

Learning Support/Special Educational Needs Policy

Title (or name) of Current Owner	Monica Simran Daryani
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Approved by	Garry Russell
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NOTES: This policy sets out the vision and direction of our approach to learning support provision within our setting and our commitment in ensuring that we strive for all students to reach their potential.

Introduction

All teachers are teachers of special educational needs (SEN). We recognise that it is the teacher's responsibility to meet the needs of all students in their class through their classroom organisation, teaching materials, teaching style and differentiation through overall 'high quality teaching'. However, if a student does not make adequate progress even when teaching approaches are targeted at a student's identified area of weakness, then the student may be identified as having special educational needs. The Special Educational Needs and Disability Code of Practice (SEND & CoP, 2015, p.15) identifies SEN as below:

- if a child or young person has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- special educational needs for a child or young person who has a learning difficulty or disability if he/she:
 - (i) has a significantly greater difficulty in learning than the majority of others of the same age, or;
 - (ii) 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.

Some students find accessing the curriculum difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty. Their needs are explained in our English as an Additional Language (EAL) policy.

Objectives in making provision for students with additional learning support needs:

- Inclusive practice is good practice for all students.
- To value all the students in BSG equally.
- To ensure that all students have equal access to a broad, balanced curriculum that is differentiated to meet individual needs and abilities.
- The aim of education for students with difficulties and disabilities are the same as those for all students, which should be matched through inclusive and high-quality teaching practices.
- It is the responsibility of all teachers to meet the needs of students with SEN and support within process of identification, with Learning Support Leads providing advice and guidance as needed.
- Every child is entitled to have his or her particular and personalised needs recognised and addressed.
- To draw on students' strengths and abilities, rather than only focusing on difficulties and limitations.
- To offer high quality support to ensure that all needs are met.

- To maximise the opportunities for students with special educational needs to join in with all the activities of the school.
- All students are entitled to experience success.
- Consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.
- To acknowledge that any student may encounter difficulties in school at some stage.
- To adapt a person-centered planning strategy that involves student and parent.
- To understand that all special educational provision is more effective if students and parents are fully involved.
- To acknowledge and draw on parent knowledge and expertise in relation to their child.
Take into consideration some of the following reasons, where parents may misrepresent the child's SEN needs:
 - *Concern that it may impact on their child's place at school*
 - *Ignorance or lack of understanding*
 - *Lack of reliable testing available*
 - *Not previously identified by other schools*
 - *Perceived stigma associated/cultural sensitivities of definitions of SEN*

Note: Where parental and school views are not congruent, it is essential that advice and guidance should be sought by the relevant Head of Phase.

This policy will contribute to achieving these objectives by ensuring that provision for students with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Roles and Responsibilities/ Co-ordination of Provision

Provision for students with special educational needs is a matter for the school as a whole.

The Principal and Senior Leadership Team

The Principal and the senior management team have responsibility for ensuring that the school is able to meet the needs of all students. These include children who enroll as part of our Admissions stage and within the processes as part of our pre-entry assessments and as outlined on the Conditions and Declaration form with reference to families being encouraged to disclose any SEN information their child may have. If the school is unable to meet the student's educational needs within our setting given the scope of our SEN department, then the child will not be admitted; if a student is already admitted in school and it becomes apparent at a later stage that their needs are beyond what our school can offer to provide, the child's placement at school will be reconsidered; any such situation must be discussed with the relevant Head of Phase and Principal. The school has put in

place a Special Educational Needs (SEN) Charter, which highlights how our school and families will work in the child's best interest in these instances.

The School Staff

All teachers will aim to do their best to adapt the curriculum to meet the needs of ALL students. The first step in supporting all students, including those with SEN, is high quality and differentiated teaching for individuals. As per the Code of Practice (2014), "teachers are discouraged from identifying children and young people with learning difficulties too quickly and are instead encouraged to view all students as having learning needs that warrant Quality First Teaching" (Addy, 2014). Teachers must be more reflective in selecting targeted interventions for students in their class (Addy, 2014).

All staff should be aware of the Learning Support/SEN policy and procedures for ultimately identifying, assessing and making provision for students with additional needs. As a school, we should also look at identifying students' strengths and abilities and not just areas of need. School staff are expected to also seek advice and support in areas they are unsure of as well as keeping up-to-date with new initiatives within this policy communicated via the Learning Support Department. It is essential that school teaching staff communicate with the SEN department if they have a concern about a student and should utilise the Wave Model as outlined below. School staff must be prepared to contribute to the creation of a student's individual/personal learning plan and for fulfilling the expectations that are identified in this policy. School must treat SEN provision with sensitivity and confidentiality.

Structure of Reporting

EY/Primary - report to EY/Primary SENCO Lead* (MDA).
Secondary – report to Sec SENCO Lead (BNa).

*The Speech and Language Therapist, along with carrying out related services across the whole school, also has the delegated role of the Learning Support Lead within Early Years & Y1.

All leads to communicate regularly.

Phase LTs to line-manage SEN Leads.
As MDA is Chief Safeguarding Lead, she will be performance managed by the VP.

Each phase will have an identified key member of staff to support in implementing our policy and practice. This may be a member of the Phase LT.

The Special Educational Needs Coordinator (SENCO)

- Day to day responsibility for the operation of the Learning Support policy and coordination of specific provisions made to support individuals with SEN, including those who have an Individual Education Plan (IEP), Personal Learning Plan (PLP), Education Healthcare Plan (EHC), or any other personalised learning plan.
- SENCO is responsible for creating a SEN register that is available to all identified key members of staff within phases.

- To ensure that all confidential documentation associated with a student's SEN records are updated regularly and kept securely for only the SEN Department and SLT to access.
(NOTE: Staff children who are on the SEN register and is a SLT member as a parent, who otherwise can have access to these files, will not have access to their child's folder on the server. If they wish to seek information, they should go directly to the SENCO in this instance).
- SENCO is responsible for collaborating with all key staff members of the department (LTs, Speech and Language Therapist and Learning Support Teaching Assistants) to ensure that there is a consistent whole school team approach with regards to implementing policy and practice.
- To be involved with the recruitment process of teaching assistants (TA) within the department and will provide guidance and training for them to be able to work with students as defined under this policy to support overall SEN provision at our setting.
- To also assist in recruiting any external 1:1 TAs for a student who requires long-term additional support. SENCO and LTs will offer guidance and support on a regular basis to the teacher and TA who works with the student. The Learning Support Lead and classroom teacher in this instance will both be responsible for carrying out performance management reviews for any external 1:1 TAs.
- Liaising with relevant teachers who have a student with SEN in their class and advising and supporting colleagues.
- Liaising with parents of students with SEN by ensuring that they are closely involved throughout and their insights form action.
- Liaising with professionals beyond the setting (e.g. educational psychologists, speech and language and occupational therapists, other specialists and health care service providers, etc.). With parental consent, it will be aimed that any information from external professionals/agencies will be shared between families and school. It is the SENCO's responsibility, with the support of LTs, to ensure that any external agency specialists who work on-site with BSG students/families follow through the school's Child Protection & Safeguarding policies and procedures.
- To ensure that the SEN Charter is adhered to for any student who has been raised for concern beyond the Wave 1 stage as outlined below, and to encourage active participation from all key members of staff working with students towards implementation of high-quality provision.
- To ensure that termly updates are sent to relevant LTs, and to manage the day-to-day logistics of supporting each student's SEN provision.

The SENCO and LTs will meet regularly with SENCOs in other schools and participate in related CPD opportunities, which enable them to keep up-to-date with current initiatives locally and internationally and to seek out and share best practice. SENCOs and SEN staff

do not carry out ASAs as this is a crucial time for them to meet with staff, parents and students.

Responsibility of parents

- To honestly disclose any information prior to admission to allow the school to accurately assess the extent of a student's special educational needs. If a parent discloses this information at a later stage and after their child has been admitted at our school, a waiver is in place to support policy and practice.
- To undertake any testing/assessment for their child that is recommended by the school in a timely fashion and to pass all of this information to the school's Learning Support Department to allow us to make the most effective plan to support the child's needs. Parents should inform all external specialists to send any external assessment reports directly to the relevant Learning Support Lead.
- We expect that parents will be available to meet on a regular basis (suggested 3 times in one academic year) to discuss the ongoing provision that the school is offering and to review progress their child is making.
- To help support creation and the implementation of the school's individual learning plan for their child.
- To adhere to the guidelines outlined within the SEN charter.
- Where an external 1:1 full time or part-time TA is recommended from school to support the long term needs of a student, this will comprise of an external arrangement between the 'family' and 'TA'. BSG will be involved in supporting to hire a TA in this instance, who will need to then follow overall HR policy and protocol for external third-party staff employment procedures (based on our school's stipulation). The school has in place an external Learning Support 1:1 TA job description and this can be advertised (parental cost will apply as needed) through the school to assist in finding a suitable candidate.
- Where an external 1:1 TA arrangement is in place, parents may request that the mode of communication between both parties is via personal networking (e.g. Wechat). It will be essential that the TA should keep the Learning Lead informed in such a situation and only share information that is relevant to the student's 1:1 sessions/learning at school and with the view that information is kept positive and constructive. It will be the TA's responsibility to ensure compliance on our Safeguarding and Child Protection Policy (in reference to otherwise not sharing any personal details with families) and ensure that if they do communicate with parents via a personal networking platform, they are aware that the school reserves the right to check their personal device at any time.

Guidelines and Framework

Admissions and Inclusion

Students with special educational needs are admitted to the school on the basis that their needs are mild to moderate with them primarily being able to access our school curriculum through good teaching practice and differentiation within the classroom. Any additional support needed for the child will have to be funded for by the parents. In this instance, the Heads of Phase and Principal will have to agree that the child can attend the school. Upon admissions and knowledge that a student has been identified with having additional needs, the SEN charter will be provided to parents to further support in ensuring that provision is met and monitored appropriately and regularly.

Specialist provisions

The department offers 1:1 Learning Support and 1:1 Speech and Language Therapy sessions for students who would benefit from such services on a regular basis. The maximum number of speech therapy sessions for one student is limited to 2 sessions and the maximum number of 1:1 Learning Support sessions is limited to 2.5 sessions per week. If a student requires support that proves to be beyond what the SEN department can offer and where an immediate impact is evident within the realms of health and safety/well-being and/or a student not being able to access the curriculum, if appropriate and approved by the Head of Phase and Principal, the family will be advised to seek external support (e.g. 1:1 dedicated/full or part-time TA and/or external specialised services). Our current speech and language therapist has qualifications to provide speech and language screenings and in-depth assessments. The funding for these and all other BSG SEN sessions are paid for by the families. Any school based and/or external sessions that a student is taking are reviewed on a termly basis. There is in place a Fee Structure (Appendix 3) and Learning Support/SEN Charges (available upon request from the Learning Support Lead) that can be referred to for further information and guidance.

Allocation of budget

The SEN department has access to a budget entitled 'Teaching Welfare Materials'. The VP is the approver.

Identification and assessment of students with special educational needs

All students are entitled to a broadly-based and balanced curriculum at our school, which we provide through the Early Years Foundation Stage Framework and within the English National Curriculum in Primary and through to Secondary. This policy ensures that teaching arrangements and strategies are inclusive throughout all the age groups. The majority of students will have their needs met through daily classroom arrangements and appropriate differentiation.

Class and subject teachers, supported by Heads of Phase and Year Leads, should have regular and termly assessments of progress for all students, where Learning Leads are involved in terms of providing guidance and support as needed within these regular check points. The regular assessment cycle within each phase should seek to identify students making less than expected progress for all students and should seek to identify making less than expected progress given their age and individual circumstances to then better inform

next steps in terms of support. Less than expected progress can be characterised by progress which:

- is significantly lower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap

Early Years-where a child appears to be behind expected levels, or where a child's progress gives cause for concern, teachers should consider all information about the child's learning and development from within and beyond the setting, from formal checks, to teacher observations and from any more detailed assessment of child's needs.

Note: Identifying and assessing SEN for children or young people whose first language is not English requires particular care and we should look out for all aspects and performance in different areas of learning and development and subjects to establish whether a lack of progress is due to limitations in their command of English or if it arises from SEN/Specific Learning Difficulty or a disability. The SEN team will further liaise with the EAL department in these instances of a student being identified as SEN but who are also on the EAL programme to gain further insights.

SEN Support

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Early action to address identified needs is critical to the future of progress and improved outcomes. If a child has been identified as having SEN, parents must be in partnership with school to support their child's needs.

Across all phases, we are aiming to adopt a more graduated approach with four stages of action: Assess, Plan, Do and Review.

The graduated approach

1. **Assess:** Class/Subject Teacher(s), Head of Year and Learning Support Lead should clearly analyse a student's needs before identifying him/her as needing SEN support (for e.g. acknowledging and taking into account background information from school and parents, gaining an overview of progress within all subjects and accounting for their home language and this impacting learning).
2. **Plan:** Class Teacher/Subject Teacher(s), Head of Year and Learning Support Lead should agree the support to be put in place. Parents must also be notified and consulted when any additional support is put in place. The support will usually be set out in a school-based SEN support plan (e.g. intervention Group, individual learning plans).
3. **Do:** Class/Subject Teacher(s) remain responsible for working with the student on a daily basis. Students may also receive additional interventions outside the main curriculum, but the focus should be on integrating all students and continuing to use high-quality and differentiated teaching.

4. **Review:** Class/Subject Teacher(s), Head of Year and Learning Support Lead should review the effectiveness of the support and agree any changes as needed.

Wave system will be implemented to determine the type of support best suited to each student:

LTs will support teachers in delivering SEN provision. The Learning Support Team are not responsible for teaching students with SEN, unless directly working with the student as part of their overall provision in receiving some SEN 1:1 sessions. These 1:1 sessions will comprise of working on targeted/individual goals that a student may have, and the aim will be to generalise these skills in the larger context and within the overall classroom setting/learning with close liaison with the teachers. Learning Support Leads are there to offer advice and guidance on implementing differentiated/specific strategies for students with additional needs as outlined below and within all waves:

Wave 1-For all students: High-quality, differentiated teaching.

Wave 2-For students making slower progress: Quality teaching plus extra short-term support.

Wave 3-For students still making less progress than their classmates: SEN Support, which can comprise of some individualised support at this stage.

Wave 4-For students with more complex needs and/or who are identified with additional needs, at this stage SEN support is considered to be additional-long term support: Looking at and supporting students on individual learning plans or an EHC plan, who most likely will also have some kind of an external evaluation/assessment report.

Note: For the Secondary Phase, a 3 Wave model as outlined below. In order to identify and narrow down specific areas of difficulty, a Cause for Concern form that will be sent to all subject teachers, will be implemented to gather information as an initial step.

Wave 1-For all students: High-quality, differentiated teaching and
For students making slower progress: Quality teaching plus extra short-term support.

Wave 2- For students still making less progress than their classmates: SEN Support comprises of some individualised support at this stage.

Wave 3-For students with more complex needs and/or who are identified with additional needs, at this stage SEN support is considered to be additional-long term support: Looking at and supporting students on individual learning plans or an EHC plan, who most likely will also have an external evaluation/assessment report.

Wave 1 and Wave 2-High quality provision plus extra short-term support to meet the needs of students

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. Special educational provision is underpinned by high-quality teaching and is compromised by anything less

(Wave 1). Differentiation means teaching a student in ways and at levels, which match their ways of learning. Students make progress at different rates. Not all students learn in the same way and thus they need to be taught in different ways. All students will receive help through differentiation but if the student does not make adequate progress, the school is committed to providing more support, e.g. setting up intervention groups (Wave 2). All staff are responsible for helping to identify students with special educational needs. Learning Support Leads will work with staff to ensure that those individuals who may need additional to or differentiated support are identified at the earliest stage possible. The progress made by all students is regularly monitored and reviewed through a provision map that will be implemented if a student is on any kind of intervention that is SEN based. Students are only identified as having special educational needs if *additional or different action* is being taken. Within the waves, Learning Support Leads can work with the class teacher and relevant team towards providing some SEN based screening tools to better inform the kind of intervention and strategies to be put in place to further support overall provision for the student.

Wave 3-Some Individualised Support (Record of Support)

If after high quality teaching and differentiation and some form of intervention within the classroom teaching has been implemented for a monitored period of time, a student is still making little progress, they will then be noted on a 'Record of Support (ROS) with the approval of the Head of Year/Student Welfare Leader and Learning Support Lead. A ROS will be put in place to provide some individual support and to highlight what is either extra to and/or different from the support that the school usually gives students through differentiation. Information on the student needs is to be recorded, explaining clearly the reasons why a student is on a 'Record of Support'. The Learning Support Lead will assist Class teacher/Head of Year as needed to gather information from the student, parents, class teacher, subject teachers and relevant key members who work with the student to shape the provision on the ROS. Progress will be monitored at regular intervals (termly basis). The delivery of the school-based interventions recorded on the ROS continues to be the responsibility of the class/subject/specialist teacher(s) with the support from the Learning Support Department as needed. If there is significant and consistent progress within the ROS for at least two school terms, the student can then be removed from this wave and will continue to be supported through high-quality teaching and differentiation in the classroom. If after two school terms, the student has made little or no progress, the relevant Learning Support Lead and phase specific team will then look into provision within Wave 4.

Wave 4-Additional Long Term Support (Individual Learning Plan)

If the student does not make adequate progress and shows little or no evidence of improvement on their ROS within a period of two school terms and/or within regular review meetings, the school may seek and/or recommend further advice and support from other specialists from external agencies, e.g. educational psychologist, speech therapist, physiotherapist, occupational therapist, etc. *(these expenses are incurred by the parents)*. ***It is important to note that Learning Support Lead, Year Leader/Student Welfare Leader and LTs should be involved within the process of requesting parents to seek an external assessment for their child.*** Students (dependent on age) and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

If a student is identified to have additional long-term individualised support and/or are identified as having complex needs, an IEP or PLP will be put in place. The individual learning plan will only record that which is additional to, or different from the curriculum and learning taking place, and will focus on three to five individual targets that match the student's specific and personalised needs. Students will be encouraged to participate in the target setting and review process according to their age and ability; likewise, parents will also be invited to participate in the target setting and review process. At this stage and where relevant, advice from outside professionals will be incorporated onto the individual learning plans and these professionals will be invited to contribute to the monitoring and review of progress. Individual learning plans will be reviewed at least two times in one academic year with full team meetings (Learning Support Lead, Class Teacher or Head of Year in Secondary, Parents, External Specialists and Students when possible) and the outcomes will be recorded. Parent and school review team meetings are recommended to take place at least three times in an academic year; progress check meetings will also be offered to ensure progress is being sustained and these are scheduled to take place during Parent Teacher Consultation Days. Part of review will entail individual learning plans as having updated and fresh targets and strategies that continue to match the student's personalised needs; these should be implemented as much as possible into the normal classroom setting and should also aim to have a link to bridge gaps as part of the child's assessment tracker at school.

The delivery of the school-based interventions recorded on the individual learning plans continues to be the responsibility of the class/subject/specialist teacher(s) with the support from the Learning Support Department.

Note 1: From Student Causing Concern from Wave 1 to Wave 4 (or Wave 3 in Secondary), the Learning Support department, with the support of the phase specific team, will try to follow protocol on these stages within each wave and monitor progress within each stage; however, there is an exception to this rule when a student's needs are apparent that they need immediate intervention that is beyond what the school can provide and this then can lead the team requesting parents to seek external services for their child as soon as possible. At this point, the Learning Support Lead will be in discussion with the relevant teacher and Head of Year/Year Lead/Student Welfare Leader and Phase Learning Support Rep/member of SSLT to proceed with recommendations of the kind of intervention to be put in place for that student, along with recommending an external assessment.

Note 2: There is a register for students who are on a Record of Support and on an IEP or PLP, which the Learning Support Leads will review and liaise with teachers at the end of every term to ensure students' targets are being regularly monitored and assessed. Students on an IEP/PLP or a ROS are noted on our school's internal management system (iSAMS) through a blue and yellow star respectively. No confidential information, including their learning plan, is uploaded on the system. All student files are saved on the school's server with protected access only for Learning Support Leads and for SLT to access these records. If requested, Phase Learning Support Reps/SSLT are also able to have access to student files within their phase.

Note 3: For any students who might require some support linked with mental health and emotional well-being concerns, a School Counsellor is available in Secondary and the Counselling Policy will be implemented in terms of seeking related services if needed.

Removing a Student from the Learning Support/SEN Register

Once a child has reached and maintained the level of attainment appropriate for their age and are showing consistent progress within their individual targets (ROS or IEP/PLP), they will be removed from the SEN register. If outside agencies have supported the student, their advice will also be taken into consideration at this stage; where feasible and appropriate, Learning Support Leads will liaise with these agencies. Parents/carers will be informed that their child is no longer on the SEN register. The student will continue to be closely monitored by the class/subject/specialist teacher(s) to ensure they continue to make progress by accessing high-quality differentiated class teaching and within Wave 1 and Wave 2 support as necessary.

Arrangements for training and development of all teaching staff

The school makes an annual audit of training needs for all staff taking into account school priorities as well as professional development. Special educational needs is included within opportunities as part of CPD training. In addition, staff are encouraged to attend training and insets organised by other schools and also ensure that they utilise the resources specific to SEN on Nord Anglia University.

Arrangements for partnership with parents

The school will always inform parents when their child is receiving any kind of additional support from the SEN Department. When a student is on any kind of individual learning plan, including being on a Record of Support, parental involvement is crucial and will be a part of the support plan.

Partnership with parents holds a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold vital information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

The Class Teacher/Head of Year/Student Welfare Leader will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty noted. If parents have concerns, they should first talk to the Class Teacher or Head of Year. Parents are invited to attend all reviews.

Student participation

Children and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. Dependent on age and ability, students will be encouraged to participate in some of the decision-making processes, including the setting of learning targets and contributing to their individual learning plans.

Students who require any access arrangements

When students undergo any kind of external assessments as part of identifying their specific learning needs, this often comprises of recommendations on the related specialist report for school to refer to as part of better supporting them at our setting. Often these

recommendations form parts of the student's overall access arrangements that they are entitled to in order for them to achieve their highest potential, especially during testing/exam situations. In such circumstances, it will be the responsibility of the SENCO with the Class Teacher/LTs to liaise with relevant teaching staff to ensure access arrangements are in place to the best of our ability within our current setting and strive for these to become the student's 'normal way of working'. If the needs of a student are identified for them to be eligible for any access arrangements, which are not a part of our overall provision at school, this will need to be discussed and approved with the Head of Phase/Head of Centre (e.g. use of word processor/laptop prior to Y10).

In Secondary, the SENCO will work closely with the Head of Year/member of SSLT and with the school's Examinations Officer when applying for any external examination consideration applications. Ideally, any student who needs to apply for these considerations and requires an external assessment as part of the process, this should be brought to the attention of the SENCO at least 6 months in advance from the deadline of having to submit final external application deadlines. This is to ensure there is enough time to liaise with all relevant parties (school team, parents, student and external agencies) in order to provide all required documentation as needed and also put in place any recommendations as part of the student's 'normal way of working' prior to final examinations.

Transferring students

When a student transfers to another institution, the following procedures will be put in place to assist the student's smooth transition.

- A meeting will be called to discuss the most effective ways to assist the student, including encouraging parents to share any external reports with forwarding schools to ensure support is appropriately carried forth. A SEN Exit Form (Appendix 4) is in place and will need to be signed as part of this process of parental consent for us to share any external assessment reports to other schools/forwarding universities.
- When no such meeting has taken place, the school will inform the new institution that it requires the permission of the parents before passing on any confidential information, i.e. external assessment reports.
- The school reserves the right to share individual learning plans (ROS and IEP/PLP) and related/specific information about the student's provision at our setting to forwarding schools and universities as part of our normal transfer/reference process.

Links with other agencies and voluntary organisations

External support services play an important part in helping the school identify, assess and make provision for students with special educational needs.

The school may seek advice from specialist advisory teaching services for students with any concerns relating, for example, to the following areas:

1. *Communication and interaction*
2. *Cognition and learning*
3. *Social, mental and emotional health*

4. Sensory and/or physical

If a student has had any kind of external/specialist assessment, the school will do its best to link with the specialists and will be involved with a feedback/debrief meeting with the related agency (Learning Support Lead and Class Teacher for EYs & Primary and Head of Year/SSLT in Secondary).

Success Criteria

The success of the education offered to children with SEN will be judged against the aims set out above. The policy will be reviewed annually and SLT will also have input on the implementation of the policy.

References

Addy, M.A. (2014). *How to understand and apply reforms in SEN policy*. Cheshire: LDA Findel Education.

Department for Education. (2015) *Special educational needs and disability code of practice: 0-25 years*. Crown. [online] Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Appendices

Appendix 1: Code of Practice Definition of Special Educational Needs

For the purposes of this policy the term, Special Educational Needs, is defined by the Code of Practice (SEND Code of Practice, 2015 by the Department for Education and Department of Health).

A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally is available to students of the same age.

The SEND Code of Practice (2015) describes four broad categories of need, which can be used to help identify a student's primary area of need.

1. Communication and Interaction (This could include individuals on the autism spectrum).
2. Cognition and Learning (This could include individuals with dyslexia).
3. Social, emotional and mental health difficulties (This could include individuals with attention deficit disorder, attention deficit hyperactive disorder or attachment disorder).
4. Sensory and/or physical needs (This could include individuals with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI)).

However, it is important to take into account that a child can have needs which do not fit just one area. While we have regard for these categories of need, we consider the whole range of needs and strengths of the child also. This then further helps us to match our provision for the student.

We are aware that slower progress and lower attainment do not necessarily mean that a child has SEN. We also look for students who may achieve in line with expectations for their age but who could have SEN. Many factors may have an impact on a student's ability to learn but do not necessarily constitute for SEN. These include disability*, attendance at school, health, and/or English as an additional language.

**Many children 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’. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition (SEND CoP, 2015, p.16).*

Special educational needs (SEN) provision means:

- (i) A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- (ii) A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significant greater difficulty in learning than the majority of others of 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.

Note: for children aged two or more, special education provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools or by relevant early years providers.

Appendix 2: Learning Support Levels and Fees that Apply



Learning Support Levels and Fees that Apply

+ Learning Support: Level 1 NO CHARGES APPLY	Learning Support: Level 2 NO CHARGES APPLY	Learning Support: Level 3 CHARGES APPLY
<ul style="list-style-type: none"> Differentiated provision/approach to learning provided by teacher and supported by TA. Year Group/Heads of Year and Learning Support consultation and advice implemented. Classroom strategies in place. 	<ul style="list-style-type: none"> Differentiated provision/approach to learning provided by teacher and supported by TA. Opportunities for small group work (with Year Group or Learning Support Team). Possible LS observations and feedback with view to advice and guidance. Screenings Student can be on a support plan (home and school-Record of Concern) or on an individual learning plan (IEP) but support and provision is managed in class by teacher and TA. Learning plan is reviewed on a termly basis and updated with targets at least twice in one academic year. No direct support is provided from the school's LS department 	<ul style="list-style-type: none"> Regular and targeted support in-class or withdrawal sessions from the LS Team, including speech and language therapy sessions. Regular support through highly structured group sessions that address personalised needs of learners. Possible modification to timetable-may be withdrawn from curriculum area to support personalised needs. Students can be on a support plan (ROC) or an IEP. Extra support is provided that is 'additional to' to support overall needs of the student. External agencies are involved and LS Department offers support to students also 1:1 through in-class

	<p>and needs are met in class. Phase Learning Rep and Learning Support department oversee provision, review and monitor progress.</p> <ul style="list-style-type: none"> Student may be working with external agencies but needs are managed through ongoing communication with all parties (LS department to ensure links are maintained). <p><i>Note: Some sessions may be trialed for a short period to gauge impact of student progress before moving to Level 3 support.</i></p>	<p>and/or withdrawal sessions to reinforce learning in specialist lessons and ensure that overall transference of skills is being generalised into the classroom setting.</p>
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Appendix 3: SEN Exit Form

 The image part with relationship ID r1012 was not found in the file.

Special Educational Needs (SEN) Exit Form for Students Transferring and Transitioning to Schools/Colleges/Universities

When a student transfers to another institution the following procedures, as outlined in our Learning Support/SEN Policy, will be put in place to assist the student's smooth transition.

- A meeting will be called to discuss the most effective ways to assist the student, including encouraging parents to share any external reports with forwarding schools to ensure support is appropriately carried forth. A SEN Exit Form is in place and will need to be signed as part of this process of parental consent for us to share any external assessment reports to other schools/forwarding universities.*
- When no such meeting has taken place, the school will inform the institution that it requires the permission of the parents before passing on any confidential information, i.e. external assessment reports.*
- The school reserves the right to share individual learning plans and related/specific information about the student's provision at our setting to forwarding schools and universities as part of our normal transfer/reference process.*

As outlined above, the below information should also be obtained when a student exits the school:

- Transfer meeting arranged (Y/N) Date:
- Summary of key points from transfer meeting

- Agree to share externally produced reports (Y/N or N/A)

Name of Student:

Current Year Group:

Name of Parent:

Signature of Parent:

Date:
