regular basis through feedback regarding SEN support reviews but also through the school reporting system and parents' evenings.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher/tutor, specialist teacher or SENCo, at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.

How will parents be helped to support their child's learning?

- The Parent Portal on the school website includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- The class/subject teacher, specialist teacher SENCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter emailed through 'Clarion Call' and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.

What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

- Small group and or 1:1 (Junior School) evidence-led interventions to support pupil well-being are delivered to targeted pupils and small groups.
- Pupils who find unstructured time outside class difficult are provided with alternative opportunities within the school and action is taken to develop their social interaction skills. This might be in providing a 'circle of friends' or for some pupils quiet 'safe' spaces to be on their own are also appropriate.
- Boarders, including international pupils, have additional pastoral support through the 'Overseas Liaison Officer', peer support, house parents and the Head of Boarding.
- Pupil support is provided to assist ESOL pupils adapt to a new culture away from home.

- Sibford is a 'listening school' and pupils are encouraged to speak to class teachers and tutors or house parents if they are worried.
- Strong pastoral support led by the Assistant Head (Pastoral) and regular meetings of the Pastoral Board (half-termly) track pupil concerns, put interventions in place and measure outcomes.
- AG&T (Able, Gifted and Talented) pupils are identified and teachers/parents informed. There is an optional programme of additional activities to stretch and challenge these pupils outside the curriculum.
- All staff operate an 'open door' policy where pupils in the school can come and discuss their concerns and receive support. We understand that flexibility, for example with regard to discipline and sanctions, may be required when dealing with children with some special needs. We also understand that sometimes there is a balance to be struck between the needs of the individual and the needs of the wider school community.

Pupils with medical needs

- Pupils with medical needs may qualify for a local authority Health Care Plan. This will be compiled in partnership with the school nurse and parents and if appropriate, the pupil.
- Staff who volunteer to administer and supervise medications will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the Department of Education (DfE) guidelines included within "Supporting pupils at school with medical conditions" (DfE) 2014.

What specialist services are available at the school?

The school has access to a range of specialist support identified in (6) above.

What training do staff supporting children and young people with SEND undertake?

School staff receive training ranging from general awareness to enhanced and specialist.

Awareness training is regularly delivered as part of Sibford School's Induction Programme for new staff. Additional training takes place on a rotating INSET programme and SEN support strategies and information is also available on staff shared areas of our intranet.

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable children to participate in school activities. In some cases it may be necessary to consider an alternative provision.
- The school makes 'best endeavours' to ensure that pupils with SEND are not excluded from activities provided by the school, or that an alternative provision is made.

How accessible is the school environment?

Our Accessibility Plan (also published on the website) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information. This information is available upon request.

How will the school prepare/support my child when joining or transferring to a new school?

The following strategies are in place to enable effective pupil transition: A planned induction programme is delivered in the Summer & Autumn terms to support transfer for pupils starting school in September.

- Parents/carers are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo or specialist teacher may meet with parents of pupils who are known to have SEND to allow concerns to be raised prior to entry or at the start of term.
- Information on SEN pupils from Sibford Junior School is transferred to the Senior School SfL Department before the start of the Autumn term. If pupils are transferring from another setting records will be requested from the previous school.

Transition to the next school, preparation for adulthood and independent living

Primary:

- SEN pupils will be offered enhanced transition opportunities if appropriate.
- The transition programme in place for pupils provides opportunities for pupils and parents to meet staff in the new school.

- The annual review in Year 5 for pupils with a statement of educational need or an EHCP begins the process whereby parents are supported to make decisions regarding choice of secondary school.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive and accessible.
- The records of pupils who leave the school mid-phase will be transferred to the new school. Parents should inform the school as soon as possible about the new placement.

Additional guidance:

- The school adheres to the guidance for pupils that are on an EHCP in careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff April 2014. This places a duty on schools to secure careers guidance for all Y7-13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages or examine options identified in the local offer published by the Local Authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, post 16 education, independent living and participation in society.

How is the decision made about how much support each child will receive?

- For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will often be taken at the point of entry to the school, and subsequently at joint meetings with the Specialist teachers, SENCo and parent. Provision is determined on the basis that Sibford is a mainstream setting.
- For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

How will parents be involved in discussions about, and planning for, a child's education?

This will be through:

- discussions with the class teacher/subject teacher, form tutor, specialist teacher or SENCo
- parents' evenings
- meetings with external agencies

In addition, parents of pupils with SEN are invited to attend regular review meetings to raise issues of concern and to ensure the school provision is responsive to pupil and family needs.

Who can parents contact for further information or if there are concerns?

Parents can discuss a child's special educational needs or issues regarding the school's response to meeting these needs by contacting the following:

- The child's class teacher/subject teacher/form tutor
- The child's specialist teacher
- The SENCo

Support services for parents of pupils with SEN include:

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via <http://www.parentpartnership.org.uk>
- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. The Independent Supporters aim to provide guidance to parents regarding the process.
- Parents who are unhappy with the Local Authority or school responses to their child's SEND may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if they disagree with the Local Authority's decisions about a child's special educational needs. Parents can also appeal to the tribunal if the school or Local Authority has discriminated against a disabled child.

References

The SEND Code of Practice (June 2014). This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations.

The Special Educational Needs and Disability Regulations 2014

Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice)

DfE: Department for Education

EHCP: Education, Health and Care Plan

IEP: Individual Education Plan

LA: Local Authority

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENCo: Special Educational Needs Coordinator (also written as SENCO)

Statement: Statement of Educational Need

PPS: Parent Partnership Services

Responsible Persons:

Toby Spence	Head
Catherine Stockdale	Head of Support for Learning
Annie Smith	Assistant Head of Support for Learning
Edward Rossiter	Head of Junior School
Amanda Levett	Junior School Head of Support for Learning
Helen Hoy	Head of EYFS
Stuart Fowler	School Committee Member with responsibility for SEND

The following policies should be read in conjunction with this policy:

- Behaviour Policy/Rewards and Sanctions
- Admissions Policy
- Accessibility Plan (SENDA)
- Assessment Policy
- Safeguarding and Child Protection Policy
- Social Respect (Anti-bullying)