

Special Educational Needs and Disability Policy



CATERHAM
SCHOOL



CATERHAM PREPARATORY SCHOOL

Definition of Special Educational Needs

The [2015 SEND Code of Practice](#) 0-25 states that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Policy Statement

At Caterham School we believe that all children are entitled to an education that will enable them to maximise their skills across all areas of development - intellectual, physical, aesthetic, creative, emotional, spiritual and social.

All students have individual needs which put personalised learning at the heart of our teaching and learning.

Caterham School is committed to providing a sufficiently challenging curriculum for all its students, including those who have identified SEND. We recognise that over the course of their educational careers some pupils may require a short-term boost of planned 'Learning Support' to bring their attainments up to expected standards. A smaller number of pupils will have SEND (special educational needs and disabilities) requiring more specialist support over a longer term period.

All pupils, including those with SEND have an entitlement to the following:

- Staff commitment and training to develop pupils' full potential at all times.
- Lessons that stimulate, engage, challenge, inform, excite or encourage through partnership and dialogue with teachers and other students and active participation in the lesson.
- Courses that lead to examinations and accreditation.
- Skilled, well-prepared and informed teachers who have a perspective and understanding of whole-school needs, challenges and policies, especially those concerning issues related to those students identified as Gifted & Talented (G & T) and/or SEND.
- An entitlement beyond subject teaching, including preparation for adult life and preparation for the world of work. This should include extracurricular activity, personal and social education, careers guidance and in some circumstances, counseling, visits to local industry, work experience and community service.
- In determining strategies for individual pupils with SEND, the views of the pupils and parents will be sought and taken into account, taking reasonable steps to avoid placing pupils with SEND at a substantial disadvantage in matters of admission and education.
- This policy includes all pupils, including those in EYFS.
- The School makes appropriate provision for all pupils including those with special educational needs so far as is reasonable and is compatible with:
 - a) the child receiving the special educational provision that her/his learning difficulty calls for,
 - b) the provision of efficient education for the pupils with whom he/she will be educated, and the efficient use of resources.

Guiding Principles

Caterham School follows the national SEND Code of Practice 2015: 0 to 25 years' graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The school is guided by The Equality Act 2010 with respect to meeting the needs of disabled students.

The following principles guide our practice:

- All students are entitled to have their particular needs recognised and met within the resources available.
- Pupils with SEND should be fully included in whole class teaching for as much time as is possible through appropriate differentiation and quality-first teaching.
- All staff have a responsibility for identifying and meeting the needs of students with SEND and for exploring any unmet learning needs which may be having an effect on a student's behaviour. All teachers, in every curriculum area, are responsible for making their curricula accessible to all students, including those with SEND (current and prospective) and for engaging students with SEND by deploying appropriate strategies from a wide variety of teaching styles. Therefore all curricular and teaching effectively provides subject matter appropriate for the age and aptitudes of pupils, including those with a Statement of SEN or an Education, Health and Care Plan (EHCP).

Equality Act 2010

The current legislation covering disability is the Equality Act (2010) which supersedes the Disability Discrimination Act (DDA) 2005 and the Special Educational Needs and Disability Act (SENDA) 2001.

The Equality Act requires that early years providers, schools, colleges, other educational settings and local authorities:

- must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- must make reasonable adjustments, including the provision of auxiliary aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged compared with other children and young people. This duty is what is known as 'anticipatory' – people also need to think in advance about what disabled children and young people might need.

Reasonable adjustments are changes schools and other settings are required to make which could include: changes to physical features – for example, creating a ramp so that students can enter a classroom or providing extra support and aids (such as specialist teachers or equipment).

Children and Families Act and accompanying 2015 SEND Code of Practice: 0 to 25 Years

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in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Caterham School follows the graduated response to meeting the needs of students with SEND as outlined in the 2015 SEND Code of Practice: 0-25 years. Parents/carers will be involved at each step of this process.

Assess: When the progress of a student is giving cause for concern appropriate assessment will be undertaken to clarify the nature of the presenting need. The 2015 SEND Code of Practice outlines the following areas of SEND that should be considered:

Communicating and interacting – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children and young people may have SEN that covers more than one of these areas.

Disability

Many children and young people who have SEN may also have a disability. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

When more specialist assessment is required the school will work collaboratively and cooperatively with external specialist professionals.

Mental Health and Emotional Wellbeing

Meeting the mental health and emotional wellbeing needs of pupils is central to ensuring that any special educational needs are met effectively. It is recognised that pupils with special educational needs are a particularly vulnerable group in this regard. The two SENCOs liaise closely with the two Deputy Heads (Pastoral) to ensure 'joined-up', consistent and comprehensive support mechanisms are in place.

Plan

When a student requires SEND support, the desired outcomes will be identified and interventions put in place to achieve these outcomes. The view of the student and their parents/carers will be taken into account. The interventions in place will reflect evidence-based practice and necessary support/training will be provided to staff involved in carrying out agreed actions. Students with the most significant SEND will be given an individual plan outlining the desired outcomes and actions to be taken which is co-produced with relevant staff members, student and parents.

Do

The school SENCOs will support, oversee and on occasion deliver interventions outlined in the agreed individual plans and provide/arrange appropriate training when required.

Review

Individual support plans (or ILPs/IPMs) will be reviewed regularly with key members of staff, student and parents (at least twice a year). Information from these reviews will feed back into the Assess-Plan-Do-Review cycle until such time as the needs identified have been resolved and desired outcomes have been achieved.

Education, Health and Care Plans (EHCPs)

Following the recent change in SEND legislation, Statements of Special Educational Need ceased being issued and Education, Health and Care Plans (EHCPs) were introduced.

At a national level it is recognised that despite high quality teaching and purposeful intervention, through the school based provision, a small number of children and young people may make inadequate progress towards their identified outcomes. Where pupils are making inadequate progress given their age, starting point and particular circumstances, it may be appropriate to consider whether an EHCP is needed. This is likely to be the case for children who present with multiple special educational needs of an interrelated and enduring nature and who require more highly specialised and personalised arrangements accessed through an EHCP in order to achieve their outcomes. Surrey County Council states that the arrangements required to be put in place in order for children/young people to progress would be beyond those available through the school based provision - i.e. the cost of the **additional** support in place would exceed £11,000.

In summary an EHCP is likely to be beneficial in channelling support for children and young people with multiple special educational needs of an interrelated and enduring nature who require support over and above that available through the school based provision in order to make adequate progress in relation to their age, starting point and particular circumstances. If the Learning Support Coordinator, in consultation with pupil, parents, teachers and Senior Managers, feels that a pupil requires an EHCP a request will be made to the Local Authority that pupil is resident in.

An EHCP is reviewed annually with the parents and the relevant school staff. At transition to a different key stage, a Local Authority representative will also attend the review. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

The SENCO of the Senior School should be invited to attend the final annual review in primary school of pupils with EHCPs, to allow the Senior School to plan appropriate provision to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

Information about the expected level of SEND and accompanying arrangements to qualify for an EHCP can be found here:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/advice.page?id=vnyP-vB19DI>

Where the school seeks the help of external support services, those services will need to see the pupil's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the pupil directly. These assessments will set out fresh strategies for supporting the pupil's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the individual plans continues to be the responsibility of the class teacher/subject teacher under the guidance of the SENCo.

Compliance

This Special Educational Needs and Disability (SEND) policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 Sept 2015
- Children and Families Act 2014

The School's Special Education Needs and Disability policy and procedures should be read in conjunction with Admissions, Curriculum, Teaching and Learning, Equal Opportunities, EAL Policy, Health and Safety, Gifted and Talented (Highly Able) documents, Child Protection and Safeguarding along with the SENDA, Plans and Premises and Accommodation Statement. All pupils including those in EYFS setting are included in the following provision.

This policy was reviewed by Dr K. Sharpe and Mrs G. Sullivan (September 2019)

Next review: September 2020

Preparatory School Procedures

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. 6.36/6.37 SEND Code of Practice 2015

Current Staff

- Head of the Preparatory School - Mr Howard Tuckett
- Deputy Head – Mrs Annie Ingrassia
- Head of Pre - Preparatory School / Early Years Coordinator - Mrs Kathy Browett
- Learning Support Coordinator (SENCO) – Dr Katharine Sharpe

Caterham Preparatory School has a Learning Support Coordinator (SENCo) who is also a Chartered Educational Psychologist. The Learning Support Coordinator's timetable is governed by the Prep School Headmaster. The Learning Support Coordinator, with the support of the Prep Headmaster and Senior Management Team, takes responsibility for the day-to-day operation of provision made by the School for pupils with SEND and provides professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

Key responsibilities are as follows:

- Ensure pupils with identified needs make expected levels of progress
- Plan, deliver and review practice regularly to ensure needs are being fully met, either with individual pupils and/or within the classroom context
- Use data to accurately analyse pupil progress and address challenges
- Oversee and manage the provision for SEND and all identified vulnerable groups
- Ensure that the legal requirements of the 2015 SEND Code of Practice: 0-25 years are followed and that students with SEND receive their entitlement at the relevant stages
- Co-ordinate the identification and assessment of students' individual needs, manage Education, Health and Care Plans (EHCP) & associated Reviews
- Manage the assessment of pupils and assist in the dissemination of information throughout the Prep / Senior School, advising on examination access arrangements where appropriate
- Oversee day-to-day work and organisation of the SEND department: liaising with all academic and support staff with planning in supporting SEND needs of pupils
- Advise and support teaching staff with regard to teaching methods, resources and the needs of groups or individuals identified as having SEND or other additional needs
- Oversee Professional Learning (PL) opportunities for staff in relevant areas e.g. differentiation, behaviour management, SpLDs and appropriate teaching strategies
- Monitor and keep abreast of national developments and advise Senior Management Team on policy and statutory changes, keep School policy updated
- Promote effective liaison with feeder schools and external agencies
- Ensure that parents of pupils with identified needs are regularly consulted and kept informed: reporting to parents with end of term written reports and Parents' Evenings

Responsible to:

The Prep School Headmaster

A Graduated Approach to meeting needs

Caterham Prep School has ambitious academic expectations and average 'standards' are generally higher than the national average throughout the school. It is recognised that young children progress at different rates and that many factors can affect their attainments and general development. We have robust assessment and monitoring procedures in place to ensure that all pupils make good progress across the academic curriculum as well as in all areas of personal development and that any specific needs are identified at an early stage.

At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of pupils. The majority of pupils will learn and progress within these arrangements. Over the course of their primary education some pupils may require a short-term 'boost' of planned Learning Support to bring their attainments up to expected standards. A smaller number of pupils might have special educational needs and disabilities requiring more specialist support over a longer term period. Provision for pupils with SEND is a matter for the school as a whole.

The school uses a graduated approach to meeting SEND as outlined in the 2015 SEND Code of Practice 0-25 years, represented by the Assess-Plan-Do-Review framework.

Assess

Teacher observation and assessment of pupils within a class setting is central to the identification of any specific learning needs. In addition to this, standardised assessments of pupil attainment are carried out so that any specific areas of difficulty can be identified and investigated further as appropriate. Standardised cognitive, reading and spelling assessments are conducted each year.

The identification and assessment of the SEND of pupils whose first language is not English, requires particular care. Where there is uncertainty about an individual pupil, teachers will look carefully at all aspects of a pupil's performance. This will establish whether the problems they have in the classroom are due to limitations in their command of the English language, or arise from SEND. Some pupils with English as an additional language may also have SEND.

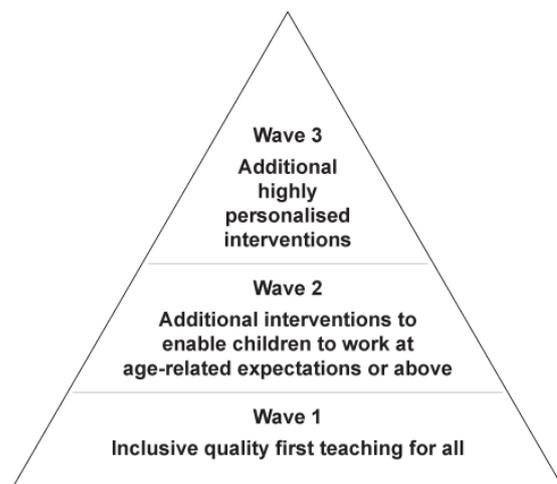
Teachers in the Pre-Prep and Prep School are able to discuss pupils directly with the Learning Support Coordinator at any time so that any concerns can be investigated and assessed at the earliest possible stage. In addition to this, termly class monitoring meetings are held between the Learning Support Coordinator and each class teacher/Form Tutor where detailed pupil discussions take place.

In addition to school and class based assessments, the Prep School Learning Support Coordinator is able to undertake specialist psychological assessments when required and parents will be involved at all stages of this assessment process. Written reports will be provided to staff and parents following these assessments.

At times it might be necessary to seek specialist assessments from external professionals such as Speech and Language Therapists or Occupational Therapists (there may be a charge for this).

Plan

The Learning Support Coordinator maintains a whole-school 'Provision Map' which outlines the types of support available to pupils with SEND or who require short-term 'boosting' support to bring their levels of attainment in line with their Caterham Prep School peers. When planning this support the school uses a 'Wave' model of intervention:



Following the process of assessment outlined above, a decision will be made as to whether the pupil requires ongoing 'Learning Support' at Wave 2/3 and the nature of this support will be discussed with key members of staff, the pupil and their parents. If additional support is not required, clear advice will be provided to subject teachers in relation to Wave 1 to ensure that the pupil's needs are being provided for appropriately in class.

If Wave 2/3 provision is required the pupil will be placed on the 'Learning Support Register' so that their support programme can be clearly recorded and progress can be closely monitored. Advice will be provided to all teachers on a 'Learning Profile' sheet to be implemented in class. Pupils receiving more specialist support at Wave 3 will have an Individual Provision Map (IPM) outlining desired outcomes, specific targets, strategies, approaches and review arrangements. At Caterham Prep School Wave 3 provision equates to the 'SEN Support' provision outlined in the national 2015 SEND Code of Practice 0-25 years.

Do

Provision at Waves 2 and 3 will be designed to meet the individual needs of each pupil on the Learning Support Register, and might include:

- Targeted small group support in lessons – Teacher or Teaching Assistant
- Targeted individual support in class –Teacher or Teaching Assistant
- Small group withdrawal sessions – Learning Support Co-ordinator
- Individual withdrawal sessions – Learning Support Co-ordinator
- Handwriting Group
- Nesy Learning Programme
- Dynamo Maths
- Social Skills group
- Language skills programme
- Fine Motor skills programme
- Sensory Diets

Learning Support Co-ordinator-taught sessions tend to happen in 'The Hub' – a designated room for Learning Support, or in the Library. A range of intervention programmes are used, tailor-made to meet the needs of the group or individual. Some sessions are used to implement specialist programmes devised by a Speech and Language Therapist or an Occupational Therapist.

Review

Regular formal and informal reviews take place so that progress can be closely monitored and support adapted in light of these reviews. Informal reviews include regular discussions between the Learning Support Coordinator and class teachers, meetings with parents, adaptations to 'Learning Profile' information and discussion with Senior Managers.

Wave 2 support – Pre-Prep: As this support is primarily delivered by class-based TAs, the class teacher is the key point of contact for parents, and progress will be reported via usual procedures including parent meetings and school reports. Additional meetings will be held with the class teacher, parent and Learning Support Coordinator as required discussing any assessment findings and plans for provision.

Wave 2 support – Prep School: The Form Tutor is the key point of contact for parents, but the Learning Support Coordinator is more likely to be involved in meetings to discuss assessments, progress and plans for provision. Pupils being taught by the Learning Support Coordinator at Wave 2 will have a 'Learning Profile' sheet which includes broadly defined desired outcomes. Progress against these desired outcomes will be reviewed twice a year, and brief written feedback provided to teachers and parents.

Wave 3 support – Pre-Prep and Prep: Pupils receiving more specialist support at Wave 3 will have Individual Provision Maps and progress against the specific targets will be reviewed at least twice a year with teachers and parents.

Senior School Procedure

ORGANISATION

Caterham School SEND Department is led by Mrs Gaelle Sullivan, the (SENCo), and at present one Teaching Assistant.

The SENCO, with the support of the Deputy Head and SMT, takes responsibility for the day-to-day operation of provision made by Caterham School for pupils with SEND and provides professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

In overseeing and managing the provision for SEND pupils the SENCo will be expected to:

- Decide if access arrangements are appropriate for prospective students in entrance examinations. Liaise with, and advise registrar.
- Identify pupils with SEND, in the school, through appropriate assessment or screening (creating a SEND register).
- Attend lessons to observe pupils with SEND and feedback constructive advice to colleagues.
- Regularly meet with pupils on the SEND register to offer support as needed and ensure pupils with identified needs make expected levels of progress.
- Provide information about SEND pupils as necessary and ensure that the Information management system is kept up to date.
- Ensure that appropriate Access Arrangements for external examinations are applied for in good time and they are in place for tests and examinations both internal and external.
- Attend HOD meetings to advise on SEND issues.
- Advise and support teaching staff with regard to teaching methods, resources and the needs of individuals identified as having SEND; encourage the sharing of good practice.
- Suggest and support training opportunities for staff in relevant areas and offer appropriate teaching strategies.
- Co-ordinate or lead regular INSET on SEND issues.
- Ensure that parents/carers of students with identified needs are consulted and kept informed and that the most appropriate advice is given.
- Promote effective liaison with feeder schools and external agencies. Liaise closely with SENCo of Caterham Preparatory School to ensure parity of provision and sharing of ideas and information.
- Monitor and keep abreast of national developments and advise senior staff on policy and statutory changes. Implement the new SEND legislation and ensure that the School Policy on pupils with SEND is implemented and monitored.
- Ensure that the legal requirements of the Code of Practice are followed and that students with SEND receive their entitlement at the relevant stages; manage any EHCPs and their Annual Reviews.
- Manage the performance of department colleagues; advise Line Manager on effectiveness of SEND Provision.
- Manage department budget and resources; support a positive school ethos and celebrate achievement for all.

The Heads of Department will have the responsibility:

- to identify students with learning support and/or whom have a disability in their subject.
- to ensure that teachers have registers that recognise who has been identified as more able or identified as a pupil with a learning Difficulty and/or Disability.

- to ensure that any enrichment/extension or differentiated material is being used by subject teachers.

The Heads of Year will have the responsibility:

- to be aware of SEND pupils in their year group.
- to highlight to the SENCo students with possible Learning Difficulty and/or Disability.
- to communicate with parents and refer pupils for further professional assessment if deemed necessary, in consultation with SENCo.
- to monitor the provision for SEND pupils.
- to work closely with the SENCo in keeping information of pupils on the register up to date.
- to evaluate, annually, the progress made by students and provision generally.

IDENTIFICATION and ASSESSMENT

No one method of identification can be entirely accurate since specific subject criteria will develop. We would endeavour to identify our SEND pupils through a variety of methods. We obtain as much information about individual students as possible.

The methods employed include:

- information from any previous schools.
- internal and external assessment and testing.
- a formal assessment by an Educational / Clinical / Child Psychologist.
- screening through LUCID Computerised Screener.
- specific criteria developed by subjects.
- teacher observation and recommendation.
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The SEND Register is reviewed on an ongoing basis throughout the year.

Many of the pupils on our SEND Register have identified learning difficulties but are taught strategies to minimise the effect of their difficulty and/or disability on their learning.

Individual Support Plans

Strategies employed to enable the pupil to progress may be recorded within a support plan. The Individual Support Plan will include information about:

- Generic information about the specific learning difficulty and/or disability of the pupil.
- recommended teaching strategies;
- desired outcomes

The Individual Support Plan will only record that which is significantly different from the differentiated curriculum already in place and will focus upon three or four individual outcomes that match the pupil's needs and have been discussed with the pupil and the parents. The will be reviewed at least once a year.

EVALUATION

As with all our School policies, the transfer to consistent practice across the School is of paramount importance and thus we must evaluate our progress. The responsibility for evaluation will fall to the SENCo, who will report directly to the Senior Management Team. Results of evaluation will be discussed annually at senior team meetings and shared with the governing body.

This policy was reviewed by Dr K. Sharpe and Mrs G. Sullivan (January 2019)

Next review: January 2020