



Special Educational Needs and Disabilities Whole School Policy (including Early Years)

September 2020

This policy is written in line with the requirements of: -
Keeping Children Safe in Education (September 2020)
Children and Families Act 2014
SEND Code of Practice, 0-25 years, 2015

- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEND information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- **Equality Act 2010**
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:
Accessibility Plan, Whole School Admissions, Equal Opportunities, Gifted and Talented, Behaviour Management, Curriculum, Complaints Procedure, Pupils with Chronic Illnesses, Safeguarding, Teaching of English as a Second Language.

This policy was developed with consultation of key staff working across the Pre-Prep, Junior and Senior Schools, the School's Leadership Team and Executive Group, parents/carers and representatives from the school's governing body and will be reviewed annually.

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEND Code of Practice 0 – 25 years (2015, p15)*

Definition of disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEND Code of Practice 0 – 25 years (2015, p16)*

SEND Pupils and Safeguarding against Abuse

Children with special educational needs (SEND) and disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children, such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.
- The school ensures that such barriers do not prevent thorough safeguarding of all SEND pupils through our use of a designated safeguarding governor, Designated Safeguarding Leads (DSLs), [Deputy Designated Safeguarding Leads \(DDSLs\)](#), SEND policy and on-going training.

1 Admissions and Pupils with Disabilities, SEND and Learning Difficulties

St Edmund's School is a fully inclusive school that welcomes pupils with all types of disability. We strive to ensure that all children can make the most of the opportunities offered and will flourish in our caring environment. This includes working with the school's [Learning](#)

Enhancement and Additional Educational Needs (AEN) departments to make available the help and support that may be required.

During the admissions process parents and carers are asked to provide details of their child's SEND needs, including relevant psychological and/or medical reports. The prospective pupil and their parents will then meet with the appropriate Additional Needs Department to discuss transition and support requirements. Following this additional testing may take place in order for us to better understand the pupil's learning profile and exam access requirements. Reasonable adjustments are made for all with SEND, including for prospective pupils taking entrance test papers.

The Governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life. The school has a designated Governor who oversees Disability Inclusion and Special Education Needs (SEND).

2 The kinds of special educational need for which provision is made at the school

St Edmund's School can make provision for every kind of frequently occurring SEND without an Education, Health and Care Plan, for instance Dyslexia, Developmental Coordination Disorder (DCD - Dyspraxia), Dyscalculia, Irlen's Syndrome, Autistic Spectrum Condition (ASC), Attention Deficit hyperactivity Disorder (ADHD), Attention Deficit Hyperactivity Disorder (Inattentive type), Speech and Language Needs, Sensory Processing Difficulties, Epilepsy, Allergies, Hearing Impairment, Visual Impairment, Auditory Impairment, Physical Impairment, Developmental Delay etc. There are other kinds of SEND which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of SEND: ASC, ADHD, ADHD (inattentive type), Specific Learning Difficulties (SpLDs) Physical needs, Speech and Language needs. Decisions on the admission of pupils with an Education, Health and Care plan are made by the school in accordance with the Whole School Admissions Policy.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with SEND.

3a Information about the policy for identification and assessment of pupils with SEND

At St Edmund's School we monitor and review the academic progress of all pupils at least three times a year. We also use a range of assessments with all the pupils at various points, for example regular regular standardised tests of reading, spelling and cognitive ability.

Where progress is not sufficient, even if SEND has not been identified, we put in place extra support to enable the pupil to catch up, for example: study skills, organisation, handwriting and spelling clubs.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we seek to determine the cause of the learning difficulty. At St Edmund's School we are experienced in using a range of psychometric assessment tools such as the Dyslexia Portfolio, Wide Range Ability Test (WRAT 5), Wide Range Intelligence Test (WRIT), British Picture Vocabulary Scales (BPVS), Wechsler Individual Achievement Test (WIATT-II-UK), Symbol Digit Modalities Test (SDMT) and Detailed Assessment of Handwriting (DASH).

There are limitations on staff time to conduct assessments so when parents raise specific concerns, we sometimes recommend they obtain a full diagnostic assessment at their own expense. In these instances we work with educational psychologists and other external assessors. For the Early Years Foundation Stage (EYFS), the school has access to external advisors, from the Local Authority, who can make assessments to identify the child's needs and offer support until they reach school age. We also work collaboratively with professionals within the NHS (Paediatricians, Speech and Language Therapists, ADHD Team etc). to diagnose and support pupils. Parents may also choose to access these services privately, at their own expense.

The purpose of more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a provision map, reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has SEND because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having SEND. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with SEND. When any change in identification of SEND is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3b. English as a second language

Bilingual learners in St Edmund's come from a range of ethnic and cultural backgrounds. Their ability to function in English at an appropriate initial level is assessed prior to acceptance in the school. The school's objective is to support their learning through developing their linguistic competence, aural, oral and written, in English language, in order to ensure that their educational achievements at the end of their course is commensurate with their ability and is not compromised by difficulties in written or spoken English. There are specialist teachers within the school to support these pupils if needed.

3c. Dual exceptionality

Dual exceptionality is the term used to describe a child who is not only exceptionally able but has additional learning difficulties or a disability. All gifted and talented children, including those with dual exceptionality, need careful nurturing. Small classes, combined with banding and setting, naturally help this process. Teaching staff at St Edmund's School are aware of dual exceptionality; we realise that those in need of support and special arrangements are not always in the bottom sets. The school is ambitious for all pupils and facilitates independent learning to stimulate the inquisitive mind and seeks every opportunity to stretch the most able through creativity, challenge and co-curricular enrichment activities.

4 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

4a How the school evaluates the effectiveness of its provision for such pupils

Provision maps will be reviewed regularly in conjunction with the class or subject teacher. Changes in provision will be communicated through parent consultations and reports. The SENCOs strive to build a strong and open relationship with children, young people and their families; informal communications and updates are continuous throughout the year. Assessment information from teachers and other professionals will show whether adequate progress is being made.

The *SEND Code of Practice 0 – 25 (2015, 6.17)* describes inadequate progress thus:

- 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
- Widens the attainment gap

For pupils with or without an Education, Health and Care Plan there will be a regular review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The content of provision maps are routinely discussed at review meetings and are available on request.

4b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked approximately four times per year. In addition to this, pupils with SEND may have frequent assessments of reading age, spelling age etc. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the AEN support and provision map will be reviewed and adjusted.

4c the school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate

for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered *SEND Code of Practice 0 - 25 (2015, 6.37)*

At St Edmund's School the quality of teaching is judged to be good in our last independent Schools Inspectorate (ISI) inspection. To maintain and build upon these high standards, the school's Senior Leadership Team monitor teaching and learning on a regular basis. Regular INSET and training are offered to all staff through an annual appraisal process.

We follow the Mainstream Core Standards advice developed by Kent County Council in all applicable circumstances.

http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/inclusion/inclusion_and_achievement.aspx.

We use the Best Practice Guidance for the EYFS

<https://www.kelsi.org.uk/early-years/equality-and-inclusion/best-practice-guidance-for-the-early-years>

The school employs some additional teaching approaches, as advised by internal and external assessments and professionals e.g. one to one or small group support, pastoral support, mentoring, small group teaching, use of ICT software learning packages etc.

4d how the school adapts the curriculum and learning environment for pupils with special educational needs

St Edmund's School broadly follows advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with SEND. We also incorporate advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the school has set up a Disability Policy Review Committee - which consists of the Executive Group in coordination with the Governor's Education and Staffing Committee. Governors have recently made the following improvements as part of the school's accessibility planning: Relocation of the Medical Centre to the ground floor, use of the Junior School Staff Common Room as a means of access from the lift to the second floor, access to the entire ground floor of the main building via door opposite Catering Office, re-tarmacking of pathways and installation of stair rails, height adjusted work benches in Science, ramps to improve access to swimming pool area, C Block and Baker House and availability of alternative seating. We follow the advice of education and health care professionals such as occupational therapists and specialist teachers when adapting facilities, resources and the curriculum for our pupils. In addition, we have the following planned adjustments to the school: Installation of a lift in the main school building to service first and second floors, all

dorm bedrooms to become en suite, creation of a ramp to the Stable Block (Abingdon House) and creation of new, fully accessible teaching buildings (Academic Hub).

4e additional support for learning that is available to pupils with special educational needs

The school's annual budget includes SEND funding which is provided from the school's own budget since we do not receive notional SEND funding from the Local Authority. This is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress is different in each case. A full list of the interventions offered is on the School's 3-18 provision map.

Pupils with Education Health and Care plans from their local authorities who are suited to the school's educational provision are welcome. Children with Education Health and Care plans will have an Annual Review which usually involves their parents/carers, teachers and local authority. Each case will be discussed and planned for individually, in accordance with the Whole School Admissions Policy.

We access SENIF (SEN Inclusion Fund) and DAF (Disability Access Fund) in the EYFS
<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/senif>

<https://www.kelsi.org.uk/early-years/equality-and-inclusion/disability-access-fund-daf>

4f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at St Edmund's School are available to pupils with SEND either with or without an Education, Health and Care Plan. Risk assessments are conducted and, where necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

4g support that is available for improving the emotional and social development of pupils with special educational needs

At St Edmund's School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for example PSHEE and tutor time and indirect teaching, for example, chapel and conversations with adults.

For some pupils with the most need for help in this area we also can provide the following: access to school counsellor, Chaplain, time with a member of the school's pastoral team, social skills groups, time out cards and external referrals to Kent Family Support Framework (KFSF) and Early Help.

Pupils in the early stages of emotional and social development because of their SEND will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources beyond that required by pupils who do not need this support.

5 The name and contact details of the SEN Co-ordinators (SENCOs)

The school has three SENCOs:

1. For Nursery, Reception and Years 1 and 2 is Mrs C. Atkinson, BA (QTS) MA (CCCU) (Monday to Thursday AMs)
2. For Junior School (years 3-8) is Mrs A. Ward, BA (KCL), MA (KCL), PGCE (Cantab)
3. For Senior School (years 9-13) and with 3-18 strategic responsibility is Mrs L. Blench, BA (Hull), TEFLA (Cantab), PGCE (CCCU), Dip7SpLD (OCR)

The SENCOs are available on 01227 475600 or can be contacted by using:

Pre-Prep ca@stedmunds.org.uk

Junior School alw@stedmunds.org.uk

Senior School lkb@stedmunds.org.uk

6 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All staff (including teaching and support staff) are given regular training on working with SEND and disabilities. This training focuses on helping each child to reach their maximum potential, the appropriate adjustments that can give full access to the curriculum and how to make best use of the facilities that the school has to offer. Such training is triggered by pupil's needs, skills audits, CPD and appraisal, for example epilepsy training, dyslexia, hearing impairment etc. In addition, some staff have received enhanced and specialist training.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are other schools, educational psychologists, speech and language therapists, occupational therapists, physiotherapists, dyslexia specialists etc.

7 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

8 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at St Edmund's School are invited to discuss the progress of their children on at least one occasion a year and will receive a written report two times per year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has SEND. All such provision will be recorded, tracked and evaluated on a provision map which will be shared with parents two times per year.

If following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having SEND because special educational provision is being made and the parent will be involved in all planning and reviews of this provision. Parents will be actively supported to contribute to the assessment, planning and review process.

In addition, parents/carers of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies or support networks involved with the pupil. Information will be made accessible for parents.

9 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have SEND because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning as appropriate. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

10 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at St Edmund's School are used for complaints about provision made for SEND. We encourage parents to discuss their concerns with the class teacher/tutor, subject teacher, Head of Year/Housemaster, SENCo or school leadership team to resolve the issue before making the complaint formal.

If the complaint is not resolved after it has been considered through the formal complaints mechanism, the complainant may choose to appeal to the Independent Schools Inspectorate (ISI) or the Department for Education.

There are occasional circumstances, usually for children who have an Education, Health and Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

11 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The SENCos at St Edmund's School engage with professional networks such as SENCo forum, NASEN etc.

We can access local authority support services for

- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice/KFSF (Kent Family Support Framework)/Early Help

We can access the following local authority support services for the Early Years only. We have engaged with the following bodies for Early Years services:-

- Free membership of LIFT for access to specialist teaching and learning service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc

12 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

HELPLINE: 03000 41 3000

Office: 0300 333 6474 and

Minicom: 0300 333 6484

E-mail: kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.uk/kpps>

13 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

As a 3-18 provision the majority of pupils move seamlessly between the Pre-Prep, Junior and Senior Schools. We work closely to facilitate pupil transition meetings, including special transition arrangements for SEND pupils. Looking ahead to post 18, the Senior School's Head of Progression facilitates transition to university and the workplace.

For any new pupils joining the school our selection policy is described in the Admissions procedures. Applications from pupils who have the ability and aptitude to access an academic curriculum are welcome. However, parents of children with physical disabilities, SEND or learning difficulties are advised to discuss their child's requirements with the school before they sit the entrance examinations so that adequate provision can be made for them on the day. Parents are asked to provide a copy of a medical report or educational psychologist's report to support their request, for example, for large print material, extra time, use of laptops or other special arrangements.

In all cases the SENCos seek to work closely with the educational settings used by the pupils before they transfer to us, in order to seek the information that will make the transfer as seamless as possible.

13 Information on where the local authority's local offer is published.

The local authority's local offer is available to EYFS and is published on: <http://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer> parents without internet access should make an appointment with the SENCO for support to gain the information they require.

LKB/EOC September 2020

Approved by the Governing Body in September 2020

Signed: Governor Responsible for SEND:..... Date:.....

Signed: Chairman of Governors:..... Date:.....

Review due: September 2021