

SEND POLICY

The policy should be read in conjunction with the following: Assessment Policy, Curriculum Policy : Teaching and Learning policy, Diversity and Equality policy

Created	September 2013
Last review	July 2017
This review Date	July 2018
Date approved by Governors	August 2018

At the heart of all our policies at White Trees Independent School are the following principles:

1. Everyone in our school can learn and achieve.
2. Everyone in our school has the potential to be successful
3. We build quality relationships with one another and everyone we work with
4. The success of our school is based on high expectations, mutual trust and respect, caring for each other and taking responsibility.
5. Our vision is to provide our students with the confidence, skills, and ambition to take the next steps towards a successful and productive life so they can contribute positively in society.

SEND Policy

Legal framework

This policy is provided in accordance with the Children and Families Act 2014, in addition to other legislation and associated regulations relating to children and young people with special educational needs (SEN) and disabilities (D). These include:

SEND Code of Practice: 0-25 years (January 2015)
The Special Educational Needs and Disability Regulations 2014
The Children Act 1989
Equality Act 2010
The Special Needs and Disability Act 2001
Education Act 1993

Introduction

At White Trees Independent School we are all fully committed to SEN, Disability and inclusion practices and work in partnership with parents/carers and external agencies, and most importantly the student who is at the centre of decision making. Most of our students at White Trees Independent School have a Statement of Special Educational Need or an Education Health Care Plan

Some of our students may have been referred to us late in KS4 and this means there is a limited 'window of opportunity' to address their Stated needs. In addition to this there are times when students arrive at White Trees with very little attainment information. However we always address this by ensuring each student has a comprehensive assessment on entry. The data from these assessments inform their Individual Learning Plan (ILP) which is shared with teachers the student and parents/carers. This information allows the teacher to plan and differentiate to address the area of need. At White Trees we are determined to remove any barriers to achievement.

Evidence of making a difference will be based on the following

- Students with SEND have their needs met as soon as they become apparent, without the need for a period of failure
- Students with SEND feel valued members of their school community

The ILP will provide details and guidance, including:

- Strengths and areas for improvement
- Intended outcomes
- Interventions and support
- Access arrangements, if applicable

Available access arrangements include:

- Extra time allowance as suggested by assessment
- Supervised rest breaks/movement breaks
- Use of a scribe, transcript or reader depending on need
- Use of a word processor
- Large print papers/reasonable adjustments

Definitions

The Education Act 1996 defines SEN as follows: 'Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.' Section 312

Defining 'learning difficulty' the Act states that a child has a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children their age
- They have a disability that either prevents or hinders them from making use of educational facilities of a kind generally provided for children of their age in schools within the area of the local education authority
- He/She is under the age of 5

'Special Educational Provision' for our purpose as a school means, 'educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

A child with special educational needs or disability (SEND) is one who may not be able to gain full access to the curriculum offered to the majority. Reasons may include:

- Physical disability, including visual or hearing impairment.
- Specific learning difficulties, such as dyslexia or aspects of memory function.
- Motor skill difficulties (fine and gross)

- Oral and/or written expression limitations¹.
- Emotional or behavioural difficulties.
- Illness and long-term absence

The SEND Code of Practice 2015: categorises needs in four key areas,

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Put simply, most of our students have statements because they have significantly greater difficulty in learning than the majority of their peers. As a result they need an adapted curriculum that will address the barriers to learning which cause them difficulties in learning, achieving gaining accreditation and successfully entering the adult world of work and leisure.

The ILP will provide details and guidance, including:

- Strengths and areas for improvement
- Intended outcomes
- Interventions e.g. support
- Access arrangements, if applicable

Available access arrangements include:

- Extra time allowance as suggested by assessment
- Supervised rest breaks/movement breaks
- Use of a scribe, transcript or reader depending on need
- Use of a word processor
- Large print papers/reasonable adjustments

Disability Equality Scheme

In reviewing this policy we have taken into account consideration of any potential implications of the Disability Equality Scheme.

All students will have access to a curriculum that addresses the difficulties that have caused them to be referred to us, promotes and recognizes their learning, offers them opportunities and experiences that will enable them to meet the challenges of

¹ A pupil **must not** be regarded as having a learning difficulty solely because the language or medium of communication of their home is different from the language in which they are (or will be) taught.

adult life and that promotes the values of caring for others, setting clear boundaries with explicit consequences and that operates in a fair and consistent manner.

In addition, for students with SEND, we will ensure that we work in line with the recommendations set out in Removing Barriers to Achievement and will promote the outcomes required by Every Child Matters.

Specifically we will:

Support and enable the 4 key areas of the national strategy for SEND:

- **Early Intervention** – ensuring every pupil is assessed within 15 days of admission and teaching and learning will be informed by the assessment
- **Removing barriers to learning** – ensuring every pupil has an ILP and is encouraged and enabled to progress and learn
- **Raising expectations and achievement** – by ensuring all teaching teams have access to appropriate and on-going CPD so they have the skills and strategies to personalize learning and measure progress through on-going assessment
- **Delivering improvements in partnership working** – we will work closely with parents/carers, referring Local Authorities and other organizations to ensure the needs of all our students are addressed

Ensure that all students are enabled to achieve the 5 outcomes of ECM:

- **Being Healthy** – have access to regular exercise, know about and make healthy lifestyle choices, understand sexual health risks and the dangers of smoking and substance abuse, are encouraged to eat and drink healthily, recognize the signs of personal stress and have available strategies to deal with it
- **Staying Safe** – display concern for others, refrain from intimidating and anti-social behaviour; feel safe from bullying and discrimination; feel confident to report bullying and racist incidents; act responsibly in high risk situations
- **Enjoying and achieving** – have positive attitudes to education, behave well and have a good attendance record

- **Making a positive contribution** – understand their legal and civil rights and responsibilities; show social responsibility, and refrain from bullying and discrimination; express their views at school and are confident their views and ‘voice’ will be heard; initiate and manage a range of organized activities in school and community organizations (See Curriculum Policy and British Values SMSC)
- **Achieving economic and social well-being** – develop basic skills in literacy, numeracy and ICT; develop their self-confidence and team working skills; become enterprising, able to handle change, take initiative and calculate risk when making decisions; become financially literate and gain an understanding of business and the economy and of their career options; develop knowledge and skills when they are older, related to workplace situations

Standards

The following standards set out clearly the responsibilities of managers and staff for meeting the needs of students with SEND in our school

The Head Teacher must ensure that the school has a culture that meets the needs of students with SEND by:

1. Ensuring the school works within and all staff know about and adhere to, the SEND Code of Practice as revised 2015, Removing Barriers to Achievement, ECM and the DFES SEND Toolkit.
2. Ensuring that the school responds positively to national curriculum developments such as the new 14-19 curriculum as a means of ensuring students with SEND have access to the same opportunities and challenges as their peers
3. Ensuring all staff are fully aware of SEND policy and practice and work within it and that this is reflected in the schemes of work, lesson plans and lesson evaluations that they use
4. Ensuring there is an annual audit and plan for the curriculum that covers all aspects of it as set out in the definition above, that promotes ECM outcomes for students and that demonstrates how each students SEND is met
5. Ensuring all new staff are aware of each students SEND as appropriate and the actions that flow from it
6. Ensuring that the school monitors and evaluates the progress each pupil with SEND makes and aggregates the information as one measure of the school’s effectiveness

7. Ensuring that teachers are up-to-date in their knowledge of SEND matters and are able to advise their colleagues in an effective and productive manner
8. Ensuring that staff are kept up-to-date with regulations, research and legislation in relation to SEND
9. Ensuring partnership arrangements with parents are productive and effective
10. Ensuring partnership arrangements with Local Authority colleagues who have responsibility for SEND are productive and effective
11. Ensuring that all external consultants and trainers assisting in SEND matters have clear guidelines regarding what is expected of them and requiring of them to set out how their input will improve outcomes for students

Teachers must ensure:

1. They play a full and active part in the development of policies, plans and processes for supporting and challenging students with SEND
2. They have a good understanding of the curriculum modifications and adaptations that secure broad, balanced and relevant opportunities for students with SEND
3. They deliver the curriculum in a manner that promotes the learning of each student and meets the requirements and learning style of each pupil as set out in their SEND and/or assessment
4. They keep up-to-date, are aware of and incorporate as planned all relevant curricular developments i.e. the 14-19 curriculum for students with SEND
5. They are clear about the relationship between SEND, the curriculum, schemes of work, lesson planning and outcomes for students
6. They are using appropriate adaptations and/or resources in order to meet particular SEND requirements
7. they monitor the progress of each student and the class overall and evaluate students progress, achievements, learning, participation and enjoyment of their work
8. Teachers should encourage all students to become independent learners. AfL should be used effectively to increase participation and engagement of students with SEN

- 9 They ensure that any support staff they work with understand each students' SEND and its importance in enabling students to learn

All staff must ensure they:

1. Maintain an up to date knowledge and understanding of their professional duties and the statutory framework within which they work including the importance of addressing each students SEND
2. Work as directed by the Head Teacher Inclusion Leader or Leader of Learning to review with named students the targets set as a result of the SEND
3. Contribute to the development of all aspects of the curriculum as appropriate to their role including meeting the SEND of named students
4. Work as a team member and identify opportunities for working with colleagues to promote the curriculum, managing their work where appropriate and sharing the development of effective practice with them

This policy is supported by:

- The Education (Independent School Standards) (England) Regulations 2003, particularly reg: 1(2)(e) – 'The school shall draw up and implement effectively a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for – where a pupil has a statement, education which fulfils its requirements.'
- The National Professional Standards for Headteachers – Leading Learning and Teaching – ensuring a consistent and continuous school-wide focus on pupil's achievement, using data and benchmarks to monitor progress in every child's learning
- Professional Standards for Teachers – C19 Know how to make effective personalized provision for those they teach including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote inclusion in their teaching
- SEND Code of Practice – revised 2015
- Removing Barriers to Achievement, DFES 2004
- Planning the Curriculum for Students with SEN, 2004, Byers R and Rose R, David Fulton Publishers
- The Essential Guide to Teaching, 2006, Davies S., Pearson Longman
- Every Child Matters, 2007, Cheminais R, David Fulton
- Higher Standards Better Schools for All, DFES 2005

Checklist for Early Detection of SEND

Name of pupil:

Observation conducted by

Date

The observations below are of a nature that would be identified quite early.

Criteria	✓
Significant discrepancy between oral and written performance	
Persistent difficulties with spelling easy or common words	
Erratic spelling- has good and bad days	
Difficulty getting ideas down on paper	
Problems putting things in sequential order	
Written work fails to express the student's understanding, ideas or vocabulary	
Easily misreads or miscopies	
Loses place easily when reading or following instructions	
Has difficulty seeing errors- cannot proof-read	
Finds reading new words difficult	
Handwriting may be messy, poorly constructed or immature	
Shows left / right confusion	
Finds it difficult to memorise / remember new facts, new words, and new instructions	
Has trouble generalising or acquiring and applying new rules	
Does not seem to learn by ordinary teaching methods	
May be described as a quick forgetter rather than a slow learner	

NB Not every pupil with SEND shows all these difficulties, this can be used to identify key learning issues and specific interventions implemented

