



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

*Nisi Dominus Frustra* - Without the Lord, everything is in vain.

### MISSION STATEMENT

- \* A Rose Hill School child's learning experience is one of aspiration, adventure, and achievement in a nurturing, caring school.

### AIMS

Working with **integrity** your child will:

- \* Be inspired to develop **confidence** to thrive in all areas of our rich curriculum.
- \* Foster the skills and talents which enable them to **organise** their learning and plan to achieve success.
- \* Demonstrate **persistence** to flourish in the face of challenge.
- \* Show **resilience** and learn from difficult situations.
- \* **Get along** with others, work collaboratively and accept everyone.

### Definition of Special Educational Needs

The 2015 SEND Code of Practice 0-25 states that:

*A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means 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 in mainstream schools.*

### Equality Act 2010

The current legislation covering disability is the Equality Act (2010) requires that early years providers, schools, colleges, other educational settings and local authorities:

- o must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- o must make reasonable adjustments, including the provision of auxiliary aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged compared with other children and young people. This duty is what is known as 'anticipatory' – people also need to think in advance about what disabled children and young people might need.

Reasonable adjustments are changes schools and other settings are required to make which could include: changes to physical features – for example, creating a ramp so that pupils can enter a classroom or providing extra support providing specialist equipment or organising additional support.

### Policy Statement

At Rose Hill School we believe that all children are entitled to an education that will enable them to maximise their skills across all areas of development - intellectual, physical, aesthetic, creative, emotional, spiritual and social. We make reference to the SEND Code of Practice 0-25 is Statutory Guidance to our EYFS pupils and those in Year 1 – Year 8. All pupils have individual needs which put personalised learning at the heart of our teaching and learning.

Rose Hill School is committed to providing a sufficiently challenging curriculum for all its pupils, including those who have identified SEND. We recognise that over the course of their educational careers some pupils may require a short-term boost of planned learning skills to bring their attainments up to expected standards. A smaller number of pupils will have SEND (special educational needs and disabilities) requiring more specialist support over a longer-term period. All additional support is provided on a 'needs' basis.

All pupils, including those with SEND have an entitlement to the following:

- Staff commitment and training to develop pupils' full potential at all times.
- Lessons that stimulate, engage, challenge, inform, excite or encourage through partnership and dialogue with teachers and other pupils and active participation in the lesson.
- Courses that lead to examinations and accreditation.
- Skilled, well-prepared and informed teachers who have a perspective and understanding of whole-school needs, challenges and policies, especially those concerning issues related to those pupils identified as Gifted, Talented & Able (G,T & A) and/or SEND.
- An entitlement beyond subject teaching, including preparation for adult life and preparation for the world of work. This should include extracurricular activity, personal and social education, careers guidance and in some circumstances, counselling, visits to local industry, work experience and community service.
- In determining strategies for individual pupils with SEND, the views of the pupils and parents will be sought and taken into account, taking reasonable steps to avoid placing pupils with SEND at a substantial disadvantage in matters of admission and education.
- This policy includes all pupils, including those in EYFS.

The School makes appropriate provision for all pupils including those with special educational needs so far as is reasonable and is compatible with:

a) The child receiving the special educational provision that her/his learning difficulty calls for,

b) The provision of efficient education for the pupils with whom he/she will be educated, and the efficient use of resources.

### Guiding Principles

This policy is in line with our teaching and learning policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Head; the day-to-day operation of the policy is the responsibility of the Head of Learning Skills/SENCo. The Head and the Head of Learning Skills/SENCo will work together closely to ensure that this policy is working effectively.

We are a selective school whose high-quality curriculum and teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something **additional to** and **different from** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Rose Hill School will ensure all reasonable adjustments are made for any pupil who has special educational needs or disabilities. We will also ensure that all staff in the school are able to indicate and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school wherever possible.

The staff and Governing Council at Rose Hill School will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that:

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working

between all those involved – Local Authority (LA), school, parents/carers, pupils, Children's Services and all other external agencies.

Rose Hill School has regard to the national SEND Code of Practice 2015: 0 to 25 years' graduated approach through the identification, assessment and review of pupils with special educational needs. The school is guided by The Equality Act 2010 with respect to meeting the needs of disabled pupils.

The following principles guide our practice:

- All pupils are entitled to have their particular needs recognised and met within the resources available.
- Pupils with SEND should be fully included in whole class teaching for as much time as is possible through appropriate differentiation and quality-first teaching.
- All staff have a responsibility for identifying and meeting the needs of pupils with SEND and for exploring any unmet learning needs which may be having an effect on a pupil's behaviour. All teachers, in every curriculum area, are responsible for making their curricula accessible to all pupils, including those with SEND (current and prospective) and for engaging pupils with SEND by deploying appropriate strategies from a wide variety of teaching styles. Therefore, all curricular and teaching effectively provides subject matter appropriate for the age and aptitudes of pupils, including those with a Statement of SEN or an Education, Health and Care Plan (EHCP).

Rose Hill School is an inclusive school for children of both sexes from the ages of 3+ who have the ability and aptitude to follow a differentiated Preparatory School Curriculum. Rose Hill School is not a specialist provider under Section 41 of the Children and Families Act 2014.

### EYFS

Four guiding principles should shape practice in early years settings. These are: every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. Children learn to be strong and independent through positive relationships. Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. The importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND). In the Early Years Department, teachers observe the children closely to ensure they are meeting the Development Matters (non statutory) milestones. Observations are made by the Head of Learning Skills/SENCo if we feel a child may require further support to meet milestones. Observations are followed by meetings with parents and/or carers. This in turn may result in reasonable adjustments being made and/or daily interventions being put in place to support the child's development.

When the progress of a pupil is giving cause for concern appropriate assessment will be undertaken to clarify the nature of the presenting need. The 2015 SEND Code of Practice outlines the following areas of SEND that should be considered:

**Communicating and interacting** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. RHS offers an Infant Language Link online assessment from Reception to Year 2 which identifies communication needs and provides a bespoke intervention. Recommendations may also include a referral for a Speech and Language Therapy assessment.

**Cognition and learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy. RHS offers an online GL Dyslexic and Dyscalculic Screener from Year 3 to Year 8. Recommendations may also include a referral from an external professional such as an Educational Psychologist.

**Social, emotional and mental health difficulties** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing. Recommendations may also include support from the school counsellor.

**Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment. RHS offers the BEAM assessment tool aimed at our Kindergarten and Reception children, but accessible to all. Recommendations may also include access to Sensory Circuits or a referral to an Occupational Therapist.

Some children and young people may have SEND that covers more than one of these areas.

### **Disability**

Many children and young people who have SEN may also have a disability. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy. When more specialist assessment is required the school will work collaboratively and cooperatively with external specialist professionals. We may not be able to meet the needs of all pupils due to the structure of our site.

### **Education, Health and Care Plans (EHCPs)**

Following the change in SEND legislation Education, Health and Care Plans (EHCPs) have been introduced. At a national level it is recognised that despite high quality teaching and purposeful intervention, through the school-based provision, a small number of children and young people may make inadequate progress towards their identified outcomes. Where pupils are making inadequate progress given their age, starting point and particular circumstances, it may be appropriate to consider whether an EHCP is needed. This is likely to be the case for children who present with multiple special educational needs of an interrelated and enduring nature and who require more highly specialised and personalised arrangements accessed through an EHCP in order to achieve their outcomes. Kent County Council states that the arrangements required to be put in place in order for children/young people to progress would be beyond those available through the school-based provision - i.e. the cost of the **additional** support in place would exceed £6,000.

In summary an EHCP is likely to be beneficial in channelling support for children and young people with multiple special educational needs of an interrelated and enduring nature who require support over and above that available through the school-based provision in order to make adequate progress in relation to their age, starting point and particular circumstances. If the Head of Learning Skills/SENCo, in consultation with pupil, parents, teachers and Senior Managers, feels that a pupil requires an EHCP a request by parents should be made to the Local Authority that the pupil is resident in.

*Following a request KCC then have six weeks to decide whether or not to carry out an EHC Statutory Assessment. KCC will then request nursery and school reports, doctors' assessments*

*and parents 'own views of their child's needs in writing. Parents are then informed within 16 weeks whether or not an EHC plan has been agreed. If an EHC plan is agreed, KCC will create a draft plan and send parents a copy. Parents have 15 days to comment, including putting in a request for their child to go to a school of their choice, if this is not the one recommended on the EHC Plan draft. KCC then has 20 weeks from the date of the assessment to provide the final EHC plan. If, however, KCC should decide not to grant an EHC Plan parents have a right to appeal the decision.*

An EHCP is reviewed annually with the parents, Head of Learning Skills/SENCo and third-party specialists where applicable. At transition to a different key stage, a Local Authority representative and next setting SENCo may also attend the review. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

For further information regarding the EHC Plan Process and how to apply for a statutory assessment follow the pathway:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/education-health-and-care-plans-ehcps>

Where the school seeks the help of external support services, those services will need to see the pupil's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the pupil directly. These assessments will set out fresh strategies for supporting the pupil's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the pupil Individual Learning Plan (ILP) continues to be the responsibility of the class teacher.

### **Individual Health Care Plans (IHCP)**

Children with specific medical conditions have an Individual health care plan (IHCP). They are located on the school server for staff to access to ensure consistent standardised provision of care. Plans are drawn up in partnership between the school, parents and a relevant healthcare professional who can best advise on the particular needs of the child. They are updated regularly. The aim should be to capture the steps which the school should take to help the child manage their condition and overcome any potential barriers to getting the most from their education.

Where the child has a SEND identified and is undergoing statutory assessment, the IHCP should be linked to the Individual Learning Plan (ILP) for that child.

If any school staff training needs are identified through developing the IHCP, these are addressed and the school nurse/bursar will commission/deliver appropriate training. Once the IHCP has been completed and implemented, it will then be circulated to all staff and can be readily accessed on the computer "shared server" area under the Medical Section.

In conjunction with this, updated Visual Medical Information Lists are displayed in the staff rooms, Medical Room and Games/PE Dept.

All IHCPs are reviewed annually or when a condition changes or further information is provided and meetings can be initiated by the parent and/or school nurse/external healthcare professional/agency.

### **Compliance**

This Special Educational Needs and Disability (SEND) policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE, Feb 2013
- Children and Families Act, 2014
- SEND Code of Practice 0-25 Sept, 2015
- Keeping Children Safe in Education, 2023

The School's Special Education Needs and Disability policy and procedures should be read in conjunction with Admissions, Curriculum, Teaching and Learning, Equal Opportunities, EAL Policy, Health and Safety, Gifted and Talented (Highly Able) documents, Child Protection and Safeguarding along with the SENDA, Plans and Premises and Accommodation Statement. All pupils including those in EYFS setting are included in the following provision.

### **Procedures**

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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. 6.36/6.37 SEND Code of Practice 2015.

### **Current Staff**

Head of Learning Skills (SENCO) – Mrs Jane Morgan (member of MT)

Mrs L Brophy

Mrs E Lloyd

Mrs E Slaney

Mrs C Whatman

Head – Ms Emma Neville

The Head of Learning Skills' /SENCo's timetable is governed by the Head. The Head of Learning Skills/SENCo, with the support of the Head and Senior Leadership Team, takes responsibility for the day-to-day operation of provision made by the School for pupils with SEND and provides professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

Key responsibilities are as follows:

- Ensure pupils with identified needs make expected levels of progress
- Plan, deliver and review practice regularly to ensure needs are being fully met, either with individual pupils and/or within the classroom context
- Use data to accurately analyse pupil progress and address challenges
- Oversee and manage the provision for SEND and all identified vulnerable groups
- Ensure that the legal requirements of the 2015 SEND Code of Practice: 0-25 years are followed and that pupils with SEND receive their entitlement at the relevant stages
- Co-ordinate the identification and assessment of pupils' individual needs, manage Statements, Education, Health and Care Plans (EHCP) & associated Reviews
- Manage the assessment of pupils and assist in the dissemination of information throughout the Prep School, advising on examination access arrangements where appropriate
- Oversee day-to-day work and organisation of the SEND department: liaising with all academic and support staff with planning in supporting SEND needs of pupils
- Advise and support teaching staff with regard to teaching methods, resources and the needs of groups or individuals identified as having SEND or other additional needs
- Oversee Continued Professional Development (CPD) opportunities for staff in relevant areas e.g. differentiation, behaviour management, SpLDs and appropriate teaching strategies
- Monitor and keep abreast of national developments and advise Senior Management Team on policy and statutory changes, keep School policy updated
- Promote effective liaison with feeder schools and external agencies

- Ensure that parents of pupils with identified needs are regularly consulted and kept informed: reporting to parents with end of term written reports and attend Parents' Evenings

Responsible to: The Head

If you require further information about the provision for SEND in the school, please talk to the class teacher of your child.

### **A Graduated Approach to meeting needs**

Rose Hill School has ambitious academic expectations and average 'standards' are generally higher than the national average throughout the school. It is recognised that young children progress at different rates and that many factors can affect their attainments and general development. We have robust assessment and monitoring procedures in place to ensure that all pupils make good progress across the academic curriculum as well as in all areas of personal development and that any specific needs are identified at an early stage.

At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of pupils. The majority of pupils will learn and progress within these arrangements. Over the course of their primary education some pupils may require a short-term 'boost' of planned 'Learning Support' to bring their attainments up to expected standards. A smaller number of pupils might have special educational needs and disabilities requiring more specialist support over a longer-term period. Provision for pupils with SEND is a matter for the school as a whole.

The school uses a graduated approach to meeting SEND as outlined in the 2015 SEND Code of Practice 0-25 years, represented by the Assess-Plan-Do-Review framework.

### **Assess**

Teacher observation and assessment of pupils within a class setting is central to the identification of any specific learning needs. In addition to this, standardised assessments of pupil attainment are carried out so that any specific areas of difficulty can be identified and investigated further as appropriate. Standardised cognitive, reading and spelling assessments are conducted each year.

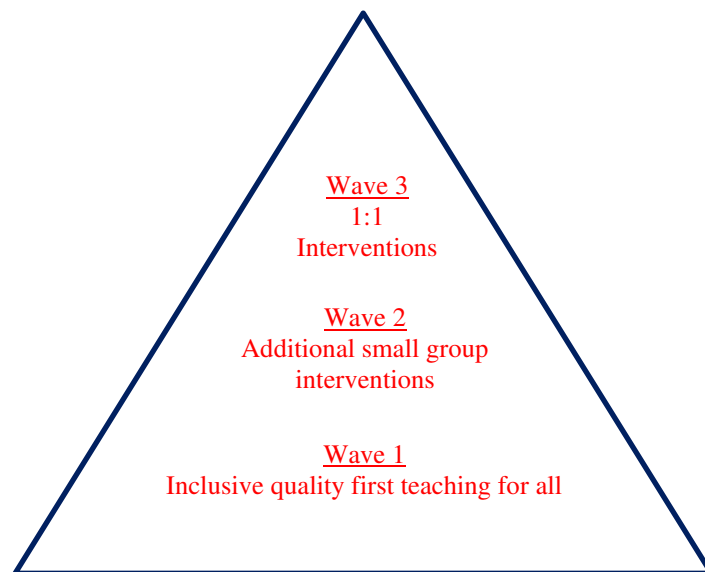
The identification and assessment of the SEND of pupils whose first language is not English, requires particular care. Where there is uncertainty about an individual pupil, teachers will look carefully at all aspects of a pupil's performance. This will establish whether the problems they have in the classroom are due to limitations in their command of the English language, or arise from SEND. Some pupils with English as an additional language may also have SEND.

Teachers in the Pre-Prep and Prep School are able to discuss pupils directly with the Head of Learning Skills/SENCo at any time so that any concerns can be investigated and assessed at the earliest possible stage. In addition to this, termly class monitoring meetings are held between the Head of Learning Skills/SENCo and each class teacher/Form Tutor where detailed pupil discussions take place.

At times it might be necessary to seek specialist assessments from external professionals such as Speech and Language Therapists or Occupational Therapists. These assessments may be recommended by school but are arranged and paid for by parents and/or carers.

### **Plan**

The Head of Learning Skills/SENCo maintains a whole-school register which outlines the types of support available to pupils with SEND or who require short-term 'boosting' support to bring their levels of attainment in line with their peers. When planning this support the school uses a 'Wave' model of intervention provided on a 'needs' basis, decided by the Head of Learning Skills/SENCo:



Following the process of assessment outlined above, a decision will be made as to whether the pupil requires ongoing learning support at Wave 1, 2 or 3 and the nature of this support will be discussed with key members of staff, the pupil, when appropriate, and their parents and/or carers. If additional support is not required, clear advice will be provided to subject teachers in relation to Wave 1, Quality First Teaching, to ensure that the pupil's needs are being provided for appropriately in class.

If Wave 2 or 3 provision is required the pupil will be placed on the 'Provision Map' where their support programme is outlined. Once a pupil's desired outcomes are identified, interventions are put in place to achieve these outcomes. The interventions in place will reflect evidence-based practice and necessary support and/or training will be provided to staff involved in carrying out agreed actions.

Progress made is carefully monitored using the Assess-Plan-Do-Review (APDR) process. Advice is accessible to all teachers and is regularly updated. Pupils receiving more specialist support at Wave 3 will have an Individual Learning Plan (ILP) outlining desired outcomes, specific targets, strategies, approaches and review arrangements. This is co-produced with all relevant staff, pupils, where appropriate, and parents and/or carers. At Rose Hill School Wave 3 provision equates to the 'SEND Support' provision outlined in the national 2015 SEND Code of Practice 0-25 years.

### **Do**

Provision at Waves 2 and 3 will be designed to meet the individual needs of each pupil on the Provision Map, and might include:

- Targeted small group support in lessons
- Targeted individual support in class
- Timetabled small group sessions
- Timetabled individual sessions

The Head of Learning Skills/SENCo will support, oversee and on occasion deliver interventions outlined in the agreed individual plans and provide/ arrange appropriate training when required. Timetabled sessions tend to happen in Learning Skills 2 – a designated room used



for both wave 2 and 3 teaching. A range of intervention programmes are used and are tailor-made to meet the needs of the group or individual, such as 'Social Lego', 'Memory Skills' and 'Draw and Talk' etcetera. Some sessions are used to implement specialist programmes devised by a Speech and Language Therapist or an Occupational Therapist.

### **Review**

Regular formal and informal reviews take place so that progress can be closely monitored and support adapted in light of these reviews. Informal reviews include regular discussions between the Head of Learning Skills/SENCo, the learning skills support staff and class teachers.

Individual learning plans (ILPs) are reviewed with key members of staff, pupils when appropriate, and parents and or carers at least twice a year. Information from these reviews will feedback into the Assess-Plan-Do-Review cycle until such time as the needs identified have been resolved and desired outcomes have been achieved.

Wave 2 support – PrePrep & Prep School: The Form Tutor is the key point of contact for parents, but the Head of Learning Skills/SENCo may be involved in meetings to discuss assessments, progress and plans for provision. Pupils are taught by the SEND support staff at Wave 2 and will follow an APDR approach, the contents of which includes broadly defined lesson plans and desired outcomes. Progress against these desired outcomes will be reviewed at the end of every term, and progress will be reported via usual procedures including parent meetings and school reports. Additional meetings will be held with the class teacher, parent and the Head of Learning Skills as required discussing any assessment findings and additional plans for provision.

Wave 3 support – PrePrep and Prep: Pupils receiving more specialist support at Wave 3 will have an Individual Learning Plan (ILP) and will be taught by staff within the Learning Skills team. Pupils whose EHCP recommendations include 1:1 support may be supported in class by a suitably qualified TA. Progress against the specific targets will be reviewed every term with the Head of Learning Skills, teachers and parents.

Along with this policy further information regarding the Learning Skills provision can be found in the Parent Handbook, weekly newsletter (termly articles), new parent information evening (September), Parent Evening meeting with the SENDCo, parent meeting for pupils with ILP and EHCPs and Information leaflets – available for parents at school events including open days. Most of this information is therefore available to current and prospective parents as this policy is published on the school website.

Learning Skills leaflets has now been made available to all parents including an A4 version sent out to all parents at the beginning of the academic year explaining the various elements of the Learning Skills department including staffing, Waves of intervention, ILPs (Individual Learning Plans), referrals to third party specialists and applications for Statutory Assessments.

The Learning Skills booklets is readily available to all staff, as part of their induction and their INSET at the beginning of every term.

The Head of Learning Skills/ SENCo runs termly sessions for all teaching and teaching assistants to update them on Quality First teaching. The Head of Learning Skills/SENCo also meets with the Learning skills team-weekly to review interventions, share good practice and to provide relevant CPD.

All pupils, and their prospective diagnosis are different and therefore the Head of Learning Skills/SENCo and school believe that there is no right time, or timeline for a referral, or suggestion of, to be made to parents and/or carers. The School ultimately ensure that whilst

a child (who might present with traits of a condition or learning difficulty) is making progress the school would wish to explore all other avenues and make reasonable adjustment before considering external specialist involvement.

Reviewed by: Mrs Jane Morgan

BEd. (HONS) (1992)

MEd (Exeter) (1996)

National Award SEN Coordination (UCL) (2016)

Review: Spring Term 2024

Next review date: Autumn 2024