



## SEND Policy (September 2024)

### School Ethos

Sancton Wood School is a mainstream, independent school. The School recognises that all pupils are entitled to a balanced, broad curriculum and the need for fully inclusive Quality First teaching. The School upholds equal opportunities for all, adhering to the Equality Act of 2010.

### Aims & Objectives

The aims of this policy are to promote good practice in our detection and management of special educational needs and to explain the support we can provide for children who have learning difficulties and collaboration with parents that it requires. Sancton Wood School values all pupils and is committed to providing an inclusive environment. The School has high expectations and aspirations for all pupils, including those with SEND. The School is committed to providing targeted and focused support for all students in order for them to have the opportunity to progress and meet their potential. Sancton Wood School meets its aims by:

- Working within the guidance provided in the SEND Code of Practice 2015 and to implement it effectively across the school
- Identifying barriers to learning at the earliest possible opportunity
- Ensuring participation of all pupils with SEND
- Enabling all pupils with SEND to access the curriculum
- Working collaboratively and in partnership with parents
- Working with external support agencies
- Monitoring and reviewing the effectiveness of intervention regularly, making reasonable adjustments where necessary
- Ensuring that all staff have access to training and advice to support high quality teaching and learning for all pupils and their outcomes

Our aim is to implement and maintain an effective management system for the administration of medicines to all pupils in our care and ensure that we provide support to individual pupils with medical needs.

### Roles & Responsibilities liaising with Parents

Hannah Settle is the Special Educational Needs and Disabilities Co-ordinators (SENDCO). She is supported in her role by Emily Manning (SEND Lead- Seniors) and Paula Collier (SEND Lead- Prep).

Together, they share responsibilities which include:

- The day-to-day operation of the school's SEND Policy



- Upholding the SEND Code of Practice (2015) 0-25
- Liaising with teachers and advising
- Liaising with external specialists, health professionals and therapists
- Contributing to staff training
- Managing Learning Support Assistants and 1:1 Teachers
- Partnering with parents and carers
- Maintaining the SEND Support List and Cause for Concern List
- Overseeing the records of all children with SEND
- Coordinating and developing strategies for a whole school approach for identifying, planning for and reviewing of children with SEND

Richard Settle is the Principal. The School recognises that 'every teacher is a teacher of children with special educational needs and disabilities' (SEND Code of Practice 2015) and therefore that the class teacher is responsible for appropriate support along with the SENDCO. It is the Class Teacher's responsibility to ensure Quality First Teaching, as stated in the SEN Code of Practice 2015.

Teachers are:

- Aware of the school's procedures for SEND
- Responsible for raising individual concerns to the SENDCO
- Monitoring progress of pupils with SEND
- Using appropriate strategies and differentiated methods for teaching

### **The definition of SEND**

The School recognises that children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them, adhering to the definition of SEND as per the SEND Code of Practice 2015 0-25 – *'a pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'*

Where a pupil has long-term or complex health needs, the Principal/ Nursery Manager will, where appropriate, produce an Individual Health Care Plan (EHCP) for that pupil using the appropriate form.

### **Identification of SEND & Monitoring Training**

The SEND Code of Practice (2015) 0-25 describes the four broad categories of need:

- Communication and Interaction
- Cognition and Learning



- Social, Emotional and Mental Health
- Sensory/Physical

The SEND Code of Practice (2015) 0-25 states that pupils are only identified as having SEND if adequate progress is not made once all interventions/adjustments and good quality, personalised teaching have been put in place.

In order to help pupils with special educational needs, Sancton Wood School adheres to the cyclical Graduated Approach in order to continually 'assess, plan, do and review' their approaches to teaching. Pupils will be raised to the SENDCO as a Cause for Concern which occurs as part of the Graduated Approach.

Reasons for a pupil being added to the SEND Support List may include when a pupil:

- Makes little or no progress, despite differentiated teaching approaches, having taken into account a pupil's identified area of weakness
- Presents with persistent emotional/behavioural difficulties after behaviour management support has been followed, which impede the ability to cope emotionally with the school day or work independently as a result of emotional struggles
- Has sensory or physical difficulties and continues to not make progress regardless of specialist supports in place
- Presents with difficulties in the areas of Literacy and Maths and not being able to recall previously taught information or work independently
- Has communication and interaction difficulties which impede age-appropriate social interaction, making and keeping friends, keeping themselves safe, the ability to self-organise and the ability to express themselves age appropriately.

The SENDCO will coordinate inviting parents in for discussions about their child's progress and needs. Conversations will be held with the child also, where appropriate. Discussions with teaching staff will include appropriate interventions and high-quality teaching approaches as well as any additional support that may happen. External specialists and agencies, for example Educational Psychologists, may also be called upon where appropriate. .

Our interventions include:

- Adaptations such as specialist equipment or learning materials
- In-class group support where appropriate
- Referral to Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Paediatricians and other specialists where appropriate. If the school or the parents are concerned that a child may have mental health needs, it will be encouraged to seek the advice of a GP for a referral to Child and Adolescent Mental Health Services (CAMHS).
- Withdrawal where appropriate for 1:1 or small group teaching
- Parent funded specialist therapy such as Speech and Language Therapy or SpLD (Dyslexia) teaching.



## **The use of Outside Agencies**

If, despite considerable, appropriate input and adaptations a pupil continues to make little or no progress in specific areas, an external specialist may be advised. In this case, the School will ask parents to agree to their child being formally assessed by a specialist, for example, an Educational Psychologist or a Speech and Language Therapist. The parents can source their own specialist to carry out the recommended assessment or the School can recommend specialists. The cost of an assessment would be borne by the parents.

## **Costs**

Specialist teaching is agreed with parents at cost. Parents are required to give one month's notice should they wish to terminate a 1:1 session, otherwise they will continue until it is agreed that they are no longer required. This will happen through a discussion with the SENDCO and the Specialist teacher.

## **Educational, Health & Care Plans**

A child may be considered for an application for an Educational Health and Care Plan from the Local Authority (LA). The request may be made by the parent, an outside agency or a health professional, supported by the school. If an EHCP is granted, the pupil will have been recognised by the Local Authority as having significant and complex needs. The plan will include outcomes for the child that the School will use to develop tailored interventions and Annual Reviews. The School recognises the LA's responsibility in deciding to maintain, amend or cease an EHCP. If the LA refuses to carry out a needs assessment, the parents have the right of appeal to the First Tier Tribunal. Where a prospective pupil has an EHCP, we will consult the parents and, where appropriate, the LA to ensure that the provision specified in the EHCP can be delivered by the School.

## **Welfare Needs**

The School recognises that pupils with special educational needs or learning difficulties may be at risk of being bullied. The School has an anti-bullying policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. If parents are concerned about their child's welfare they can approach the pupil's form teacher or any senior member of staff to discuss their concerns in private at any time. Hannah Settle is the Designated Safeguarding Lead.

## **Upon entry to Sancton School**

The School carries out computer based assessments on all prospective pupils to assess levels in Literacy and Mathematics. The School requests that parents share any reports which may have been obtained from Educational Psychologists, health professionals or other specialists prior to commencing at Sancton Wood School. **The School would need to be made aware of a diagnosis or the presence of a learning difficulty as part of the admissions process.**

## **Alternative Arrangements**



## Sancton Wood School

Withdrawal: We reserve the right, following consultation with you to ask or require you to withdraw your child from Sancton Wood School if, in our opinion after making all reasonable adjustments and exhausting appropriate strategies:

- Your child is in need of a formal assessment, 1:1 teaching, learning support or medication to which you do not consent
- You have withheld information from the School, which had the information been provided, would have made a significant difference to the School's management of your child's learning difficulties
- Your child's learning difficulties require a level of support or medication which, in the professional judgment of the Principal, the School is unable to provide, manage or arrange.
- Your child has special educational needs that make it unlikely he/she will be able to benefit sufficiently from the mainstream education and facilities which we provide

### **Alternative placement**

In any of these circumstances we will do what is reasonable to help you to find an alternative placement which will provide your child with the necessary level of teaching and support.

September 24 (HS)