



SEND Policy

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The Shrubbery School
SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

A child has special educational needs or disability (SEND) if they have ‘a learning difficulty or disability which calls for special educational provision to be made for him or her’ or if they have ‘a significantly greater difficulty in learning than the majority of others of the same age, or 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...’

Taken from 2015 SEND Code of Practice: 0 to 25 Years.

These special educational needs (SEND) can include a child’s:A

- behaviour or ability to socialise, eg not being able to make friends
- reading and writing, eg they have dyslexia
- ability to understand things
- concentration levels, eg they have Attention Deficit Hyperactivity Disorder or Attention Deficit Disorder
- development co-ordination disorder (dyspraxia)
- Aspergers or Autistic Spectrum Disorder
- physical needs or impairments
- speech and language impairments
- emotional difficulties

Aims of SEND

- To ensure that all pupils, including SEND pupils, are given equal access to a broad and balanced curriculum with work being differentiated to suit their needs.
- To identify and assess all children with SEND as early as possible.
- To follow closely the recommendations made in the 0 to 25 Special Educational Needs and Disabilities Code of Practice 2015.
- To develop individualised programmes of work to suit the needs of each child with special needs.
- To ensure that effective channels of communication are sustained so that all parents of children with special needs are aware of the support provided and/or resources from other agencies.
- To liaise closely with outside agencies.
- To monitor progress of SEND children and assess impact of provision.
- To ensure all children identified as having SEND reach their full potential.
- To ensure that every child has positive experiences in maintaining emotional health and wellbeing.

Admissions

All children are admitted to the School according to the School’s admissions criteria, set out clearly in the Admissions Policy.

Disability and Special Educational Needs

The Shrubbery School currently has limited facilities for the disabled. However the School will do all that is reasonable to comply with its legal and moral responsibilities under the Equality Act 2010 in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately. The School needs to be aware of any known disability or special educational need which may affect a child's ability to participate in the admissions procedure and take full advantage of the education provided at the School. Parents of a child who has any disability or special educational needs should provide the School with written evidence prior to the admissions procedure, at registration, or subsequently before accepting the offer of a place.

The School needs this information so that, in the case of any child with particular needs, the School can assess those needs and consult with parents about the adjustments which can reasonably be made to ensure that the application procedure is accessible for the child and that the School can cater adequately for the pupil should an offer of a place be made.

The School will do all that is reasonable to ensure that the information and application procedure is accessible for disabled candidates and will make such reasonable adjustments as necessary. If special education needs or a disability become apparent after admission, the School will consult with parents about reasonable adjustments in order to allow the child to continue at the School. Adaptations to the building, location of the classroom and resources may be needed for some children.

SEND at The Shrubbery School

At present a proportion of our pupils have SEND and are receiving SEN Support. Currently there are no children with EHCPs (Education, Health and Care Plans). All teachers should expect to have children with SEND in their classes. Types of SEND that we currently have in school include children with a diagnosis as well as those with learning profiles consistent with the diagnosis:

Communication and Interaction

- Mild autistic spectrum
- Speech and language disorders

Cognition and Learning

- Children performing below expected progress
- Dyslexia

Social, Emotional and Mental Health

- Emotional difficulties

Physical and Sensory

- Hearing impaired
- Slightly visually impaired

Medical Needs

- Allergies, asthma, eczema.

Implementation

At the Shrubbery School, we have smaller classes, which makes it easier to identify children who are struggling with their class work.

The first step in responding to possible special educational needs is high quality teaching which is appropriately differentiated for individual pupils.

Formal testing, that can be used to compare against standardised scores, will help to decide whether a child has SEND. If a class teacher **identifies** a child who is not making sufficient progress, they will talk to the Special Educational Needs Coordinator (SENCO), and express their concerns.

The SENCO will informally **assess** the child. A discussion with the class teacher will follow this assessment, and a decision will be made as to whether the child:

- a) Continues in class
- b) Requires special help (SEN Support)
- c) Requires external specialist help

If it is felt that the child does not require special help, the details will be noted on the SENCO Observation form, and the child's details will be recorded on the "Children to Observe" list, attached to the SEND List.

If it is felt that the child requires special help or external specialist help, the SENCO or class teacher will then contact the parents and invite them to a meeting to discuss the concerns and offer support.

What happens next?

There will be a graduated and individual response.

SEN Support

1. As a result of assessment, we may offer SEN Support for the child. This will involve parents, teachers, teaching assistants and SENCO.
2. The child may be withdrawn from class for small group work with the SENCO for between 30 minutes and two hours per week. The SENCO has a range of material and activities to use with the children. These resources may be used in the classroom by class teachers if needed. If the child is in EYFS, daily support will be provided by the Teaching Assistant or Class Teacher.
3. When the child has reached Year 1 or beyond, the SENCO will set up a SEND Continuum for Assessment, according to his/her areas of need. The Continuum is designed to monitor progress throughout the year for an individual child. This will follow the child throughout his/her school life at The Shrubbery. It is saved on the shared drive.

4. The child's profile on Schoolpod will be updated by the SENCO to show that he/she is receiving SEN Support, noting the type of SEN and the date started and, if applicable, finished.
5. The SENCO will highlight the statements on the Continuum that the child has met, and will annotate it in blue with initials, date and any other comments that might be relevant.
6. The class teacher and SENCO will **plan** accordingly for the child's needs to address the Continuum within daily lessons. By highlighting what the child can already do, it is clear for teachers and parents to see what the next steps will be. This will then be planned for by the SENCO when she sees the child for their individual/small group session.
7. The class teacher and SENCO will be expected to regularly update the SEND Continuum by highlighting and annotating in blue the statements that the child has met. (See colour code for highlighting below.) The SENCO will update the Continuum every time she sees the child if applicable, by highlighting what the child can now **do**. The class teacher will be expected to update the Continuum at least every month. The expectation would be that the child has been seen to achieve each statement at least three times.

Colour Coding System:

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

8. A copy of the individually highlighted SEND Continuum will be emailed to parents shortly before every parents' evening and explained at a meeting.
9. All the children that are receiving SEN Support are placed on the school's SEND List, which is updated half-termly.
10. **Review** meetings with parents to monitor progress and outcomes of the support being given.
At the Review Meeting, if the child has made sufficient progress, it might be felt that he or she could cope in class. This would be explained to the child, and the parents are notified if they are not able to attend the Review Meeting. The child would be monitored carefully in class, and if necessary, extra support would be provided again.

This is part of the graduated approach cycle of '**Assess, Plan, Do, Review**' required in the Code of Practice 2015. Depending on their age, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents.

Some children will benefit from support from specialist agencies. These may include agencies such as: Educational Psychologist, Speech and Language Therapist, Behaviour or Emotional Support or his/her own Doctor. If the school thinks specialist support should be sought, the class teacher or SENCO may suggest to the parents that they contact the child's GP in the first instance, for referral. The school may be able to recommend specialists, and would ask for copies of any reports received.

Education, Health and Care Plan (EHCP)

The majority of children with SEND will be able to have their needs met through SEN Support, but, in more complex cases, the school may suggest application to the local authority for further assessment if it is thought that a 0-25 Education, Health and Care Plan (EHCP) may be needed. This application may be made by the parents, with the school's support. The EHCP will place emphasis on personal goals and will describe the support received. The EHCP will be created by the local authority.

Class Teacher Interventions

As stated above, work is differentiated in the classroom and for homework. The class teacher will monitor extra support, interventions or comments regarding the child's progress, on a regular basis.

Will the child be involved in the process?

The statements on the Continuum may be discussed with the child, either at home or at school, so they can see their own progress shown by the colour coded highlighting.

Further advice

Parents are always welcome to make an appointment with the class teacher or SENCO if they have any concerns about their child's progress. The SENCO can often pass on details of outside agencies which the parents may want to contact.

Access to the curriculum will be maintained at all times and policies relating to it include:

Equality

Creative Curriculum

Teaching and Learning

Three Year Accessibility Plan