



Perrott Hill

3b - Special Education Needs and Children with Disabilities (SEND) Policy Whole School Policy

Day-to-day responsibility for the governance of the school lies with the Board of Governors whilst the Chair of the Board of Directors holds ultimate responsibility.

This policy is written with the inclusion of the Early Years Foundation Stage and boarding.

The aims of this policy are:

- to create an environment that meets the special educational needs of each pupil in the school including the children in the Early Years Foundation Stage (EYFS) and boarding
- to ensure that all pupils with special education needs and children with disabilities (SEND) are identified and supported in the school
- to make clear the expectations of staff and parents/carers in the process
- to ensure that there is support for teachers to meet the learning needs of all pupils
- to ensure that parents are able to play their part in supporting their child's education
- to ensure that the child has a voice in this process
- to ensure that appropriate resources are available, through reasonable adjustments, for pupils with temporary or long-term special needs

The SEND Code of Practice (COP) 2020

The school therefore has regard to the changes to the COP, and this policy is written in light of the government guidance and legislation. SEND support at Perrott Hill School takes the form of Individual Learning Programmes (ILP) for pupils in Nursery to Year 8 **who have significantly greater difficulty in learning than the majority of others of the same age in the national context**. ILPs (Individual Learning Programmes) for these pupils will record the provision provided by the school.

When a child, despite receiving quality-first teaching and individual 1-1 support continues to require additional SEND support, the school and parents can request the Local Authority (LA) to assess the child to determine whether an Educational Health and Care Plan (EHC Plan) is necessary. The EHC plans for all pupils in this category, whether placed by parents or the LA, are reviewed annually (including the curriculum, if specified). It is the responsibility of the LA and not the school to review the EHC plan, but the school will check that the review takes place, and will co-operate with the LA in the review process.

The SEND Code of Practice states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEN support.

This SEN support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a student's

needs and the support required to help them secure good outcomes increases. This is known as the graduated approach.

The School Context

All children at Perrott Hill School have access to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities; and
- experience levels of understanding and rates of progress that bring feelings of success and achievement

The school strives to develop an inclusive curriculum, providing a framework of well-defined and achievable aims and objectives, and includes the choice of appropriate teaching methods and learning environments for individual pupil progress. Through this, opportunities for success are built into the programmes of learning in the classroom to nurture positive attitudes and inspire confidence in pupils with regard to their own abilities. We have high expectations of all our children and encourage each child to take ownership of their learning, respond to their individual targets and the success criteria detailed by staff. This is part of the culture of our school and relates to children of all ages. Children are involved at an appropriate level in setting targets and are encouraged to make judgements about their own performance. We recognise success here as we do in any other aspect of school life. We respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

We acknowledge that pupils with SEND needs are entitled to share the same learning experiences that their peers enjoy.

Teaching such children is therefore a whole school responsibility. At the heart of the work of the school there is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may be flagged as having potential special educational needs. These children will be identified using the flowchart in Appendix 1 and once diagnosed will be provided with an ILP and possibly 1-1 support intervention by the Learning Support Department.

In line with government guidelines regarding definitions of children with Special Educational Needs and children with disabilities (SEND), the criteria and evidence for pupils to receive 1-1 dedicated support lessons by a Learning Support teacher (SENDCO) in school is as follows:

- the child has a diagnosed learning difficulty or disability which calls for special educational provision to be made for him or her, and
 - a) has a significantly greater difficulty in learning than the majority of others of the same age in a national context, or
 - b) 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.

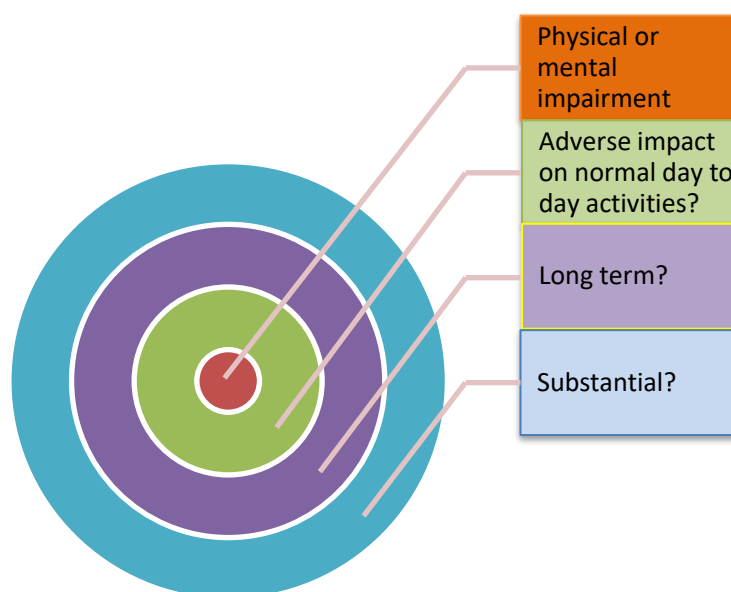
The school does not receive funding from the LA for SEND provision. 1-1 dedicated lessons will be offered according to the child's needs (established using the flow chart in Appendix 1 and reference to Appendix 2) in consultation with the SENDCO, Director of Studies and within the viability of the school timetable, availability of the school SENDCO and staff budget. To establish needs in relation to disability and reasonable adjustments, the School will use the 'Reasonable Adjustments Decision-making Checklist' (Appendix 2) to determine whether the adjustment goes beyond 'reasonable' for the pupil in this school context. Please note that the school does not provide 'booster or extra classes'.

The Disability Equality Act 1995 states that a person has a *disability* if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Disability Definition

Many children and young people who have SEND may have a disability under the Equality Act 2010, that 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 School pays due regard to the Equality Act 2010 and does not treat disabled pupils less favourably; and takes reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education. 'Long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between children and young people and those with SEND. Where a disabled

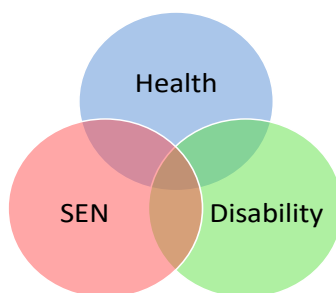
child or young person requires special educational provision, they will also be covered by the SEND definition/learning support referral process (Appendix 1).



Staff and pupils are aware of disability, and accept and support disabled pupils as part of school life. Appropriate staff INSET will be provided, as required, to enhance understanding of disability, and the need for making reasonable adjustments in compliance with our legal duties, and to improve our educational provision.

Please note that a child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home. The provision for English as an Additional Language (EAL) is detailed in EAL Policy.

If a child has behaviour difficulties it does not necessarily mean that the child has a special educational need. However, some children have multiple needs and may fall within the overlapping areas of the school's welfare provision as shown in the Venn Diagram.



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Perrott Hill School employs a School Nurse & Boarding Matron to manage day-to-day health needs, has a Medical Policy, medical care plans, risk assessments for activities for on and off site learning, and reports to RIDDOR and the local Children's Social Care Services (as required).

Learning difficulties may be summarised in the following categories (examples are shown in the following diagrams):

- Cognition and Learning Difficulties
- Behavioural, Emotional and Social Difficulties
- Communication and Interaction Difficulties
- Sensory and Physical Difficulties

Admission

We welcome all children who can benefit from the opportunities that we offer and can flourish in the caring environment of Perrott Hill School. The school ensures that the admissions and behaviour & exclusion (discipline) policies, and school procedures for educational aspects such as school trips, examinations and events, take account of pupils' needs. The school's registration form, completed upon entry, requires parents to advise the school as to known Special Educational Needs and children with disabilities (SEND). We advise parents of children with physical disabilities to discuss their child's requirements with the Head before they register their child for a place to ensure that the school can meet all the child's needs through reasonable adjustments. Parents should provide a copy of any medical reports, Educational Psychologist's reports and/or learning needs, ILPs or equivalent to support their request for special arrangements. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child. In regard to a medical need a medical care plan must be in place before the child starts at the school.

We then arrange for pupils with identified difficulties to be assessed by outside agencies. No child will be discriminated against on entry into school as a result of their

individual needs, so long as the school is able to meet a child's needs **through reasonable adjustment**. We do not, however, have the facilities to offer a highly specialised and intensive treatment programme for children with multiple special educational needs. If the parents accept a place for their child and their child has a diagnosed documented learning difficulty, we offer 1-1 lessons within the Learning Support Department. We only formulate an ILP after outside agencies have determined a need for learning support. We then work closely with the child and his/her parents to help him/her manage barriers that his/her difficulties present.

We will record the strategies as SMART targets to support the child within an ILP. The ILP will show the targets, the success criteria, SMART targets and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. The ILP will identify:

- the pupil's particular difficulty
- summary of diagnostic and standardised assessments
- pupil's strengths and weaknesses
- SMART targets
- planned provision
- helpful strategies for staff to use
- review date

Children will be seen either inside or outside of school. The recommendations given in specialists' reports is included in the ILPS with summaries of findings and strategy advice. This document is amended as and when needed.

Staffing at Perrott Hill School

The SENDCO is responsible for the EYFS - Year 8 SEND provision and has responsibility for overseeing the day-to-day operation of the school's SEND policy in consultation with the Director of Studies and Head of Pre-Prep and Head of EYFS.

Perrott Hill School Early Years setting is not funded by the local authority. However, the school has regard for best practice as detailed in the SEND Code 2020.

There is monitoring of pupils with SEND and their progress is reviewed regularly to inform a decision regarding their transition from Nursery to a Reception class. The school follows guidelines regarding seeking external help of specialists, as required. A decision to involve external specialists is always taken in discussion with parents and parents are informed if their child requires SEND support. All Early Years staff are aware of their responsibilities for identifying children with SEND. The school's

SENDCO liaises with the staff to provide the intervention which will promote the child's progress in EYFS.

Monitoring and Evaluation

The SENDCO monitors the movement of children within the SEND system in school. The SENDCO provides the Head and staff with regular summaries of the impact of the policy on the practice of the school.

Physical Accessibility

We continue our commitment to make improvements to the physical access to the school site and buildings within the constraints of local planning permission and budgetary financial impact. The school will continue to provide equal access to all school activities for disabled pupils, within the constraints of the physical nature of the site and off-site locations, health and safety legislation, risk assessments and management strategies to enable disabled pupils to engage in school trips or visits.

This policy is reviewed at least annually and is included in the school's policy review schedule.

Period of review: Annually

Person responsible for implementation and monitoring: SENDCO

Date of review: September 5th 2022

Other relevant policies:

- Equal Opportunities Policy
- Accessibility Plan
- Health and Safety Policy
- Counter-Bullying Policy
- Rewards and Sanctions structure
- Complaints Policy
- Safeguarding Child Protection Policy
- Medical Policy
- Risk Assessments Policy

Other relevant documents:

- Staff Handbook
- Parents' Handbook

SAFEGUARDING STATEMENT

Perrott Hill School is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding and Promoting the Welfare of Pupils Policy'.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of differences in ethnic background, culture, language, religion, sexual orientation, gender and disabilities, gender reassignment, so long as in the last matter the student is able to involve himself or herself in the activity concerned; equally these differences will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.