

## SPECIAL EDUCATIONAL NEEDS POLICY

THIS POLICY INCLUDES THE EARLY YEARS FOUNDATION STAGE

<b>ISI Code:</b>	Special Educational Needs Policy
<b>Policy Author:</b>	Victoria Daley – SENCo
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### 1. AIMS:

It is the policy of Pennthorpe to appreciate the individuality of each child who comes into our care, and to support and nurture their physical, intellectual, emotional and social development, irrespective of their starting point. Inclusion is one of the pillars of our school and as such we seek to reduce barriers to ensure that all children are able to access the curriculum, and enable all children to reach their potential.

We are aware that there are additional barriers for pupils with SEND and Pennthorpe provides additional pastoral support to enable these children to seek support when needed.

We aim to provide a graduated approach to the provision we make for children identified as having an individual or special educational need. This includes the following:

- Individual needs are identified as early as possible.
- Each child has his / her individual need met.
- Action is determined in consultation with the parents.
- The views of the child are taken into consideration.
- We ensure there is regular liaison between the child's teacher/learning support/specialist support/parent.
- Teachers use a variety of teaching and learning strategies in order to enable their pupils to access the curriculum.
- Learning activities are differentiated according to the child's specific needs and levels of ability.
- Provision and progress are monitored and reviewed regularly.
- Experience and expertise of all parties available are used to determine an effective approach; this could include external agencies such as an Educational Psychologist; Speech and Language Therapist; Occupational Therapist.
- Disciplinary procedures are adapted to recognise the different expectations we might have of pupils who might have conditions such as ADD, Aspergers or Autistic Spectrum Disorder (ASD)
- Provision is in line with the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice 0-25 Years (January 2015).

## 2. RECOGNISING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

According to the SEND (**S**pecial **E**ducational **N**eeds and **D**isability) Code of Practice, (2015):

'A child has special educational needs if he or she has a **learning difficulty** 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:

- Has a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Is experiencing significant difficulties achieving his / her learning goals, when compared with his / her peers (though it is acknowledged that this may be a developmental delay rather than a learning difficulty).
- Experiences significant communication and/or social interaction difficulties.
- Presents persistent emotional and/or behavioural difficulties.
- Has experienced a significant emotional shock or trauma.
- Is considered to be significantly more able in one or more areas of the curriculum, or has a specific gift or talent.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### IF WE HAVE CONCERN ABOUT A CHILD:

Teachers should be vigilant throughout the school to diagnose the possibility of Special Educational Needs (SEN) of a pupil. This should be done through the analysis of data; in-class performance; discussion with colleagues, or a general sense that a pupil is presenting well verbally but not on paper. Teachers are encouraged to go with their gut feeling if they suspect that a child may be under-achieving. Once a teacher suspects a child has SEN this must be raised with the The Special Educational Needs Coordinator (SENCo) and shared with the parents.

The SENCo will then consider the information provided and discuss the best course of action for the individual child with their teachers. In the EYFS this is likely to include the Head of Pre-Prep as well as the class teacher. If appropriate, The SENCo will then make contact with the parents and carry out some assessments with the child and raise him/her for wider discussion at 'Radar'. 'Radar' is a weekly pupil focus meeting in the Prep School, where staff are able to contribute their thoughts and observations. For pupils in the Pre Prep, there is a 'child spot' focus in the weekly staff meeting.

For pupils in the EYFS we may also decide to involve the Local Health Authority at this stage; permission will always be sought from parents before discussing specific children in this way.

## 3. COURSES OF ACTION:

### WAVE ONE:

We recognize that every teacher is a teacher of children with Special Educational Needs. In most cases, a pupil's learning difficulty will be met within the classroom by the class / subject teacher as part of normal classroom differentiation and Quality First Teaching (Wave One Support).

In line with the Code of Practice 2014 we aim to follow a four-stage cycle of support for any pupil identified as having SEN: Assess-Plan-Do-Review (please refer to the flowchart at the end of this policy).

If needed, a period of in-class support using a teaching assistant may be arranged.

### WAVE TWO:

Pupils requiring intervention in addition to Quality First Teaching may be supported in group sessions which may focus on academic or social support. Parents are made aware of any intervention by the SENCo or Learning Support Team, and the progress of these pupils is reviewed termly by the SENCo.

Selected pupils are part of the school's Reading Intervention Programme where they read daily to an adult.

### WAVE THREE:

Pupils who, despite Wave One and Two Support, are still not making adequate progress receive 1:1 support within the Learning Support department (Wave Three Support).

Here, with the agreement of parents, pupils receive individual specialist tuition. Pupils will normally have 60 minutes of support per week following an individually planned programme. The programme is outlined in the Individual Education Plan which is discussed with parents at termly review meetings.

At this stage, it may be considered appropriate to involve the help of outside agencies such as an educational psychologist, speech and language therapist or occupational therapist. The SENCo and Learning Support teachers work closely with both class and subject teachers and parents to ensure the child's individual needs are met. It is the responsibility of the Learning Support teacher and the SENCo to maintain the child's profile which should include a record of their identification, intervention and progress.

Individual Education Plans (IEP) are prepared twice a year for those pupils receiving support that is additional to, or different from, normal classroom differentiation (Wave Two or Three support). However, this may sometimes include pupils who are not directly supported within the Learning Support Department but require adjustments and or accommodations to be made to support their learning. Where appropriate, the views of the pupil and parents are



included in the IEP. Copies of all IEPs are made available to the SENCo, who will ensure that they are accessible to all teaching staff on the shared drive. IEP's are reviewed twice a year in conjunction with the parents; these reviews are also placed on the shared drive.

Pupils identified as having SEN are monitored through the review of their IEPs. If we are concerned that despite appropriate intervention over a sustained period of time, a pupil has not made adequate progress, we may consider the need to make an application to the Local Authority for an Education Health Care Needs Assessment (EHCA). This decision would always be made in consultation with parents and, where appropriate, the child.

Pupils that are identified as having persistent emotional or behavioural difficulties are seen by our School Wellbeing Guardian who will decide whether occasional sessions are needed, or whether the pupil would benefit from a regular and sustained programme of support. Parents are always informed before we proceed with support of this nature. If it is felt that the pupil would be better supported by a psychologist or counselling psychotherapist, then parents are informed accordingly and support is given in accessing this.

Some pupils may be determined by the Local Authority (LA) as requiring an Education and Health Care Plan (EHCP) which the LA retains responsibility for. The day-to-day practical responsibility of making provision within the school lies with Pennthorpe under the guidance of the SENCo. An EHCP will be reviewed annually, or every six months for a pupil in the EYFS, and the school will co-operate fully with the LA in ensuring the review is conducted according to LA's requirements.

It is also important that pupils identified as having SEN are able to access RSE and provisions are made to ensure that all pupils can access the RSE curriculum like all other curricula taught at Pennthorpe.

RSE lessons may need deeper thought and repetition for these pupils, to ensure that all pupils are receiving age appropriate, useful RSE that ultimately enables them to live healthy, safe lives.

To adapt the RSE curriculum there are two clear questions we need to ask.

- Who are the pupils we are teaching?
- What are our pupils' specific needs?

All our pupils are different, and each of them should be able to access RSE in a way that meets their needs. Teachers of RSE should seek support from the SENCo, where appropriate.

## 4. ENGLISH AS AN ADDITIONAL LANGUAGE:

A pupil is recorded as having English as an additional language if she/he is exposed to a language at home other than English. It is not a measure of English language proficiency. Pennthorpe delivers the core education in English but offers the opportunity to learn other languages in designated elements of the curriculum. It is Pennthorpe's aim to provide the highest quality of education for all pupils and it welcomes those who have English as an additional language. Parents are required to inform the school during their registration process if their child is recorded as having English as an additional language.

It is the Deputy Head and SENCo's responsibility to co-ordinate the support for pupils with English as an additional language. In recognising a child's needs we aim:



- To identify all pupils requiring EAL provision as early as possible.
- To ensure that EAL pupils feel welcomed in a school which values cultural diversity.
- To enable EAL pupils to access the whole curriculum through support both in and out of the classroom as needed.
- To promote pupil participation in decisions about their learning.
- To ensure parents of EAL pupils receiving support are fully informed of their child's progress and attainment.
- In the Early Years, to provide opportunities for children to develop and use their home language in play and learning.
- To support children's continued language development at home.
- To ensure that children have sufficient opportunities to learn and reach a good standard in English.

The identification and assessment of special educational needs of pupils whose first language is not English requires particular care. Teachers will primarily look at all aspects of a pupil's performance in different subjects to establish whether the problems they are experiencing are due to the limitations of language or arisen from special educational needs and then appropriate action will be taken depending on the outcome of this assessment.

## 5. PUPILS WITH SPECIFIC GIFTS OR TALENT:

If a pupil shows special academic promise it is the policy of the school to ensure differentiated provision for that pupil in order to maximise his/her achievement and potential. At Pennthorpe we describe a child as academically 'able' (for purposes of differentiation/special provision) when it is agreed that s/he would be insufficiently stretched intellectually by being restricted to the 13+ Common Entrance examination syllabus. All children are differentiated for within their normal lessons and appropriately challenged by their subject teachers. Further to this differentiated provision, we also offer 'Enrichment Sessions' to able pupils.

These sessions run during the normal school day for pupils in Year 3&4 and take place on a Saturday morning for pupils in Years 5-8. Sessions are through invitation only and are designed for pupils who are showing signs of being gifted or particularly able in a specific subject. Pupils who show an ability to think in a unique and creative way in a subject and problem solve may also be invited. In order to be invited to an Enrichment Session, pupils are also required to show a genuine love of learning in the subject but this alone does not warrant an invitation.

Those pupils invited to Enrichment sessions should be working at, or showing the potential to work at, a scholarship level in the subject when in Years 7&8.

A register is kept for each subject and pupils are added to the register when they fit the majority of these criteria. For academic subjects where GL assessment data is available, this is also used alongside assessment results when considering an invitation.

Pupils invited to Enrichment Sessions and who are added to the Enrichment Register in a particular subject, pupils should:

- Be gifted or particularly able in a subject
- Show an ability to think in a unique and creative way towards the subject



- Show a passion and desire to learn inside and outside of lesson time
- Show the ability or potential to work at a scholarship level within the subject

## ACADEMIC SCHOLARSHIP PREPARATION PROGRAMME:

Pupils who are identified as Gifted, Able or Talented Academically in Years 7&8 are invited to join The Academic Scholarship Preparation Programme (ASPP).

The Purpose of the programme is:

- To encourage the growth of intellectual curiosity, independence, creativity and passion for learning
- To further develop a genuine love of learning and creative thinking
- To practise skills such as presenting well-structured, argued and reasoned answers, as opposed to simple recall of facts
- To ensure your child leaves Pennthorpe in the strongest academic position they can be in for their chosen senior school

The ASPP runs from the second half of the Autumn Term in Year 7 through to the start of the Summer Term in Year 8.

In Year 7, pupils are invited to an additional hour session each week (taking place in Autumn 2, Spring 1 and Summer 1). These sessions alternate between English, Maths, Science, MFL, Humanities and General Scholarship Workload Management and Preparation.

In Year 8, pupils attend a 30 – 60 minute session each week in English, Maths, Science, MFL and Humanities. Many pupils will finish the programme by sitting for an Academic Scholarship to their chosen senior school.

## SUBJECT SPECIFIC SCHOLARSHIP PREPARATION PROGRAMME:

For other subjects such as Sport, Music, Drama, DT, Computing and Art, pupils are prepared using a specific programme run by the Heads of Department. Preparations Include:

- After School Club invitations
- Portfolio Preparations
- 1:1 Sessions
- Private Sessions (E.G LAMDA)
- Masterclasses
- Trips
- Interview Preparation
- Suggested activities for outside of school
- Mock Auditions
- CV Support