



## **Special Educational Needs and Disability Policy**

### **1. Definitions**

#### **Definition of 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).

#### **Definition of LDD/SEND**

A child has a learning difference or difficulty (LDD) if he or she:

- has significantly greater difficulty in learning than the majority of children of the same age; or
- has a difference, which prevents or hinders him/her from making use of educational facilities that are generally provided for children of the same age

A child has special educational needs (SEND) if he or she:

- has an externally identified learning disability; or
- a difficulty that calls for Special Educational Provision (SEP) to be made for him/her.

Not all pupils who have SEND are disabled. Not all disabled pupils have SEND.

### **2. Policy Statement**

#### **The Inclusion Statement**

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

- Set suitable learning challenges
- Respond to the diverse learning needs of pupils
- Provide reasonable adjustments in order to help remove potential barriers to learning and assessment for individuals and groups of pupils
- To accept and value each individual pupil and their differences and use our best endeavours to ensure that no child is discriminated against.
- To provide special educational provision for children so long as it does not affect the education of other children subject always to the availability of resources.

## **The School Aims**

- To provide a warm, happy, family atmosphere ensuring that all children are valued and cared for as individuals
- To provide a strong educational foundation through a broad, well-balanced curriculum with high academic standards
- To provide high quality, challenging teaching that motivates children to learn and fosters a love of learning
- To provide small classes ensuring good progress, individual attention and support
- To help children develop high expectations and a positive attitude
- To develop children's strengths and their sense of achievement and self-worth
- To develop courteous, considerate children
- To celebrate hard work and effort
- To provide equality of educational opportunity
- To provide an environment whereby pupils have their needs identified in order to support progression and well-being.
- To provide differentiated teaching and learning opportunities, extra support or additional resources, where appropriate.
- To provide high quality teaching to support the needs of the children with SEND.

## **The School Objectives**

- To apply a whole school policy to meet each pupil's individual needs following the guidelines of the SEND and Disability Code of Practice (2014) and the Children and Families Act (2014) in line with the Equality Act 2010.
- To ensure that no child is discriminated against on the basis of his/ her learning difficulties, disability or individual needs
- To identify, at the earliest opportunity, any pupil who may have learning difficulties, disabilities or special educational needs
- To implement a graduated approach to SEND identification and provision. This will take the form of different levels of intervention together with 'reasonable adjustments' to meet the child's needs
- To ensure all staff are aware of each child's needs so they may be addressed
- To conduct regular reviews of the children's progress
- To ensure children's records include information regarding their individual needs, provision and outcomes
- To provide pastoral care and celebrate the achievements of all children so they may develop in all areas and build strong self-esteem
- To guide and support all staff, and parents in LDD/ SEND issues
- To work in partnership with parents at all stages, thus enabling them to take an active role in their child's education.
- To take into account the views of the pupil, where possible, and to promote shared responsibility in meeting his/her educational needs

### 3. Key Personnel

#### Governor and Staff Responsibilities

The governing body is responsible for determining school policy and provision for pupils with SEND and disabilities.

The Head is responsible for overseeing all aspects of the School's SEND provision and keeping the governing body fully informed of the implementation of the School's policy in practice.

The Head of Learning Development (fulfilling the role of SENDCO) is Mrs Kate Hudson.

#### Actions to Promote Special Educational Needs

##### Staff members have a duty to:

- Provide appropriate, quality first teaching: 'The baseline of learning for all pupils'.
- Raise any concerns about a child's access to the curriculum or progress with the child's form teacher who should inform the SENDCO or to inform the SENDCO directly
- Be aware of all children with LDD/ SEND by regularly accessing **Learning Development Information** and noting **SENDCO updates** in Staff Meetings on their records
- Monitor children with LDD/ SEND in all aspects of school life, reporting concerns and observations to the Form Tutor and SENDCO
- Keep good records with parental meetings recorded, dated and kept on file
- Set individual targets for children if requested to by the SENDCO
- Provide the tasks & adjustments necessary for the child to achieve the targets set, to review progress and set new targets biannually
- Keep parents informed and attend meetings with parents and Learning Development department, when necessary. Parents will be fully informed at every stage of their child's development and the circumstances under which there is Learning Development involvement. Parents are encouraged to share any information that may be pertinent to their child's development with the school.
- Pupil progress meetings, telephone and email exchanges, reports and parent evenings are used to inform parents of the monitored progress being made by all pupils. The frequency of exchanges is dependent on individual progress.
- Transfer all records and information to the next teacher
- Maintain confidentiality regarding all Learning Development information

##### Learning Development Teachers have a duty to:

- Provide help, support and advice to staff and parents at all stages
- Outline, review and adjust achievable short-term targets on the **Individual Intervention Plans (IIP)** and to co-ordinate these plans
- Use external and internal assessment evidence to inform planning and practice
- Help provide the appropriate learning experiences/ resources/ approach agreed
- Work in partnership with parents regarding individual pupils and offer regular meetings
- Involve the child in planning and monitoring progress towards targets

### **The SENDCO has a duty to:**

- Determine the strategic development of the SEND and disability policy and provision in the School, together with the Head and governing body
- Support teachers in early identification of special needs, learning disabilities & difficulties
- To provide regular professional development opportunities to enable staff to fulfil their responsibilities
- Be responsible for co-ordinating the procedure and provision for LDD/ SEND children at all stages and liaise with outside agencies
- Make information about the school policy and procedure accessible
- Assess, Plan, teach and review all children with LDD/SEND
- Be responsible for monitoring children with LDD/ SEND and those referred, as well as those with EHC plans
- Continue to monitor children when Learning Development programmes finish
- Process external professional reports, summarise for staff and manage parental feedback meetings, recording outcomes
- Invite parents to review meetings.
- Ensure that targets are reviewed and adjusted at all stages until exit criteria is reached
- Manage any internal exam concessions
- Write Senior School reports and request any external exam concessions in for instance entrance exams and Pre-tests

### **The School has a duty to:**

- Make provision for children with SEND and support them by making reasonable adjustments
- Ensure that pupils with LDD/ SEND are not discriminated against in admissions, exclusions and curriculum provision
- Ensure that information about pupil needs is accessible and that it is used to inform planning, provision and reporting throughout the school
- Provide effective management of Health & Safety consideration for disabled pupils and those with LDD/SEND which allows them maximum opportunities in their education. The Health and Safety risks to consider include manual handling of pupils with physical disabilities. Risk assessments should be done before pupils are admitted when planning trips and the results displayed in the staffroom. (See Cheam SEND Plan).
- Plan to increase curriculum access, provide and arrange training for staff, improve the physical environment & make written information accessible to pupils and parents in different ways.
- Ensure that records of all pupils with SEND are up to date

## **4. Procedure and Provision**

At Cheam, in line with the SEND Code of Practice (2014), we follow a clear, graduated procedure that encompasses an array of strategies. This is outlined below.

### **Identification and Assessment of SEND/LDD children is carried out through:-**

- Admission assessments and reports/assessments from previous schools or settings
- School Assessments

- Classroom teaching assessments
- School examinations
- Whole school screening of ability and attainment in reading, comprehension and spelling
- CATS tests
- The observations of the SENDCO and Learning Development Staff
- Whole staff discussion
- Teacher referral
- Parental referral
- Screening procedures or specialist assessments within the Learning Development Centre
- Further assessments by outside professionals such as Behavioural Optometrists, Educational Psychologists, Speech and Language Therapists etc.

In the **Early Years Department**, identification of SEND needs may take place:

- Through using the early years outcomes guidance
- Through using the progress check between the ages of two and three
- Assessment at the end of the EYFS

**Provision for children identified as SEND/LDD follows 4 Levels:-**

### **Level 1: Stage 1**

We believe that all children learn best with the rest of their peers. Our aim is for all children to be working independently, in class, at the cusp of their potential. We provide high quality teaching and differentiation for all learners. Cheam anticipates the needs of all learners by making good use of transition data and information; learning experiences and teaching approaches should match learning needs. The whole-school policies aim to support inclusive teaching. Where there are large numbers of pupils with similar needs, schemes of work and groupings can be adjusted to help learners progress. The planning for each year may be adjusted to take needs into account. The first response in catering for the individual learning needs of children is that of high quality teaching targeted at a pupil's area of weakness.

### **Level 1: Stage 2 (Planned interventions)**

Extra provision at this stage may take the form of structured, time-limited small group support targeted according to the needs of the learners and may be provided by teaching assistants, teachers or Learning Support teachers. This intervention is planned to motivate and support children and help them achieve the expectations for their year group.

IIPs are planned each term in response to the needs of the children. The LS team may plan, adapt and teach parallel programmes of work for smaller groups. Interventions at this stage are not primarily LDD/ SEND interventions although there may be children in the groups who do have identified LDD/ SEND.

At this stage of entitlement, if a child's progress is not as expected, individual differentiated learning opportunities or approaches can be put into place for the child; home and school work together on agreed targets. These are recorded as **Initial Action** and the SENDCO should be informed of the action taken and the outcomes.

## **Level 2: SEND Support**

### **Referral to SENDCO**

The SENDCO should be referred to when concerns remain and progress has not been secured through Initial Action or other planned interventions. Once a child has been referred to the SENDCO, and Learning Development lessons begin, SEND support takes the form of the 4 stage graduated approach outlined below. At this point, the child will be placed on the school SEND register. This list refers to the broad areas of need as set out by the SEND Code of Practice 2014: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; Sensory and/or Physical needs.

#### **i. Assess**

The child may be observed or work scrutinised by the SENDCO or Learning Development Centre as part of their role in supporting and advising teachers. More formal screening and assessment may be carried out, following consultation with parents. At this point, 1:1 targeted support may be offered.

Further assessment or referrals to outside professionals such as Behavioural Optometrists, Educational Psychologists, Speech and Language Therapists, Occupational Therapists will be recommended if indicated.

#### **ii. Plan**

Home/ School targets and approaches are also developed through liaison between teachers, the SENDCO or Learning Development Centre. The SENDCO will decide, following consultation, the level of SEND support the child needs. For example, the needs of some children with an Educational Psychologist report could be met within the classroom setting. Targets for 1:1 lessons are recorded on the child's Individual Intervention Plan. Pupils are encouraged to understand their targets and are involved in monitoring their own progress. When appropriate, parents and children are also involved in target setting. Targets are set and discussed with the parents. External professionals may also provide targets for the plans and may be invited to review meetings arranged in school. Parental input is valued and parents are encouraged to come into school for regular meetings.

#### **iii. Do**

The pupil's Form Tutor remains responsible for working with the pupil on a daily basis. They will co-ordinate with the subject takers, support staff and will be guided by the information received from the Learning Development Centre. Teaching at this stage is focussed and structured; it concentrates on addressing gaps and weaknesses and also consolidates earlier learning. The Learning Development Centre coordinates specialist intervention and each child is allocated a named member of the team. This specialist teaching may be as an individual or in a group as appropriate. Individual support is targeted and these targets are outlined on the child's Pupil Record alongside any child set targets. The collaborative intervention forms a whole school response to that learner's needs.

#### **iv. Review**

Individual intervention as provided directly by the Learning Development Centre evaluates the impact and quality of the support. This is achieved through both objective testing and

subjective evaluation of the pupil's progress as measured through whole school assessment procedures. Any amendments and further developments will be discussed with pupils, parents and staff to ensure that the child continues to thrive. If at any point concerns are escalated, judgments will be sought to establish the way forward. Once enough progress has been made, parents will be notified and children no longer need to attend Learning Development lessons.

### **Teaching and Learning**

Children with identified needs will engage in activities of the school alongside children who do not have SEND. We work closely with parents and other specialists who can be called upon to support and offer advice at this stage. When necessary, early intervention programmes may be delivered in groups or to individuals. As with the main school, SEND support in the Early Years will include the 4 stages of action: assess, plan, do and review.

In **Years 1 and 2**, the small classes mean that with differentiation the children are taught to their ability by the class teacher and the TA either as a class or in small groups. An IIP is initiated for those children who are recognised to be SEND or LDD. This is coordinated by the Head of Pre-Prep, Learning Development Centre and the class teacher. Some in class support is available from the Pre-Prep LS teacher, and termly assessments inform the decision to give further intervention. Discussions are held following assessments.

In the **Prep School**, individual specialist lessons are charged for; parents are billed at the end of each term. If an offer of individual lessons or withdrawal for support/ intervention is recommended by the SENDCO and not taken up by parents, the Head shall be informed. The SENDCO will then take a monitoring role. It is vital that no child should be discriminated against and other forms of support or reasonable adjustments should be provided.

### **Level 3**

When the child does not make adequate progress through Level 2, a response at Level 3 may be needed. This stage is met when Level 2 has to be supplemented by External Assessment and Support. More information and advice is sought from external professionals such as Educational or Clinical Psychologists, Speech and Language Therapists, Occupational Therapists, Child Psychologists etc.

If a recommendation for external assessment is made and parents do not wish to pursue this, then the SENDCO's duty is to ensure that the school makes reasonable adjustments to support the child and aims to remove barriers to learning & achievement. The child's progress will be regularly reviewed by the SENDCO.

### **Level 4: Education, Health and Care Plan (EHCP)**

Most children will have their needs met at Level 2 and Level 3. When there is clear evidence that the school cannot meet the child's needs through reasonable adjustments within the resources of the school, an EHCP can be applied for from the Local Authority.

### **The Learning Development Centre**

- The department is called the Learning Development Centre and the team consists of specialist teachers
- The department's remit goes beyond LDD/ SEND provision and includes support and advice regarding individual needs, learning styles and differentiation in the classroom

- The Learning Development Centre is available to give advice to all pupils, staff and parents who request this independently

Teachers will be alerted to individual children's needs in their forms and classes and will have access to information provided by the Learning Development Centre on iSAMS and Teams.

## **5. Welfare**

As with all pupils at Cheam, responsibility for the welfare of pupils with SEND, LDD or EAL, falls initially to the child's tutor. For boarders, this passes to the matrons and on-duty teaching staff in the evenings and at night. At all times the Head is ultimately responsible for these pupils. Staff meetings and the information provided by the SENDCO mean that all staff will be aware of any issues and that open and direct relationships are always in evidence at Cheam and will underpin the wellbeing of any pupil. Children with SEND & disabilities can face additional safeguarding challenges such as bullying which in line with the anti-bullying policy is not tolerated at Cheam.

## **6. Temporary Disability**

Where logistically, physically and practically possible, any child with a temporary physical disability will be accommodated and access arrangements made as required.

## **7. Permanent Disability and Risk Assessments**

Effective management of Health & Safety considerations for disabled pupils and those with SEND which allow them maximum opportunities will be provided wherever possible. The Health and Safety risks to consider include manual handling of physical disabilities. Risk assessments should be done when planning trips and the results displayed in the staffroom.

## **8. Complaints Procedure**

Should anyone have any concerns or complaints about LDD/ SEND provision, they can refer to the SENDCO, or the Headmaster in line with the Complaints Policy

## **9. INSET and Staff Training**

- Staff receive both in-house (Learning Development Centre) and external professional development on a regular needs basis.
- Learning Development staff have a continuous professional development programme which is outlined in the department's annual development plan. Attendance at the IAPS SEND conferences and Professional conferences is required each academic year to ensure all staff are aware of any procedure, legislative or research developments that may affect policy or teaching practice.
- SEND issues are included in the general INSET programme for whole school development
- The SEND Policy is available on the school website, available for all staff.

## **10. Links with other Policies**

This policy should be read in conjunction with the following documents:

- Admissions Policy
- Curriculum Policy
- Equal Opportunities Policy



## **11. Evaluation and Review**

This SEND policy has been updated by the SENDCO following consultation with the Head, the Deputy Head and Learning Development Team in 2022, in line with the new SEND Code of Practice 2014 and the Children and Families Act 2014. It has been presented to the staff and agreed upon.

It should be reviewed every year and staff should be made aware of any changes in their responsibilities by the School.

Reviewed: September 2022

Compliance checked: September 2022

Future review date: September 2023