



## Special Educational Needs and Disabilities & Learning Support Policy

**Polwhele House's SEND Policy relates to all areas of the school, including EYFS**

The SEND Code of Practice, September 2015 states:

A child or young person has special educational needs 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 or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them. (Code of Practice 2014)

### **There are Four Broad Areas of Need**

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs.

Children may have needs in one or more areas to a greater or lesser degree.

### **English as an Additional Language**

The identification and assessment of the educational needs of children whose first language is not English requires particular care. The school will look carefully at all aspects of a pupil's performance in different areas to establish whether any difficulties they have are due to limitations in their command of the English language, or whether they arise from additional educational needs.

EAL is not SEND but children with EAL may have SEND. See our EAL Policy.

### **Aims:**

- Our SEND provision across the school aims to provide a positive and supportive environment to pupils identified as having an educational need, enabling them to access the curriculum with more confidence and enjoyment.
- Through teacher dialogue, assessments and first quality teaching we aim to meet, monitor and evaluate the impact of learning opportunities and overcoming barriers to learning.
- To identify, at the earliest opportunity any child who may have special educational needs.

- For all teachers to provide quality teaching and learning experiences for all children (all teachers are teachers of SEND, as in Code of Practice 2014). This includes providing different levels of intervention/differentiation to match the level of need.
- To ensure that all school staff are aware of each child's needs so their needs can be met in all aspects of school life.
- For staff at Polwhele House to welcome children with special educational needs and disabilities and adopt a positive attitude towards all children's needs, recognising each pupil's achievements and difficulties and making reasonable adjustments to teaching materials or the environment as appropriate.
- For all pupils to fulfil their full potential.
- To work closely with parents and carers as invaluable partners at all stages.
- To ensure all safeguarding procedures are in place for all pupils at all times.
- Linking to the school's PSHEE policy and curriculum all children with special educational needs and disabilities are not at risk or vulnerable to radicalisation and British Values are actively promoted.
- Involving pupils actively in the decision-making process regarding their education.
- Ensuring that pastoral care and support is available for all pupils so that they may develop in all areas and build a strong sense of self-esteem.
- To work and liaise with outside agencies as appropriate, e.g. Health Services such as SALT, Occupational Health; Educational Psychologist; Early Help Hub; CAMHS; Child and Adolescent Mental Health etc. Ensuring a multi-agency approach to include external professionals and agencies, parents and staff, as appropriate.

### **Responsibilities:**

The school as a whole, the Head, SENDCO, all teachers and school staff will comply with the Code of Practice in ensuring appropriate support and provision for children with special educational needs and Education, Health and Care (EHC) plans as necessary.

### **Staffing:**

SENDCO working closely with staff shares information on all children with SEND in the school; liaises with parents and carers at all stages and involves them in decision-making; involving children in decision making as appropriate; conducts regular reviews of the children's progress; is involved in children matters during Prep staff meetings; creates and reviews individual children's provision paperwork; keeps the SEND register of need up-to-date; co-ordinates the provision of information to external agencies and professionals, with the consent of parents. Supports individual children on a 1:1 basis in consultation with parents and professionals.

Deputy Head: works closely with SENDCO support staff in identifying and co-ordinating provision of children with SEND; to support transition between Pre-Prep and Prep; ensures assessment information is used to support identification across the school; organises access arrangement for examinations both internal and external; works closely with SENDCO to raise concerns regarding pupils with social, emotional and/or behavioural needs.

Classroom teachers to identify and make provision for all children through first-quality teaching and classroom differentiation and provide support for children with SEND. Class teachers will reinforce strategies for safe internet use and help each child develop appropriate practices for taking down and recording information (e.g. E-Safety, use of laptops, computers etc). As and when necessary staff to work with the SENDCO and the local authority to ensure the ECHP offer is effectively in place. Class and subject teachers will consult with parents and pupils in a collaborative partnership in order to ensure the best outcomes for each child.

Class teachers/SENDCO will use a variety of multi-sensory teaching methods that include visual, auditory and kinaesthetic learning styles.

Staff are informed of children on the SEND register during induction and told of positive methods of support. Training in particular areas of SEND is provided as necessary.

### **Praise and rewards:**

Verbal feedback and praise will be used whenever possible when positive outcomes are noted and celebrated for each individual child.

“Concrete” rewards will also be used as appropriate including, stickers, badges, certificates and set points.

### **Support Services:**

The school/parents will buy in screening, advisory and other services from a variety of professional bodies and individuals. The school will advise parents on a wide range of available services and advice.

Appropriate use of resources and support programmes will be used in the Learning Support Department such as: Toe by Toe, Stareway to Spelling, Alpha to Omega, Power of Two, Nessy etc.

### **Links with schools:**

The school places great emphasis on transition and the correct choice of school or each pupil to move onto with consultation with parents/carers.

The Head, Deputy Head and SENDCO will make contact with receiving schools to discuss a child's individual needs.

Support for parents is available in regards to transition to the next school (i.e. Y6/Y8 or beyond - move into Senior School) offered by the Head, Deputy Head and SENDCO.

Transfer of information to the new school is arranged with the parents' consent.

**Created:** September 2018

**Reviewed:** September 2019, January 2020, September 2020

**Review date:** Annually