

Special Educational Needs & Disability (SEND) Policy

(Including EYFS and Wrap-around care)

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Special Educational Needs & Disability (SEND) Policy

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Introduction

1.1 Background and ethos

The Princethorpe Foundation (the “Foundation”) is an independent Catholic body, incorporating Princethorpe College, Crackley Hall School, Little Crackers Nursery and Crescent School. This policy applies to all of the schools within the Foundation. The purpose of the Foundation is to create a caring Christian environment where pupils can develop to become well-educated, articulate young people, ready to take their place in society with a true sense of values and purpose.

The Foundation strives to enable all our pupils to realise their full potential. We are committed to the equal treatment of all pupils including those with special educational needs and disabilities (SEND) and are committed to working towards eliminating disadvantages for pupils with SEND.

The Learning Support Departments across the Foundation support individualised learning for pupils, including at the Early Years Foundation Stage (EYFS). The Head of Learning Support/SENDCO in each school, liaises and works closely with all teachers, Learning Support Teachers, Teaching Assistants, and LSAs (Learning Support Assistants) to ensure that support is as inclusive as possible.

1.2 Other policies

The policy should be read in conjunction with:

- Foundation Terms and Conditions
- Curriculum Policy
- Teaching and Learning Policy
- Accessibility Plan
- Equality Diversity and Inclusion Policy
- Admissions Policy
- Safeguarding Policy
- Behaviour Policy
- Access Arrangements Policy
- Word Processor Policy (exams)
- Supporting pupils with medical conditions policy

1.3 Legislation, regulations and guidance

This policy is informed by the following legislation, regulations and guidance:

- a) The Education (Independent School Standards) Regulations 2014
- b) The Equality Act 2010
- c) Children and Families Act (2014)
- d) The SEND Code of Practice: 0 to 25 years (2015)
- e) Keeping Children Safe in Education (“KCSIE”)
- f) The EYFS statutory framework

This policy also follows the annual publication by the Joint Council for Qualifications (JCQ): Access Arrangements, Reasonable Adjustments and Special Consideration (the “JCQ guidelines”).

1.4 Application of the SEND Code of Practice to independent schools

Please note, the SEND Code of Practice does not have direct application to the schools within the Foundation (other than in respect of early years provision funded by the local authority). However, it contains useful guidance and is taken into account in this policy, particularly in relation to provision for pupils with EHCPs.

1.5 Definitions

Special Educational Needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- 1) Have a significantly greater difficulty in learning than the majority of their peers of the same age; or
- 2) Have a disability that prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has SEN if they are likely to fall within the definition above when they reach compulsory school age or would do if special educational provision were not made for them.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Areas of need

The SEND Code of Practice (2015) identifies four key areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional, Mental Health Difficulties, Sensory and/or Physical Needs.

Special Educational Provision

For children aged two or more, Special Educational Provision means educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010)

Whilst not all pupils who are disabled have SEN, and not all pupils who have SEN will be disabled, Princethorpe Foundation recognises there is a significant overlap between disabled pupils and those who have SEN.

1.Objectives

- a) To apply this policy across all schools in the Princethorpe Foundation to give practical effect to supporting pupils who have SEND, in line with the current legislation and requirements.
- b) To identify any pupil with SEND or additional needs at the earliest opportunity.
- c) To set and promote high expectations and standards for pupils with SEND.
- d) To encourage and promote High Quality Teaching for all pupils, including those with SEND.
- e) To remove barriers to learning by personalising learning where practicable.
- f) To regularly monitor and evaluate the progress of pupils on the SEND register.
- g) To provide Evidence Based Interventions and support whilst ensuring that pupils with SEND are taught in an inclusive environment.
- h) To ensure all school staff are aware of pupils' SEND through a register and that SEND is not viewed in isolation, but in the context of the whole school community.
- i) To work in close partnership with parents and/or guardians.
- j) To ensure all pupils are given appropriate access arrangements for internal and external exams, in line with the JCQ requirements where applicable and that becomes their normal way of working during their education at the Foundation schools.
- k) To provide and direct teaching staff to appropriate INSET and training.
- l) To work closely with external organisations/professionals to ensure appropriate access when necessary.
- m) Complete Form 8s and 9s for SEND students and submit data to JCQ AAO for those students requiring Access Arrangements where applicable. Forms 8/9 are for Access Arrangements, Reasonable Adjustments, and Special Considerations. This would apply to any student in Year 10 onwards who has had an assessment and qualified for Access Arrangements. Form 8 relates to Application for Access Arrangements – Profile of learning difficulties. Form 9 relates to the Profile of Need.
- n) Organise and oversee the practicality of Access Arrangements for all school examinations.

3) School admission and transition

The Princethorpe Foundation runs independent, academically selective schools, and as such all students are assessed equally on the basis of an entrance examination or assessment and application form, including references. Our Admissions Policy aims to eliminate as far as possible any substantial disadvantages which may be encountered by applicants with disabilities.

We will treat every application from an applicant with SEND in a fair, open-minded way. However, we will evaluate all applications for admission on the basis of our standard selection criteria at the time of entry.

Parents of children with SEND must make the school aware of their child's needs at the outset and discuss their child's requirements with the school when applying and provide copies of all relevant additional information (eg educational psychologist or medical reports). This is so that we can assess the child's needs and whether we can meet those needs and consider what adjustments we can reasonably make to the admissions process. This will

also help the school ensure that should the applicant meet the criteria for entry, the applicant will be able to access the education offered, and that we are able to ensure their health and safety, and the health and safety of others.

In line with the Princethorpe Foundation Terms and Conditions and Confirmation of Acceptance form, withholding or misrepresenting a known SEND requirement, could result in the school exercising its right to review the offer of a place or terminate the contract.

Reasonable adjustments will be made for pupils in the assessment/entrance exam process in line with this policy to allow them to demonstrate the academic and underlying capability that is recognised by the Princethorpe Foundation.

There may be exceptional circumstances in which we are unable to proceed with an application, or unable to offer a place. For example, if, after careful consideration, we feel that the school will not be able to meet the prospective pupil's needs and/or the prospective pupil is not going to be able to access the education offered, and/or that their health and safety or those of other pupils or staff may be put at risk, even if reasonable adjustments and special educational provision are put in place.

Princethorpe College entrance exams

In Princethorpe College, the Joint Council for Qualifications (JCQ) regulations are applied where agreed and necessary. This means that eligibility for access arrangements is determined in line with the criteria set out in these regulations. Any access arrangements will usually be based on the child's normal way of working in their current educational environment, for which evidence will be required.

Pupils entering the school with access arrangements will be reassessed for these at key transitional periods including the start of the GCSE and A-Level years.

Transition

When children leave a Foundation school, the Head of Learning Support will contact the SEND department of the new school and pass over all relevant information and discuss the pupils needs with the new school.

Withdrawal

There may be circumstances where, after all reasonable adjustments and special educational provision have been made or considered, the Foundation is unable to provide adequately for a child's special educational needs. In this situation we may require parents to withdraw their child in accordance with the Foundation's Terms and Conditions. Any such decision will only be made after consultation with parents and the child (where appropriate).

4) Identification and provision

Identification of pupils who require additional support

Identification of pupils who require a more personalised approach to their learning will come from evidence of a pupil making less than expected progress and/or working at a level below their peers in **three** key areas:

The school's baseline tests. The focus will be on pupils whose patterns of ability are unusual and form a 'spikey' profile in areas of strengths and weaknesses identified in the

baseline tests. This information can be used to address and investigate concerns and to build confidence for a pupil in areas of their strengths.

Teacher assessment of a pupil's ongoing performance over time and through the curriculum in terms of progress and attainment.

Looking at the development of the pupil in the context of the four broad areas of need as outlined by the SEND Code of Practice and their progress both within and beyond the classroom, via teacher and parental feedback.

General observations by staff or senior leadership

This information will be collated and reviewed by relevant staff in the Learning Support departments.

However, if a member of staff has a concern regarding an individual pupil, they should refer this to the relevant SEND department for further discussion and action, before sharing any views with parents. All concerns raised must be documented using a SEND referral form.

Early Years

Whilst much of the above will also be applicable to our pupils in Nursery and Reception, we also acknowledge that there will be less data and assessment material for these younger children. It is equally acknowledged that children develop at different rates. To help ensure early identification of SEND, the SENDCo will work closely with staff in order to establish regular and timely observations of children for which there are concerns.

High Quality Teaching

The SEND Code of Practice (2015) states that *"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people"*. One of the key messages of the Code is that **every** teacher is responsible and accountable for **every** pupil in their class, including those with SEND.

Special educational provision is underpinned by high quality teaching. Therefore, all teachers across Princethorpe Foundation will monitor the progress of their pupils and implement differentiation where appropriate to target areas of weakness. The impact of this targeted support will be planned and reviewed by the teacher and the Learning Support Department, in consultation with the parents.

The Graduated Approach

Princethorpe Foundation adopts a graduated response to identification of SEND and provision in line with the SEND Code of Practice. Support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

This is known as the **Graduated Response**. The four stages of the cycle are:

Assess: Assessing the pupil's specific needs

Plan: Planning the support required

Do: Providing the support

Review: Reviewing the effectiveness of the support

This graduated response should be evident at whole school level as all teachers are continually assessing, planning, implementing and reviewing their approach to teaching for

all children. However, for pupils with SEND this approach is increasingly personalised depending on the needs of the child.

a) Stage 1: Assessing a pupil's specific needs

Evidence is key to identifying a pupil's specific needs and ensuring that appropriate provision is provided. In order to assess the pupil effectively, the Head of Learning Support, will establish a clear **analysis of the pupil's needs** which will include, where appropriate:

- individual's development in comparison to their peers through use of the school's Pupil Progress Data (termly and annual). These are internal assessments and in the Senior School, Midyis, or Alis, and in the Prep Schools, GL assessment and summative and formative teacher assessment
- the teacher's assessment and knowledge of the pupil, information on pupil progress, attainment, and behaviour across the curriculum
- fine-tuned assessments such as standardised tests, profiling tools eg behaviour/Speech and Language, Communication, criterion referenced checklists, observation schedules developed by the Head of Learning Support
- the views and experience of parents. Class/Subject teacher discussions with parents, either made in person or on the telephone, will be logged and dated and include next actions.
- Class/ subject teacher discussions with colleagues, eg At pupil review meetings
- the child's own views

Individual, detailed assessment should be formative and result in a clear picture of the child's strengths and areas of need. This will be produced in the form of a Personal Learning Plan (PLP) which will outline the information collated and is available to all staff to aid them in their teaching.

Following the assessment process, the school may advise parents to seek external professional assessments (e.g. Educational Psychologist, Autism Spectrum Disorder, Speech and Language Therapist), as required.

b) Stage 2: Planning the support required for the pupil

After the assessment of a pupil's needs has been completed, the next stage of the graduated response is to plan the provision that is most likely to be effective in meeting their needs. All stakeholders (including pupils, where appropriate, and parents) will be consulted when planning the pupil's provision.

This may include in-class support from an LSA, small group intervention sessions to address specific needs, a reduced timetable to further provide time for support, and 1-to-1 sessions if required or use of technology to support learning e.g. laptop. The level of support to be provided will be included in the PLP.

c) Stage 3: Providing support

The class or subject teacher will remain responsible for working with the child on a daily basis. They should work closely with any LSA or specialist staff involved to plan and assess the impact and support of interventions, and how they can be generalised back into the classroom teaching. The Head of Learning Support will have an oversight of this.

The Head of Learning Support is responsible for facilitating the training for Class/Subject teachers, Learning Support Teachers, and LSAs on the interventions and specific approaches delivered within school. Training for teachers should be appropriate and will be constantly reviewed dependent on the needs of the children at the Foundation Schools.

d) Stage 4: Reviewing the effectiveness of the support and the pupil's progress

The effectiveness of the provision and the impact on a pupil's progress will be reviewed with pupils (as appropriate) and parents in line with the agreed dates set during the planning phase and will take the form of either an email, a phone call or a meeting. The review will take place between the Head of Learning Support and the parent, and where appropriate the child. Other stakeholders may also be invited to attend and to have an input in the review.

PLPs will generally be reviewed annually, however, this could be more frequent should provision/support needs increase or change. Students considered to have a higher level of need (such as those with an EHCP or potentially eligible for an EHCP or receiving Additional Learning Support) will have more frequent reviews - half termly/termly.

A review may include a range of different steps, dependent on need and context. Parents will have clear information about the impact of the support and interventions provided. Views of all parties will be taken into account along with progress towards outcomes, provision provided, and any changes needed going forward.

The support and outcomes will be revised in light of the pupil's progress and development and any changes made will be decided through consultation with the parent and pupil along with the Class / Subject teacher and it will be recorded.

Early Years Provision

The School monitors the progress of all pupils in the EYFS and, in line with the EYFS statutory framework, completes an EYFS Profile for each child in the final term of the year the child turns five. However, children's needs will be considered on an ongoing basis and the child's teacher or key worker will discuss with parents any concerns they may have about their needs and/or progress, in accordance with this policy.

Pupils requiring Additional Needs Support

Some pupils may require Additional Needs Support if they are not making the required progress. These pupils may have 'learning gaps' in their knowledge or may have a diagnosed Specific Learning Difficulty which requires additional intervention. The Learning Support Department will provide 'time-measured, target-specific and progress evidenced support' which is recorded and monitored. Use of targeted provision or interventions will have clear expected outcomes. The Foundation schools will use the latest research detailing the impact of interventions and only choose programmes that have a strong evidence base of effectiveness.

There may be occasions when the additional support of provision required is beyond that which the school can reasonably provide. Any form of sustained or intensive specialist support, that is in addition to or different from a school's normal way of working, over a prolonged period may incur additional charges to the family of the child concerned, in line with the parental contract and parent information booklets. It may not be possible for parents to privately fund additional in-class support, such as 1:1 for their child, although the Foundation will have due regard to its equality obligations when considering additional support for an individual child.

Pupils and parents will be consulted when planning Additional Needs Support. Pupils and parents, with the Head of Learning Support will agree on the interventions and support to be

put in place, as well as the expected impact on progress and development. A date to review outcomes will be set with the parents.

Additional Support Resources

The Foundation has a list of external services and organisations, both NHS and private, in order to best support pupils within the schools. The list is based on Foundation pupils using them previously, but it is not a recommendation from the Foundation. These professionals/services include:

- a) Educational psychologists
- b) Clinical psychologists and psychiatrists
- c) Speech and language therapists
- d) Occupational therapists
- e) Local CAMHS teams
- f) School counsellor
- g) Dyslexia teachers
- h) Play therapist
- i) Paediatrician

The Foundation also uses the Dimensions tool to signpost services around Mental Health.

It should be noted that any support from private external professionals may incur an additional cost to the parents. A graduated approach is used for all support.

5) EHCPs and the local offer

a) Education Health and Care plans (EHCPs)

The needs of the majority of pupils requiring special educational provision (SEP) will be met effectively though the Foundation's differentiated and personalised high quality teaching and Additional Learning Support. However, where the child or young person has not made expected progress despite the support in place, consideration may be given as to whether an education, health and care needs assessment ("EHCNA") by the local authority is required in order for further SEP to be provided. Parents and schools have the right under section 36(1) of the Children and Families Act 2014 to request an EHCNA with a view to drawing up an EHCP. Parents are asked to consult with the Foundation before exercising this right. The School will always consult with parents before exercising this right.

If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Health Education and Social Care Chamber).

Where a prospective pupil has an EHCP, we will consult the parents and the local authority to ensure that the provision specified in the EHCP can be delivered by the School. Any additional services that are needed to meet the requirements of the EHCP may need to be charged, either directly or indirectly to the parent or Local Authority if the Local Authority is responsible for the fees and the School is named in the EHCP. In all other circumstances charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. We will co-operate with the local authority to ensure that relevant reviews of EHCPs are carried out as required. A representative of the LA should be present at reviews of pupils transferring to the next Key Stage, but the school reserves the right to consult closely with the parent and carer.

As the Foundation Schools are wholly independent, parents cannot request that the Local Authority (or Tribunal) name one of our schools in an EHCP without an offer of a place., unlike the schools listed in section 38(3) of the Children and Families Act 2014. During the consultation stage, any Foundation school has the right to decline or contest being named as a preferred choice if we feel we are not able to meet the needs of the child or young person, or deliver the provision required as outlined in the plan.

If a Local Authority is satisfied that the provision set out in an EHCP ~~plan~~ can be made more economically in the state sector, it may decline to name an independent school in an EHCP. Additionally, there must be an offer of a place from the School.

When a parent, carer or young person asks for an independent setting as part of their 'representations' on the draft EHCP, the onus is on them to prove that none of the schools the LA is offering can meet the child or young person's needs, or that the cost of the placement will not constitute unreasonable public expenditure.

It is the Local Authority's duty to make sure the provision set out in the EHCP is made. However, under section 42(5) of the Children and Families Act 2014, the LA does not need to do so if suitable alternative arrangements have been made instead. Accordingly, this does not prevent parents from making their own arrangements to pay for a suitable place at an independent school of their choice.

b) The Local Offer

Whilst we do our utmost to support pupils with SEND, we recognise that in some instances the Foundation schools cannot always meet a pupil's needs. We acknowledge the local offers of local boroughs and are therefore in a position to advise prospective parents appropriately.

Due to the wide catchment area of the school, please contact the Head of Learning Support who will be able to direct you to the right Local Authority and contact channel.

The Local Offer is compiled by the Local Authority, with help from schools and sets out the support available for local children and young people with special educational needs or disabilities.

6) Access arrangements

Some pupils may be entitled to access arrangements during internal and external exams. Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Types of arrangements may include additional time, taking the exam in an alternative location, or using a word processor (this list is non-exhaustive).

Princethorpe College follows the requirements stipulated by JCQ, or the regulations for the appropriate awarding body regarding access arrangements for public examinations. These can be made available on request. Please refer to the JCQ guidelines for further information.

The other schools within the Foundation will make access arrangements where doing so is a reasonable adjustment or forms part of a pupil's SEP.

Parents should speak with the Head of Learning Support/ SENDCO with regard to any application for Access Arrangements as soon as reasonably practicable.

Please also refer to the Foundation's policy on Word Processor Policy (Exams).

a) Typing Concessions

In some cases pupils will be permitted to use a word processor in examinations.

At Princethorpe, we are operating the following policy. A pupil is deemed to use a word processor as his/her 'normal way of working' in any individual subject if:

- a) the pupil has been referred to the Learning Support Department by a teacher at Princethorpe or a professional external agency (such as an Educational Psychologist, Occupational Therapist or General Practitioner);
- b) the Learning Support Department has concluded – following an objective and transparent assessment (including a comparison of typing speed with handwriting speed and legibility), involving consultation with tutors, parents and teachers – that the pupil would benefit from typing concessions in appropriate subjects;
- c) AND the pupil has made consistent and regular use, where possible, of a word processor or scribe in all Princethorpe lessons, homework and both internal and external examinations in that subject, at least since the Learning Support Department's recommendation was made.

Pupils may also be allowed to word-process in examinations or other high control conditions if physical injury or illness suggests that it would be difficult, impossible or otherwise prejudicial against best academic interests for the pupil to complete work by hand. This policy applies equally to examinations and Controlled Assessment coursework.

Pupils that the Head of Learning Support has identified as able to use a word processor as their normal way of working must adhere to the following:

- a) Pupils should follow advice given by the SEND department regarding printing and filing of work
- b) Pupils should use a word processor in the place of writing, if it is their normal way of working, in all lessons where permitted.
- c) Pupils and parents must acknowledge that a subject teacher has the right to veto the use of a laptop in particular situations:
 - i. Where the use of a laptop may be dangerous or problematic (e.g. practical experiments)
 - ii. Where computer assistance is not permitted (e.g. the drawing of maps and diagrams)
 - iii. Where calculations are required without a calculator
 - iv. Pupils should not use their device to distract or disturb the learning of others.

If pupils use a device as their 'normal way of working', these pupils must adhere to the responsible use policy and the following:

- a) Pupils must always adhere to the Foundation's Acceptable Use Policy
- b) Pupils should not always expect to have access to the mains power and are therefore advised to carry a spare battery
- c) Pupils should use a standard font and leave room for teachers' comments
- d) Spell check is permitted except in examinations and some controlled assessments
- e) If the pupils encounter technical problems with their laptop in a lesson, they should immediately switch to pen and paper.

- f) Pupils should provide their own device to be used in lessons, whilst school laptops will be used in examinations. Tablets are not permitted; the device used in lessons should closely mirror the device that will be used in examinations.
- g) Pupils should back up their work on a regular basis, preferably each week.
- h) All laptops should be clearly named and adequate insurance cover should be provided by parents to cover damage or loss

7) Safeguarding

In accordance with KCSIE the Foundation is mindful of the fact that pupils with SEND are often the most vulnerable pupils within a school and therefore those working closely with SEND pupils are extra vigilant of any safeguarding issues which may arise.

Appendix I

Personnel

The Learning Support Departments of each school currently consist of:

Princethorpe College

- Head of Learning Support (SENDCo) Natasha Warwood:
natashawarwood@princethorpe.co.uk
- SEND Teachers x2
- Learning Support Assistants x7
- Graduate Teaching Assistants x2
 1. SEND Access arrangement Officer Administration Assistant

Commented [NW1]: SEND Administration assistant-and Exams access arrangement coordinator (TBC)

Crescent School

- Head of Learning Support (SENDCo) Amanda Yates:
amandayates@crescentschool.co.uk
- Learning Support Assistants x2
- Teaching assistants in each year group

Commented [NW2R1]: Change to SEND Access Arrangement officer.

Crackley Hall

- Head of Learning Support (SENDCo): Jayne Ellis: jayneellis@crackleyhall.co.uk
- Learning support teacher x1
- Speech and language therapist
- Learning support assistants x4
- Teaching assistants in each year group

Please note some of the above roles in all three schools are covered by part time staff.