

Winchester House School

Special Educational Needs and Disabilities Policy

Version 2

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Special Educational Needs and Disability Policy

This policy includes EYFS

This document describes The Winchester House School policy in relation to children who either experience difficulties in learning or adapting to the physical, social or behavioural demands of the school environment. It is written with regard to the SEND Code of Practice (2014), Special Educational Needs and Disability Regulations 2014, the Children and Families Act (2014) Statutory guidance on Supporting Pupils with Medical Conditions, 2014 and Teacher Standards 2012.

At Winchester House School we aim to provide all our children with opportunities to develop their academic potential and enquiring minds within a family environment where they can feel valued, fulfilled and confident. We encourage children to develop resilience and take responsibility for their own learning with the aim of becoming life-long learners in every area of their lives.

Principles

For all children from 3-13 at Winchester House School, it is our intent

- To help each child to develop his or her potential.
- That every pupil will have access to a broad and balanced education
- To give pupils with SEND equal opportunities to take part in all aspects of school life.
- To help each child learn to appreciate and value his or her own strengths.
- To ensure that each child feels equally valued within the school community and that no pupil will be discriminated against.
- That all pupils will have their needs identified in order to support progression and good mental health and well-being in line with our Safeguarding Policy.
- To ensure that intervention takes place as soon as possible to avoid a negative spiral of failure and lack of self- confidence.
- To encourage the school, child and parents to support each other.
- That all teachers and staff have a responsibility and role in anticipating individual learning needs and overcoming barriers to learning by providing differentiated teaching and learning opportunities, extra support or additional resources where appropriate and possible.
- Though all staff will do their best to meet each and every child's needs to the full, the school also recognises that there may be times when the needs of the group (that is, the majority of the children in the class) will have to take precedence over the needs of the individual.

Special Educational Needs and Disabilities Policy

The definition of special educational needs.

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND. Under section 20 of the Children and Families Act 2014, children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Pupils have a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; (b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools; OR
- (c) are under compulsory school age and are likely to fall within the definition above when of compulsory school age (or would do so if special educational provision was not made for them).

Children do not have a learning difficulty or disability, within the legal definition, solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means: (i) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream schools in England; (ii) for children under two, educational provision of any kind.

Gifted and talented pupils may require special educational provision. Please see our Policy for Higher Learning Potential (Gifted, Talented and More Able Pupils) for further details.

Each subject/class teacher, tutor and member of the boarding staff has a responsibility within their own areas of responsibility to be inclusive and ensure that all children feel happy, valued and able to access and enjoy all that Winchester House School has to offer. Staff have access to the Head, the Deputy Head (Teaching and Learning), the Head of Learning Development and Learning Development team who can offer advice and support concerning a child with Special Educational Needs and/or Disabilities.

The responsibility for SEND provision in the school currently lies with the Head, Deputy Head/SENCo and supported by the Lead Learning Development Coordinator, who fulfils the daily organisation and plans and oversees provision for pupils.

Leadership is responsible for the strategic direction and development of SEND policy and practice throughout the school. The Deputy Head/SENCo is responsible for:

- The efficient and effective provision of special education for pupils with SEND
- The daily operation of the school's special needs policy.
- Overseeing the assessment of children's needs, monitoring and reviewing their progress in the light of the Code of Practice guidelines.
- Maintaining a register listing children's names and the nature of their learning difficulty, disability or special need.
- Coordinating provision for children with special educational needs.
- Liaising with, and advising fellow teachers, support staff and governors.
- Liaising with parents of children with learning difficulties, disabilities or special educational needs.

Liaising with external agencies, including educational psychologists and medical services.

- Liaising with new schools on transfer.
- The Deputy Head/SENCo monitors the effectiveness of pupil provision, evaluates quality and outcomes for pupils and plans for current needs.

Resources

Staffing

The Learning Development Department includes: Deputy Head/SENCO (Alicia Mobbs); the Lead Learning Development Coordinator and Pre-Prep Learning Co-ordinator (Kath Ayre); Seligman Learning Co-ordinator (Sarah Phillips); Year 5 and 6 Learning Co-ordinator (Tracey Ambrose); Year 7 and 8 Learning Co-ordinator (Michelle Merritt); a specialist LD teacher who supports children with learning difficulties and dyslexia; Learning Support Assistants; a Teaching Assistant; visiting Speech Therapists and a visiting Diagnostic Assessor. Many of these staff are part time but in addition to this team, Teaching Assistants within Pre-Prep are instrumental in the delivery of Catch Up and Booster Groups plus in class and individual or small groups. The Deputy Heads, School Nurse, trained teaching staff, the Well Being mentor, Mental Health First Aiders and/or a visiting counsellor are always on hand to support pupils with emotional difficulties eg. bereavement, family break-downs or eating disorders. The school has links with several Educational Psychologists who visit the school when required.

Equipment

Much of the equipment used to support children with learning difficulties, disabilities or special needs is also used within classrooms and therefore is not specifically a special needs resource, e.g. computers, software and multi-sensory equipment. Some departments utilise multi -sensory equipment and resources as part of their regular teaching resources.

However, some resources have been specially purchased for use by the Learning Development staff. These are kept centrally in the Learning Development Rooms and areas in Pre-Prep, Seligman and Upper School and can be borrowed by subject staff.

Providing for Children with Special Educational Needs and Disabilities

All children at Winchester House School work within mainstream classes with access to a wide ranging curriculum. Classwork in all subject areas is differentiated and staff training sessions focus frequently on Quality First differentiation techniques and strategies to enable access for all pupils and age groups. Children are often supported either in small groups or individually by subject teachers, the HoD, specialist support teachers and assistants or student-teachers, either in class or through Wave 2 interventions including Catch Up or Booster groups or Wave 3 individual programmes. We aim to run as many of the Wave 2 interventions (Boosters) as possible early in the morning or during enrichment/ILT sessions to avoid pupils missing lessons. However, it is sometimes necessary for pupils to be withdrawn from class for individual sessions. Learning Development staff liaise regularly with subject teachers and often use subject based materials for their sessions in order that pupils do not miss parts of the curriculum. The expertise of the support team – see Staffing – ensures a wide range of intervention programmes and strategies.

Educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;

- where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006) is registered at the school, an annual account of income received and expenditure incurred by the school is required.
- where a pupil with an EHC plan wholly or partly funded by a local authority or other body through public funds is registered at the school, such information as may reasonably be required for the purpose of the annual review of the EHC plan is provided to the responsible local authority.
- LAs which fund pupils in independent schools are entitled to be informed how those public funds have been spent. Schools must provide the LA with an annual account of income and expenditure for LA-funded pupils (usually those with EHC plans) except those for whom early years grant is paid. The standard obliges the school to provide the information without the LA having to request it first.
- Schools must also provide the relevant LA, where requested, with such information (such as education, safeguarding or child-centred information) that may reasonably be required for the annual review of the pupil's EHC plan. However, in the absence of any enquiry from the LA, as is common, inspectors may take a view about whether failure to supply the information is material in a particular context.
- If a local authority finds that a school does not supply the information required under either of these standards it is likely to complain to the DfE and, if appropriate, an inspection will be carried out.

Admission Arrangements

As an independent school, admission is at the Head's discretion. Although non-selective, children are usually screened before entry to the school. Children who enter the Pre-Prep have no formal assessment, although they visit in the term before entry for familiarisation and for us to form an idea of their progress to date. Those entering Upper School (from age 7 onwards) usually complete screening tests normally at least one term before they start. However, this assessment is neither selective nor competitive but allows us to guide parents if we feel that a child would not thrive within our school. In such rare cases we always discuss the position very carefully with parents. If either we or parents believe that learning support may be needed, then our specialist staff will be asked to contribute to the assessment and further diagnostic tests may be carried out. We encourage parents to alert us early to any known needs and our assessments are carried out at a level and in a way that enables a child to show us what he/she can do. Reports are requested from previous schools and any Educational Psychologist's assessments are also requested in order that an informed decision can be made regarding admission. Further details may be obtained in our Admissions Policy.

Provision

Special Educational Needs and Disabilities Policy

We have an inclusive and mainstream approach therefore we aim for pupils to be taught within normal classroom lessons. Some classes are supported by teaching or learning development assistants who provide that extra attention and reinforcement should a child or group of children require occasional help in class. Teaching and learning development assistants and learning development teachers often run 'booster groups' during enrichment sessions or during the day to consolidate and build on classroom learning. The occasional, general support in class and booster groups are normal provision within the school fees and there is no extra charge.

Occasionally a child's needs may require support or instruction that is 'additional to' our normal provision. Extra charges are made if, following further diagnostic assessments in school and/or recommendations from an Educational Psychologist or other professional body, there is a need for further staffing, specialist programmes or support eg. one to one lessons for a diagnosed SEND or individualised support during the school day. Charges for individual lessons are published in the prospectus and on our website. Charges for other specialist provision or support will be costed, discussed and agreed with parents as part of the review and liaison process.

Identification and assessment of pupils' needs

All pupils from Year 1 upwards are screened annually using standardised tests and EYFS pupils complete baseline tests and the Wellcomm Speech and Language toolkit. Children are further assessed as soon as concern is expressed via classroom and general observation, analysis of the child's work, talking with parents and carers and additional assessment tools. Careful tracking of progress and development are monitored throughout intervention programmes and records and reports, which are archived electronically or kept in secure filing cabinets, are discussed in meetings with parents and staff. Children receiving support will have an IEP (Individual Educational Plan) which outlines the support they are receiving as well as the progress made.

The Learning Development team maintains close liaison with the sister and boarding staff through regular meetings and minutes of meetings to ensure a rounded and holistic approach to children's care and development.

Normal classroom arrangements

Teaching and pastoral staff will initially respond to children's learning and emotional needs through a variety of differentiation techniques and strategies. At this stage, children may be discussed in a staff meeting or with parents to gain an overview of progress. Children who have been at Wave 2 will remain under review for a period of time to monitor progress within normal classroom arrangements. Children who have been assessed and/or Learning Development staff believe particular differentiation in the classroom will have Pupil Profile cards, outlines strengths, weaknesses and teaching strategies.

EAL Provision

We recognise that all overseas pupils will have differing degrees of difficulty with language at some time in their school career and that provision for this need is on a continuum. We regard the pupils' self-esteem to be of vital importance to their learning and intend that pupils should not feel stigmatised by the fact that they do not have English as their first language. Teachers aim to ensure that all pupils for whom English is a second language have the chance to achieve their maximum potential and their welfare is of utmost importance.

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- Care will be taken to consider the child in the context of their home, language, culture and community.
- Learning difficulties will not be equated with lack of competence in English.
- A pupil's language will be assessed as soon as possible, usually by an EAL teacher or the SENCo to ascertain proficiency in reading, writing, listening and speaking.
- Where appropriate, support and advice will be sought from bilingual support staff interpreters and translators to help children and parents understand fully the measures the school is taking.
- As far as possible assessment tools will be culturally neutral and useful for a range of ethnic groups
- Teaching staff are informed of language proficiency and any difficulties the pupil may encounter in the classroom.
- Progress is monitored formally and informally and every effort is made to arrange for additional EAL input and pastoral support if this is required.
- Appropriate special arrangements are sought for examinations where required and pupils can be offered the opportunity to sit Cambridge exams.

The Review Process

The review process for children receiving support of any kind involves all adults who have worked with a particular child, in school, as well as parents, outside agencies and often the child, although all may not meet at the same time. It will focus on the progress made by the child, the effectiveness of the special help, targets for future action and the nature of the type of support, if required.

Transfer to Other Schools

Liaison with the child's next school is often in place before transfer. If required, special arrangements for entrance exams are organised by the HoD. On transfer the school will pass on relevant records and documentation.

Criteria for Evaluating the Success of the SEND Policy

- Evidence of improvement in pupil achievement and self esteem and progress through the curriculum.
- The setting of appropriate targets, their implementation and achievement.
- Successful schemes of work and teaching strategies reflecting and responding to the child's special needs.
- Meeting objectives set at review meetings.
- Positive participation and feedback from parents.

Procedure for Complaints

It is the policy of the school to work in partnership with parents. We encourage dialogue and many discussions between staff and parents are informal. Parents may contact the Deputy Head/SENCo, Lead Learning Coordinator or appropriate year group coordinator at any time by phone or email to discuss concerns or aspects of their child's education in greater depth.

It is to the Head that any complaint about SEND should be made. The Complaints Policy/Procedure may be found on the school website.