

Bedales Prep and Pre-prep Dunhurst and Dunannie Special Educational Needs (SEN) Policy Including EYFS

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Dunannie and Dunhurst

Special Educational Needs (SEN) Policy

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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.

Special Educational Needs (SEN) Policy

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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

Definition of Special Educational Needs (SEN) and Disability

SEN

‘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)

Aims and Objectives

The Objectives of our SEN Policy reflect the basic ethos 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 which means that every teacher is a teacher of every child or young person, including those with SEN (CoP, 6.36). We use our best endeavours to ensure that appropriate provision is made for any pupil who has SEN and that their needs are made known to all staff in the community.

Aims (CoP, 6.1)

1. To identify pupils with SEN 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.
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
2. To work within the guidance provided in the SEND Code of Practice, July 2014.
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for SEN.
4. To provide a SENCo who will work with the SEN 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.
7. To provide support and advice on SEN for all staff.
8. To encourage pupils to participate in the decision making processes and contribute to the assessment, target setting and review of their needs.
9. To develop and maintain partnership and high levels of engagement with parents.

Identifying Special Educational Needs

Bedales Prep and Pre-prep (Dunhurst and Dunannie) Schools recognise that early intervention improves long term outcomes for the child or young person. There is no need for pupils to be registered or identified as having SEN unless the school is taking additional or different action. The triggers for intervention will be concern, underpinned by evidence, about a child whose progress, and despite differentiated learning opportunities and/or additional support:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap (CoP, 6.17)

We also recognise that there are numerous factors that may impact on progress and attainment but 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 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

Bedales Prep and Pre-prep (Dunhurst and Dunannie) Schools operate a graduated response to identifying and providing support for children with SEN 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/AS teachers review ILPs termly and new targets are set and shared with all teachers, pupils and parents.

Levels of SEN Support

SEN Support Level 1: Watching List

Where a pupil's data shows no or persistently slow progress for more than one term in one or more subject areas of reading, writing or maths (and they have not already been identified as being a pupil with SEN), this will trigger an action to move them onto the SEN Watching List.

The class teachers will consider the needs of these children as part of High Quality Teaching and targeted intervention for one term.

SEN Support Level 1: Raising Concern

If after one term, a pupil on the watching list continues not to make progress or a parent/member of staff have raised concerns about a child, following a meeting between the class teacher and Head of LS/AS a form will be completed to identify the pupil's strengths, weaknesses, and next steps required in consultation with parents and pupil.

SEN Support Level 2

When a pupil is identified as needing extra 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. Strategies employed to enable pupils to progress will be recorded by the class teacher within a Provision Map or Individual Learning Plan (ILP). 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 will be reviewed termly and wherever possible the pupil will take part in the review process and be involved in setting the targets.

SEN Support Level 3

When there is evidence that a pupil is making insufficient progress despite additional intervention, further advice and support may be sought from outside professionals and they will be entered on the SEN Support register at Level 3. The Head of Academic/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 or Speech and Language 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: Referral Forms

*Appendix C: SEN Support Criteria

*Appendix D: Individual Learning Plan

Charging

There is a charge for Academic/Learning Support at the three Bedales Schools. See Fees and Charging Structure for more information.

Education Health Care Plan (EHCP)

If the pupil has demonstrated significant cause for concern over a period of time, 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. Responsibilities for SEN are met through the close collaboration of the Head, Senior Management Team and Learning/Academic Support staff in the early identification and subsequent provision for pupils with any educational needs not met by the Bedales curriculum.

Learning/Academic Support Staff

The Learning/Academic Support staff are 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 Department/Coordinator provide 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 Department/Coordinator have 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 Department/Coordinator hold Qualified Teacher Status and has additional specialist post-graduate teaching qualifications.

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 Provision Map or ILP.

Support Staff (Teaching Assistants)

Support Staff work under the direction of the Head of Department/Coordinator or class teachers. They assist in the identification of individual needs and help to provide effective learning strategies for pupils in class, small groups or on a one to one basis. Support staff respond appropriately to individual pupils and feedback information to teachers.

Parents/Carers

Parents/Carers are consulted and kept informed of progress and the actions taken to help their child 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 and take part in the target-setting process.

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 departments (Academic Support/Learning Support) 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:

Appendix A: Assessments & Tracking - Dunannie

Assessment Calendar 2019-2020						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
N	Pre-Nursery 2 year check On entry observations Ongoing EYFS curriculum observations and assessments On-going tracking through Tapestry	Parent Evenings Half term Learning Observations On-going tracking through Tapestry	Parent Evenings Half term Learning Observations On-going tracking through Tapestry	On-going tracking through Tapestry	On-going tracking through Tapestry	On-going tracking through Tapestry Goodenough' draw a man task Written Reports to Parents
R	On entry observations Tracking through Tapestry ongoing Foundation Stage profile curriculum continue through year Unaided Writing assessment RWI Reading assessments	Half term learning Observations Tracking through Tapestry ongoing Parent Evenings Half term learning observations	Tracking through Tapestry ongoing Unaided writing assessment RWI Reading assessments	Tracking through Tapestry ongoing Parent Evenings Half term learning observations	Tracking through Tapestry ongoing Unaided Writing assessment EYFSP RWI Reading assessments	Tracking through Tapestry ongoing Hodder&Stoughton Reading Test Draw a Man Test Written Reports Early Years Profile
Yr 1	High frequency words and phonemes reading and writing assessments Unaided Writing assessment RWI Reading assessments	Weekly spelling assessments Rising Stars Lower Level assessments / Inspire maths assessments Parent Evenings Half term learning observations	High frequency words and phonemes reading assessments Unaided Writing assessment RWI Reading assessments	Rising Stars Medium Assessments / Inspire maths assessments Parent Evenings Half term learning observations	High frequency words and phonemes reading assessments Unaided Writing assessment. RWI Reading assessments	Hodder & Stoughton Reading Test High frequency words and phonemes reading assessments End of year spelling Hodder Ed. Diagnostic Spelling Test 1a Written Reports to Parents
Yr 2	High frequency words - reading and spelling assessments as necessary	Unaided Writing assessment Rising Stars / Inspire maths assessments Parent Evenings Half term learning observations	High frequency words - reading and spelling assessments as necessary Unaided Writing assessments	Unaided Writing assessment Rising Stars / Inspire maths assessments Parent Evenings Half term learning observations	High frequency words - reading and spelling assessments as necessary	Hodder & Stoughton Reading Test Progress Test End of year spelling assessment Hodder Ed. Diagnostic Spelling Test 1b Rising Stars / Inspire maths assessments Written Reports to Parents
Yr 3	Diagnostic Spelling Test High frequency word assessment – spelling	Unaided writing assessment Rising Stars / Inspire maths assessments Parent Evenings Half term learning observations		Unaided writing Assessment Parent Evenings Half term learning observations		Hodder & Stoughton Reading Progress Test End of year spelling Hodder Ed. Diagnostic Spelling Test 2a/b Rising Stars / Inspire maths assessments Written Reports to Parents

Appendix A: Assessment and Tracking - 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
- Pupil reviews
- Levelled work (English)

Academic Support Department:

- Schonell Graded Word Reading Test
- Lucid Lass/Lucid Exact
- Helen Arkell Spelling Test 2 (HAST 2)
- NARA II (Neale Analysis of Reading Ability) – Groups
- York Analysis of Reading for Comprehension Primary and Secondary – Groups and Blocks
- Helen Arkell Access Reading Comprehension – Groups and Blocks
- In house maths diagnostic assessment – Groups and Blocks
- Oxford Placement Test (Grammar) – EAL
- York Analysis of Reading for Comprehension Primary - EAL

National Curriculum to Dunhurst Grading Conversion from Sept 2014

NC level	Grp 1		Grp 2		Grp 3		Blk 1		Blk 2	
	Aut	Sp Su								
1	D	D	E							
2-	C	C	D	E						
2	B	C	C	D	E					
2+	B	B	C	C	D	E				
3-	B	B	B	C	C	D	E			
3	A	B	B	B	C	C	D	E		
3+	A	A	B	B	B	C	C	D	E	
4-	A*	A	A	B	B	B	C	C	D	E
4		A*	A	A	B	B	B	C	C	D
4+			A*	A	A	B	B	B	C	C
5-				A*	A	A	B	B	B	C
5					A*	A	A	B	B	B
5+						A*	A	A	B	B
6-							A*	A	A	B
6								A*	A	A
6+									A*	A
7-										A*
7										

Appendix B: Referral Forms – Dunannie EYFS

Dunannie Learning Support Class Teacher Referral EYFS		
Name	DOB	Year
Staff	Date	
Area of Concern Please attach Individual Tracking Sheet		
Strengths	Weaknesses	
Personal, Social & Emotional		
Physical		
Communication & Language		
Literacy		
Mathematics		
Understanding the World		
Expressive Arts & Design		
Action		
CT	LSC	Date

Appendix B: Referral Forms – Dunannie

Dunannie Learning Support Class Teacher Referral Y1 – Y3		
Name	DOB	Year
Staff	Date	
Area of Concern:		
GPC (Attach Assessment)	Reading Assess: Date: Book Band Colour:	Spelling Assess: Date:
Unaided Writing Level (Attach sample):		Mathematics Rising Stars Level:
Strengths	Weaknesses	
Reading Single words: Phonics; Blending Sounds; HFW L&S Phases 2-5/200 Continuous text: Comprehension; Expression		
Writing Spelling: Phonics; Segmenting sounds; HFW L&S Phases 2-5 Writing: Sentence Structure; Grammar; Composition		
Fine Motor Skills / Handwriting Left/Right/Handed Laterality; Letter Formation; Reversals/Confusions; Print/Cursive; Ascenders/Descenders; Writing on the line		

Gross Motor Skills		
Speech & Language		
Mathematics		
Learning Behaviour		
Social & Emotional: Self Esteem		
Other: Memory; Organisation		
Action		
CT	LSC	Date

Referral Forms – Dunhurst

Name of pupil:		DoB:	
Midyis / School Scores:	Spelling Age: Vocab:	Reading Age: Non verbal:	Skills: Maths:

Strengths:

CIRCLE AREAS GIVING CAUSE FOR CONCERN:

READING: accuracy / comprehension / speed / fluency
SPEECH AND LANGUAGE: clarity of speech / understanding instructions / getting wrong end of stick
WRITTEN WORK: spelling / punctuation / handwriting / presentation
MATHS: Maths language / concepts & processes / tables / mental arithmetic
SPATIAL AWARENESS: maps / diagrams / Art / D & T / setting out work
MOTOR - fine: pencil control / scissor cutting
MOTOR - gross: P.E. / balance / co-ordination
ORGANISATION: organisation of preps / drawer/locker /
MEMORY: instructions / recalling information
BEHAVIOUR: attention seeking / fidgeting / easily distracted
SELF-ESTEEM: confidence / relationships

OUTLINE ANY OTHER CONCERNS:

Referred by:		Subject:
Class:		Date:

Appendix C: 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 Standardised 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 D: 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 D: Individual Learning Plan (ILP) – Dunannie

Dunannie Individual Learning Plan Spring/Summer 2014-15		
Name	Start Date	Area of Difficulty
DOB	Review Date	Level of Support
Year	Support Began	
Teacher Observations:		
Assess:		
Plan: My next Step is...	Do: When, Who, How	Review: How am I getting on...?
1	In Class One to One At home	Next Steps:
2	In Class One to One	Next Steps:
3.	In Class One to One	Next Steps:
LSCo Loma Emmens	Parent	Date Completed
Class Teacher	Child	

Appendix D: Individual Learning Plan (ILP) – Dunhurst

Name:		DOB:	Term:
Area of difficulty: Evident in:			
Assessment:			
Plan (Targets)	Do (When, Who, How)	Review Date	
	In class differentiation strategies: One to one:		