



BERKHAMPSTEAD SCHOOL

Special Educational Needs and Disability (SEND) Policy

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1. Introduction

This policy was revised and updated in March 2017 in line with the SEN Code of Practice (2015), the Children and Families Act (2014) and the Equality Act (2010).

2. Aims

In partnership with parents, we aim to provide every pupil with an appropriate education, one that is fitting to their individual needs, promotes high standards and the fulfilment of potential. This should enable them to:

- Achieve their best
- Become confident individuals living fulfilled lives
- Make a successful transition to the next stage of their education

We want all our children and young people, including those with Special Educational Needs and Disabilities (SEND), to achieve the best possible outcomes and receive the support they need when they need it most.

We aim to achieve this by:

- Respecting each child's strengths and weaknesses
- Working in partnership with parents
- Setting high expectations for every pupil, whatever their prior attainment
- Using appropriate assessment to set ambitious targets
- Providing high quality classroom teaching, differentiated to meet the needs of groups and individuals
- Monitoring progress closely to identify those pupils not making expected progress
- Providing support at the earliest opportunity
- Providing different levels of intervention to match the child's level of needs

- Ensuring that all school staff are aware of each child's needs so that such needs may be met
- Ensuring that no child is discriminated against, in any area of school life, on the basis of his/her disability.
- Providing pastoral care and support for all children so that they may develop in all areas and build a strong sense of self-esteem

3. Defining SEN

A pupil has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision – that is, provision different from or additional to that normally available to pupils of the same age.

A child has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others 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 age.

The Code of Practice describes four areas of special educational needs and provision.

| Areas of SEN | Examples |
|-------------------------------------|---|
| Communication and Interaction | Autistic Spectrum Disorder (ASD) Speech, Language and Communication Needs (SLCN) |
| Cognition and Learning | Dyslexia Dyspraxia Dyscalculia Specific Learning Difficulties (SpLD) Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD) |
| Social, Emotional and Mental Health | Emotional Well Being Social Behaviour Learning Behaviour Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD) |
| Sensory and/or Physical | Cerebral Palsy Gross and Fine motor skills Hearing Impairment (HI) Visual Impairment (VI) Physical Disabilities |

4. Provision

Berkhampstead School takes a graduated approach to the identification and support of pupils with SEND. At each step of this approach, the support takes the form of a four-part cycle of **Assess – Plan – Do – Review**. The cycle involves increasingly focused support, frequent reviews and the introduction of more specialist expertise in successive cycles.



Step 1 - Quality First Teaching and monitoring of progress

Assess

- Class and subject teachers are responsible and accountable for the progress and development of the pupils in their class, including those with SEND.
- Class and subject teachers, supported by the Director of Studies, make regular assessments of progress for all pupils. These should seek to identify pupils making less than the expected level of progress given their age and individual circumstances. Progress that is less than expected can:
 - Be significantly slower than that of their peers starting from the same baseline
 - Fail to match or better the child's previous rate of progress
 - Fail to close the attainment gap between the child and their peers
 - Widen the attainment gap
 - Include progress in wider development or social needs

Plan

- The first response to such less-than-expected progress should be high quality teaching, differentiated for individual pupils and targeted at their areas of weakness.
- Class and subject teachers will plan lessons with clear objectives and outcomes and include provision for support, repetition and extension of learning for each child.
- The child's name will be entered in the Monitoring Section of the SEND register.

Do

- Class and subject teachers will deliver lessons in the most effective way for their pupils and will differentiate tasks to suit.
- They will monitor the pupils' responses in lessons, anticipating where they may need to intervene and adapting their approach accordingly.
- The SENCo may observe pupils within the class in order to offer advice and suggestions on how to go forward.

Review

Regular and frequent monitoring of the child's progress by the subject teacher will show whether the provision is being effective.

Step 2 – Boost Support

Assess

- Where regular assessments show that progress continues to be less than expected, discussions should take place between the class or subject teacher, the parent and SENCo.

Plan

- The class or subject teacher, working with the SENCo, will consider whether additional support within the classroom or activities outside of normal classroom lessons may be offered.
- The child's name will be entered in the Boost Support Section of the SEND register.

Do

- Activities to be offered include
 - Fine motor skills groups
 - Extra reading sessions with an adult
 - Small group support for Letters and Sounds or Spelling
 - Lexia reading programme
 - Maths boost groups
 - Social skills groups
- The aim of this support is to help pupils make accelerated progress in order to close the attainment gap between them and their peers.

Review

- Regular discussions will take place between the class or subject teacher and parents about the child's progress, expected outcomes from the support and planned next steps.
- Regular and frequent monitoring of the child's progress by the subject teacher and SENCO will continue.

Step 3 – SEN Support

Assess

- Where it is felt that a child has a significantly greater difficulty in learning than the majority of their peers, the SENCo will gather evidence to assess whether the child has SEN.
- Information will be gathered from teaching staff about the pupil's progress including results from classroom assessments.
- Discussions will be held with parents to develop a good understanding of the pupil's development, areas of strength and difficulty and the parents' concerns.
The views, wishes and feelings of the child will also be gathered using a one page profile (My Profile) that invites the pupil to provide information about what is important to them; their hopes and goals; what helps them and what doesn't.

- The SENCo may seek permission from parents to carry out assessment activities with the pupil to help to ascertain what the specific barriers to learning may be.
- The SENCo may request permission from parents to contact outside professionals such as Speech and Language Therapy or Occupational Therapy or she may discuss with parents whether an assessment by an Educational Psychologist would be beneficial at this point.
- In some cases, outside professionals may already be involved with the child. The SENCo will liaise closely with these professionals to help inform the assessments.
- Where it is decided that a pupil does have SEN, their name is entered in the SEN Support section of the SEN register. Action is taken to remove barriers to learning and special education provision is put in place.

Plan

- The SENCo and the class or subject teacher will agree, in consultation with the parents and the pupil, a programme of support and intervention which will be matched to the pupil's area of need. This might include:
 - Individual specialist teaching from the SENCo to work on specific targets
 - Focussed support from a Teaching Assistant within the classroom
 - Periods of withdrawal from class to work with a Teaching Assistant on a specific intervention programme.
 - Continuation of the Boost Support programmes listed above.
- An Individual Learning Plan (My Plan) will be developed that draws together information about needs, required outcomes and what will be done to achieve them.
- Outside professionals who are involved with the child may contribute to the Individual Learning Plan by providing written advice or attending a planning meeting.

Do

- The class or subject teacher remains responsible for working with the child on a daily basis.
- Where interventions involve group or one-to-one teaching away from the classroom, the class or subject teachers should liaise closely with those delivering the programmes to monitor effectiveness and ensure work is linked to classroom teaching.
- The SENCo will also provide support to the class or subject teacher in problem solving and advising on the effective implementation of support.
- The SENCo is available to advise and support the teaching assistants to ensure they have the necessary knowledge and skills to deliver specific intervention programmes.
- When it is jointly agreed with parents that individual specialist teaching from the SENCo would be beneficial, an additional charge will apply. Parents sign a consent form for tuition to commence and for the charge to be added to their child's school fees.

Review

- Individual Learning Plans are kept under review at all times and may be adjusted accordingly.
- Progress towards targets is reviewed and recorded at least once a term and discussed with parents in a review meeting. New outcomes are agreed and changes to the support and interventions may be made.

The views of the class or subject teachers, parents and pupil are central to the review process and will feed into the decisions about any changes to the support.

- The impact and quality of support and interventions is evaluated when the Individual Learning Plan is reviewed.

- It may be decided at the review meeting that additional support is no longer required. In this case, the Individual Learning Plan will be closed. The pupil's progress will continue to be closely monitored.
- If it becomes clear, following review and adjustment of the Individual Learning Plan, that it is not meeting the needs of the child, or that further needs are being identified, it may be appropriate to complete further assessments (My Assessment) leading to a My Plan+.

Step 4 – My Assessment and My Plan+

Assess

- A My Assessment and My Plan+ may be used when:
 - A review of an Individual Learning Plan shows the child is not achieving outcomes.
 - It is decided that more agencies need to be involved (Educational Psychologists, Advisory Teachers, Speech and Language Therapists, Occupational Therapists, Paediatrician, Child and Adolescent Mental Health Services [CAMHS])
 - A child has more complex needs and a My Assessment is needed to aid understanding of the needs.
- A My Assessment draws together information from a range of practitioners into one document so that a detailed analysis can be made and an action plan (My Plan+) developed.
- The SENCo will meet with parents to decide which agencies need to be involved. These agencies will be contacted to request their involvement with the My Assessment.
- Each professional meets with the child and parents to undertake their assessment.
- The SENCo sends Analysis of Assessment forms to each professional requesting a summary of their assessments to include within the My Assessment.

Plan

- Everyone who has contributed to the My Assessment is part of the Team Around the Child (TAC).
- The SENCo will invite the child, parents and professionals to a TAC meeting. During this meeting the My Plan+ will be completed.
- The child's name will remain in the SEN Support section of the SEND register.

Do

- The child will receive the provision outlined in the My Plan+. This may include support from specialists from external agencies either within the class or as part of a withdrawal programme.
- The class or subject teacher remains responsible for working with the child on a daily basis and should liaise closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCo will advise and support staff to ensure they have sufficient knowledge to meet the needs of the child. This may include arranging staff training.

Review

- The My Plan+ will be reviewed in line with the agreed date set at the planning meeting. The SENCo will invite all professionals to a further TAC meeting to review the My Plan+ and agree the next steps.
- It may be decided that the child's needs will continue to be met with a My Plan+. It may become clear, following review and adjustment of the My Plan+, that further support is required in the form of an Education, Health and Care Plan.

Step 5 - Education, Health and Care Plans

Assess

- When, following reviews of My Plan+, it is believed that the child has educational needs that cannot be met without additional resources, an Education, Health and Care (EHC) Assessment may be requested.
- The SENCo will contact the SEND Casework Team for advice. A member of the SEND Team may be invited to attend a TAC meeting.
- If the SEND Team agree that it is appropriate to request an EHC assessment, the SENCo will collate all the necessary evidence and make the request.
- A multi-agency panel will consider the request and, based on the evidence presented will decide whether an EHC assessment is necessary. The Local Authority must make a decision and communicate the decision to parents within 6 weeks of reviewing the request.
- If the decision is to proceed with an EHC assessment, the SEND Team will request advice from all those already involved with the child, including the school.

Plan

- The evidence received by the SEND Team during the assessment will be used to form the basis of the Draft EHC Plan.
- The SENCo will co-ordinate a TAC meeting to discuss the Draft EHC Plan outcomes and provision. The SENCo will put together an indication of the level of resource and cost needed to meet the outcomes identified.
- The Draft EHC Plan is then taken to the Multi-Agency SEND Panel for a decision on the level of resourcing.
- Once agreed, a final Education, Health and Care Plan (EHCP) is issued with a specified review date.
- The child's name will be entered in the EHCP section of the SEND register.

Do

- All professionals have a responsibility to carry out their agreed actions from the EHCP.
- A personal budget may be allocated in order to achieve educational outcomes in an EHCP that cannot be met within existing resources.
- Conversations will regularly take place between members of the Team around the Child to ensure the plan is working for the child.
- The review may be brought forward if the plan is not working.

Review

- The EHCP must be reviewed by the Local Authority as a minimum every twelve months.
- The review process will ensure that the family of the child is involved in planning and decision making.
- The SENCo will invite all the relevant adults and professionals involved with the child to the review and will complete the relevant paperwork, ensuring all paperwork is returned to the Local Authority within 10 school days of the review.

5. Early Years

The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.

While a delay in learning and development in the Early Years may not necessarily indicate that a child has SEN and needs special educational provision, it is important that concerns are expressed and acted on to ensure that, if a need for such provision is identified, there is no delay in putting it in place.

In Early Years, staff monitor and review the progress and development of all pupils throughout the year. Information is gathered in the form of observations and some more formal assessments. Parents know their children best and provide valuable observations from the home environment.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, Early Years staff will discuss their concerns with parents and the SENCo. Information about the child's learning and development from within school and at home will be gathered together to identify areas of need.

The graduated approach to the identification and support of pupils with SEND is applied throughout the Early Years.

6. Pupil Passports

We recognise the importance of sharing information to ensure that all school staff are able to provide appropriate support for pupils with additional needs. Information about a child's specific difficulties and recommended ways of supporting them are shared with staff in the form of a Pupil Passport.

Passports are written by the SENCo and contain the following information:

- A photo of the child
- Areas of difficulty
- Pupil views
- Strengths
- Available reports
- Current support
- Recommended strategies

Passports are regularly updated with new information and reviewed at least annually. Passports are shared with staff in staff meetings and displayed within the staff rooms. Each member of staff is also given a folder containing pupil passports. Peripatetic teachers are given the passports of the children they teach.

7. Role of the SENCo

The SENCO has an important role to play with the Head and Governors, in determining the strategic development of SEN policy and provision in the school.

The key responsibilities of the SENCo include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN including the planning, implementing and monitoring of interventions
- Advising on the graduated approach to providing SEN support
- Providing professional guidance to colleagues including leading staff training on areas of SEN
- Supporting classroom teachers to identify and make provision, through normal differentiation and support, for children with SEN
- Liaising with parents of pupils with SEN and involving them in decision making
- Seeking and responding to the views of the children themselves at all stages.
- Liaising with external agencies including health professionals, Early Years providers and other schools.
- Creating Pupil Passports and disseminating them to staff
- Ensuring that suitable exam and entrance assessment arrangements are made for children who require this.
- Liaising with future schools to ensure that pupils and their parents are informed about options and that a smooth transition is planned
- Working with the Head and Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date and readily available to staff
- Providing specialist teaching in response to needs identified at School SEN support or an Education, Health and Care Plan.
- Recording and reviewing pupil targets using the relevant documentation (Individual Learning Plan, My Plan, My Plan+, EHCP)
- Gathering evidence for a My Assessment and co-ordinating Team around the Child meetings.
- Liaising with the SEND Casework Team and collating the necessary evidence for an EHCP request.

8. External agencies

The school works closely with a range of other professionals. These include, but are not limited to,

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Child and Adolescent Mental Health Services (CAMHS)
- Local Authority Advisory Teachers
- Behavioural Therapists
- Ophthalmic Optometrists

The SENCo maintains a list of external professionals working in private practice to whom the parents may take their child for assessment. Good relationships have been established with these professionals and those who are based locally will visit the school to carry out assessments and attend meetings.

9. Data and Record Keeping

The progress and development of all pupils is recorded on our iSAMS system. Details of SEND are recorded as part of this overall approach. The Learning Support Module of iSAMS contains information specific to each pupil on the SEN register. This includes their Pupil Passport, Individual Learning Plan, assessments, details of external agency involvement and provision.

When a pupil leaves Berkhamstead, copies of all SEND information are transferred to the pupil's new school.

10. Admission Arrangements

We are a non-selective school and we do not discriminate in any way regarding entry. We welcome pupils with special educational needs, provided that our Learning Support Department can offer the support that they require. We welcome pupils with physical disabilities provided that our site is suitable for them. We will discuss thoroughly with parents and medical advisors the adjustments that can reasonably be made for a child if he/she becomes a pupil at the school.

Children entering the school will normally attend a 'Taster Day' at the school, to assess if he/she will fit in well in the school and to ensure that Berkhamstead is the right school for the child. Should any child already have identified SEN, relevant reports should be provided by the parents prior to the child starting so that the school can have appropriate support available on arrival.

11. Transition

At Berkhamstead School we aim to prepare all pupils in such ways that they are able to transfer confidently to the next stage of their education and ultimately to the senior school of their choice. We endeavour to ensure that each child with SEN progresses to a suitable Secondary School where his / her current needs will be communicated and will be met.

We hold an annual forum which enables parents to gather information on the choices available, and staff can offer advice and guidance on the best school for each child. Advice will be given to parents, following full staff discussion, regarding the amount of continuing support their child may

need. The school SENCo will liaise with the SENCo from a future school and ensure all relevant documentation will be transferred.

12. Exam procedures

It is the school's policy that children should be enabled to show what they know rather than what they do not know in tests and examinations. Additional support in the form of a reader or extra time is allowed wherever a pupil's reading or writing speed is below their chronological age. Children who may find the examination process especially stressful may take their exams in a quieter environment with a member of staff who can read the questions to them and offer encouragement.

In public examinations such as Grammar School Entrance Exams, official guidelines are followed. An Educational Psychologist's report is usually required to show that a child needs extra provision made for them.

13. Inset

All staff attend regular conferences and training days on their own specialist subjects. There are also regular INSET days held at school on topics of general concern. Special Needs are included in this general programme.

14. Communicating with Parents

The school has an 'Open Door' policy, actively encouraging parents to discuss concerns whenever they arise. Class teachers are available at the beginning and end of each day and can arrange appointments if longer discussions are needed. Parents are encouraged to communicate with the SENCo if they have any concerns. This can be done by telephone, e-mail or by arranging an appointment.

Permission to carry out assessments or refer to outside agencies is requested from parents in writing. Confidential letters and assessments are sent by post.

Review meetings for pupils with SEND are arranged by the SENCo each term. Class and subject teachers are invited to contribute their views or attend the meetings if they can. Individual Learning Plans are reviewed as part of these meetings and new plans drawn up.

15. Complaints

Should anyone have any concerns or complaints about SEN provision, they can refer to the SENCo, the Head or, in extreme cases, to the Governors. The School's complaints procedure is on the school web site, and a copy can be provided on request.