



## The Froebelian School

### SEND Policy

*Incorporating provision for:*

- *Special Educational Needs (SEN)*
- *Pupils with Learning Difficulties and Disabilities (LDD)*
- *More/Most Able and Talented Pupils*

Reviewed and updated November 2021

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## INTRODUCTION AND DEFINITIONS

The Froebelian School welcomes all children and recognises that individual needs will vary. The school will work to provide an inclusive curriculum. Teaching strategies and resources will be adapted whenever possible to meet different needs including, if appropriate, children for whom English is not their first language. In order to help all pupils to achieve their potential, we work closely with parents and carers and, where necessary, other agencies.

The provisions in this document apply to all aspects of the school including EYFS Breakfast Club, Froeebes, Homework and Activities Club, Holiday Clubs, school trips and extra-curricular activities.

In the maintained sector, the term “children with special educational needs” refers to children who at some time in their school life have learning needs or disabilities which call for special educational provision to be made for them because they:

- (a) have a significantly greater needs in learning than the majority of children the same age or;
- (b) have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the same local education authority or;
- (c) are under compulsory school age and fall within the definition at (a) or (b) above.

We aim to identify any learning or behavioural needs a child might have as early as possible and to work with parents/carers to address those needs. A separate document, Early Years – Special Educational Needs Policy, is also available.

In terms of our *More/Most Able* and Talented pupils at Froebelian, we recognise that it is important to identify those pupils, and to develop the essential skills to nurture and challenge their ability/talent; however, we are aware that children develop and grow at different rates. This means that the registers remain fluid, as peers may catch up with a particular child, or his/her specific ability and potential may stop growing at an accelerated rate.

Our *More/Most Able* cohort will include those pupils who, by virtue of current achievement and/or potential ability in one or more areas of excellence, require special provision beyond that normally accommodated by routine differentiation. The pupils identified in the cohort will be achieving, or have the potential to achieve, significantly higher than the average expected for their year group at Froebelian (which may be different from national norms).

Our *Talented* pupils show advanced ability or potential in a practical or performance-related sphere or in any sport or creative art.

## **PRINCIPLES AND AIMS**

The school will work within the legal framework of the SEN and Disability Act 2001 and the SEND Code of Practice (September 2014). It will ensure that all children with SEND are identified through co-operation with teachers, parents/carers, district health authorities, social services departments, school support services and voluntary agencies.

Most children begin their education at The Froebelian School at the age of three, where extra support is available in the classroom. This assists with the early identification of children with SEND. Extra individual or group support is available throughout the school for appropriate children on a timetabled basis.

The needs of all pupils will be met within the classroom under the direction of the class teacher, both through differentiation and the support of classroom assistants. Support is available from the SENDCo to assist the class teacher in writing the individual education programme (IEP) for all pupils who require support from the SENDCo or outside agencies.

Some children will occasionally be withdrawn in groups or individually to work in a quiet atmosphere with the teacher, teaching assistant, SENDCo or any outside agency, such as a Speech Therapist, Specialist Dyslexia Teacher or a Child Psychologist.

The SENDCo is responsible for making the base assessment and for providing advice on programmes of work. The school will seek to acquire additional support from outside agencies when required.

All pupils with SEND shall be entitled to maximum possible access to a broad and balanced curriculum including the National Curriculum in appropriately differentiated form.

Children with SEND will be admitted in the same manner as all other pupils, provided the school is able to make reasonable adjustments to meet their needs.

Children may be classified according to the following criteria:

- Wave 1 - no special educational need but full access to a suitably differentiated curriculum
- Wave 2 - monitor with a view to extra help/short term intervention from the teacher or teaching assistant

- Wave 3 – Specific SEND support with IEP drawn up
- Wave 4 - Education, Health and Care Plan

At Froebelian, we aim to develop the provision of discrete teaching and learning programmes, where appropriate, to enable More/Most Able and Talented pupils to achieve their full potential and meet the special needs of our More/Most Able and Talented pupils. We work with parents/carers of our More/Most Able and Talented pupils when required, to ensure support and determine the focus of the child's needs. We demand high standards in conduct, attitude and quality of work.

### **IDENTIFICATION OF SEND**

The school promotes early identification of children with SEND. A variety of methods of teacher assessment can help to identify individual children's needs. Concerns will be dealt with using a graduated approach, as outlined in the SEND Code of Practice. The document "Early Years – Special Educational Needs Policy" explains how we deal with concerns about the younger pupils (those in Lower Kindergarten and Kindergarten).

The school does not claim to diagnose particular conditions and will, when appropriate, seek to refer children to external agencies e.g. Educational Psychologist for further investigation.

Assessment results will also be used as a method of identifying, assessing and evaluating the needs of pupils. If we have **any** concerns we will also screen pupils under the age of 8 years for Dyslexia using "COPS". Following this (and for all older pupils), more detailed assessment can also be carried out by the SENDCo.

The cohort of our More/Most Able and Talented pupils will be reviewed regularly, thus providing a mechanism for the composition of the cohort to change as pupils' abilities change, or pupils join or leave the school.

### **TEACHING AND LEARNING PROGRAMME INCLUDING LINKS WITH HOME AND THE COMMUNITY**

If we consider that a child needs something additional to, or different from, our usual provision, we discuss this with parents and initially we would expect to provide short-term support using staff in school.

We can request further support through SEND Support (Wave 2 and Wave 3)

- We will prepare an individual education plan (IEP) outlining clear strategies and/or targets for that child. We review this plan regularly (at least twice a year) with parents or carers. We plan ways in which parents and carers can also support their child's progress at home.
- If, with the resources normally available to us, we consider that a child is still experiencing difficulties and his or her needs are not adequately being met, we can request further support and advice through various support professionals. This may, for example, involve one or more of the following; SENDCo; Specialist Dyslexia Teacher; Educational Psychologist; Specialist Health Visitor; Speech and Language Therapist. **NB** - Please note that parents are expected to pay for the costs of any referrals and for any tuition provided by specialist learning needs teachers.
- The SENDCo will liaise with external professionals in drawing up an IEP and planning suitable strategies.

The SENDCo will co-ordinate review meetings with external professionals, parents, carers and the class teacher to monitor progress. At every stage, and wherever practically possible, the child will be involved in the assessment process and his/her views sought.

If the child's needs remain so substantial that they cannot be met effectively within the resources normally available to our setting, the school, after consultation with parents, carers and external professionals, will request the Local Authority carries out a statutory assessment. The SENDCo will co-ordinate all reports, IEPs, review meeting notes etc. and submit these to the LA with the relevant paperwork.

A flow chart showing escalation of SEND Provision at The Froebelian School can be found at the end of this policy document as Appendix A.

Our teaching and learning opportunities and programmes will help to create and sustain positive attitudes towards our More/Most Able and Talented pupils, establishing a shared understanding of their academic, social and emotional needs and ensuring that all able pupils receive the right blend of challenge and support.

### **FUNDING ADDITIONAL SUPPORT**

Occasionally, a child's academic or behavioural needs may be such that they require regular and significant support or even daily 1:1 support from a dedicated Learning Support Assistant. Where an EHCP is in place, external funding may be available to provide that support.

Where we identify that a child's need cannot be met without additional staffing, and an EHCP is not in place, parents may be required to fund additional staffing in part or whole. This applies to children at all points of the special educational needs' spectrum, including those who are more able and may need a tutor to deliver a bespoke curriculum. The school will work in partnership with parents to identify their child's additional support needs and will assist in sourcing appropriately qualified support staff to work with their child.

## **MONITORING AND REVIEWING SEND**

The Froebelian School strives to maintain a consistent approach to SEND that will be understood by all staff, governors and parents.

All pupils requiring learning support will have their needs regularly reviewed to evaluate the nature of the provision being made. These reviews will take place termly, linked to progress reviews of all pupils, in order to promote and maintain the pupil's self-esteem by aiming for realistic targets of achievement.

Where an outside agency is involved, close contact will be maintained between the child's parents, the class teacher, the SENDCo and the Headteacher, to ensure the correct progression and continuity.

We will provide an environment which promotes a close partnership with parents and encourages professional sensitivity towards children with SEND and their families.

The SENDCo will maintain a register. This will incorporate individual teacher assessment and criteria for formal assessment linked to the Code of Practice guidelines.

There will be on-going training related to Special Needs for all staff. At least once each term, Staff meetings will be dedicated to an update of learning support provision by the Headteacher or the SENDCo.

The full proposed cohort list for our More/Most Able and Talented pupils will be reviewed, and a working list will be agreed upon, for each academic year. All pupils within the cohort will have their needs regularly reviewed to evaluate the effectiveness of the provision, and whether they need to remain in the cohort or be removed. These reviews will take place at least once a term, linked to the existing half-termly reviews of all pupils.

## **CRITERIA FOR EVALUATION OF SEND POLICY**

In considering the effectiveness of the school's work on behalf of children with special educational needs, we have regard to the SEND Code of Practice.

Staff meetings may include information on:

- the success of the SEND Policy;
- significant changes in the policy;
- any consultation with outside agencies and other schools;
- how resources have been allocated to and amongst children with special educational needs.

It is our intention to review the policy at least every three years.

## **SENDCo'S ROLE**

- Liaise with colleagues, parents/carers and external agencies and organise reviews when appropriate.
- Maintain records for SEND Support and advise staff on the completion of documentation for those on the register and the updating of IEPs.
- Maintain an agreed policy statement for Special Needs in conjunction with the Headteacher, and share responsibility for its evaluation and update.
- Co-ordinate provision for pupils with SEND.
- Work with parents of children with SEND when required, to ensure support and agreed focus of child's needs.
- Purchase screening tests and other resources for SEND.
- Attend SEND courses and seminars, and contribute to the in-service training of staff.

## **DIRECTOR OF STUDIES/FACULTY LEADERS' ROLE**

- Keep self and colleagues up to date through staff meetings.
- Review and order resources.
- Support and advise staff wherever possible and highlight good practice.
- Identify I.C.T. opportunities in the subject area, where appropriate.
- Assist with the implementation of the National Curriculum and school policy/scheme, in conjunction with the Headteacher.
- Assist in planning assessment opportunities.
- Share responsibility with the Headteacher for evaluating the subject throughout the school.

## **CLASS TEACHER'S ROLE**

- Take overall responsibility for all children with SEND in the class, including More/Most Able and Talented pupils.
- Gather information about the child and make initial assessments of the child's special educational needs.
- Provide help/support within the normal curriculum framework, and explore ways in which increased differentiation of classroom work/activities might better meet the needs of the individual child.
- Inform the SENDCo of any child who might have a special educational need.
- Inform the Headteacher and consult the child's parents/carers.
- Monitor and review the child's progress, by liaising with the Headteacher, the SENDCO, other colleagues, parents and external agencies when appropriate.

## **LEARNING SUPPORT ASSISTANT/TEACHING ASSISTANTS' ROLE**

- Assist the SENDCo and class teacher in the implementation of the curriculum including the National Curriculum.
- Give individual support to children with SEND fulfilling the requirements of their Individual Education Plans.
- Record and report back to the teacher following implementation of the programme.
- Assist in providing resources when required for children with SEND.
- Maintain a session diary as evidence of children supported and work done.

## **LIAISON WITH OTHER SCHOOLS**

When a child with SEND enters the school later than the normal entrance age, a link will be established with the previous school and copies of records will be obtained.

To ensure continuity and progression of the child's needs, we will contact the future schools of any children with SEND. Copies of all reviews, IEPs, and correspondence with outside agencies may be disclosed to the new school if this is considered to be beneficial. We will also contact the future schools of our More/Most Able and Talented pupils.

## **HEALTH AND SAFETY**

Most teaching and learning take place within the normal classroom environment. All teaching areas within the school, including the Learning Support Room, have undergone a detailed risk assessment and copies are kept by the Finance and Operations Manager. Staff are reminded of their health and safety responsibilities routinely and suitable training is provided when appropriate.

## **PHYSIAL ACCESSIBILITY**

We recognize that some children with special educational needs may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of The Froebelian School's Accessibility Plan from the web site. This shows the ways in which we plan to make our buildings more accessible to disabled pupils, parents and visitors.

## **OTHER RESOURCES**

We have a range of high interest/easy access reading books and specialist teaching resources. These are kept in the Learning Support Room and are available for staff, parents and carers to see. We will also seek advice and support from external agencies (e.g. the local authority Early Years Development Partnership)

## **SEND DEVELOPMENT PLAN**

### Training

The following members of staff have had training in special educational needs:

- Mrs. L Handley

All staff are encouraged to attend appropriate SEND training courses. During the past six years, staff attended the following courses.

1. Dyslexia update – The Dyslexia Debate -at GSAL Learning Conference June 2019 (J Horrocks)
2. Understanding Autism – online course by the University of Kent March 2018 (J Horrocks and S Johnson)
3. Catch-up Literacy training 2017 (J Pickford)
4. Catch-up Numeracy training 2017 (J Pickford)
5. ADHD Training – November 2017 (J Horrocks)
6. IAPS - Being a SENCO – the Agony and the Ecstasy! January 2015 (J Horrocks)

### New Resources

The following resources have been added in the past three years:

- Variety of applications on the School iPads;
- Reading Revival books and resources;
- Catch-up Literacy and Catch-up Numeracy resources;

- COPS software for early identification of dyslexia and problems in learning;
- Sound Linkage – phonological awareness programme;
- Selection of Barrington Stoke reading books.

### Future Targets

- Continued links with the Learning Support Departments at Woodhouse Grove School and establish links with other local independent schools.
- L. Handley (SENDCO) to further professional development by attending future courses or conferences, which would be relevant to SEND at the Froebelian School.
- Review this policy in October 2024.

This policy is reviewed regularly by the Headteacher, in consultation with the governing body, in the light of experience, research and good practice.

Policy Date: November 2021

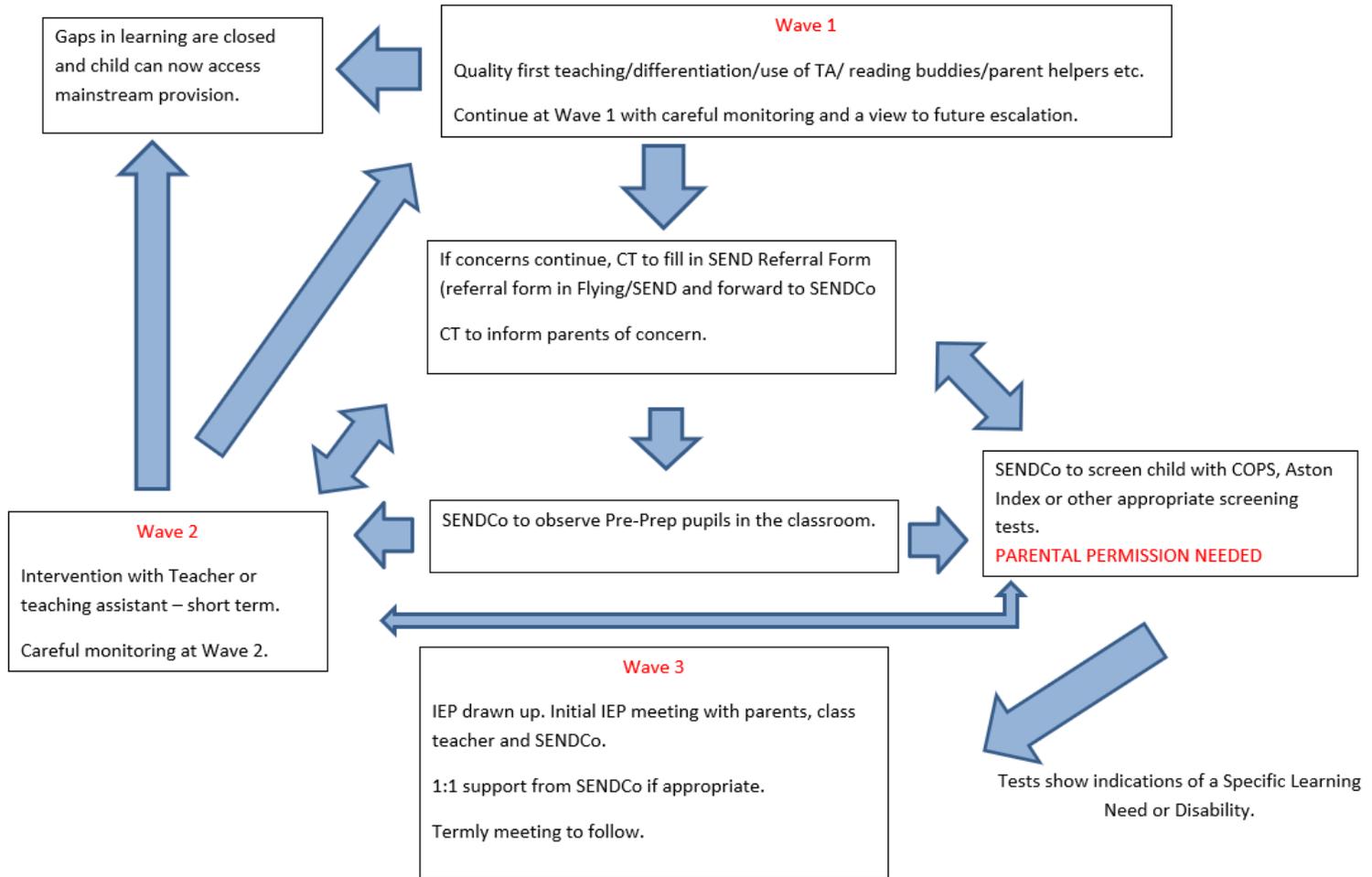
Policy Review Date: November 2024

Signed (Headteacher): 

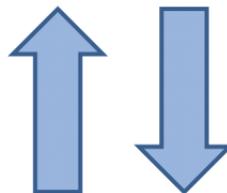
Signed (Chair of Governors): 

## Appendix A

### Escalation of SEND Provision at The Froebelian School



If problems are more severe:



Pupils referred to outside agencies (such as Educational Psychologist for full diagnosis of Dyslexia)



**Wave 4**

If problems continue to be severe and little progress is made, a formal application to LA is made for EHC Plan.