



SILCOATES

Independent education for boys and girls aged 3-18

Special Educational Needs (SEND) Policy (Junior School)

Rationale

Silcoates School aims to identify Special Educational Needs and/or Disabilities (SEND), and respond to enable pupils to make good progress and achieve their potential: in so doing, we help to nurture their sense of dignity and self-worth in accordance with the School's ethos. The aims and objectives of the Learning Support Department show consideration to the Equalities Act 2010, Children and Families Act 2014 and the SEN and Disability Code of Practice 2014.

Aims

- To identify pupils with SEND;
- To inform subject teachers, and those with pastoral responsibility for the pupil, of the pupil's Special Educational Needs and/or Disability;
- To offer possible strategies which respond to the Special Educational Needs and/or Disability and help to facilitate the pupil's progress;
- To review progress towards targets and amend provision as appropriate;
- To fully involve both parents and pupils in the identification, assessment and provision of support;
- To strive for close co-operation between all agencies concerned with a pupil's progress.

Responsibilities – specific to the Junior School

Board of Governors

- To have a named member responsible for monitoring that the School and the Learning Support Department is fulfilling its obligation towards pupils with SEND.

Headmaster

- To ensure that pupils with SEND are not treated less favourably within the School, as directed by the Equality Act.
- To have an overview of the Learning Support Department.
- To ensure that the SEND Policy's procedures are in place and being implemented across the School.
- To keep the Board of Governors informed of procedures in the Learning Support Department.
- To provide appropriate staffing for Learning Support.

- To have an overview of staff training in regard to SEND.
- To ensure that Learning Support is considered from a whole school perspective.

Admissions

- To collect information from parents of prospective and new pupils with regard to Special Educational Needs/and or Disability and alert the Head of Junior School, along with the Headmaster and the Head of Learning Support.

The Head of Junior School

- To review the progress of pupils with SEND;
- To consult with the Head of Learning Support regarding new pupils;
- To consult with the Head of Learning Support regarding referrals;
- To ensure appropriate arrangements are made for assessments on receipt of recent (within two years) diagnostic assessments from a professional body;
- To review curriculum requirements with regard to pupils with Special Educational Needs/and or Disabilities;
- To ensure that issues regarding SEND and/or pupils with SEND, are regularly discussed at Junior School Staff meetings;
- To ensure that a pupil with SEND experiences differentiated work as appropriate;
- Where there are changes of teacher within an academic year, to ensure that the new teacher is briefed regarding any pupil with SEND whom they will be teaching and that they are made aware of the SEND register;
- To make the Head of Learning Support aware of any pupil who appears not to be making the expected progress and of the strategies which are being implemented within the Junior School.

The Head of Learning Support

- To oversee adequate screening of all pupils new to the School in order to identify the likelihood of Special Education Needs and/or Disability;
- To ensure that pupils with SEND are recorded on the Special Educational Needs/Disability register and annotated as having SEND on the school database (SIMS);
- To inform teaching staff and those with pastoral responsibility for a pupil of the nature of the Special Educational Need and/or Disability;
- To provide specific information on the nature of the difficulty, the impact on learning and the provision necessary to support pupils with acute difficulties;
- To discuss SEND issues and requirements with parents as appropriate;
- To ensure, through liaison with the Head of Junior School, that appropriate arrangements are made for pupils who are entitled to access arrangements for specific assessments;
- To provide information on pupils with SEND to other schools to which they transfer;
- To provide background information about common Specific Learning Difficulties (such as Dyslexia, Dyspraxia, Autistic Spectrum, Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder) and to make this available to all staff.

Class / Subject Teachers

- To familiarise themselves with the information in the SEND register, and on SIMS, relating to those pupils with SEND whom they teach;
- To ensure that differentiation is used, as appropriate, in order to allow pupils with SEND greater access to all areas of the curriculum;
- Where possible, to adhere to the provision necessary to meet the needs of those pupils identified and recorded as having SEND, recommended by external professionals, specified on the Individual Action Plan and/or outlined in the EHCP;

- To discuss with Head of Junior School any pupil causing concern due to a lack of expected progress;
- To be pro-active in encouraging the progress of pupils for whom they have a pastoral responsibility.

Arrangements

The School will do all that is reasonable in the case of each pupil to detect and deal appropriately with a learning difficulty, which amounts to a Special Educational Need and/or Disability.

All pupils undergo assessments prior to entry to the School and at the end of each academic year, the results of which may identify the likelihood of SEND. However, the assessments used and the further screening tests available to the School are indicative only; they are not infallible.

Parents are notified if an assessment or screening result indicates that a pupil may have a SEND. Information from previous schools, parents and staff is also taken into consideration. Our staff are not, however, qualified to make a diagnosis of any developmental condition, for example those commonly referred to as dyslexia, developmental co-ordination disorder (DCD/dyspraxia), autism (ASD), attention deficit hyperactivity disorder (ADHD) and/or other developmental disorders.

For a pupil identified as 'at risk', follow-up testing may take place. In consultation with parents, outside agencies, including an educational psychologist, may also be involved for the processes of identification, and to obtain advice about the level and type of support that may be needed.

A pupil with an identified SEND may be allowed special arrangements for entrance examinations and/or extra time for internal assessments, but each case has to be assessed on its individual merits.

A pupil with an identified SEND is included on the Special Needs Register and highlighted on the School's database (SIMS) to allow for the dissemination of all relevant information relating to their SEND.

Within the Junior School, all internal and external assessment information is circulated to the Head of the Junior School and placed in the pupil's file. Where a pupil entering the School has already been identified as having SEND, the Junior School SENCO collates and summarises all of the information into an Individual Action Plan (IAP).

Where a pupil has been formally assessed and identified as having SEND, following consultation with parents, Learning Support may be offered through specialist tuition, usually one lesson per week, which may carry an additional charge to parents. In addition, following the recommendations of an external agency, discussions between the Head of Junior School and Form Teacher, and/or requests from parents, a pupil may be offered one to one support to assist with their specific difficulties. This support is likely to carry an additional charge. Such arrangements are reviewed at least annually in consultation with parents.

Parents must recognise that, while valuing the importance of inclusion, the School may not always be able to meet all of the specific requirements to support a pupil with SEND. However, once a Special Educational Need and/or Disability has been identified, the School will endeavour to meet the needs of a pupil in so far as it reasonably can. A pupil's Individual Action Plan (IAP) and/or EHCP will therefore outline the strategies that can reasonably be put in place to support a pupil with SEND.

The Junior School is happy to support parents who wish to request an Education, Health and Care Plan EHCP by collating supporting evidence and liaising with the appropriate Education Authority. For those children who have an existing ECHP or 'My Support Plan', annual reviews will take place in consultation with parents and relevant external agencies.

Date of last review:	January 2018
Reviewed by:	A.P. Boyer - Head of Junior School