



Policy on Special Educational Needs and Disability - SEND (Whole School including EYFS)

Independent Day School for Boys and Girls

Our Lady of Sion School

Last Reviewed: May 2021

Frequency of Review: Annual

Next Review Due: May 2022

1. INTRODUCTION

This policy demonstrates compliance with the statutory requirements laid out in the *Special Educational Needs and Disability Code of Practice (2015)* which provides statutory guidance on duties, policies and procedures relating to Part 3 of the *Children and Families Act 2014*, and the *Equality Act 2010*, and can be found on the DFES website at www.gov.uk/government/send-code-of-practice-0-to-25.

This SEND policy explains how Our Lady of Sion School will identify and support pupils with special educational needs (SEN) and disabilities.

(From 1 September 2014, Education Health and Care Plans (EHCPs) replaced Statements of Special Educational Need (SEN). EHC Plans have the same legal status as Statements of SEN).

The aims of this policy are to promote good practice in our detection and management of special educational needs and to explain the support we can provide for children who have SEND.

This policy should be read in conjunction with:

The Teaching and Learning policy

The Curriculum policy

The Safeguarding policy

Disability Policy

Equal Treatment Policy

EAL Policy

2. SPECIAL EDUCATIONAL NEEDS AND DISABILITY

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015) explains that a pupil has special educational needs (SEN) if:

- They have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age, and
- They require special educational provision to be made.

There are four main areas of SEN:

- communication and interaction needs
- cognition and learning difficulties
- social, emotional and mental health difficulties
- sensory and/or physical needs

A disability is described in law (the *Equality Act 2010*) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

3. OUR AIMS

Our Lady of Sion School is a mainstream independent School with high academic standards which accepts boys and girls from the age of three years. To provide the very best academic tuition and support, we carry out screening tests on each pupil, in order to detect any signs of learning need where apparent from the test results. Treating every child as an individual is important to us, and we endeavour to provide all students with a high quality learning experience. However, our facilities for specialist support are limited. Parents of a child with special educational needs or learning difficulty are advised to inform us when applying to sit our entrance exam so that we can make reasonable adjustments for him/her. Where appropriate, parents are encouraged to provide a copy of an Educational Psychologist's report, a medical report or a specialist teacher's report.

Our Lady of Sion School believes very strongly that every child here should feel valued and included in the school community. We have high aspirations for all of our pupils, and therefore when working young people with SEN and disabilities, we will always work to provide them with a broad and balanced curriculum, with high quality learning that is differentiated to their needs, so that high-quality learning can be accessed, progress is made and potential is reached.

At Our Lady of Sion School, it is essential that we:

- Communicate regularly and openly with all staff involved with the child. A home-school book is helpful where a child may be unable to communicate accurately or has difficulty expressing feelings and emotions;
- Involve all staff. Make sure all who come into contact with the child, eg lunch-time supervisors, support staff et al, understand his or her needs and how to respond;
- Provide a quiet area or time out place for children who may become stressed during the day. The child should know that the use of such an area is to facilitate not punish;
- Be consistent when applying rules; and remind and rehearse them regularly;
- Reinforce oral instructions and communication with visual and tangible support;
- Use visual prompts where necessary, such as a visual timetable;
- Consider how the child will access the curriculum. Think about: teaching and learning objectives, appropriate support, allowing extra time and the style of delivery - does it suit all learning styles?
- Constantly revise and reinforce learning;
- Help children build friendships; use peer mentoring, buddies, etc;
- Provide good role models. Make use of other children and staff to provide good role models;
- Encourage communication between children and adults and between children themselves;
- Celebrate differences and help other children to recognise and celebrate those differences too;
- Support should facilitate independence, not impede it;
- We all have good and bad days, highs and lows. A good teacher will help the child to understand that a bad lesson or day can be turned around.
- Growth mind-set language should be part of the school culture and support resilient learners;
- Create an atmosphere of encouragement and acceptance in which all pupils can thrive;
- Be sensitive to individual pupils' needs and celebrate achievements;
- Enable each pupil to take part and contribute fully to school life;

- work in partnership with parents to support children's learning and health needs;
- Provide quality training for staff that enables them to support pupils with SEN and disabilities.

We want all of our pupils to develop a positive view of themselves so that they can become confident individuals and go on to live fulfilling lives by making a successful transition into adulthood. We will endeavour to fully involve our pupils with SEN and disabilities in all decisions that affect them, so that they can help us to identify what works for them and reflect on what doesn't. The child's voice must be heard as we all work together to support in accordance with the individual needs.

4. OBJECTIVES OF THE SCHOOL'S SEND POLICY

Our Lady of Sion School will do its best to ensure that the right provision is made for each pupil with special educational needs and disabilities. We are committed to discovering and providing the best learning conditions for each pupil.

In implementing this policy, our goals are:

- To apply a whole school policy to meet each child's individual needs following the guidelines of the Special Educational Needs and Disability Code of Practice: 0-25 years (2015);
- To identify as early as possible those children who have a specific educational need;
- To identify barriers to learning and participation, and to provide appropriately to meet a diversity of needs;
- To ensure that all staff are aware of each child's needs and are provided with appropriate support so that such needs are met in all areas of the curriculum;
- To use the expertise of staff and the resources available to plan and deliver an appropriate curriculum;
- To ensure that tasks and activities are differentiated to meet the needs of all abilities;
- To ensure that reasonable adjustments are made to meet the needs of all abilities;
- To ensure that children's records include information relating to their individual needs and record the interventions that have been provided as well as their outcomes;
- To ensure that pupils are given high aspirations in their learning; to seek their views about their learning, their progress and their school experience;
- To provide pastoral care and support in order to promote a positive self-image and self-worth of all children in the school;
- To regularly review and evaluate children's progress and to work in partnership with parents and children throughout the entire process;
- To ensure the involvement of all support and child health agencies in a multi-disciplinary approach to special needs;
- To ensure that all children have equal opportunities to experience all aspects of school life and ensure that children with special needs do not stand out as different from other pupils.

5. ADMISSION

Our Lady of Sion School requires all prospective pupils to sit an entrance-exam. Due to the nature of our academic focus, it is unlikely that we would accept children with severe special needs due to the demanding curriculum and high academic expectations. However, pupils with mild special needs including, for example, those formally diagnosed with dyslexia or dyspraxia may be accepted, as will those who have been identified with special needs during their time at Our Lady of Sion Junior School when transitioning to the Senior School. We will aim to provide the best possible education for each child if it is felt that Our Lady of Sion School is the best place to meet the needs of that child.

Prior to admission, we would expect a child to spend some time in our classrooms, experiencing Sion education for a day or two so that we can fully assess that we would be the correct setting for the individual. We would also request academic reports, school references and information such as SEN reports/Education Psychologist reports to ensure that we would be the most appropriate setting for the child.

It may also be necessary for the SENCO to provide parents with information as to where formal assessments can be carried out during their first term/year at Our Lady of Sion School if this has not been done prior to admission.

6. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

On entry to Our Lady of Sion School, our SENCO meets each student with SEND together with his/her parents to discuss their understanding of their difficulties. The SENCO proposes strategies, taking into account recommendations in Educational Psychologists' Reports or medical notes. With the Learning Support Assistant, the SENCO disseminates relevant information to teaching staff and assists with the adjustment of teaching and learning for the students concerned. The Learning Support team work closely with the Assistant Head (Academic), Academic Head Head of Junior School and Deputy Headteacher at all times.

All students joining the Senior School are screened for LDD using Lucid Rapid early in their first term. Any weaknesses highlighted may be further investigated using computerised assessment tools such as LUCID Exact and LUCID Recall which can then be followed up by more detailed psychometric tests including CTOPP2, WIATIII and DASH. These assessments are suitable to qualify students to access exam arrangements in the case of qualifying scores. We may on occasions recommend that pupils with suspected learning difficulties should then be assessed by a specialist in order to gain a formal diagnosis if this is something they and their parents' desire. The SENCO and the Learning Support Assistant organise and run support groups for students who experience specific learning difficulties, including but not limited to reading, writing, essay skills, self-image and motivation and study skills. They work on a one-to-one basis with students, inside and outside the classroom as considered appropriate, and liaise with parents in order to help the child to overcome the barriers that his/her difficulties present. Parents will be asked to fund this support in addition to school fees.

All students joining the Junior School will have visited the School and been assessed formally/informally (see Admissions Policy) by the Junior School Senior Teacher.

Students in the Junior School are screened in Years 2-4 using the Lucid Rapid programme which assesses working memory and phonological processing. Students can be screened apart from these

times in response to teacher, student or parental request. Weak scores in any area of the screener results will be followed by further assessments with an assessment such as CTOPP2. Children are closely monitored by the Class Teachers. Where suspected specific learning difficulties arise these are then brought to the attention of the Senior Teacher and SENCO.

Areas of concern may be targeted in an ILP in order to address specific difficulties. If a learning need is suspected the SENCO will run assessments to clarify strengths and weaknesses as appropriate. Student assessment scores such as PTE and PTM will also be taken into account. The SENCO and Class Teacher may in some cases discuss with parents whether it might be helpful to seek further assistance from medical professionals / educational psychologists / specialists in order to gain a formal diagnosis. The SENCO will work on a one to-one basis with students, inside and outside the classroom as considered appropriate, liaising with parents in order to help the child to overcome the barriers that his/her difficulties present. Parents will be asked to fund this support in addition to school fees.

In Early Years, where a child appears to be behind expected levels, information is gathered and 'early help' is sought according to the SEND Code 2015 as appropriate.

Our teachers are responsible and accountable for the development and progress of the pupils in their class, and we have systems in place to ensure that special educational needs are identified as soon as possible. We start by:

- providing teaching that is of a high quality;
- Ensuring that the curriculum is accessible to all learners through differentiated tasks and resources;
- regularly assessing our pupils' progress and targeting areas of difficulty;

A child's needs may become apparent through:

- admission procedures;
- teachers' observations within the classroom;
- screening procedures;
- expression of parental concerns.

Where a teacher has identified a concern regarding a child, they contact the SENCO and the Assistant Headteacher (Academic). The SENCO will then, as appropriate, discuss the teacher's concerns with the teacher, observe the child and determine whether an educational assessment is required. Parents will be informed of any concerns raised and proposed interventions so that open communication ensues from the outset.

Following an assessment and the identification of specific needs, and if it is decided that a pupil requires special educational provision – provision that is additional to and different from that which is available to other pupils in the school, the pupil will be placed on the SEND Register, and a programme of 'school support' or 'monitoring' established. Parents will be informed by the SENCO, when this happens, and staff will be available to discuss concerns with parents. The Assistant Headteacher will always be included in all

communication and the Headteacher will be updated too, to enable a full picture of student needs to always be available to the leaders of the school. A record of concerns raised and subsequent actions will be recorded by the SENCO and a summary of this will be added to the academic concerns area of CPOMS.

7. SUPPORTING PUPILS WITH SEN

At Our Lady of Sion School, we employ the graduated response when supporting students with SEN and disabilities. It helps us to learn more about the pupil and about what helps them to make good progress. The four parts of this approach are as follows:

1. **Assess** – as already outlined above, we assess the pupil's needs, listening to the views of the pupil, parents, teachers and other professionals as we do so.
2. **Plan** – the teacher and SENCO will plan the support needed, involving the pupil and their parents. A review date will be agreed. The Assistant Headteacher (Academic) will be oversee this process and ensure that the Headteacher remains informed and updated.
3. **Do** – the SENCO will help the teachers to support the pupil. They will think about the pupil's strengths and areas for development and how best to help them. They will also work with any teaching assistants or specialist staff involved.
4. **Review** – everyone, including the pupil and their parents, will decide how effective the support has been. We will then adapt the support in light of the pupil's progress.

Where it has been identified that extra support is necessary for the child to access the mainstream curriculum, parents may be asked to grant permission for an educational screening assessment of the child's needs, conducted by the SENCO. Parents may elect to have their child assessed by an educational psychologist if further investigation into difficulties and needs are required. Results of all assessments will be shared with the parents and relevant teaching staff to discuss the way forward.

After discussion with all parties, additional 'school support', either on a short- or long-term basis, may be recommended and targets in the form of an Individual Learning Plan (ILP) for the child will be established.

Where appropriate, additional support from the SENCO or a qualified Learning Support Assistant will be provided as a package. Parents will be asked to fund this support in addition to school fees. This support may be one to one out of class, in a small group, or within the classroom setting. The level of support will be regularly reviewed and modified to suit the needs of the child.

The school will work with relevant external agencies (e.g. Educational Psychologists, Speech and Language Therapists, or Occupational Therapists) to support individual needs.

8. COMING OFF THE SEN REGISTER

A pupil will be removed from the SEN Register for 'school support' if it is decided that they have made sufficient progress and are able to access the curriculum successfully. However, they will remain on the 'monitoring' list in case any issues arise. Some pupils may dip in and out of 'school support' and parents will be consulted at each stage.

ICT

ICT has a valuable contribution to make to the learning experiences of pupils with SEND as it can encourage pupils and enable them to:

- express themselves more effectively by providing tools that help them to overcome their difficulties;
- make learning more multisensory;
- explore and investigate by stimulating interest and enhancing problem-solving abilities;
- consolidate skills in an enjoyable and rewarding way;
- enhance the presentation of their work.

Laptops can be used for certain classroom tasks if the need has been identified by an Educational Psychologist. These pupils need to have competent keyboard skills and will be encouraged to practice touch-typing on a regular basis. We are happy to arrange for children to use laptop computers and/or tablets in classes as and where this is recommended, for example in an Educational Psychologist's Report. See separate laptop policy available from SENCO and/or the Examinations Officer.

The Examinations Officer holds a small number of laptops for the specific use of children with access arrangements in examinations.

9. EXAM ARRANGEMENTS FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The following arrangements can be made, subject to meeting certain criteria:

Additional Time

Additional time of up to 25% is usually only given to children who have been formally assessed by an Educational Psychologist.

Other arrangements:

- Children with reading difficulties:

A reader may be used on a 1:1 basis with pupils when recommended by an Educational Psychologist.

- Children with writing difficulties:

Scribe

A scribe can be provided when a child is:

- physically able to write, but writes very slowly, with a writing speed of 10 words or fewer per minute;
- physically able to write but finds writing very difficult;
- used to having this support in class;
- This option can only be used once the options of transcription or the use of a word processor have been considered and discounted.

Using Transcripts

- Transcripts may be used for all or part of the paper if the child's writing is difficult to read.

Using Word Processors/Laptops

- Word processors/Laptops may be used by children who normally use them as part of classroom practice. During the exam, tools that help with punctuation, grammar and spell checkers must be switched off unless otherwise specified by an Educational Psychologist's report.

The above options can only be used in examinations if they are part of normal classroom practice.

Children with concentration or focus difficulties:

- Children on the SEND List may also sit their exams in a separate room where the low-key environment may reduce some of the pressure they might otherwise experience.
- Children may also be allowed to have a rest break during an exam, but without allowing extra time.

10. RECORD KEEPING

Detailed records are kept of all children placed on the SEND List to record all actions taken, assessments performed and ongoing progress. These records are important as part of the ongoing monitoring of a child and provide evidence for the Termly review of progress towards achieving their targets. The SENCO maintains these vital records.

11. STORING AND MANAGING INFORMATION

All data including electronically stored data is subject to GDPR. All paper records will be held in line with the school's policy/protocol on security of information.

12. HOME/SCHOOL PARTNERSHIP

Parents are regularly updated on their child's progress by the SENCO in meetings and by email. Formal review meetings will be arranged by the SENCO and these are normally termly. The SENCO will usually be present at Parents' Evenings for consultation, but update meetings are not restricted to these calendared times and parents are welcome to communicate as and when is necessary.

Parents will be given guidance on how to assist their child with work at home and will be encouraged to build up their child's confidence and self-esteem.

13. WITHDRAWAL

We reserve the right, following consultation with you, to ask or require you to withdraw your child from the School if, in our opinion after making all reasonable adjustments and exhausting appropriate strategies:

- Your child is in need of a formal assessment, additional specialist teaching, learning support or medication to which you do not consent;
- You have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of your child's learning difficulties;
- Your child's learning difficulties require a level of support or medication which, in the professional judgment of the Headteacher, the School is unable to provide, manage or arrange;
- Your child has special educational needs that make it unlikely he / she will be able to benefit sufficiently from the mainstream education and facilities which we provide.

Alternative placement: In any of these circumstances we will do what is reasonable to help you to find an alternative placement which will provide your child with the necessary level of teaching and support.

Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of your child will be credited to your account.

14. COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and swift action. If at any point a parent has concerns about how their child's needs are being met, they should firstly contact their child's class teacher, form tutor or subject teacher as appropriate. For specific concerns or complaints about SEND provision, please contact Denise Caruana (SENCO) in the first instance (caruanad@sionschool.org.uk).

If a parent feels that their concern or complaint has not been dealt with satisfactorily, an appointment can be made to speak to the Headteacher or any other member of the Senior Leadership Team. A copy of the school's Complaints Policy can be obtained from the school's website

Appendix A: SEND ASSESSMENT AND PROVISION PROCESS OVERVIEW



