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EDGEBOROUGH SCHOOL

SEND Policy
(including EYFS and Boarding)

UPDATE LOG

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Contents

| | |
|--|-----------|
| Introduction to Special Educational Needs and Disability (SEND) | 4 |
| Principles | 4 |
| Identification and Assessment | 4 |
| Framework of Provision at Edgeborough | 6 |
| Within the LEAP Zone: | 8 |
| Staffing..... | 8 |
| External Agencies | 8 |
| Partnership with Parents | 9 |
| Partnership with Other Schools | 9 |
| Early Years Foundation Stage and Pre Prep | 9 |
| Prep School | 10 |
| Education, Health and Care Plans (EHCP) | 10 |
| School Complaints Procedure | 10 |
| Appendix A: EAL Policy | 11 |

Introduction to Special Educational Needs and Disability (SEND)

At Edgeborough our Learning Support or Special Needs department is called the LEAP Department or LEAP Zone. This acronym stems from the title Learning Acceleration Programme

Edgeborough welcomes all children who will be keen to make the most of the opportunities that we offer and is committed to providing equal access for all pupils and treating every child as an individual, providing a balanced curriculum to which they are entitled.

This SEND Policy works alongside and in conjunction with The SEND Accessibility Plan and is embedded in the Teaching and Learning Framework of the school.

Principles

All teachers are teachers of children with special educational needs.

Teaching such children is therefore a whole school responsibility.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher, the SENCo and all other members of staff have very important day-to-day responsibilities.

High quality teaching which is differentiated and personalised should be available for all pupils. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Identification and Assessment

A definition of SEND according to the SEND Code of Practice 2014 is:

“A child has a special educational need if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

Children have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or

- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.”

Some pupils experience delay in their learning and do not make expected progress for a variety of reasons. Many will have differentiated work prepared for them by their class teacher which will be additional to and different from the curriculum that is normally available to pupils of the same age. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Some pupils who have SEN may have a disability 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 would include sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between children with disabilities and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition. (SEND Code of Practice 2014)

The four broad areas identified by the SEND Code of Practice 2014 are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health difficulties
4. Sensory and / or Physical Needs

Once a potential special educational need is identified, four types of action should be taken to put effective support in place:

- I. Assess
- II. Plan
- III. Do
- IV. Review

This Graduated Response should be implemented in line with the Code of Practice 2014. This states that the responsibility for identifying and supporting children with special educational needs and disabilities starts with the class teacher in the first instance.

Specialist Services and teachers with additional specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child.

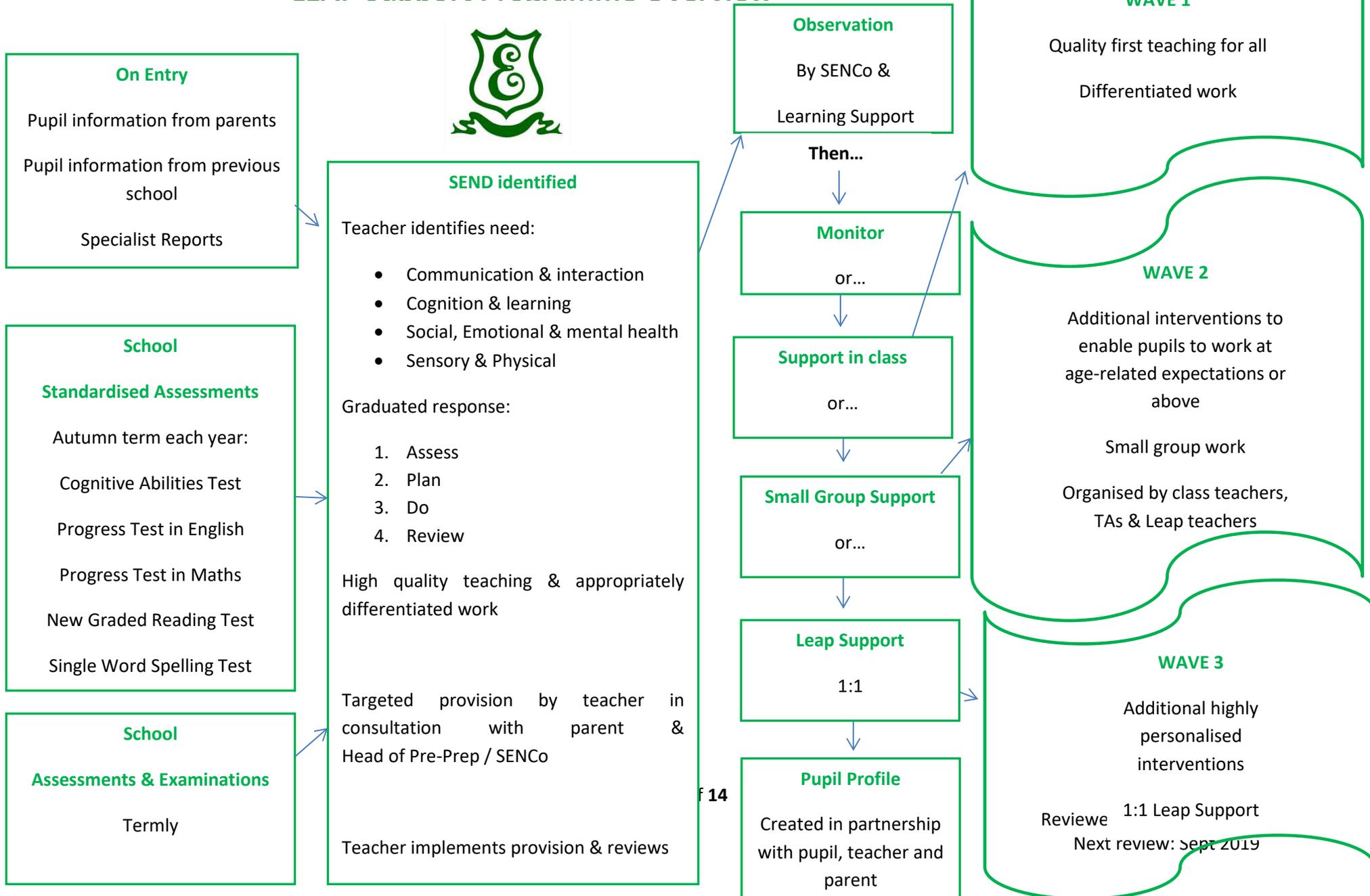
Framework of Provision at Edgeborough

The overall aims of the Learning Acceleration Programme (LEAP) are:

- To allow each child to fulfil their individual potential.
- To ensure that no child is discriminated against due to a learning difficulty or disability.
- To work together with school staff and parents to identify children who have a learning difficulty as early as possible.
- To involve the child in all stages of the learning process.
- To assess, plan and meet the needs of those children who are identified.
- To monitor and/or support the child in partnership with the parent and teacher.
- To plan and deliver an individual programme of support for each child who has individual tuition within the LEAP Zone.
- To set clear, realistic targets for each child. These targets are to be shared with teachers and parents through the use of the individual Pupil Profiles.
- To monitor and review progress made by the child.
- To liaise effectively with the parents and teachers, working together as a team for the benefit of the child.
- To provide specialist advice and support for the parents and teacher of the child with special needs.
- To actively promote all aspects of special educational needs and disabilities to all members of the Edgeborough community.

Edgeborough

LEAP Support Programme Overview



Within the LEAP Zone:

- Children will be given more rigorous screening and a thorough diagnosis of their learning difficulties is undertaken.
- A full learning profile is written and circulated to all the pupils' teachers.
- The child is given one or sometimes two 1:1 lessons per week with the specialist teacher. This incurs an extra charge to the parents. These lessons can sometimes be arranged for groups for which there is no additional cost incurred by the parent.
- Regular feedback is given to parents via personal chats, phone calls, emails and in written reports, in line with school policy.
- Children will retain this specialist teaching for as long as parents and teacher agree that it remains in the child's best interests. On-going discussions take place at regular intervals to assess and review progress.
- If further assessment is felt to be required, the School would recommend that the parent arranges for an Educational Psychologist or Specialist Teacher report to take place at a cost to the parent.
- Where a pupil is receiving Additional SEN Support in the LEAP Zone, meetings will be held with parents during Parents' Evening and the LEAP End of Year Review to, review progress, set goals and discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, pupil and the school.

Staffing

The LEAP Zone has:

- One full time KS1, 2 & 3 SENCo with B.Ed. (Hons), Level 5 SpLD, Eklan Level 3.
- One part time KS1, 2 & 3 Specialist Teacher with BA QTS (Hons), Level 5 SpLD and Post Grad Certificate in Language and Communication Impairment in Children.
- One part time KS1, 2 & 3 Specialist Teacher with MA in 'Specific Learning Difficulties and Dyslexia'.
- One part time KS2 Specialist Teacher with BA QTS (Hons), Level 5 SpLD.
- One part time Specialist Teacher Level 7 SpLD.

External Agencies

The school makes use of additional services including:

- Educational Psychologists
- Specialist Teachers
- Speech & Language Therapists
- Occupational Therapists
- School Matron
- Optometrists

Our named SENCo is Helen Pasley. Our named person for all Child Protection issues is Clive Holder (Deputy Head) who liaises with Social Services Departments. Diana Barty-King (Head of EYFS) liaises with local County Councils regarding EYFS children who may be identified with special educational needs that require further investigation.

Partnership with Parents

We actively encourage a positive relationship with parents and highly value and respect their input. The LEAP Zone has an open door policy where parents are able to drop in for an informal chat where additional information, support and advice may be shared. Parents are encouraged to be involved in target setting for the Pupil Profile and are sent a copy each term. As well as feedback during Parents' Evenings, an annual review of progress is organised in June when parents meet with the SENCo.

Partnership with Other Schools

We recognise the importance of close liaison with other schools as pupils move to and from Edgeborough. When pupils join the school their records are requested from their previous school and the parents are encouraged to share all relevant information that they may have, for instance copies of reports previously carried out. When SEND pupils leave Edgeborough the SENCo will compile a summary of their needs and share it with the future school.

Early Years Foundation Stage and Pre Prep

Pupils in EYFS may be identified by the Nursery staff that may have concerns regarding a child; a meeting with the parents will be arranged and planning for their needs, on-going monitoring of progress and future planning is undertaken by the Head of EYFS. Children with special educational needs and disabilities are admitted to the Nursery after consultation between the school and parents to ascertain their requirements and how if possible this can be managed. The Head of EYFS works closely with the Surrey and Hampshire Early Years teams and has regular contact with the LEA. External agencies are welcomed in to the Nursery and staff work alongside them following advice

and reporting progress. At all times parents are kept fully informed and actively involved in decisions.

Pupils in the Pre Prep may be identified by their class teacher as not making adequate progress. The class teacher will assess their difficulties then plan and provide a programme of targeted provision and differentiated work in conjunction with the Head of Pre Prep and the parents, whilst keeping the SENCo informed. If after targeted provision a review suggests that there is limited progress, then a LEAP referral form is completed and further assessment carried out by the LEAP department. If a child's identified needs are beyond the school's own resources then a referral to one of the external agencies may be made at a cost to the parents.

Prep School

Pupils in the Prep School may be identified by their form or subject teacher as not making adequate progress. The teacher will assess their difficulties then plan and provide a programme of targeted provision and differentiated work in conjunction with the Head of Department and the parents, whilst keeping the SENCo informed. If after targeted provision a review suggests that there is limited progress, then a LEAP referral form is completed and further assessment carried out by the LEAP department. If a child's identified needs are beyond the school's own resources then a referral to one of the external agencies may be made at a cost to the parents.

Education, Health and Care Plans (EHCP)

Occasionally children may still not be making appropriate progress at an acceptable level and if their learning difficulties are considered significant and severe, despite targeted intervention, the formal assessment procedure for an EHCP will be started by the SENCo. This will be in conjunction with the parents and other external specialist agencies following the legal procedures in the county in which the pupil resides. Details of these arrangements are available from the SENCo at the school.

School Complaints Procedure

If a parent has any complaint it is assumed that it will be received in the first place by the EYFS or class teachers. If it is in regard to a learning support issue it is assumed that the parent would go to the SENCo. Parents who are still dissatisfied will have the right to use the School's Complaint's Procedure.

Appendix A: EAL Policy

The full EAL policy can be accessed on the R: drive

Statement of Aims

Edgeborough School is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language who may be at risk from underachievement. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

We aim to ensure that all EAL pupils are able to develop the skills of:

- Using English confidently and competently.
- Using English as a means of learning across the curriculum.
- Where appropriate, making use of their knowledge of other languages.

The Context of The School

English is spoken throughout the school though several languages other than English are spoken within the home.

In 2018-19 one pupil in Year 2 is identified as needing EAL support.

Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modeling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All pupils have entitlement to the School Curriculum.

- A distinction is made between EAL and Special Educational Needs and Disabilities (SEND). However the children who have EAL are listed on the SEND register on iSAMS, noted as having EAL).
- Language is central to our identity. Therefore teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Teaching and Learning

Planning and Differentiation:

- Teaching plans will provide differentiated opportunities matched to individual EAL pupils' needs.
- Key language features of language, which are necessary for effective participation, will be identified. These may be key words and subject specific vocabulary, certain patterns of grammar, use of language or forms of text.

Strategies

Staff use support strategies to ensure curriculum access. The primary source of support is one to one teaching within and outside the school timetable and may include:

- Collaborative group work.
- Enhanced opportunities for speaking and listening.
- Effective role models of speaking, reading and writing.
- Additional verbal support-repetition, alternative phrasing, peer support.
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture.
- Bilingual resources, e.g. on-line support, bilingual pupils, texts, key word lists.
- Writing frames and directed activities related to texts.
- Opportunities for role play.

Pupils receive regular feedback from staff and opportunities are taken to focus on the cultural knowledge, explicit or implicit in texts.

Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs and homework clubs.

Special Educational Needs AND disabilities; Gifted and Talented Pupils

The school recognises that pupils who have EAL may need additional support, however may not necessarily have SEND needs. However, should SEND needs be identified during assessment; EAL pupils will have equal access to school SEND provision.

Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

Assessment and Record Keeping

A register of those on the Edgeborough EAL list should be maintained by the SENCo, Mrs Helen Pasley and is recorded on iSAMS.

Staff have regular liaison to discuss EAL pupil's progress, needs and targets.

Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.

The school analyses a pupil's EAL achievement and regularly evaluates the effectiveness of additional support provided in terms of pupil progress.

Resources

Resources on which reading and writing activities may be based are monitored for accessibility.

Displays and resources reflect linguistic and cultural diversity.

A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets and computer software.

Assessment materials use images and texts which are appropriate for the pupil.

Parents/guardians and the Wider Community

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils who may have EAL, and their families/guardians.

We take account of parents/guardians linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.

We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English.

We aim to work closely with members of the wider community to support our EAL pupils.

Staff Development

The school recognises that staff may need to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated.

Review and Evaluation of Policy

School data will include relevant information on EAL pupils. This will include the needs, level of English, support, achievement and progress. This will enable the school to monitor targets.

The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.