

Dunhurst & Dunannie Special Educational Needs (SEND) Policy

INCLUDING EYFS

Implementation date: Autumn 2015
Date/term of last review: Spring 2022

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Review body (individual or group)	Head of Learning Support, Dunhurst and Dunannie
Approval Body	The Governors and Heads
ISI Regulatory Paragraph Number	389
Next Review Period	Spring 2023

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Special Educational Needs

Introduction

This policy has been written with reference to the statutory requirement laid out in the SEND Code of Practice (CoP) 0 – 25 (July 2014) and the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Bedales Safeguarding Policy
- Bedales Disability Policy and Accessibility Plan
- Bedales Admissions Policy
- ISI Regulations (March 2015)

Bedales Schools

At Bedales Schools, we aim to nurture individuality, initiative and enquiring minds. Our founder, J H Badley, wanted to educate the whole person – ‘Head, Hand and Heart’. The three Bedales schools, Dunannie, Dunhurst and Bedales, are a close-knit community in which staff, children and parents work together to realise each child’s potential.

Bedales is a selective school. The Dunhurst selection process involves tests in Maths, English and the computer based Lucid LASS dyslexia-screening; interviews, informal assessment within the classroom and a review of application documentation. It is recognised that all children have individual needs, and in most cases, these are met through good classroom practice. Some children have additional support needs because of Special Educational Needs (SEN) or a Disability. An important aspect of the Three Schools’ philosophy is the knowledge that SEN and Disability are completely independent of ability in general. High aspirations are held for all children. The whole staff are responsible for educating all Dunannie and Dunhurst children, including those identified as having a Disability or SEN.

Definition of Special Educational Needs (SEN) and Disability

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age’ (CoP, 6.15).

The SEND Code of Practice (2014) defines four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs (CoP, 6.28-35)

Children or young people often have complex needs that may lie within more than one of these areas and their needs may change over time.

Disability

Children and young people who have SEN may have a disability, 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.’* (Equality Act 2010).

‘Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.’ (CoP, xviii)

The Dunhurst Head of Learning Support is part of the Three Schools Disability Policy Review Committee, which meets annually to review the Disability Policy and Accessibility Plan.

Aims and Objectives

The Objectives of our SEN(D) Policy reflect the basic ethos Head, Hand, Heart shared by the three Bedales Schools. We recognise that children should be valued for their individuality. We help each child grow and

develop to maximise their full potential, in education, personal and moral aspects. They are encouraged to use their individual skills for the common good.

We work together as a community to meet the needs of each child (CoP, 6.36). We use our best endeavours to ensure that appropriate provision is made for any pupil who has SEN(D) and that their needs are made known to all staff in the community.

Aims (CoP, 6.1)

1. To identify pupils with SEN(D) as early as possible and ensure that all their needs are met.
2. To ensure that every pupil achieves the highest standards possible through tailoring learning to individual need, interest and aptitude.
3. To encourage pupils to develop confidence and recognise value in their own contributions to their learning giving them a high self-esteem.
4. To raise the aspirations of and expectations for all pupils with SEN(D).
5. To support children to be able to learn to manage their own emotional responses and develop emotional resilience.
6. To promote equal opportunities for all children whatever their gender, background, race or abilities.

Objectives

1. To identify and provide for pupils who have SEN(D)
2. To work within the guidance provided in the SEN(D) Code of Practice, July 2014.
3. To operate a *'whole pupil, whole school'* approach to the management and provision of support for SEN(D).
4. To provide a SENDCo who will work with the SEN(D) Policy.
5. To ensure access to the curriculum for all pupils.
6. To ensure that every teacher is a teacher of every child, including those with SEN(D).
7. To provide support and advice on SEN(D) for all staff.
8. To encourage pupils to be aware of their ILP targets and to share in the review of their progress.
9. To develop and maintain partnership and high levels of engagement with parents.

Identifying Special Educational Needs and Disability

Dunhurst and Dunannie Schools recognise that early intervention improves long-term outcomes for the child or young person. The triggers for intervention will be concern, underpinned by evidence, about the child's progress. This takes into consideration that despite differentiated learning opportunities and/or additional support:

- Progress is significantly slower than that of their peers starting from the same baseline.
- Outcomes fail to match or better the child's previous rate of progress.
- Differentiated work fails to close the attainment gap between the child and their peers, therefore widening the attainment gap (CoP, 6.17)

We also recognise that other factors may affect an individual's progress and attainment, but these are not considered SEN. For example:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Disruption caused by frequent relocation

A graduated approach to SEN(D) support

The progress of every pupil in the school is tracked by class teachers, heads of departments, and tutors throughout the year using a range of information including:

- Formative assessment: observation in class and monitoring of work
- Summative assessment
- Half termly reviews & reports
- Day to day contact providing an overview of pupils' academic work and social interaction

Dunhurst and Dunannie Schools operate a graduated response to identifying and providing support for children with SEN(D) which will be underpinned by the '*Assess, Plan, Do, Review*' cycle (CoP, 6.45-6.56) recorded on an Individual Learning Plan (ILP). At Dunannie and Dunhurst class teachers and LS teachers review ILPs termly and new targets are set and shared with all teachers, pupils and parents.

Levels of SEN Support

SEN(D) Support Level 1: Watch List

Where a pupil's data shows no or persistently slow progress for more than one term in one or more subject area, this will trigger an action to move them onto the SEN Watch List. The class teachers will consider the needs of these children as part of High Quality First Wave Teaching and provide differentiated learning.

SEN(D) Support Level 1: Raising Concern

If after review, a pupil on the Watch list continues not to make progress or a parent/member of staff have raised concerns about a child, a meeting will follow between the class teacher and Head of LS. In consultation with parents, this will identify the pupil's strengths, weaknesses, and next steps required.

SEN(D) Support Level 2

When a pupil is identified as needing extra one to one provision, they will be entered on the SEN Support register at Level 2. The class teacher and support staff will provide interventions that are additional to those provided as part of the school's differentiated curriculum. The class teacher on a Provision Map or Individual Learning Plan (ILP) will record the class strategies, which are put in place to enable pupils to progress. This information will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the pupil's needs and have been discussed with the pupil and the parents. This information is reviewed termly and wherever possible the pupil will take part in the review process and be involved in setting the targets.

SEN(D) Support Level 3

When there is evidence that a pupil is making insufficient progress despite additional intervention, further advice, support may be sought from outside professionals, and they will be entered on the SEN Support register at Level 3. The Head of Learning Support and colleagues in consultation with parents, at a review of the pupil's progress, may request a referral to external professionals, such as, an Educational Psychologist, Speech and Language Therapist, Occupational Therapist. External professionals will assess the pupil to provide specialist advice to inform planning, give advice on the use of new or specialist strategies and resources and in some cases provide specialist support for particular activities. Children will continue to have their provision planned and recorded on a Provision Map or ILP by the class teacher.

*Appendix A: Assessment & Tracking

*Appendix B: SEN Support Criteria

*Appendix C: Individual Learning Plan

Charging

There is a charge for Learning Support at the three Bedales Schools. See Fees and Charging Structure on the Bedales Website – 'Learning Support' page for more information.

Education Health Care Plan (EHCP)

If the pupil has demonstrated significant cause for concern over a period, with SEN Support at Level 3, the school will consult with parents to consider requesting an Education, Health and Care needs assessment (EHCP). Parents or the school can request a statutory assessment. The Local Authority will consider whether it will proceed with a statutory assessment.

Annual Review of the EHCP

All EHCPs must be reviewed annually with the parents/carers, the pupil, the LA, the school and other professionals involved. The class teachers and/or support staff will be expected to attend these meetings. At the Annual Review the ILP will be reviewed and any necessary amendments made to the description of the pupil's needs or to the special provision specified in the EHCP. This review will focus on the achievements as well as the difficulties encountered.

Roles and responsibilities

Governors

The Governors on the Education Committee are responsible for SEN at the three Bedales Schools. The Governing body will ensure that it makes provision for all pupils with SEN by allocating appropriate resources within the school, based on an audit of need. In addition, under the Children's and Families Act 2014 (S.66) the Governing body must use their 'best endeavours' to actively monitor special educational provision within the school.

Head

The Head teacher in each school has responsibility for the day-to-day management of all aspects of the school, including the provision for children and young people with SEN. Andy Wiggins, the Director of Teaching and Learning is the advocate for SEN on the Dunhurst Senior Management Team. Fiona Read is the advocate for SEN for Dunannie. Responsibilities for SEN are met through the close collaboration of the Senior Management Team and Head of Learning Support in the early identification and subsequent provision for pupils with any educational needs not met by the Bedales curriculum.

Learning Support Coordinator / Head of Learning Support

The Head of Learning Support is responsible for the day-to-day operation of provision made by the school for pupils with SEN (CoP, 6.84 – 6.94). The Head of Learning Support provides professional guidance in the area of SEN Support in order to support High Quality Teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

To provide continuity of administration and liaison, the Head of Learning Support has a reduced teaching commitment in order to allow for a suitable amount of time in which to plan, monitor and evaluate SEN provision throughout the school.

The Head of Learning Support for Dunhurst and Dunannie holds Qualified Teacher Status and has additional specialist post-graduate teaching qualifications (MA Education).

Teachers

The pupil's teacher will remain responsible for working with the pupil on a daily basis and for assessing, planning, delivering and reviewing individualised or group programmes. High Quality Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN (CoP 6.37).

Teachers will be responsible for setting, recording and reviewing targets on the ILP.

Support Staff (Teaching Assistants)

Support Staff work under the direction of the Deputy Head Academic, Head of Learning Support or class teachers. They attend fortnightly meetings with the Head of Learning Support and assist in the identification of individual needs in the classroom and help to provide effective learning strategies for pupils in class, in small groups or on a one to one basis.

Parents/Carers

Parents/Carers are consulted and kept informed of progress, through regular meetings and written reports. Parents are made aware of the importance of their role in supporting their child. Parents/Carers are responsible, at the time of application to school, to disclose any previous assessment of their child, regarding learning and other difficulties.

Pupils

We want to involve all children in their own education. Children are encouraged to understand the nature of their learning profile by being made aware of their targets and teacher review comments in their ILP.

Supporting pupils and families

We encourage a partnership between the child, the parent and the school. In the event of the need to use outside agencies to support or assess a child, parents will be notified of this in advance and asked for their permission for this involvement to be initiated. Parents may request an assessment for their child if they are concerned.

All three Learning Support departments at Bedales Schools work closely together and transition from school to school is supported through regular meetings and sharing of information.

Arrangements for Consideration of Complaints

Please see the school complaints process.

Liaison

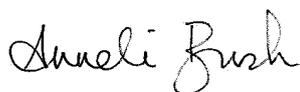
The school makes use of the following additional services:

- Educational Psychologists
- Optometrist
- Speech and Language Therapist
- Occupational Therapist
- Child and family therapist
- Hampshire Early Years Team

Monitoring and Review

This policy will be reviewed annually.

Reviewed: **Anneli Bush** (HoD LS Dunhurst and Dunannie)



Date: 7/01/2022

Next Review Date: Spring 2023

Appendices

- A. Assessment and Tracking
- B. SEN Support Criteria
- C. Individual Learning Plan

Appendix A: Assessments & Tracking Available to use - Dunannie

Dunannie	Nursery & Reception	
All Development	Early Years Education Profile Standards & Testing Agency (2014)	Dunannie EYFS
	Development Matters in the Early Years British Association for Early Years Childhood Education (2014)	Dunannie EYFS
Dunannie	Y1 – Y3	
Phonics/Reading Word Recognition	Word Recognition & Phonic Skills (WRaPS3) 3 rd Edition Hodder (2008)	Dunannie LS
Reading	Reading Progress Test Hodder (1997)	Dunannie LS
	Salford Standard Reading test (SSRT) Hodder (2012)	Dunannie LS
Spelling	Graded Word Spelling Test (GWST) Vernon 3 rd Edition Hodder (2006)	Dunannie LS
	Diagnostic spelling tests (Hodder)	Dunannie LS
CoPS	LUCID Rapid. (Annual Licence) LUCID Cops (Annual licence)	Dunannie LS
Verbal Ability	British Picture Vocabulary Scales 3 (BPVS) GL Assessment (2009)	Dunannie LS
Mathematics	Big Maths Andrell Education Ltd. (2013)	Dunannie LS
	Rising Stars Cornwall Learning (2013)	Dunannie LS

* See the full Assessment & Tracking Grids in the Dunannie Assessment Policy

Appendix A: Assessment and Tracking – Available to use Dunhurst

Dunhurst Whole School:

INCAS – Groups (Reading, Maths, Developed Ability)
MidYIS - Blocks (vocabulary, Maths, Non Verbal, Skills)
Group Reading Test (GL Assessment) – Groups and Blocks
Single Word Spelling Test (GL Assessment) – Groups and Blocks
In-house Maths department diagnostic assessment – Groups and Blocks
Pupil reviews
Levelled work (English)

Academic Support Department:

Schonell Graded Word Reading Test
Lucid Lass/Lucid Exact
Helen Arkell Spelling Test 2 (HAST 2)
Diagnostic Spelling Test (Hodder)
NARA II (Neale Analysis of Reading Ability) – Groups
ACCESS Reading Test (Groups and Blocks)
ACCESS Maths test (Groups and Blocks)
York Analysis of Reading for Comprehension Primary and Secondary – Groups and Blocks
Helen Arkell Access Reading Comprehension – Groups and Blocks
Oxford Placement Test (Grammar) – EAL
York Analysis of Reading for Comprehension Primary - EAL

Appendix B: SEN Support Criteria - Dunannie & Dunhurst

Level 1 SEN Support / Wave 1

Monitor:

- When a child/young person shows no or persistently slow progress for more than one term
- Staff will consider the needs of the child/young person as part of High Quality Teaching (HQT) and targeted intervention

Year 1-3 / Groups 1-3 / Blocks 1-2

- Guide Standardised Score (SS) >100

EYFS

- Child not 'achieving' at their age band in a Prime Area of Development Matters

Raising Concern:

- When a child on 'Monitor' does not make progress for more than one term following Level 1 SEN Support
- Staff will complete a Referral form to identify the child/young person's strengths, weaknesses, areas giving cause for concern
- Staff will meet with parents to discuss the information gathered on the Referral form and will decide if further assessment and/or support is required

Year 1-3 / Groups 1-3 / Blocks 1-2

- Guide Standardized Score (SS) >90
- A discrepancy of 20+ points between scores : Reading; Spelling; Non-verbal & Verbal Ability

EYFS

- Child continues not to make progress and not 'achieving' at their age band in a Prime Area of Development Matters

Level 2 SEN Support/ Wave 2

- When there is evidence following a teacher Raising Concern that the child/young person is making insufficient progress despite HQT and Level 1 intervention in class
- Further Teachers Assessment of the child/young person's ability will be made if required
- The child/young person will receive 1:1 or and/or small group intervention and an Individual Learning Plan (ILP)/Individual Behaviour Management Plan (IBMP) will be written by class teachers and the LSCo/HoAS and shared with parents. Where possible and appropriate the child/young person will take part in the planning process
- The child/young person will be identified on class planning with differentiated activities linked to their level of ability and next step of learning

Year 1-3 / Groups 1-3 / Blocks 1-2

- Guide Standardised Score (SS) 85 – 90
- A discrepancy of 20+ points between scores : Reading; Spelling; Non-verbal & Verbal Ability

EYFS

- The child's development is not age appropriate and/or consistent with their peers
- Guide EYFS Development Matters: If a child is within two months of the end of the age band in a Prime Area of Development Matters and development is not yet within the band or judged to be 'emerging' than a judgement of 'risk of delay' would be appropriate

Level 3 SEN Support/ Wave 3:

- When there is evidence that the child/young person is making insufficient progress despite significant support and intervention at Level 2
- Further advice and support may be sought from outside professionals (SaLT; OT; EP; PBS)
- The child/young person will receive 1:1 or and/or small group intervention and an ILP/IBMP will be written by class teachers and LSCo/HoAS and shared with parents. Where possible and appropriate the child/young person will take part in the planning process
- The child/young person will be identified on class planning with differentiated activities linked to their level of ability and next step of learning

Year 1-3 / Groups 1-3 / Blocks 1-2

- Guide Standardised Score (SS) 85 or below
- A discrepancy of 20+ points between scores : Reading; Spelling; Non-verbal & Verbal Ability

EYFS

- The child's development is not age appropriate and/or consistent with their peers
- Guide EYFS Development Matters: If a child is 2 age bands behind their chronological age in a Prime Area of Development Matters

Appendix C: Individual Learning Plan (ILP)

Teachers are responsible for setting, recording and reviewing targets on ILPs. ILPs are produced each term and targets are shared with parents. Children take part in the target-setting process.

Targets are:

- Specific
- Measurable
- Attainable
- Relevant
- Time-bound

Appendix C: Individual Learning Plan (ILP) – Dunannie

Photo	Name:	Date:	Teacher:
	Area of difficulty:	Review Date:	TA:
Things I am doing well with or how I <u>have got on</u> with my previous targets:		Who's going to help me at school?	
Things I am finding hard:		Further Actions/Reports since last review:	
What helps me?			
My Targets:		What can I do at home?	
	Signed Child:	Parent:	Teacher:

