

# **POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

## **for Long Close School**

### **Introduction**

This document has been written following discussion with the SEN Governor, the SEN Support team and teachers, in liaison with the parent/carer of children with SEND. It gives due regard to the SEND Code of Practice 0-25, 2015 (which relates directly to the Children and Families Act, 2014 and associated regulations); the Equality Act, 2010 and the statutory guidance of Working Together to Safeguard Children, 2015; Supporting Children at School with Medical Conditions, 2014; Special Education Needs and Disability Regulations, 2014 and Reasonable Adjustments for Disabled Pupils, 2012.

It is a statement of the aims, principles and strategies for the identification and management of children with special educational needs and disabilities at Long Close 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 school's policies for teaching and learning, in addition to those listed below, as together they form a statement of the principles underpinning the commitment and work of the school.

Accessibility Plan

Admissions Policy

Behaviour Policy

Inclusion Policy

Safeguarding Policy (including Child Protection)

Medical Needs Policy

Long Close School 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 children with identified learning difficulties and/or disabilities within the mainstream setting. Admission of a child with special educational needs and/or disabilities (SEND) is at the discretion of the head teacher and may be reviewed after six months. Children entering the school will normally spend a day in the classroom with their year group and will be assessed by the class/form teacher and/or other staff. This will involve the use of specific tests to determine whether the child enters the school. The Head teacher will discuss the needs of the individual child with the school's Head of Learning Support. If the child meets entry requirements and the school is able to meet their needs, then the child may be

accepted. No child will be refused a place in the school based solely on their SEND support requirements.

## Principles

We are committed to providing equal access for all children to the broad and balanced curriculum to which they are entitled. We welcome children with special educational needs and disabilities as part of our community. We recognise that we must consider the individual needs of all children when planning our curriculum and we aim to provide a curriculum which is accessible to the individual needs of all of our children. This document includes all Key Stages in the school.

To achieve this commitment:

- a) We aim to employ the best practice and focus on the outcomes for children with SEN when devising support for them, paying due attention to their overall development and progress;
- b) We recognise a continuum of special needs: any child may experience a special need at any stage of their education.
- 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 to children's current needs and to ensure that future difficulties are minimised. We seek to develop practices and procedures that are designed to ensure that all children's special educational needs are identified and assessed, with the curriculum being adapted where appropriate to meet their needs. We recognise that good practice can help prevent some special educational needs arising at all, and can minimise others.
- d) We recognise that responsibility for SEN is a whole-school issue and lies collectively with all staff, supported by the Head of Learning Support (HLS), EYFS SENCo and the Senior Management Team.
- e) We recognise that

*'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'*

(SEND COP 0-25, 2015; 6.36)

and aim to equip all staff to effectively meet a wide range of children's needs ensuring high quality teaching with differentiated activities to meet these needs.

- f) We recognise the need to make reasonable adjustments to support children experiencing barriers to their learning, with an inclusive practice, to help resolve difficulties and promote positive solutions.

- g) All children have a right to a broad, balanced and relevant education enabling them to achieve their best, with a successful transition into adulthood to live fulfilling and confident lives.
- h) We believe that SEN support should be addressed by using a variety of groupings, settings and differentiation strategies, in a graduated, child centred approach, to ensure full curricular access for all children.
- i) We believe in the involvement of the child and the importance of taking their views into account. They should be actively encouraged to participate in discussing the purpose of learning tasks, in personal target-setting and in evaluating their own outcomes. Our SEN provision aims to actively involve children in this process in the light of their age and understanding.
- j) We recognise that parent/carer and carers have a vital role to play in the identification SEN and development of SEN provision for their children. We aim to work in close partnership with parents and carers, valuing their views, experiences and contributions, and supporting them in their child's learning and development. Their expectations for and knowledge of their child(ren) will form an integral part of the process to establish appropriate SEN support.
- k) We intend to work in partnership with other agencies (e.g. health & care professionals) and with parent/carer and carers, sharing information and assessment reports and taking prompt action to implement recommendations.
- l) We recognise that a disability alone does not constitute special educational needs but calls for reasonable adjustments to be made in accordance with current Disability Equality legislation.
- m) We recognise the need for consistently high quality teaching with differentiation and that additional support does not compensate for poor quality teaching.

## Definition

*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:*

- a) Has a significantly greater difficulty in learning to the majority of others of the same age or*
- b) Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

*A child under compulsory school age has special educational needs if he or she is likely to fall within this definition when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children & Families ACT 2014).*

SEND can be categorised into:

- cognitive & learning difficulties;
- social, emotional & mental health difficulties;
- communication & interaction difficulties;
- physical and/or sensory impairment;

*‘Difficulties related solely to limitations in English as an additional language are not SEN ‘*

*‘Slow progress and low attainment **do not necessarily** mean that a child has SEN. However they may be an indicator.’*

*‘Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.’*

(SEND COP 0-25, 2015, 6.23/4)

*‘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.’*

(Equality Act 2010, 1.6)

## **Aims and Objectives**

We aim to:

- recognise that some children have difficulties which call for special educational provision;
- identify and provide for children who have special educational needs and additional needs;
- apply a ‘whole child, whole school’ approach to meet each child’s individual needs, working within the guidance of the *SEND Code of Practice 0-25 (DfE 2015)* and paying due regard to the *Equality Act 2010*;
- fully integrate each child into the full school life
- pay due attention to a child’s overall development and progress, developing their self-esteem both in the classroom and through a variety of school activities;

- enable children with SEN to develop, learn, participate and achieve the best possible outcomes through the involvement of the whole school and in close partnership with parent/carer/carers, other education providers, healthcare & social care professionals;
- take concerns, views and experiences of parent/carer/carers seriously;
- give the children with SEN the best possible access to our broad & balanced school curriculum;
- do our best to enable children with SEN to make a successful transition into adulthood and living fulfilling lives as confident individuals;
- continue to develop staff training; and
- provide support and advice for all staff working with special educational needs children.

## **Roles & Responsibilities**

The SEN Support Team consists of the Head, the Head of Prep School, the Head of Senior School, the Head of Early Years, the Head of Learning Support and the EYFS SENCo. They will provide support and guidance to the staff, parents/carers & SEN children, with regards to the individual needs.

### **The role of the SEN Governor**

1. liaise with the head teacher in all areas of SEN to ensure good practice and
2. provide advice to head teacher in all areas of SEN.

### **The role of the head teacher**

1. ensure that the HLS and other staff have sufficient time allocated to carry out teaching and administrative roles;
2. liaise with the HLS regularly regarding individual children;
3. discuss staff training needs with the HLS;
4. in discussion with the HLS arrange sharing of good teaching practice;
5. look at resource requests for the SEN Support department;
6. share information on SEND with the school's Cognita Education Officer;
7. monitor quality of teaching and levels of differentiation in lesson observations; and
8. monitor application of SEN support during lesson observations.

### **The role of the Heads of Prep & Senior schools**

1. liaise regularly with the HLS regarding individual children;
2. work together with HLS to ensure all staff are aware of children needing SEN support;
3. discuss resource needs for the SEN Support department with the HLS;
4. monitor quality of teaching and levels of differentiation in lesson observations; and
5. monitor application of SEN support during lesson observations.

### **The role of the Head of Learning Support (HLS)**

1. coordinate the school SEN arrangements for Years 1-11:
  - a. oversee the day to day operation of the school's SEND policy;
  - b. complete observations and assessments of individual children to help the whole school support and provide for them;
  - c. liaise with and advise teachers and teaching/learning support assistants, offering advice and support with observations, referrals, target setting and making provision for identified children;
  - d. identify training needs and changes to statutory requirements, reporting to the head teacher;
  - e. identify and monitor areas of need and provision across the school, reporting to the head teacher;
  - f. maintain the school records and electronic information for SEN children;
  - g. advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;
  - h. liaise with parent/carer of SEN children;
  - i. network with SEN coordinators within the Cognita group and other independent schools;
  - j. liaise with external agencies including the Health and Social Services, professional and voluntary organisations;
  - k. liaise with the schools that children transfer from or to;
  - l. liaise with the teachers to ensure that suitable internal examination arrangements are made for children who have identified difficulties.
  - m. liaise with the school exams officer to ensure that suitable external examination arrangements are made for children who have identified difficulties;
  - n. ensure that all members of staff who have contact with SEN children are aware of their needs and the provisions in place to support them;
  - o. support teachers in the tracking of children's progress through SEN support documentation;
  - p. maintain membership of NASEN (National Association for Special Education Needs) to ensure up to date knowledge of information, research and resources;
  - and
  - q. with parent/carer permission, liaise with Slough Borough SENCo support services

It follows from this that the HLS has planned time to administer the school's SEN arrangements.

2. work within the classroom setting, supporting individual or small groups of children; and
3. work with individual or small groups of children in the Learning Support room, as directed by the teacher.

## **The role of the EYFS SENCo**

1. coordinate the school SEN arrangements for Nursery and Reception children;
2. record concerns arising from 'next steps' or 'developmental goals' not being met, in consultation with the parent/carer;
3. with parent/carer permission, refer to Slough Borough SENCo to involve the relevant outside agencies.

## **The role of the teachers**

1. identify children of concern and liaise with the HLS;
2. provide high quality teaching with differentiation;
3. differentiate class work with a graduated approach to support;
4. provide for the needs of individual children and groups, including SEN children;
5. co-ordinate and deliver 1:1 and group support;
6. track progress of SEN children in their class;
7. liaise with the HLS to plan additional work for SEN children;
8. review and write SEN support in liaison with the HLS;
9. direct the support being delivered by learning support assistants;
10. keep up-to-date with information about the SEN children that they teach;
11. liaise with the parent/carer of identified children; and
12. ensure they are fully aware of and up to date with the SEN support requirements and provision to be made for the children in their class.

## **Identification of SEND**

SEND can be categorised into:

- cognitive & learning difficulties;
- social, emotional & mental health difficulties;
- communication & interaction difficulties;
- physical and/or sensory impairment;

The purpose of identification is not to categorise a child, but to identify the actions needed to be taken by the school. At Long Close School we consider the needs of the whole child, including their special educational needs, during the identification process and whilst supporting them. We also recognise that their needs may change over time and so will continually review and amend our support provision to address these changes.

All of the staff in the school are aware of the importance of and their responsibility to identify and provide for those children who have special educational needs. Early identification and assessment of a child with SEN is a vitally important part of the process. Identification occurs as and when a need arises. A child's needs are identified by consideration of the needs of the whole child and not just their special education needs. In the process of identification, it may become necessary for further tests or assessments to be completed internally, for which the parent/carer's permission will be sought. Once the results have been recorded, a meeting is held involving all interested parties. Some tests and assessments may need to be carried out by external agencies or professionals, which will incur an additional cost to the parent/carer. *(for further information see Testing and Access Arrangements)*

Concerns relating to a child's behaviour will be investigated as it could be an underlying response to an SEN difficulty.

Depending on the results of these assessments a child may or may not need to be considered in need of SEN support.

## **SEN Support Procedures**

At Long Close School, the SEN support is child centred provided using a continual cycle of Assess, Plan, Do & Review, with the whole child at it's centre and where children may be added or removed from needing SEN support at any point. This cycle ensures that

*'earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes'*

*'This is known as the graduated approach.'*

(SEND COP 0-25, 2015, 6.44)

To ensure that the teaching at Long Close School is consistently of a high quality, lessons are regularly observed by members of the Senior Management team. The observations are also used to highlight areas in which further staff training may be required, to ensure the continued high quality support and SEN identification of vulnerable children.

*'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for lack of good teaching.'*

(SEND COP 0-25, 2015, 6.37)

The form or subject teacher is responsible and accountable for the progress and development of all the children in their class, including those with SEND. In accordance with Teachers Standards, 2012, they will always adapt their teaching to respond to the strengths and needs of the children in their

class. At the beginning of the school year, diagnostic testing will be conducted and transition information from previous schools and/or teachers will also be available. In addition to this the teacher will closely monitor each child's achievements, progress and difficulties, throughout the school year, through a variety of completed work, tests, assessments, observations, and in discussion with other members of staff. Additionally, screening for specific learning difficulties is carried out each year for children at the end of a key stage (year 2) or beginning of a new key stage (years 3 & 7). All of this information provides the school with a child's strengths and learning style preferences and will be considered alongside national data and expectations of progress.

This will ensure that the teacher has

*'a clear understanding of the needs of all pupils, including those with special educational needs'*

and will enable them to

*'use and evaluate distinctive teaching approaches to engage and support them'*

(Teachers Standards, 2012, para 5:4)

There should not be an assumption that all children will progress at the same rate. A judgment will be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress of the individual child is less than expected, it will be necessary to take some additional or different action to enable the child to learn more effectively. Whatever the level of the child's difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be measured in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills; and
- demonstrates improvements in the child's behaviour.

If a teacher identifies that a child is having difficulties, through the result of diagnostic tests and/or not making the expected progress despite good quality teaching, they will ensure that their teaching is differentiated appropriately for the individual child. At the same time, they will discuss the child's difficulties with their parent/carer, paying due regard to their views and observations. Some additional support may be decided upon and will be provided as a combined school and home approach. The teacher will work closely with the classroom support staff to plan and assess the impact of any support strategies being used. A date will be agreed upon, where the support will be reviewed to assess its effectiveness and to decide on any changes that may be needed.

Strategies such as differentiated work or working within a small supported group will be implemented within the classroom setting under the supervision of the Form or subject teacher and be an intrinsic part of the whole class teaching.

If the child continues to experience difficulties, the teacher will refer to the Head of Learning Support (HLS), who, may observe the child in class, and/or suggest further support strategies. The child's progress and difficulties will continue to be monitored and consideration given to the desired outcomes for the child in deciding whether SEN Support is required and whether documentation in the form of a 'Concern' form needs to be completed by the HLS. The 'Concern' document will be completed in consultation with the child's teachers and parent/carer and will include details of the child's strengths and difficulties together with the concerns that have been highlighted and how they are being addressed. The child will be asked to contribute their ideas to the documentation. At this time, the teacher or HLS may ask the parent/carer for permission to conduct further school-based testing. The support being provided will continue to be reviewed regularly and changed if the need arises, with the parent/carer's full involvement.

Individual Provision Maps (IPM) are developed for children with learning or other difficulties that have been identified as continually not responding to the provision being put in place and/or where a qualified professional has identified specific needs which impact on their ability to access the curriculum without additional interventions. This recognises that the child has special educational needs or disabilities which require additional support and/or interventions are necessary that are additional to or different from those provided as part of the school's usual differentiated curriculum.

An IPM is drawn up by the form teacher, specialist English/ Mathematics teachers and the HLS in consultation with the parent/carer/carers of the child. In the prep school, the form teacher is usually the child's English/ Mathematics teacher, whereas in the senior school, the form tutor is not always the child's English/ Mathematics teacher. However consultation between all staff is vital to provide a comprehensive support programme for the child which caters for all of their needs. The documentation includes the strengths and difficulties of the child, who is encouraged to provide their own ideas of what, in their opinion, their teachers can do to help them. It provides support strategies for teaching and learning, including appropriate differentiation, intervention programmes & additional provision appropriate for supporting the child as a whole. All targets included in the documentation are SMART (specific, measurable, achievable, realistic & time limited) targets, devised by their teacher, in consultation with the HLS and the child's parent/carer, aimed at supporting the child in overcoming a specific difficulty that has been identified.

Based on all the information available and if despite receiving an individual programme, the child continues to make little or no progress the school may recommend referral to a qualified professional (Educational Psychologist, specialist teacher or another appropriate professional). This further testing with a specialist or professional may need to take place outside of school and will incur additional costs to the parent/carer. *(for further information please see 'Testing-Specialist Assessments')* The school may consider it more appropriate for a referral to an outside professional, through the child's GP, to be recommended. The school will provide a supporting letter for any such referral, if required by the parent/carer. During this process, all existing support will remain in place and all those involved will continue to keep clear records. A referral may result in further support being provided by an outside agency or professional (for example, Speech and Language therapy, Occupational therapy, counselling, specialised teaching or physiotherapy) and the school will ask for a copy of the report generated by the referral, in order that reasonable adjustments can be made to ensure that there is good liaison between the school's provision and that recommended or provided by the outside agency. It may be necessary for a meeting to be held between the school and outside agency to ensure this. The school must have regard to the guidance from a qualified

professional, for up to 26 months, after which the report may no longer be valid. Either a new report, specialist teacher continuation report or confirmation of continued need from a professional body should be obtained and/or the child's needs re-assessed with a view to increasing, reducing or even withdrawing the SEN support.

For a very small number of children, this graduated provision at school combined with specialised & professional support may not adequately support their more complex needs. At any point the parent/carer or SEND child can request a statutory assessment from the Local Authority, preferably with the support of the teachers and HLS and following consultation with the Head Teacher. The HLS and Head of Prep/Senior School will complete the forms required by the authority with the assistance of the form/subject teachers. They will liaise with the child's parent/carer and the authority about assessment criteria. The school will provide educational information about the child, drawing on record keeping for differentiation, provision and interventions; test results, diagnostic and/or specialist assessments. All provision and interventions will remain in place during the assessment process and all those involved with the child will continue to keep detailed records. This may result in an EHC (Education, Health and Care) plan being put in place which brings all the different professionals together to meet the child's needs. A child with an EHC plan will have their needs and progress reviewed in meetings involving their teachers, the HLS, their parent/carer, representatives of outside agencies, professionals supporting them, and the Local Authority. Everyone involved in providing support for the child will continue to keep detailed records. The school will continue to use the IPM to record support & intervention information.

All Concerns, IPMs and EHC plans are working documents. The SEN support documentation & provision is reviewed at least 3 times per year, with specified targets reviewed more frequently. A copy of the IPM documentation is provided to the parent/carer following each review. The school offers an 'open door' policy and so discussions with parent/carer about their child's progress take place in both formal and informal settings: at parent/carer evenings, before or after school and at pre-arranged meetings. For those whose needs are considered short-term the review period may be not as long. In all cases the review period will be flexible. If appropriate the child will be asked to assess his/her progress as well as their parent/carer and teacher. Where the support proves successful and significant progress is made, the class and/or subject teacher and the HLS, in consultation with the child's parent/carer, may decide that the level of SEN support can be reduced or even withdrawn completely. The child's progress will, however, continue to be monitored by the form and subject teachers, who will continue with differentiated strategies, in consultation with the parent/carer, so that the child's needs continue to be met. The teacher may also set the child targets to ensure that progress is maintained. SEN Support is flexible and through monitoring, the teacher, together with the HLS and parent/carer may decide that the child needs to be provided with the additional SEN support again, at a later stage.

All members of staff involved with the child's learning, together with the child's parent/carer, liaise closely to ensure maximum support is given and optimum progress is made. At all times, in the SEN Support graduated process of Assess, Plan, Do Review, it is important that parent/carer's support is encouraged and facilitated and that their wishes are respected.

The Head of Learning Support is responsible for collating all relevant information onto the support documentation for staff to access on the school's internal computer system, ensuring that all staff are aware of and provide the individual SEN support needed. Any amendments to these documents are advised to all relevant staff by the HLS, who is responsible for maintaining pupil files for SEN Support, containing internal SEN documentation and other related information and reports. Where it becomes apparent that access arrangements for external exams will need to be applied for by the school, the HLS will keep a log of all evidence to support an application in the future ( *for further information please see 'Access Arrangements'* )

The form or subject teachers are responsible for tracking the progress of the child and together with the HLS, the effectiveness of the support provided.

At the end of each academic year the form teacher will prepare a class child file, containing information pertaining to the child's academic and social needs; including details of academic support, behaviour moderation programmes or specific extension requirements, which is passed to the following year's form teacher to ensure continued support through the school.

All SEND provision at Long Close School is regularly reviewed by the HLS and Senior Management Team. The results are evaluated carefully and improvements implemented to ensure a high quality of provision for the children with SEND.

### **Supporting Children with Medical Conditions**

At Long Close, we recognise that children with medical conditions need to be supported to enable them access to a broad and balanced education, including, but not exclusively, school trips, physical education and After School clubs. We will pay due regard to our duties under the Equality Act 2010 and the current statutory guidance to enable this. Some may also have SEN, with all their needs being supported through an EHC plan. We aim to follow an inclusive practice, removing all barriers to learning.

The school ensures that all staff regularly complete up to date training to enable them to support children with medical conditions. We liaise closely with the child's parent/carer and health professionals, making reasonable adjustments to give them full curricular access and to enable them to enjoy the whole school experience.

### **SEND Documentation**

This is a list of documentation that may be completed or held on file for a child with SEND. All records are held securely and disposed of in accordance with the Cognita Data Protection policy, which pays due regard to the Data Protection Act 1998.

Minutes of meetings

Observation records

Concern document

IPM document

SEND Provision School Overview

Assessment & diagnostic testing results

Tracking & progress record

Professional report

Outside Agency report and schedule of additional support

EHC plan application and associated documentation

Access Arrangement log & evidence trail

## SEN Support

We employ a range of support strategies and interventions, in a graduated approach, to support an SEN child.

### Strategies

- Involvement of whole school
  - A continual support cycle of Assess, Plan, Do, Review
    - Assess: Teacher assessment; Screening tests; CATs; SATs; MIDYis; Yellis; In-school whole class assessment; In-school individual assessment; External assessment by professional(s), specialist(s) or agencies
    - Plan: Development of individual provision plans to support specific needs and targets; Programme drawn up by the school with support from external specialist(s)
    - Do: Differentiation for curriculum access using multi-sensory (VARK\*) teaching methods and suitable adjustments within the classroom; Specific reinforcement or development of particular skills through differentiated activities and materials; Access to ICT

\*Visual, auditory, reading/writing, kinaesthetic.

Grouping strategies used flexibly within the classroom; Small groups used for activities with group targets; Individual support intervention targets;

  - Review: Track progress & effectiveness of support provided. Provision amended to reflect & improve outcomes. Regular target reviewing & setting.
- Advising and working with colleagues in the classroom
  - Close liaison with external agencies and professionals
  - Communication with parent/carer, giving due regard to their ideas & expectations
  - Pastoral Support: Children with SEN are fully integrated within the school as a whole; Attention is paid to a child's overall development and progress; It is the school's aim to fully develop the child's self-esteem in the classroom and through school activities
  - Behavioural support: Mentoring, structured timetables

### Interventions & Provisions

Differentiation to meet needs;

Tinted exercise books;

Created by: KW June 2017

Review date: June 2018

Tinted overlays;

Reading and Writing;

- Ruth Miskin 1:1
- Toe by Toe
- Lifeboat
- Start Write, Stay Right

Spelling;

- Spelling Made Easy
- Lifeboat

Maths;

- Weekly Maths clinic with Head of Mathematics
- My Maths computer programme

CD programme to support processing speeds;

Specific individually sourced aids & resources;

Specific individually created resources.

The school is staffed by a fixed number of Teaching and Learning Support Assistants who provide additional support within the classroom setting and with small groups under the direction of the teacher.

For a parent/carer requiring specialised 1:1 lessons for their children, we are able to provide contact details of local organisations and other individuals providing private specialist teaching. As these are all private arrangements, they will all incur an additional cost for the parent/carer. The school's standard recommendation is that parent/carer contact the professional directly (or another of their own choosing) to arrange lessons.

### **Social, Pastoral or Behavioural Difficulties**

Emotional and/or Pastoral mentoring is provided by all staff and is dependent on the need and year group of the individual.

Identified social, pastoral or behavioural difficulties may be the result of underlying SEN difficulties (for example, specific conditions such as Autistic Spectrum Disorder or Attention Deficit Disorder), requiring SEN Support documentation to be raised. Alternatively children may be identified as needing behaviour moderation programmes where their support will follow the procedures outlined in the Long Close Behaviour Policy with a report card being signed by a member of staff at the end of each lesson. *(for further information please refer to the Long Close Behaviour Policy)*

## EYFS (aged 2 to 5)

*(For more detailed guidelines, please refer to the EYFS policy document)*

When meeting parent/carer and children on a home visit, at an introductory session or at a settling in period, the parent/carer's concerns with their child's development is discussed.

For children aged 3 years and above, an 'All About Me' form is also completed.

A baseline assessment is completed within the first week of the child being in the setting for the following areas:

### 2 years old

1. Communication and Language
2. Personal, Social and Emotional
3. Physical Development

### 3-5 years old

1. Communication and Language
2. Personal, Social and Emotional
3. Physical Development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

For children aged 2 years, a '2 Year Check' is completed within the first 6-8 weeks of the child joining the setting, which is shared with the parent/carer.

Whilst the child is in the setting, continuous progress observations are documented in individual children's 'Learning Journals' which is a portfolio that follows them through their time in the Foundation Stage.

Any concerns arising from 'next steps' or 'developmental goals' not being met are recorded in an Individual Education Plan (IEP), in consultation with the parent/carer and internal Early Years SENCO.

If targets are consistently not being met and progress is not seen, the Early Years SENCO, with parent/carer permission, will refer to Slough Borough SENCO to involve the relevant outside agencies.

Similarly, should a child be consistently exceeding expectations in some areas of development, an IEP will be raised to extend their individual learning.

IEPs are reviewed and updated in consultation with all parties concerned, every 6-8 weeks

# Testing

The use of up to date and manageable assessment tests depends on the child's identified needs, but the school also seeks to establish standardised scores, as well as gaining diagnostic information, in order to ascertain where their strengths and weaknesses are. Throughout the academic year, teachers will also complete less formal assessments, as part of the continual assessment process. That way individual provision is specifically targeted and S.M.A.R.T.

1. Initial assessment on entry or soon after includes:

- basic background details about the child. This may include a taster sessions;
- more detailed background including parent/carer' questionnaires and details of the child's medical history;
- assessments in reading comprehension, verbal reasoning and mathematics depending upon the age of the child
- dyslexia online screening test (from Year 3)

2. Diagnostic testing:

Years 1- 6, a combination of:

- assessment of the child's reading comprehension age using NFER Group Reading Tests which provides a standardised score;
- assessment of the child's ability to decode when reading using Salford reading test
- NGRT assessments
- CATs assessments in verbal reasoning, non-verbal reasoning and quantitative tests
- National Curriculum standards of achievement
- informal assessments by the class teacher
- Diagnostic Spelling tests
- NFER Progress in mathematics tests
- Dyslexia online screening test

The tests carried out in the senior school at the beginning of the academic school year, when a child joins the school or where concerns have arisen, include:

Year 7-9, a combination of:

- ACCESS Reading Test
- DIAGNOSTIC Spelling Test
- Dyslexia online screening test
- MID-Yis Verbal Reasoning, Non Verbal Reasoning, Maths, Proof Reading skills

Year 10

- YELLIS Verbal Reasoning, Non Verbal Reasoning, Maths
- Dyslexia online screening test
- GCSE teacher predictions

3. Throughout the academic year, teachers will also complete less formal assessments, as part of the continual assessment process.

#### 4. Specialist Assessments

The school will discuss the need for an external specialist assessment with the child's parent/carer. A private external assessment with a qualified professional will incur an additional cost for the parent/carer.

If an outside referral has been advised, the school's standard recommendation is that parent/carer contact the professional directly (or another of their own choosing) to arrange a diagnostic assessment. The school will provide the contact details of locally based specialists trained in assessing child with learning difficulties. The parent/carer will settle the fee direct and receive a written report. Parent/carer are asked to send a copy of the report to the school. In the case where the local authority is involved, the school will liaise with them directly with the permission of the parent/carer.

## **Access Arrangements**

For internal examinations, where there is a reasonable recommendation from a qualified specialist or professional, access arrangements can be provided by the school.

In Key Stage 2 the school will process an application for access arrangements for an external exam being taken at the school & where the school has completed the entry application for the exam, provided it is the child's normal way of working and the school has strong evidence of use & effectiveness. However, if the exam is to be taken at an alternative location or the parent/carer has completed the entry application, the parent/carer will apply for an access arrangement directly, with support, if required, from the Head of Key Stage.

In Key Stages 3 & 4, access arrangements for external examinations, are allowed according to the JCQ regulations. Children requiring access arrangements for external exams such as GCSE, need a formal educational assessment, the written report of which must be dated no earlier than 26 months prior to the exams. If the assessment is completed more than 26 months prior to external examinations, a further assessment, closer to the examination date, will be required for access arrangement applications.

Where there is a suitable recommendation from a qualified external consultant, specialist or professional, it is necessary for a formal application to JCQ to be completed for a range of access arrangements including, but not exclusively, extra time, a scribe or a reader. The school will need to be able to provide suitable evidence of normal practise and effectiveness (from Year 9). The HLS will keep records of all evidence collected on the school's internal Access Arrangements documentation which the Exams Officer will use to make a formal application. Most provision cannot be given prior to JCQ approval and all applications are subject to time constraints. For a few access

arrangements no formal application is necessary but there must be strong evidence of use & effectiveness within the school.

## **Accessibility**

Special needs provision is planned, monitored and reviewed by the Head of Learning Support (HLS), who reports to the Head Teacher and the Senior Management Team.

The HLS and support staff work closely with class teachers, through meetings and written communication, as part of the school's assessment procedures to ensure that learning is differentiated according to the needs of the child. The class or form teacher and the HLS discuss and observe the effectiveness of provision to ensure that it does not unduly affect the child's access to the wider curriculum. Further provision or resources will be provided, where reasonable, to ensure a child's full access.

Due consideration is given to the duties and obligations under the Equality Act 2010, when planning school visits, leisure and cultural activities or after-school clubs to ensure they are accessible to all children, including those with SEN, medical conditions and/or disabilities.

As an all-inclusive school, Long Close provides all children with diaries and timetables. Information about school life is delivered in a variety of formats including, but not exclusively, paper handout, website, Facebook, text messages, Firefly and information meetings. As a need arises for an alternative type of communication, the school will make all reasonable adjustments to provide the information in the preferred format to suit both parent/carer and/or the child.

Long Close school operates an 'open door' policy, allowing parent/carer to speak with teachers and other staff at the beginning or end of the school day. Additionally parent/carer are welcome to arrange an appointment with a member of staff at any time and do not need to wait for organised meetings on the school calendar, to raise concerns they have, seek reassurance or generally enquire about the progress of their child.

### **The Accessibility Plan**

The Accessibility Plan at Long Close School pays due regard to the legal requirements under the Equality Act 2010. It's aims are to ensure that:

- all materials required for SEND support are provided;
- all reasonable adjustments are made to schools buildings to allow access by disabled children;
- all teachers have the necessary level of training to support children with SEND;
- all teachers have the have the necessary level of knowledge & expertise to use the materials provided;
- barriers to learning and participation are removed;
- there is continual assessment of the needs for access to areas above ground level; and
- plans are in place for moving lessons, if necessary.

These aims are achieved through the purchasing of resources, building works and staff training, with regular reviews of the facilities and resources. *(for further information please refer to the Long Close Accessibility Plan document)*

## **Transitions**

At Long Close School we aim to make all transitions to or from other schools, colleges and employment a positive experience. We do our best to ensure that a SEND child continues to receive all the support for their needs in accordance with the SEND Code of Practice 0-25, 2015.

### **Transfers from other schools**

When a child with SEND joins Long Close, we take great care to ensure that all the support needs, we are aware of, are in place prior to their start date. The HLS and form teacher will attend transition meetings at their previous school and the child will be offered taster days where they spend time with their new class. Any other support, such as familiarisation meetings with teachers, will also be arranged to enable them to settle into their new environment quicker.

### **Future Schools and Colleges or Employment**

The Head and Deputy Head teachers offer advice to parent/carer as to a child's future school or college placement or employment when this becomes appropriate. Each year future schools presentations provide parent/carer and children with information about the different options. In the event of the child having SEND, additional meetings are held where great care is taken in helping parent/carer and the child to choose a future school or college that has the facilities to cater for their specific needs, including a special unit if necessary. Once a school or college is chosen, reports are sent highlighting the child's needs. No documentation will be sent to the future school without the parent/carer'/carers' permission. If requested, a transition meeting can be arranged with the new school or college staff and attended by the HLS, form teacher, parent/carer and representatives of any outside agency involved in supporting the child with their needs. During Year 10, the child will also be offered a 'work experience' opportunity to enable them to make informed choices.

## **Bullying**

Long Close School aims to establish a positive school culture in which all members of the community feel safe and confident, and treat each other with respect and courtesy, particularly with regard to individual differences.

The staff attend regular training and understand the importance of preventing and tackling bullying.

We talk with children through the curriculum about issues of difference and different types of bullying, using dedicated project time and events such as special assemblies.

We involve parent/carer to ensure that they are clear that the school does not tolerate bullying and that they are aware of the procedures to follow if they believe that their child is being bullied We

make sure that they feel confident that we will take any complaint about bullying seriously and resolve the issue in a way which protects the child.

We involve children so they understand our approach towards bullying, ensuring that they are clear in the part they have to play to prevent bullying, including when they find themselves as bystanders. We apply disciplinary measures to children who bully in order to show clearly that their behaviour is wrong.

We make sure that the consequences of bullying are applied in accordance with our Behaviour Policy and reflect the seriousness of the incident so that others see that bullying is unacceptable. We make it easy for children to report bullying so that they feel assured that they will be listened to and incidents acted upon.

We ensure that notices are placed around school which provide appropriate telephone numbers for children to contact organisations such as Childline, Kidscape and CEOP.

*(For further information please refer to the Long Close Anti-Bullying Policy)*

## **Complaints**

At Long Close School, we will work closely with locally available intervention support bodies to enable the early & satisfactory resolution of disagreements. We have detailed procedures in place for dealing with any complaints. These are accessible to staff, children and parent/carer and are explained in the *Long Close Compliments and Complaints Procedure Policy*.

## **Local Authority Services**

In accordance with the SEND Code of Practice 0-25, 2015, the local authorities now publish a directory of maintained schools that are able to offer specialised support and integrated units for children with specifically identified SEND difficulties. They also provide details of voluntary support services available in the area. *((website addresses provided at the end of this document)).*

## **School Contacts**

School contact details: [info@longcloseschool.co.uk](mailto:info@longcloseschool.co.uk)

01753 520095

SEN Governor

Danuta Tomasz

Head teacher:

Mr Brendan Pavey

Head of Prep,

Ms Sarah Field

SMT SEND Prep School representative

Created by: KW June 2017

Review date: June 2018

and

Yrs 1-6 Designated Safeguarding Lead

Head of Senior School,

Mr David McCarthy

Yrs 7-11 Designated Safeguarding Lead

and

SMT SEND Senior School representative

Head of Early Years,

Mrs Sarah Harris

EYFS Designated Safeguarding Lead

and

SMT SEND EYFS representative

Head of Learning Support

Ms Kim Wall

EYFS SENCo

Mrs Nina Bhamra

Exams Officer

Mr David Sargeant

## Useful Outside Contacts & Information

[www.slough.gov.uk](http://www.slough.gov.uk)

Offers Local Authority information and contact details on support and services available in the slough area & also provides a full copy of the SEND Code of Practice 0-25 2015

[www.buckscc.gov.uk](http://www.buckscc.gov.uk)

With a local office in High Wycombe, this offers Local Authority information & contact details for support and services available to those living in areas within the Buckinghamshire County Council.

[egham@dyslexiaaction.org.uk](mailto:egham@dyslexiaaction.org.uk) 01784 222325

The local office of Dyslexia Action offers advice, assessments & support for specific learning difficulties

[www.patoss-dyslexia.org](http://www.patoss-dyslexia.org)

The Professional Organisation of Teachers and Assessors of Students with Specific Learning Difficulties (SpLD) offers contact details for a range of professionals, providing their qualifications and areas of expertise.

Created by: KW June 2017

Review date: June 2018

