



HOLMEWOOD HOUSE SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

(This policy also applies to the EYFS)

Person responsible: Head of Learning Strategies: Rachel Martin;

[Record of Amendments](#)

<u>Amendment</u>	<u>By whom</u>	<u>Date</u>
Policy revised in line with SEND Code of practice 2014	JH	December 2015
Policy revised	JH	July 2016
Policy reviewed CRL changed to HHSDR	JH/CPB	January 2017
Policy reviewed	RM / CPB	January 2019

Table of Amendments

This policy has been reissued under current version as below.

<u>Version Number</u>	<u>Amended by</u>	<u>Date</u>
Version 1	JH	Dec 2014
Version 2	JH/CPB	Jan 2016
Version 3	JH/CPB	Jan 2017
Version 4	RM / CPB	Jan 2019
Version 5	RM	June 2019

A: MONITORING AND REVIEW:

All school personnel and governors have a copy of this policy and will have the opportunity to feed into the annual SEND review.

A statement explaining how the school manages pupils with Education and Health Care plans is available on the school website and as part of this document.

Next review date: June 2020

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KEY STATEMENT AND AIMS

I. INTRODUCTION

At Holmewood House (HH) our main aim is to maximise both academic and personal achievement for all irrespective of a pupil's starting point.

Committed to providing an inclusive curriculum, we work hard as a school to ensure every individual achieves their potential whilst maximising their self-esteem. We are focused on providing support based on the principles of the SEN Code of Practice 0-25 September 2014, The Disability Act (2001), The Equality Act 2010 and The Children's Act 2014.

We ensure early identification, assessment and provision for all whether they have SEN (Special educational needs) or LS (Learning strategy) needs. This includes the entitlement to have access to a broad and balanced curriculum, unless modifications/disapplication is required as set out in an EHC (Education, Health and Care Plan). In summary, we pay due regard to Para 6:1, SENDA Code of Practice, 2014:

'All children and young people are entitled to an education that enables them to make progress as they achieve their best and become more confident individuals living fulfilling lives.'

Our whole school policy, including performance management, embraces the assumption that:

'Teachers are responsible for the progress and development of pupils in their class, including those who also access support from TA's or other specialised staff.' SENDA Code of Practice, 2014

As a result, all teachers at Holmewood House are expected to help pupils overcome barriers to learning. This is built into an outcomes led approach.

DEFINITION OF SEN, DISABILITY & SPECIAL NEEDS

The four areas of need in the New Code of Practice are: Cognition & learning, Communication & Interaction, Social, and Emotional & mental and Physical/ Sensory. All these aspects are considered by the Learning Strategies Department in the identification of a pupil's additional educational needs.

The Children's and Family Act 2014, Section 20 defines when a child or young person has SEN. This is described as when they have a learning difficulty or a disability and require Special Educational Provision (SEP) to make progress in their learning. SEP is defined as any education or training provision which is additional to or different from that generally made for others of the same age.

Learners with additional needs are either not currently achieving their potential or they are learners with a closely defined special need or disability.

Disability describes a physical or mental impairment that has substantial or long term adverse effect on a child's ability to carry out normal everyday activities.

Physical or mental impairment includes:

- sensory impairment
- hidden impairments such as mental illness
- social/ emotional problems
- dyslexia
- diabetes or epilepsy.

A person with SEND therefore has a significant difficulty compared to the majority of their peers. As a school we endeavour to make reasonable adjustments and provide access arrangements as appropriate to enable children to fulfil their potential. For example, if a scribe is the only way that a pupil can show what they know then this will be provided. However, access arrangements for individuals may change over time if individual needs change.

2. THE CO-ORDINATION OF SEND PROVISION AT HOLMEWOOD HOUSE

Rachel Martin is Head of Learning Strategies and SEND (Special Educational Needs & Disability) and is responsible for the day to day coordination and provision for pupils with Learning support and SEND. She is responsible for managing the school's response to the provision for learning support and SEND. She will advise on the graduated approach throughout the school.

Louise Edmonds, the Assistant Head of Learning Strategies and SEND is responsible for assisting the Head of Learning Strategies in providing personalised learning support for all identified pupils including individual exam concessions.

Nic Grand is Coordinator of Pre Prep SEND and works under the guidance of the Head of Learning Strategies to provide day to day support for LS needs and SEND in Years 1 & 2. Provision in the Nursery and Reception involves observation and monitoring by the Head of Early Years and the Head of Pre Prep. The Learning Strategies Department will also observe, monitor and advise in the EYFS as appropriate.

3. WHOLE STAFF TRAINING

Training in SEND issues will form a regular part of the schools' CPD in addition to individuals extending their own knowledge and range of resources for use in class. INSET sessions are organised by the Assistant Director of Studies in conjunction with the Director of Teaching and Learning. The focus for school training is reviewed annually with input from The Head of Learning Strategies.

4. HOW DO WE IDENTIFY AND ASSESS PUPILS WITH SEN?

While the Learning Strategies Department works in partnership with the whole school to assess and monitor pupils' needs, additional intervention cannot compensate for a lack of good quality teaching.

All staff are expected to monitor progress continuously across the school year irrespective of whether a pupil has SEN. This may give rise to discussions with Learning Strategies and parents if there is still a concern regarding progress despite interventions.

Annual, standardised tests for reading and spelling provide evidence of attainment in these areas which helps us track a pupil's progress throughout his or her school life.

For a small number of children, high quality teaching and effective differentiation in the classroom may not be enough. The criteria for SEN and LS provision follows the process of assessing the needs of an individual, planning and implementing, if required, a programme of intervention and then reviewing outcomes. (Assess-Plan-Do-Review)

When progress is not as expected, even if a significant special need is not identified, these pupils may require short term targeted support in Booster Groups. As described in the SEN Code of Practice (2104, Para 6.17), inadequate progress:

- 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 rate of progress in relation to their peers
- leads to an ever widening attainment gap

5. ON-GOING INFORMAL ASSESSMENT

On-going, informal assessment will take the following format in each department:

Pre Prep including Early Years

- All staff are responsible for monitoring progress
- Staff discuss any needs informally with Nic Grand or Rachel Martin
- Sometimes advice/ teaching strategies and ideas may be enough
- Should the need arise, further support is put in place in conjunction with the LS team
- Regular monitoring will take place within the Pre Prep department and the LS team

Lower School

- All staff are responsible for monitoring progress
- Weekly meetings are held to discuss pupils in the lower school
- The Head of Learning Strategies attends these meetings on a regular basis and /or meets with individual staff to discuss any concerns.

Upper School

- Orders meetings are held half termly to discuss pupil progress
- The Head of Learning Strategies attends these meetings

- All staff are responsible for the on-going monitoring of progress

6. FORMAL AND INFORMAL ASSESSMENTS

Year Group	Type of Support Available	Criteria for Support	Review of Progress
Nursery and Reception (EYFS)	Observation of pupils in class Possible teacher interventions discussed with teacher Discussions with Head of Early Years Jump Ahead (4-7) Sensory circuits Ginger Bear Social Communication group	All Children EYFS profile Specialist external reports BPVS Renfrew Expressive language	On-going assessment by class teacher
Pre Prep	Observation of pupils in class Possible teacher interventions discussed with teacher Discussions with Head of Early Years Small groups for numeracy/ literacy. 1:1 support In class support from TA's. Jump Ahead (4-7) Sensory circuits Ginger Bear Social communication group Fine motor skills group	All Children EYFS profile Specialist external reports COPS assessment Year 2 PHAB if age appropriate Bangor dyslexia informal in house assessment BPVS Renfrew Expressive language Nessy Dyslexia Quest COPS assessment Year 2 Specialist external reports	On-going assessment by class teacher Standardised Tests for Year 1 & 2(York) SWST - spelling
Junior School	Small group for literacy/ numeracy One to one support In class support from LS or Classroom Assistants Sensory circuits Clever Fingers Resource Social communication group Nessy Reading and Spelling Nessy Fingers	RA/ SA below chronological age; end of term assessments/ teacher assessment. PHAB BPVS DASH Specialist external reports Nessy Dyslexia Quest	Class teacher / termly assessments/ standardised tests CAT 4
Senior School Years 5 & 6 Years 7 & 8 Consideration is given to EAL pupils who may have additional educational needs. (please see EAL policy)	Gap Reading Generic in class support for literacy/ numeracy in any subject area according to specific pupil needs. One to one support as required.(parent funded) One to one specific support CE exam concession arrangements Study skills training/ exam preparation	As above / or specific difficulty/ EP report or other external assessments. COPS assessment BPVS As above	Class teacher / termly assessments/ standardised tests CAT 4 As above as and when appropriate

The four areas of need in the New Code of Practice are:

- Cognition & Learning
- Communication & Interaction
- Social and Emotional & Mental
- Physical/ Sensory.

Support is organised in a hierarchy of need as below (4 being highest level of need):

Level 4	EHC – agreed level of support as per local authority offer. High level of 1:1 support Specific, targeted interventions Specialist advice from outside agencies.
Level 3	1:1 support from specialist Learning Strategies teacher in school Specific, targeted interventions
Level 2	In class LSA support where required Booster support group Time limited support group Specific, targeted interventions
Level 1	Monitor concerns Support effective inclusion in the classroom Recognition of any weakness which needs monitoring for the possible impact on learning

With reference to the table above, support for each area will be arranged according to need. For example, if there is a physical difficulty with fine motor control, then Nessy Fingers could be used as an intervention initially to improve hand-eye control.

7. A GRADUATED APPROACH

The organisation of support is based on the graduated approach. This starts with initial good quality teaching using classroom resources before any decisions are made about whether small group or special provision is required. A ROC (Record of Concern) will be raised if the classroom teacher is still concerned about a pupil's progress despite planned interventions across a period of time (Assess, Plan, Do, and Review).

Planned provision will be put into place after the class teacher meets with the SENCO or a member of the Learning Strategies Department. This cycle will continue and parents are involved at all points.

8. SEN REVIEWS/ DETAILED ASSESSMENTS

The purpose of more detailed assessments is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These strategies will be shared with parents, put into a pupil portrait and reviewed regularly and refined/ revised as necessary.

If the pupil is able to make good progress using these additional and differentiated resources, but would not be able to maintain this good progress without it, we will continue to identify the pupil as having a special educational need.

We will ensure that teachers and support staff who work with the pupils are aware of the support to be provided and the teaching approaches to be used. We provide staff with Pupil Portraits to highlight any needs, strategies or interventions to help that pupil access the curriculum. In addition, we maintain an on-going Learning Strategies Register to indicate pupils with additional needs and what support, if any, they receive.

Tracking a pupil's progress is imperative and we do this in line with school formative assessments as well as informal assessments. These include looking at standardised reading and spelling tests, results of CATS, reviewing IEP's(if a pupil has one) and working with the whole school by discussing a pupil's progress in particular subject areas at the year group meetings or Orders meetings, for example. In addition meetings are held twice a year with the English Department post standardised literacy tests.

For any pupil who receives SEN support or has an EHC plan, an annual review of provision will enable an evaluation of the effectiveness of such provision. However, additional meetings at times other than the end of the year may also take place with staff and parents as required.

9. RECORDS OF SEN

1. A note of children's needs and any support or provision provided is recorded in TES Provision Map. The software is an online application which is accessible to all staff and quickly highlights children's needs and the strategies required to work with them.
2. Records of SEN are also on the network in an individual file for that pupil. All staff have access to and are encouraged to read LS information which might include a Pupil Portrait which describes approaches and strategies that may work best for that pupil. This is to enhance personalised learning. Copies of OT, EP, and Speech and Language reports are also kept in HHSDR for staff to refer to when planning their work.
3. All other assessments/ results for both SEN and LS pupils are kept in this file.
4. An LS register is also maintained which includes all students with any LS needs in the school
5. Learning Plans are jointly created by the class teacher and Learning Strategies Staff for children that receive 1 to 1 support sessions or have a high level of need.

10. WORKING IN PARTNERSHIP WITH PARENTS

Parents play an active role in our school and the Learning Strategies Department embrace this communication. It is vital that all staff maintain high levels of quality engagement with parents, particularly those with pupils who are experiencing additional difficulties accessing the curriculum.

Partnership with parents is seen as crucial in enabling all pupils to achieve their potential. We believe that parents have the knowledge and expertise when it comes to their children and we actively support this. Regular review meetings are held and these help to enhance effective communication with the pupil at the centre.

11. THE PUPIL VOICE

We acknowledge the importance of the pupil's voice. Pupils are encouraged to play an active role in their own learning irrespective of whether they have an additional need. Any pupil, who has an identified need or receives support will have a pupil portrait outlining their needs and strategies. We encourage children to feed into their pupil portrait to help inform teachers how they learn best. They also have an opportunity to discuss and choose their targets for learning. We promote an holistic approach to meeting the needs of pupils. In addition, pupils are welcome to come and have an informal talk to us if there are other issues that concern them as we recognise that emotional worries can be a barrier to learning.

12. COMPLAINTS PROCEDURE

Complaints about the SEN policy should be addressed in the first instance to the Headmaster. Complaints about the day to day implementation of the policy may be addressed to the Head of Learning Strategies. Any such complaint will be investigated and a response given within ten days of the complaint. If it cannot be resolved, the parents can contact the Headmaster.

13. SUMMARY

Holmewood House takes its duty of care to all pupils seriously. In addition, any pupils who have Special Educational Needs will receive reasonable adjustments as appropriate according to the SEN Code of Practice September 2014.

R Martin June 2019