



St Andrew's

BERKSHIRE

Special Educational Needs and Disabilities Policy

This policy applies from Nursery (2 years) to Year 8 (13 years)

Principles and Aims

This document is a statement of the aims, principles and strategies for the identification and management of children with special educational needs at St Andrew's School. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the Parent Handbook and the school's other policies, as together these form a statement of the principles underpinning all the work in the school.

St Andrew's is a caring school where attention is paid to the planning of the curriculum, both to extend the most able and to support the individual needs of pupils with identified learning difficulties within the mainstream setting through the effective use of differentiation and support.

Considerable attention is paid to the child's overall development and progress. It is the school's aim to fully integrate each child into full school life and to develop the child's self-esteem in the classroom and through school activities.

SEND pupils at St Andrew's School are integrated into mainstream classes. It therefore follows that all our teachers are teachers of SEND and are responsible for the progress of all pupils.

The aims of our Special Educational Needs and disabilities provision at St Andrew's School are:

- to recognise that some children have difficulties which call for special educational provision;
- to apply a whole school policy to meet each pupil's individual needs following the guidelines of *Special Educational Needs and Disability Code of Practice: 0-25 years 2015, the Equality Act 2010, the Children and Families Act 2014 and the Statutory Framework for Early Years Foundation Stage (January 2024)*;
- to give every child with SEND the best possible access to our broad and balanced school curriculum;
- to acknowledge the role parents and carers have in their child's learning;
- to continue to develop staff training;
- to make clear the expectations of all partners in the process.

St Andrew's is committed to providing equal access for all children to the broad and balanced curriculum to which they are entitled. We welcome children with mild special educational needs as part of our community. We recognise that we must consider the individual needs of all children when planning our curriculum; we aim to provide a curriculum which is accessible to each child and takes account of different learning styles, background and experiences.

To achieve this commitment:

- a) We aim to employ the best practice when devising support for SEND.
- b) We recognise a continuum of special needs. Our aim is to raise the expectations and achievements of all children.
- c) Early intervention: we recognise the importance of early identification and assessment of children with special educational needs. We aim to address special needs as soon as concerns are raised, so that learning experiences are appropriate and strategies can be implemented.

- d) We recognise that responsibility for SEND is a whole-school issue and lies collectively with all staff, supported by the SENCo and the Senior Management Team. We aim to equip all staff to meet a wide range of children's needs effectively.
- e) We believe in the involvement of the child and the importance of taking their view into account in line with their age and understanding.
- f) We aim to work in close partnership with parents, carers and other agencies, valuing their opinions and contributions to support their child's learning and development. We fully inform them about SEND provision for their child and implement recommendations promptly.

Objectives

To meet the individual needs of all SEND pupils, the Department's objectives are:

- Ensuring that a graduated response of assessment, planning, actions and reviews are carried out as an integral part of teaching, giving an up-to-date and accurate picture, enabling early identification of SEND.
- Ensuring that pupils with SEND are offered a broad, balanced, relevant curriculum that is appropriately delivered and resourced and high expectations are placed on progress.
- Developing close partnership with parents and pupils, involving them in supporting the pupil's education
- Encouraging a good working relationship with Educational Psychologists, Speech Therapists and Occupational Therapists or any other outside agencies.

Admissions

St Andrew's welcomes all children who can make the most of the opportunities that the school offers and can flourish in the caring environment of the school. Treating every child as an individual is important to us, and we welcome pupils with special educational needs, providing that our Learning Skills Department and/or staff can support their progress. We do not however, have the facilities to offer highly specialised and intensive treatment and support. Our Learning Skills Department is staffed by fully qualified specialists who are able to support each pupil with mild specific learning difficulties. Currently the School supports pupils with mild SEND such as mild ADHD, High Functioning ASD, mild DCD and mild and moderate dyslexia.

We require parents of children with special educational needs to discuss their child's needs with the school. The Head of Learning Skills may be required to discuss this further with parents before a firm place is offered so that we can make adequate provision for their child. Parents must provide a copy of any professional assessments that have been undertaken.

We ask for basic background details about the pupil's academic level. This will include information gained from taster sessions. **In EYFS this will include a more general assessment. In Year 1 and 2, English and maths ability will be sought to ensure that the pupil can access the curriculum within the current cohort.**

We also contact the child's current school with our report request proforma which asks for details of academic attainment, any standardised test results, additional support given, sport, music and drama and any other relevant information. Following the completion of this form, we may also ask permission to contact your child's current school to discuss any information further.

Before a taster day, parents are asked to share any medical conditions, allergens and dietary requirements.

Admission of a pupil with special educational needs (SEN) is at the discretion of the Head Master and Head of Pre-Prep, and will be kept under review in consultation with the parents. Children with an identified Special Educational Need entering Nursery will spend time with the SENCo, Nursery staff and the Head of Pre-Prep. Children entering the school in Reception, Year 1 and Year 2 will spend a day in the classroom with their year group and be assessed by the class teacher or SENCo prior to being offered a place. This may involve the use of specific assessments which will result in a review of the child's needs compared to the current cohort.

A discussion is then held between the Head Master, Head of Pre-Prep and the SENCo to assess if St Andrew's can meet the needs of the individual child; this is then discussed with parents. A place may be offered for a probationary timescale in line with progress made, and a review date may be put in place, so progress can be assessed.

Each pupil with a special educational need requires special consideration and treatment. If appropriate, adjustments will be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child before they have accepted the offer of a place and before he/she becomes a pupil at the school.

Where a prospective pupil has an EHCP, the school will consult with the parents and the Local Education Authority to ensure that the provision specified in the EHC Plan 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 to the parent or to the LEA, if the LEA is responsible for the fees and the school is named in the EHCP. In all other circumstances, charges will be made directly to parents, subject to the school's obligations under the Equality Act 2010.

On the parent Registration Form, parents are asked if there are any SEND concerns. If there is an identified SEND, children's names will go onto the school's SEND list. This is saved on the school database for all staff to access.

This list is not exhaustive and may be updated from time to time to reflect current best practice and the needs of children within the school. Parents will be made aware of any assessments to be carried out with their child.

Definitions of Special Educational Needs and Disabilities (SEND)

A child has special educational needs if "their learning difficulty or disability calls for special educational provision different from or additional to that normally available to pupils of the same age". (*SENDCoP March 2015*)

In accordance with the Children and families Act 2014, a child has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of children the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age; or
- c) are under compulsory school age and fall within the definition at (a) or (b) above, or would do if special educational provision was not made for that child. (*SENDCoP 2015 xiii - xv*)

In addition, under the Disability Discrimination Act 1995, Section 1(1) and Equality Act 2010 1 (6), a person (P) has a disability if:

- (a) P has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

It is not assumed that, because a child's attainment is in line with his chronological age, there is no learning difficulty or disability. Difficulties can occur across the full range of cognitive ability. (*SENDCoP 2015 6.23*)

Children must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which they will be taught. Difficulties related solely to limitations in English as an additional language are not SEN (*SENDCoP 2015 6.24*)

SEND can be broadly categorised into:

- Communication and interaction
- Cognition and learning (including specific learning difficulties, such as dyslexia or DCD)
- Social, emotional and mental health difficulties
- Sensory and physical needs (*SENDCoP 2015 5.32 and 6.28 - 6.35*)

Procedures

The SEND Code of Practice provides a clear framework for assessing and meeting pupils' needs

The school's SEND process follows the graduated approach of **Assess Plan Do Review**. (*SENDCoP 2015 6.44*)

The key test of the need for action is evidence that the pupil's current rates of progress are less than expected, given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or improve upon the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap;
- can include progress in areas other than attainment.

(SENDCoP 2015 6.17 -18)

Assess

A concern is raised by a teacher to the Head of Learning Skills/SENCo through email or staff meetings. This is recorded on the School's MIS. Concerns may also be raised by parents and can be raised by children.

Once the pupil has been identified as experiencing difficulties as listed above and progress has not been achieved, parental consent is sought to allow the Head of Learning Skills to carry out a more detailed assessment to ascertain the child's strengths and weaknesses. Standardised tests are selected according to the difficulties observed. The results are then written down and passed on to the parents and class/subject teacher at a meeting arranged by the Head of Learning Skills.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. *(SENDCoP 20145 6.23)* but the child may be monitored for regular review.

Plan

The Head of Learning Skills/SENCo and teachers monitor the pupil and provide differentiated tasks or resources, as appropriate. For children in Nursery and Reception, intervention is planned through a Play Plan if the support is over and above that which is normally provided; for children in Years 1 and 2, this is a Pupil Passport (PP), which is drawn up by the class teacher in consultation with the SENCo for small group work implemented by TA's with specific, achievable targets, if over and above normal differentiation and group work, is required. These are reviewed termly in consultation with parents.

In Years 3 to 8, Pupil Passports give guidance to teachers on differentiation. The ILPs are planned and reviewed at least biannually for the pupils receiving specialist one to one support by the LS teachers. Intervention is implemented on the advice of outside support agencies, psychologists or therapists. The ILPs and Pupil Passports document progress, outcomes sought, provision put in place that is over and above differentiation, outside specialist involvement, review date, information from pupils on their strengths and weaknesses and the views of pupils and parents.

Parents will be involved in the school's provision for their child. They should understand the purpose of any intervention, the programme of action and their role in supporting the ILP.

Do

Over and above differentiation, in EY, Year 1 and the first term of Year 2, the school can provide booster sessions by TAs, either in small groups or 1:1 for short sessions.

In Year 2 to 8, where a child's needs are over and above what the teacher can provide, the SENCo will organise for a Learning Skills specialist teacher to work 1:1 with the child at additional cost to the parents. Two lessons per week is usual, but a maximum of four lessons is possible. These lessons are usually rotated in non-academic lessons as much as possible, so that the pupil does not miss the same subject regularly. Breaks and Rests are not used for Learning Skills lessons.

Review

The child, together with his/her parents and teachers, review plans biannually and the child is encouraged to take ownership of it and to set his/her own targets. Effectiveness of interventions are reviewed and progress is tracked both using the school and department tracking systems

Involvement of outside agencies

If, upon review, it is established that the pupil continues to make less than expected progress, consideration will be given to involving external specialists (e.g. an educational psychologist.)

The school encourages parents to consult with specialists and outside agencies after seeking advice from staff and then ensures that there is good liaison between the school's provision and that recommended or provided by the outside agency. Parents/guardians will be expected to fund any further assessments that are not covered by the local authorities and will be asked to inform the school of the outcome of assessment. A meeting must be arranged with the parents and relevant parties in school to discuss the outcomes. All information from external reports is summarised by the SENCo and fed back to staff for immediate implementation.

Partnership between the school, parents, SEND pupil and external agencies is important. An Early Help Assessment may be accessed if necessary. We believe there are significant benefits gained by a pupil knowing that parents and teachers are working together, not in isolation. Two-way communication is encouraged both formally and informally.

In order to gain extra time or access arrangements in external examinations, the pupil may need an educational psychologist's report to qualify. The Head of Learning Skills seeks appropriate dispensation from the relevant senior schools. Typing of exams is allowed at the discretion of the Head of Learning Skills and Deputy Head Academic. (Refer to the school's Typing Policy)

Education Health and Care Plans (EHCP)

For a very small number of pupils, the interventions provided by school and external assessments may not ensure adequate progress in spite of the "assess, plan, do, review" process. If parents and/or school should need to make a request for an Education Health and Care Plan (EHCP) to the Local Education Authority, the pupil will have demonstrated significant cause for concern. The LEA will consider the need for an EHCP and if appropriate, will make a Multi-Disciplinary Assessment. Following the assessment and consultation with those involved in supporting the pupil's welfare and education, an EHCP may be written.

The SENCo, with the advice of the class and other teachers and any appropriate external specialists, will fill in all the forms sent by the authority and will liaise with the parents and the authority.

A pupil with an EHCP will have their progress formally reviewed termly by teachers, SENCo, parents and outside agencies in conjunction with the LEA. All those involved with the pupil must continue to keep detailed records. The SENCo will collate these records and maintain the pupil's file on the school's management system.

If the Local Authority refuses to make an assessment, parents have the right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The school does not have this right of appeal.

Records

All records are confidential and will be kept in accordance with the School's Retention of Records policy and in compliance with GDPR.

SEND records are as follows:

- **Concerns** are collated by the SENCo and the details are added to the school monitor list, which is saved on the school staff drive. As appropriate, staff can access this to help with support in lessons.
- **Paper based assessments** are kept by the SENCo in the locked Learning Skills office.
- **Parent contact records** relevant to SEN are kept by the SENCo which includes dated actions. Class and LS teachers add notes from other parent meetings onto the school management system if further actions or agreements were discussed.
- **ILPs and PP reviews** are on the school management system and remain confidential. Copies are given to parents. These are working documents and used when planning.

- **Results of school-based assessments** are stored on the school's management system. It is the responsibility of the class/subject teachers to differentiate their class teaching to reflect the recommendations on the assessments. It is the responsibility of the SENCo to draw the teacher's attention to the assessments and recommendations.
- **Any other records**, educational psychologist's reports, speech therapy reports etc are filed by the SENCo in a locked cupboard in the Learning Skills office and stored confidentially on the school management system. The paper copies are shredded once the pupil leaves St Andrew's.
- **The list of pupils with special educational needs** is on the staff intranet and all records are updated by the SENCo.

All staff have access to the current Learning Skills documents, monitor list, differentiation recommendations and SEND details on the school staff drive.

Integration

All pupils on the SEND list are in mainstream mixed ability classes or in sets and are fully integrated within the school as a whole. Through careful planning and resourcing, access to the curriculum is differentiated according to individual needs. Building SEND pupil's self-esteem alongside their peer group is extremely important, enabling them to socialise and feel part of a group and not be seen as different. The atmosphere is one of encouragement and understanding. SEN pupils will be withdrawn for assessment and individual lessons as appropriate, to meet their needs.

Leaving St. Andrew's

Information, assessments by outside agencies and records of pupils transferring to senior school (or another junior school) are available for the Deputy Head (Academic)/SENCo to disseminate as appropriate. The Head of LS sends an ISEB form and outside assessment reports to the Senior School's admissions, if written parental permission has been obtained, to facilitate any planning required by the Senior School.

References and Reports

Application forms for senior schools includes a section on SEND. Parents should complete this with details of any Learning Skills lessons, Educational Psychologist report, etc.

The senior school will write to St Andrew's requesting a transfer report. There is a section on Learning Skills and we will give an accurate report on:

- the nature of the learning difficulty,
- the support given to assist the pupil (present or past),
- any recommendation for access arrangements for exams.
- dates and type of assessments carried out by outside assessors

Parents should be assured that if the school did not exchange this information with senior schools, it would hinder a pupil's progress. Senior schools usually make very good provision for SEND pupils.

The Educational Psychologist's and any other outside assessor's reports are the property of the parents and will not be forwarded to another school without the parents' written permission.

Possible Further Action

Very occasionally, it may be felt that a change of school would be in the best interests of the pupil when their needs cannot be fully met within St. Andrew's School. Any approach to parents about a potential change of school would be made sensitively and sympathetically and the School would endeavour to ensure that there was sufficient time for other viable options to be explored. Close discussions would be held with the Head Master, the Deputy Head Academic, the Head of Pre-Prep, the Head of Learning Skills/SENCo and the class and/or subject teachers as appropriate to support consideration of alternatives.

Physical Accessibility

We recognise that some children with special education needs may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of the School's Accessibility Plan; this shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors. Due to the nature of our older buildings, there is only limited wheelchair access within those buildings.

English as a Second Language (EAL)

We advise parents of children who have English as a second language to discuss their child's requirements with the school. Difficulties related solely to the fact that the child's first language is not English are not SEND. Refer to EAL Policy.

Staff Training

All staff (including teaching and support staff) are given regular training on working with SEND pupils.

Charging

Learning Skills lessons are charged as extras (rates are available on the School website)

Behaviour and SEND

Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has SEND. Where there are concerns, an assessment of specific cognitive tests may be carried out to determine any possible causal factors. An individual behaviour plan may be drawn up by the class teacher with the SENCo offering advice to ensure any strategies used to support the child are regularly reviewed.

Complaints procedure

If parents have any concerns regarding SEND provision, they should contact the Head of Learning Skills/SENCo in the first instance. The School's complaints' procedure would then be followed; this can be accessed on the website.

Roles and Responsibilities of staff

See Annex 1.

Glossary

ILPs	Individual Learning Plans
LEA	Local Educational Authority
SEND	Special Educational Needs and Disabilities
LS	Learning Skills
EHC Plan	Education Health and Care Plan
PP	Pupil Passport
EYPP	Early Years Play Plan

Document Review History

Review date	Reviewed By	Next Review date
Sept 24	Head of Learning Support	Sept 2025