



QUINTON HOUSE SCHOOL

# Special Educational Needs (SEN) Policy

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## 1. Objectives of the school's SEND policy

It is the purpose of the School's Special Educational Needs (SEN) policy to improve the learning opportunities and progress of all pupils with Special Educational Needs (SEN) and disability.

All staff have responsibility for the education of pupils with additional needs and the importance of maintaining high expectations for all pupils. They recognise the importance of planning their lessons in ways that will encourage the participation and learning of all pupils. Progress of all pupils, including those with identified learning needs will be assured through high quality teaching.

The School has regard to the provisions of the revised SEND Code of Practice (DfE, 2015) on the identification and assessment of pupils with additional needs. It is recognised that pupils with SEN require the greatest possible access to a broad and balanced education, including the National Curriculum where this is relevant. The inclusion policy is recognised and implemented as far as possible (See Admissions Policy). It is the intention that at this school, pupils with SEN and disabilities will be educated alongside their peers, wherever this is possible, however individual, small group specialist tuition can be accessed to ensure the needs of every pupil are met. It is recognised that the knowledge, views and experience of parents are vital and that the effective assessment of provision for pupils with SEN can only be achieved when there is the greatest possible partnership between parents, pupils, the School and other relevant agencies.

## 2. Definitions

In accordance with the SEN 2015 Code of Practice the term **Special Educational Needs** refers to 'a child or young person having SEN if they have a **learning difficulty** or **disability** which calls for **special educational provision** to be made for him or her.' [SEND Code of Practice, 2015, p.15]

A **learning difficulty** means that the child has greater difficulty in learning than the majority of children of the same age or a disability, which hinders him/her from making full use of the educational facilities provided for children of the same age.

**Special educational provision** means that which is in 'additional to or different from that made generally for other children or young people of the same age.' [SEND Code of Practice, 2015, p.16]

A **disability** 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' (The Equality Act 2010). Such a definition includes sensory impairment such as loss of hearing or long-term health conditions including, asthma and diabetes. Pupils with such conditions do not necessarily have SEN.

### 3. Roles and Responsibilities

The School acknowledges the purpose of the Special Educational Needs Coordinator (SENCO) as being to take responsibility, with the support of the Deputy Head (Seniors) and Head of Junior School, for the day-to-day operation of provision made by the School for pupils with SEN. This includes providing professional guidance in the area of SEN in order to secure high quality teaching and the effective use of provisions to bring about improved standards of achievement for all pupils. The School SENCO is Mrs Pip Bates.

It is recognised that to be effective, the SENCO needs:

- the full support of the Senior Leadership Team and Cognita
- clearly defined responsibilities and expectations
- appropriate status
- appropriate training and qualifications
- the understanding and support of the whole staff
- SEN and whole school procedures to work as complementary systems
- the necessary time and resources to fulfil this complex role.

The role of the SENCO is to be responsible for:

- the day-to-day operation of the School's SEND policy
- liaising with and advising teachers and LSA/TAs
- carrying out observations and assessments of individual pupils to help support and provide for them
- coordinating provision for pupils with SEN - devising and maintaining a provision map of current support available for pupils
- managing the School's SEND Handbook, including the SEN register
- organising and running SEN Forums for Junior and Senior School staff once a term
- coordinating and, where appropriate, delivering 1:1 and small group learning support
- overseeing the records and tracking of all pupils with SEN, including IEPs and EHCPs
- liaising with parents of pupils with SEN or those identified as making less than expected progress
- contributing to the in-service training of staff
- liaising with external agencies, e.g. Educational Psychologists
- overseeing and coordinating annual reviews
- chairing the SEN Forum meeting.

#### Other staff

Classroom and subject teachers are responsible for the progress of all pupils including those with SEN. Under the guidance of the SENCO, appropriate provisions will be put in place to assure high quality teaching. Further/additional SEN provisions may be required and will be coordinated by the SENCO, including devising an IEP. The teacher is responsible for keeping

the SENCO informed about ongoing concerns. The procedure for raising concerns about a pupil's progress and attainment is clear to all staff.

The Senior Leadership Team are kept informed about the progress of pupils with SEN. They are also, when appropriate, involved in key decisions and individual arrangements.

#### **4. Admission arrangements**

Refer to admissions policy.

#### **5. Any special facilities to increase access**

In cases of physical disability, the School has some limitations on access due to the nature of the Grade I listed building. Wheelchair access on a permanent basis is not feasible because of this, although it can be managed in the short term. The Sports Hall has wheelchair access. Refer to Reasonable Adjustment policy for further information.

#### **6. Identification, assessment and review procedures**

In accordance with The SEND Code of Practice (DfE, 2015) the School adopts a graduated continuum for the identification, assessment and review of pupils with SEN. The support offered to SEN pupils is based on a cycle where needs are *identified, assessed, planned, do* (implemented) and *reviewed*. In most cases, pupils' needs are met through high quality teaching in the classroom. However in some cases additional provisions are provided, with permission from parents. Such provisions include in-class support from LSA/TAs, 1:1 and small group intervention. Junior and Senior School SEN forums occur once a term to provide a formal platform for teachers to assess, plan and review provisions.

##### Identification & Assessment

Early identification and assessment of SEN is vitally important in ensuring positive long-term outcomes for pupils. Identification is carried out in the following ways:

- the class or subject teacher identifies through regular assessment a pupil that is making less than expected progress
- all pupils' current attainment and current skills are assessed on entry. Previous school records and reports may be obtained
- Dyslexia screening is carried out during taster days for all pupils from Year 1 upwards
- summative assessment results e.g. *Alis, Midyis, Yellis, GL Assessments, Vernon spelling*
- concerns raised by parents/carers of pupils

All information is gathered by the SENCO who will contact the parents before seeking further information (e.g. observations, teacher reports). In some cases further testing may be recommended.

The School will value all the information provided by parents. This may include:

- information about the child's health and development when he/she was younger
- how the child behaves at home and how the parents think he or she is getting on at school
- the possible causes of the child's difficulties

If there are still concerns, the evidence acquired by the SENCO is presented and the pupil is placed on the SEN register. If no specific learning need is identified however concerns persist, the pupil may be placed on the Additional Needs Register. Pupils identified as having a disability are placed on the Medical Conditions Register. The SEN Register, Additional Needs Register and the Medical Conditions Register can all be found in the SEND Handbook.

The SEND Handbook is available to all staff on the Academic Shared drive.

### Plan

The SENCO takes lead responsibility for co-ordinating special educational provision, working with the pupil's class teacher or teachers. In many cases, an Individual Education Plan (IEP) is written to help outline the specific learning needs of the pupil. Teachers then use the IEP to help tailor their teaching to the individual pupil. In some cases, the IEP identify specific learning outcomes for the pupil. IEPs are reviewed regularly and outcomes updated twice a year.

The SENCO will liaise with the pupil's teachers and parents. The parents may be asked to work with the pupil or to help him/her at home. The support and encouragement of the parents are vital. Parents are consulted, either formally in a meeting or informally via other means of communication.

The voice of the pupil is considered an integral factor of the process and pupils are encouraged to participate in decision making about provision to meet their special educational needs. This is considered on an individual basis, taking into account their age, ability and past experiences. A record is kept of their views, for example, in identifying their difficulties and setting goals. Pupils directly inform their IEP in the 'About Me' section where their own views of their ability and learning styles are expressed.

Teachers and the SENCO are supported by specialist help from outside the School and draw up a new IEP. It may be necessary to request that parents arrange for an Educational Psychologist's report. This would be the financial responsibility of the parents. As a result of the recommendations, specialist tuition may be recommended. Depending on the type of tuition necessary, this may be provided by the School or it may be necessary for parents to arrange this privately. Advice would be given by the SENCO and the pupil's IEP will be reviewed accordingly.

## Do

Teachers, LSA/TAs and SENCO work closely to deliver provisions that are appropriate to the pupils' learning needs. Where necessary, interventions are planned and delivered.

## Review

The support and progress of pupils are reviewed regularly and adjusted accordingly. The School keeps a close check on how the pupil is progressing and records his or her progress carefully through tracking systems and the SEN forum. The parents are kept informed and invited to review meetings. Regular opportunities are available on a formal or informal basis for parents to discuss their child's progress.

All teaching staff are aware of the School procedures for identifying, assessing and providing for pupils with SEN.

### **7. Access to the curriculum**

Each pupil has the right to full access to all subjects the curriculum contains at the appropriate level. It is recognised, however, that some subjects, or skills within some subjects, may be unsuitable for certain pupils with SEN.

For those pupils whose SEN have been confirmed by an Educational Psychologist, and whose needs are met through an Individual Educational Plan, a reduced timetable can be considered if supported by the Deputy Head (Seniors) and SENCO. Dyslexia is the school's highest frequency SEN thus it is predominantly a language which is discontinued. Individual or small group study skills are facilitated in lieu of a language.

### **8. How pupils with SEN are integrated within the school**

There is full integration within a form class. Staff and pupils are made aware of any special considerations.

### **9. EHC Plans**

Where a child has an Education Health and Care Plan (EHCP) it will be reviewed annually, working with the local authority as appropriate. The School will also make sure that particulars of educational and welfare provision for pupils with EHC plans is made available to parents, parents of prospective pupils and, on request, to the Chief Inspector, Secretary of State or independent inspectorate.

### **10. Arrangements for SEN in-service training**

Appropriate time is devoted to staff training on the subject of SEN. This may involve a presentation from an outside speaker on a particular topic or it may be by the SENCO or other

members of staff with certain areas of expertise. In the past this has included information on: asthma and how to deal with it; epilepsy and how to deal with it; self-esteem; practical ideas for helping dyslexics in the classroom and SEN procedures in school.

### **11. Use of teachers, facilities and support services from outside the school**

As an independent school, Quinton House School has direct links with the support services and advises parents where the necessary support/assessment may be found. The School will then endeavour to support any arrangements or recommendations providing they can be met within the School's provision. Payment may be necessary for some additional services.

### **12. Partnership with parents**

The School values the contribution of parents in the process of identifying, assessing and meeting pupil's special educational needs. Parents have the right of access to information, such as that provided in IEPs and the right to be involved in decision-making.

Individual pupils whose names are placed on the SEND Handbook are discussed with their parents so that they are involved at an early stage, and their views are encouraged and recorded. Parents are encouraged to approach the School about any concerns that they might have about their children's progress. The wishes and feelings of parents are represented and recorded at reviews of progress meetings. Parents are given:

- information on the School's SEND policy
- the name of the SENCO and the name of any member of staff involved in giving learning support to their child
- information on the support available to their child at School
- information on the parents' expected involvement in assessment and decision-making
- information on local and national organisations which might provide information, advice or counselling, e.g. Northamptonshire Dyslexia Association
- information on outside agencies, e.g. Educational Psychologists, who may need to be consulted

Parents need to be given input into their child's programme, as it is recognised that pupils with SEN will need support at home, as well as at school, in order to meet their targets.

### **13. Links with other schools, including transfer and transition**

Quinton House School accepts pupils aged 2 to 18, in accordance with its admissions policy. When pupils with SEN and Disability are transferred to this School from another School, in addition to reports and references, the previous School would be required to provide details of the pupil's needs and the support with which they were provided. Where pupils transfer from Quinton House School to another School, their personal records would be forwarded which provides copies of reports, IEPs, etc.

#### **14. Links with health, social services, educational welfare services and voluntary organisations**

Health services are provided by the School Medical Service.

The School also has appropriate contacts with Northamptonshire Social Services and the Educational Psychology Unit at Northampton General Hospital.