



## **MOWDEN HALL SCHOOL**

# **SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY**

Responsibility: Head of Learning Support

### **Introduction**

Mowden Hall has a long tradition of inclusivity and is committed to accepting children with a wide range of abilities and learning needs. Staff, parents and children work together to find and build on the strengths of each individual child and to help that child to realise his/her full potential in an environment that is both secure and stimulating.

Mowden Hall is an inclusive rather than selective school. It does not have an entrance exam. There is a strong tradition of academic success. The Special Educational Needs Department works to ensure any child with a Special Educational Need and Disability (SEND) or English as an Additional Language (EAL) requirements are fully integrated into the mainstream school.

All children have a right to be educated with their peer group. At Mowden Hall, we are fully committed to promoting inclusion of all children, whatever their age, ability, gender, race or background. We believe that the teaching and learning, achievements, attitudes and well-being of every child in the school is important.

We aim to provide equal opportunities for all groups of children, including those with Special educational or additional needs. Our main objective is to safeguard the interests of all children and to ensure they achieve their full potential.

The SEND department at Mowden Hall works in partnership with parents and teachers and will liaise with other external supportive agencies where relevant, developing strong working relationships for the benefit of the child.

At Mowden Hall we recognise that all those who work with young children should be alert to emerging difficulties and respond early. We acknowledge that parents know their children best and all practitioners listen and understand when parents express concern about their child's development. We also listen to any concerns raised by the children themselves.

### **Legislation**

Mowden operates a whole school policy on special educational needs which aims to meet each child's individual needs and help her/him to reach the highest standards of which s/he is capable, following the guidelines of the 2014 SEND Code of Practice 0 to 25 years, The Equality Act 2010 and the Children and Families Act 2014.

Pupils have Special Educational Needs if they have a learning difficulty and/or disability which calls for special educational provision to be made.

According to the SEND Code of Practice, 2014, children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age
- c) Mowden Hall understands that the phrase 'pupils with SEND' does not only refer to pupils who have a statement/EHCP.

### **Aims**

- To apply a whole school policy to meeting each child's individual needs following the guidelines of the 2014 SEND Code of Practice 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.
- To identify, at the earliest opportunity, any child who may have an additional or special educational need.
- To offer different levels of intervention to match the child's level of need.
- To ensure that all school staff are aware of each child's needs so that such needs may be met in all school settings.
- To ensure that all pupils experience success in their learning and achieve to their highest possible standard.
- To ensure that no child is discriminated against, in any area of school life, on the basis of his/her disability.
- To provide pastoral care and support for all children so that they may develop in all areas and build a strong sense of self-esteem.
- To ensure that children's records include information relating to their individual needs and the interventions which have been provided and their outcomes.
- To conduct regular reviews of the children's progress.
- To work in partnership with the children's parents/carers at all stages.
- To ensure that each child with a SEND need, progresses to a suitable senior school where his/her current needs will be communicated and will be met.

### **Educational Health Care Plans (EHCP)**

- Any child attending Mowden Hall with an EHCP will be managed in accordance with the SEND Code of Practice.
- Mowden Hall recognises the day to day practical responsibility for a child with an EHCP and will endeavour to make the provision set out in the EHCP.
- Pupils with an EHCP will be placed on the School's SEND register.
- Pupils with an EHCP are subject to an official Annual Review. The Local Education Authority notifies the school when a review is imminent. Mowden Hall will check that the review takes place and will cooperate in the review process. If necessary the SENCO

will contact and arrange a meeting time with all parties involved in the management of the pupil's special needs. If necessary the SENCO will lead reviews. Minutes of any meetings are kept alongside all EHCP documentation and any other necessary reports or records. The SENCO will monitor effective liaison between all parties involved to ensure that the pupil's educational experience and growth continues to be appropriate, achievable and enjoyable at Mowden.

### **The Special Educational Needs Department**

The department is currently staffed by the Head of Learning Support, Mrs. Denise Condren.

There is a designated teacher in the Pre-Prep, Mrs Kirsten Knight, who liaises with the Head of Learning Support and maintains records within the department and is responsible for monitoring provision in Years 1, 2 and 3. The EYFS co-ordinator, Mrs Kirsten Knight, is nominated to carry out the same responsibilities in the Early Years and Foundation Stages.

Other staff in the Prep school may also provide specialist subject support, such as Booster Maths, Booster English or TEFL lessons.

### **Responsibilities**

The School's Head of Learning Support is responsible for the day-to-day implementation of the policy for SEN at Mowden Hall, working closely with staff, parents and carers, and other agencies. The Head of Learning Support also provides professional guidance to colleagues to secure high quality teaching for pupils with SEND. The Head of Learning Support, along with the Head and Board of Trustees, should play an important role in determining the strategic development of SEND policy and provision in the School. The Head of Learning Support works in close association with the Director of Studies and the Head, as well as all teaching staff.

### **Principle Responsibilities of the Head of Learning Support**

- Maintain the whole school's SEND register
- Support classroom teachers to identify and make provision, through normal classroom differentiation and support, for children with a SEND from Nursery through to the Prep school.
- Work alongside members of the teaching staff, guiding them as to the correct approach to use with individual children. Helping staff to understand where the weaknesses may lie and how best to accommodate these in the classroom situation.
- Providing support to teaching staff, suggesting methods of teaching and providing resources that may be necessary, so that SEND pupils can be fully integrated in the mainstream classroom.
- Contribute to INSET programmes for the whole school.
- Provide specialist multi-sensory teaching, appropriately planned, structured and evaluated to individual pupils with specific learning difficulties, in response to identified needs.
- To arrange the weekly timetable for SEND lessons and display it on the pupils' notice board.
- To help pupils in the department to prepare for the Common Entrance examinations, and to support their applications for scholarships or normal entry to other schools.

- Organise access arrangements for pupils taking examinations, both internally and externally
- To help staff identify any learning difficulties, investigating any suspicions that staff may have before contacting outside agencies.
- To work alongside the staff at Sauveterre when the pupils go out for a term, by producing individual revision programmes and keeping a regular check on their progress.
- Keep colleagues informed of the progress of each child with learning difficulties by providing regular summaries of assessment.
- Inform colleagues of any newly assessed pupils.
- Liaise with external agencies to arrange assessments and tuition.
- Liaise with SENCOs or Heads of Learning Support from other schools when a pupil transfers to their next school, passing on assessment records and reporting pupil's progress and learning characteristics
- Liaise with SENCOs or Heads of Learning Support from other schools if a child with learning difficulties from another school transfers to Mowden
- To liaise with parents throughout the whole process of assessment and decision making on the required level of intervention that is required.
- To maintain close communication with the parents of all children that have been identified as having Specific Learning Difficulty.
- To help parents decide on future schools that may suit the child, with reference to their Special Needs departments.
- To discuss strategies with the parents, which are available, which may help their child.
- To produce written reports for pupils receiving one-to-one support, at the end of each term
- To keep abreast of all legislation that may affect the rights of pupils with SpLDs to access a full curriculum.
- To attend courses and meetings to develop professional knowledge and further understanding of the needs of pupils with SEND.
- Write and regularly update the departmental handbook maintain and display information pertaining to any Booster session on the SEND board in the staff room.

### **English as an Additional Language**

Pupils whose first language is not English follow the school curriculum as much as possible.

Mowden Hall School will take steps to provide opportunities for children to develop and use their home language in play and learning, will support their language development at home, and will ensure that they also have sufficient opportunities to learn and reach a good standard in English language.

Teaching staff always welcome EAL pupils and utilise their knowledge and cultural background to enhance the teaching of a whole group. Staff differentiate tasks they set EAL pupils according to their English acquisition. If necessary they may receive additional support in the classroom by a Gap Assistant, whilst working alongside their peers. Within the classroom there will be the

opportunity to listen to others and EAL pupils will be actively encouraged to join in with discussions.

If they require specific language tuition, then a teacher with a TEFL qualification and appropriate language skills will be employed to teach the child on a one to one basis, with the parent's consent. The pupil will have to be withdrawn from the class for these sessions, which will be arranged between the form teacher and support staff so that the child is not excluded from the same subject lessons each week. The TEFL teacher will monitor and assess an EAL pupil's language development, keeping an ongoing record of development and setting them individual targets.

### **Admission**

Mowden is an inclusive rather than selective school. It does not have an entrance exam. All applications for places at Mowden Hall School will be treated fairly. No child will be refused a place in the school because of their special need, disability, race, gender or background. However, we advise parents of children with SEND to discuss their child's requirements with us during their initial visit to ensure that appropriate support is available and that their needs can be fully supported in the child's best interests.

Admission forms are completed by parents and previous schools. This enables the Head of Learning Support to be aware of pupils entering the School who have already been identified having a SEND and to how much support they have previously required.

Mowden Hall's admissions procedure takes account of pupil's Special Educational Needs.

Please see admissions policy.

### **Identification**

Staff will endeavour to identify pupils with Special Educational Needs as soon as possible. Early intervention is essential.

Identification will be through various channels and age dependent. This could involve admission procedures or documentation from parents or another school; teacher observations and concerns, formal assessment both within class and across the whole school, such as annual literacy or Cognitive Assessment Tasks or through parental concerns.

For pupils who have continuous or pronounced difficulties, the Head of Learning Support will carry out initial testing to ascertain if formal screening is advisable. If deemed beneficial, the Head of Learning Support will contact the pupil's parents and acquire their permission for formal screening to be undertaken by an external consultant.

After the Head of Learning Support receives a written report, they will produce an Assessment Summary which will be published on the school database for all academic staff to access. This will be used by staff to ensure that any differentiation to their teaching and learning material will be made.

## **Provision**

### **In EYFS**

Mowden Hall is aware of the requirement for it to have regard to the 2014 SEN Code of Practice 0 to 25 years, and to meet the needs of children with SEND. Mowden Hall promotes equality and inclusion for children with SEND. This includes removing barriers that prevent children accessing early education and working with parents to give each child support to fulfill their potential.

Mowden Hall does not discriminate against, harass or victimize disabled children, and makes reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them from being put at a substantial disadvantage.

For children with a Special Educational Need or disability in the EYFS who are in receipt of government funding, we follow the framework governing the interpretation of the SEND Code of Practice within Northumberland and the Local Offer.

As outlined in the Assessment, Monitoring and review section of this policy the school has a clear approach to assessing SEND. Assessment at Early Years is made across the seven areas of learning and recorded in the Early Years Profile, which is shared with parents and the DFE. This is particularly helpful for children with SEN and will inform plans for future learning and identify any additional needs for support.

If a child is identified as having SEND, the school will work in partnership with the child's parents and seek early help appropriately to establish the necessary support. For pupils showing signs of developmental delay more specialist assessment may be called from specialist teachers or from health, social services or other agencies beyond the setting.

Assessments will be reviewed regularly to ensure support is matched to needs and shared with parents at review meetings.

There are close links, when necessary, with outside agencies for assessment and advice on planning, delivering and monitoring appropriate programmes. Pupils identified as having special needs will have, depending on their age, an individual target sheet, written and implemented by the class teacher and overseen by the Head of Learning Support. Parents will be given a copy of a pupil's target sheet and be involved in reviewing and monitoring their progress.

The EYFS planning takes into account the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs.

As part of EYFS provision, support may be provided within the classroom or in small groups with a teacher or teaching assistant until it is deemed they no longer require individual help and have overcome their difficulties.

Through on-line learning journals, tracking systems and target setting and in addition to marking, children's progress is continually assessed. Parents have access to the on-line journal and are encouraged to have an active role in their child's learning. Parents are also invited to parent consultations and celebrations of work.

IN EYFS we follow the cycle of action /plan/ do /review to create a graduated response to needs, just as we assess, monitor and review throughout the whole school. Guidelines are available.

### **In Years 1-8**

The class teacher is responsible for ensuring that their teaching is accessible to all pupils in their charge and that they have made all the reasonable adjustments necessary to deliver the curriculum, including those subjects taught outside the confines of a formal classroom. SEND pupils may require an element of differentiation in the delivery or outcome of a class lesson. Class teachers are supported by the Head of Learning Support and information on a child's Assessment Summary. In the younger years (Years 1-3) pupils are predominantly taught by their form teacher. As well as differentiated work, pupils can be supported individually or in small groups within the classroom by a teacher or teaching assistant.

In older years (Years 4-8) pupils can be set for some subjects and/or streamed from Year 6 upwards so all pupils follow the main curriculum within their ability group. Pupils can also be supported individually or in small groups within the classroom by a teacher or teaching assistant.

Pupils requiring Learning Support may receive one-to-one tuition. The amount of lessons they have will depend on their additional needs and vary over time. Children requiring additional one-to-one specialist support are timetabled by the Head of Learning Support on a rotating basis, unless they have been withdrawn from an academic subject, such as Latin, and then their lessons are fixed. This support is provided through withdrawal for individual teaching by the Head of Learning Support.

Special Educational Needs tuition is individually structured and draws on the use of specialist multisensory teaching. Lessons emphasise the need for the child to fully engage with their own learning through a gradual understanding of their strengths as well as self-confidence, self-esteem and a greater enjoyment in the pleasure of learning success.

In the Prep School individual specialist lessons are charged to parents at the end of each term.

### **Individual Target Sheets**

Individual Target Sheets (previously referred to as Individual Education Plans) are a planning, teaching and reviewing tool. These will be used to record the progress of and support for any pupils with significant learning difficulties or disabilities.

In the Pre-Prep, pupils are identified as having learning difficulties if they do not make adequate progress through quality first teaching. Class teachers are responsible for the progress and development of the pupils in their class.

Teachers will adapt the delivery of their lessons and differentiate the work presented to suit the differing learning styles of the individual pupils in their class.

If expected progress is not attained, the School may decide, in collaboration with parents and the SENCO, to place a pupil on the SEN register and adapt a more personalised teaching approach.

This intervention will be recorded on a Pre-Prep Individual Support Plan and will be regularly reviewed to ensure it is meeting the specific needs of the pupil.

This will build up a profile of the support offered to the pupil identified as having SEN in the Pre-Prep.

In the Prep School the Individual Target Sheet should focus on:

- Up to 3 individual targets set to help the pupil's needs and priorities
- Key areas in relation to literacy, communication, Mathematics and aspects of behaviour or physical skills

Individual Target sheets will include:

- termly targets set by the pupil
- termly targets set by the learning support teacher. These should always be SMART ie \*Specific \*Measurable \*Achievable \*Realistic \*Time Bound
- Appropriate teaching strategies which build on the pupil's strengths
- Any specific resources required
- How to measure success and to know a target has been met
- Review outcomes and suggestions for future action

Individual Target sheets will be:

- Set at the beginning of each term
- Reviewed at the end of each term
- Emailed home and parental comments welcomed

### **Assessment, Monitoring and Review**

The School follows the SEND Code of Practice 2014, 0 to 25 years graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

**Assess:** The Head of Learning, along with the form tutor, subject teachers and, in the Prep department, the Director of Studies should clearly analyse a pupil's needs before identifying a child as needing SEND support. Assessment can be through a variety of channels including formal methods such as Cognitive Assessment Tasks scores taken by all pupils in Year 2, 4 and 6; PSTQ regular assessment data for all subjects; annual reading and spelling ages using psychometric tests; and tracking information from the Accelerated Reading scheme.

**Plan:** Parents must be notified wherever it is decided that a pupil is to be provided with SEND support.

**Do:** The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.

**Review:** The effectiveness of the support should be reviewed in line with the agreed date.



### **Working with Parents**

It is widely acknowledged that a positive relationship between school and home is a great benefit to a child with SEND. It is essential to treat parents as key partners in their child's education so that they are able to support their child both in and out of school.

Parents are consulted at every level of intervention. The Head of Learning Support will liaise at all times with parents either directly or indirectly through a form teacher/ head of year group. No action is taken without prior consultation with a pupils' parents. Procedures will be explained to parents in order to develop a close working relationship and so parents can be made aware of the targets being set for their child. Parents should be offered advice about how they can work with their child at home if they so wish. The effectiveness of any intervention will depend upon the level of involvement of parents.

The Head of Learning Support attends all parent evenings and produces termly written reports for pupils receiving specialist one-to-one support.

The Head of Learning Support will keep parents informed about their child's additional support. Parents are welcome at any time to arrange an additional consultation with the Head of Learning Support or teacher responsible for a Booster Group to discuss their child's progress.

### **Transition**

SEND support will include planning and preparing for transition, before a child moves into another setting or school. To support the transition, information should be shared by the current setting with the receiving setting. The current setting should agree with parents the information to be shared as part of the planning process.

### **Access Arrangements for Examinations**

Requests for concessions in Common Entrance Examinations are made to the relevant Head or Registrar and must be fully supported by an appropriate specialist report such as an Educational Psychologist's Report.

The Head of Learning Support, works in conjunction with the Director of Studies to organise and invigilate all external and internal exams for pupils on the school's SEND Register or whose mother tongue is not English who require additional time, reader, scribe or use of a word processor.

### **Staff Training**

Both the Head of Learning Support and nominated SEND teacher in the Pre-Prep attend continuous professional development courses as required to ensure the SEND department is aware of any procedure, legislation or research developments that may affect policy or teaching practice.

Where possible, any staff development needs will be identified and addressed.

When required, the Head of Learning Support plans and implements staff training and is responsible for new teaching staff and gap assistant induction regarding SEND issues.

### **Medical Support**

Please see the school's Medical Policy, First Aid and Safeguarding Policy.

### **Accessibility**

Please see the the Mowden Hall Accessibility Policy

### **Complaints**

Please see the School's Complaints Policy

### **School Trips**

Mowden Hall's event specific risk assessment will highlight and take into account pupil's Special Educational Needs and Disabilities.

Please see Mowden Hall's Educational Visits Policy.

### **Discipline**

At Mowden Hall we ensure that any punishment is proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of any Special Educational Needs or Disability a pupil may have.

Please see Mowden Hall's Behaviour and Discipline Policy.

### **Review**

This policy will be monitored and reviewed annually in order to ensure continued effectiveness.

This policy, which relates to the whole school, should be read in conjunction with the Mowden SEND Register. For more detailed information please see the Mowden SEND Departmental handbook.