



EDGEBOROUGH SCHOOL

**Edgeborough Special Educational Needs and
Disabilities policy**

(including EYFS and Boarding)

UPDATE LOG

DATE	CHANGE	By Whom
August 2021	Reviewed – details of LEAP review programme added.	HP
23.08.2021	Reformatted Addition of disability definitions and alternative arrangements.	JH
06.01.2022	Additions made to EYFS (Local Offer)	JLS

Contents

Overview	4
Principles.....	4
Identification and Assessment.....	5
Framework of Provision at Edgeborough	6
Aims and Objectives of the LEAP Zone:	9
Within the LEAP Zone:.....	9
Staffing.....	9
External Agencies.....	9
Partnership with Parents.....	10
Partnerships with Other Schools.....	10
Early Years Foundation Stage and Pre-Prep.....	10
Prep School.....	10
Education, Health and Care Plans (EHCP)	11
School Complaints Procedure	11
Alternative Arrangements	11

Overview

LEarning Acceleration Programme: The LEAP Zone

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 policy describes the aims, policies and procedures of the LEAP department at Edgeborough. It is written with reference to the Special Educational Needs and Disability (SEND) Code of Practice (2015), Equality and Human Rights Commission guidance, the Equality Act (2010) and the Independent Schools' Inspectorate (ISI) Regulatory Compliance Inspection Framework – Handbook (September 2019), and should be read in conjunction with the School's policies on Admissions, Disability, Equal opportunities, Anti-bullying and EAL.

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.

The School takes seriously the requirements in the SEND Code of Practice that:

- “Teachers are responsible and accountable for the progress and development of the pupils in their class”, and that
- “High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND”.

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

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, learning, and assessing which takes account of the wide range of abilities, aptitudes and interests of children. Most 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.

The Equality Act places an obligation on all schools not to discriminate against pupils or prospective pupils on grounds of disability. Where a disability is identified we will make reasonable adjustments, where practicable, to avoid discrimination. These may include ways of helping a disabled pupil to access the teaching curriculum in class, in activities outside class, and during the production of individual work, as well as via examination access arrangements

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 most 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 were 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

A child has a disability if he or she has a physical impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities. Four broad areas of need are defined:

- Communication and Interaction needs: speech, language and communication needs, including autistic spectrum disorder (ASD).
- Cognition and Learning needs; including specific learning difficulties (SpLD) such as dyslexia and dyspraxia.
- Social, emotional and mental health difficulties.
- Sensory and /or Physical needs; including visual or hearing impairment. It is important to be aware that a pupil with a specific learning difficulty, medical diagnosis, sensory impairment or disability does not necessarily have SEND status. Similarly, not all pupils who have a learning difficulty or SEND are disabled.

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 using 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



On Entry

Pupil information from parents
Pupil information from previous school
Specialist Reports

School

Standardised Assessments

October each year:
Cognitive Abilities Test
Star Reading Test
Progress Test in Maths
Single Word Reading Test
Single Word Spelling Test

School

Assessments & Examinations

Termly

SEND identified

Teacher identifies need:

- Communication & interaction
- Cognition & learning
- Social, Emotional & mental health
- Sensory & Physical

Graduated response:

1. Assess
2. Plan
3. Do
4. Review

High quality teaching & appropriately differentiated work

Targeted provision by teacher in consultation with parents

Implement provision & review

If concern that despite intervention there is limited progress, complete LEAP Referral Form

Discussion

with

Then...

Monitor

or...

Support in class

or...

Small Group Support

Then...

LEAP Support

1:1

Pupil Profile

Created in partnership with pupil, teacher and parent

WAVE 1

Quality first teaching for all
Differentiated work
Creating inclusive learning environment

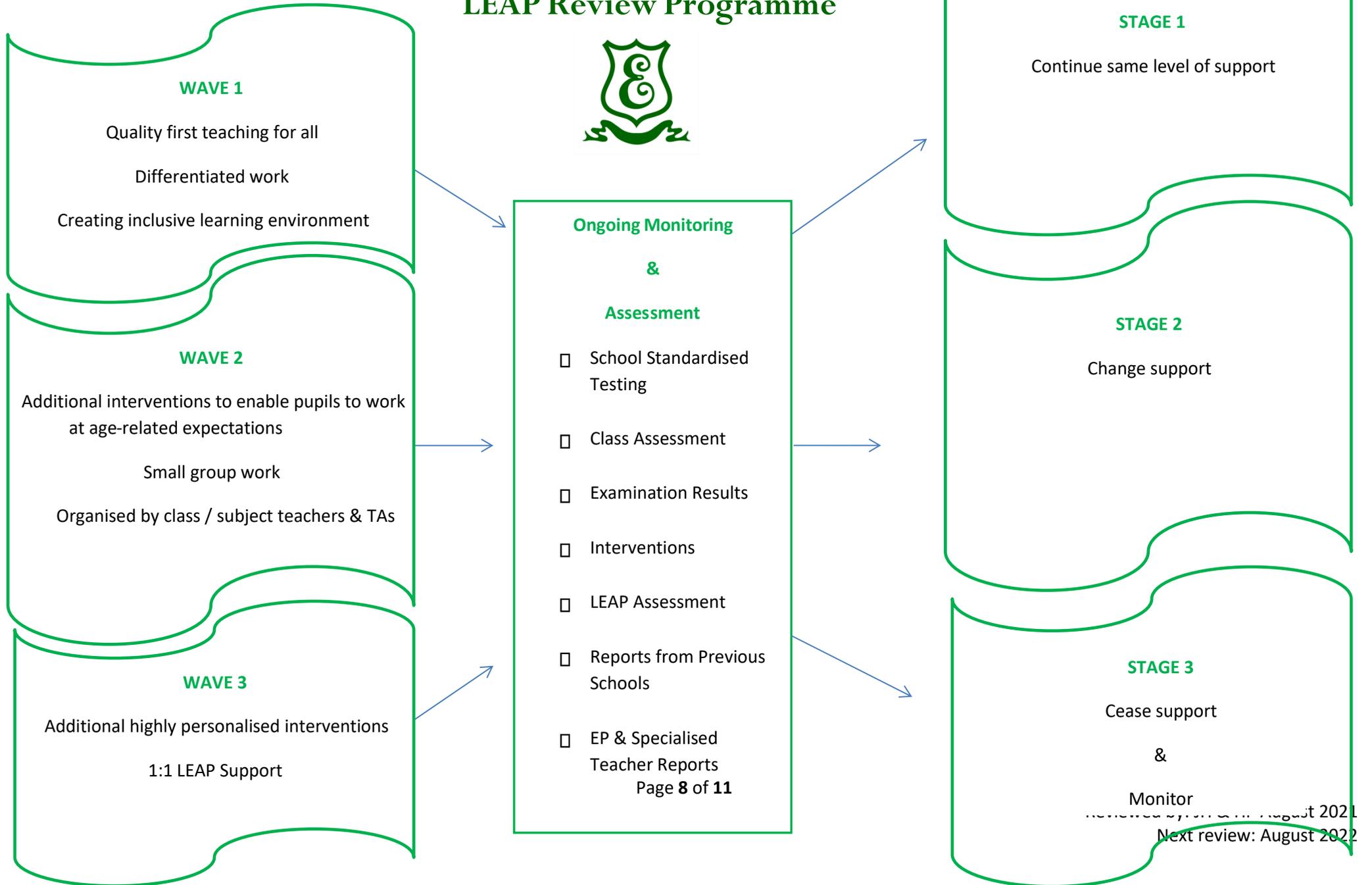
WAVE 2

Additional interventions to enable pupils to work at age-related expectations
Small group work
Organised by class / subject teachers & TAs

WAVE 3

Additional highly personalised interventions
1:1 LEAP Support

Edgeborough LEAP Review Programme



Aims and Objectives of the LEAP Zone:

Within the LEAP Zone:

- Pupils 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 pupil's teachers.
- The pupil is given one or maybe 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.
- A pupil will retain this specialist teaching for as long as the 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 assessment to take place at a cost to the parent.
- Where a pupil is receiving additional SEND 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 part-time KS1, 2 & 3 SENCo with B.Ed. (Hons), Level 5 SpLD, Ekklan 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 KS 1 & KS2 Learning Support Teacher with BA (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 Teacher Assessors
- Speech & Language Therapists
- Occupational Therapists
- Optometrists
- Advisory Teacher support from SCC

Our named SENCo for Year 1 to Year 8 is Helen Pasley. Our named person for all Child Protection issues is Ellie Buckey (Deputy Head, Pastoral) who liaises with Social Services Departments. Jayne Symons (Head of Pre Prep & EYFS SENCo) liaises with local County Councils regarding EYFS children who may be identified with special educational needs that require additional support.

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 can 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.

Partnerships 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 EYFS Practitioners and Reception teachers. Should they have concerns regarding their development; a meeting with the parents will be arranged and planning for their needs, on-going monitoring of progress and future planning is undertaken collaboratively and is overseen by the Head of Pre-Prep. 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 Pre-Prep works closely with the Surrey and Hampshire Early Years teams and has regular contact with the local authority (LEA), using the LEA Local Offer for advice, support and referral.

Children of Nursery age have access to NHS professionals through Surrey and Family Health. Edgeborough can make referrals for EYFS pupils to the relevant agencies. Applications for EIF (Early Years Intervention Funding) can be made, where required, if the pupil's needs are below the threshold for an EHCP. To help determine need, EYFS staff make use of available assessments, monitoring tools and intervention packs (i.e. SaLT packs and OT packs) provided by the LEA. This will be carried out as a part of a Graduated Response and documented on a LEA Support Plan, which may inform any subsequent EHCP application.

Pupils in the Pre-Prep may be identified by their class teacher if felt they are 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 regarding 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.

Alternative Arrangements

The School reserves the right to review cases of pupils with SEND who, despite all reasonable adjustments and supporting strategies being applied, do not appear to be flourishing in the educational environment provided by Edgeborough:

- the pupil is in need of a formal assessment, remedial teaching, learning support or medication which the parents are unhappy to consent to;
- the parents have not shared information with the School which, had the information been provided, would have made a significant difference to the School's management of the pupil's learning difficulties and/or admission of that pupil;
- the pupil's learning difficulties require a level of support or medication which the School is unable to provide, manage or arrange;
- the pupil has Special Educational Needs or Disabilities that make it unlikely he will benefit sufficiently from the mainstream education and facilities which the School provides. This may result in the School asking or requesting that the pupil be removed from the School. In these circumstances, the School will work with the parents to suggest suitable alternatives that will offer the levels of support required.