

SINCLAIR HOUSE SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

This Policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publically available on the School website and on request a copy may be obtained from the School Office.

Applies to: all activities provided by the school, including those outside of the normal school hours

Monitoring and Review: This policy is subject to continuous monitoring, refinement and audit by the Proprietor, who, in consultation with the SEN Coordinator, will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. Any deficiencies or weaknesses recognized in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed policy and it will be made available to them in either hard copy or electronic format.

Signed:

Date: 2nd September 2020



Mrs. Carlotta T.M. O'Sullivan
Principal and Proprietor

This policy will next be reviewed no later than **July 2021** or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require

Our approach is to enable our children with Special Educational Needs (SEN) to make maximum progress relative to base line assessments. This involves a process of three SEN Stages:

- 1. Identification (High Priority pupils)**
- 2. SEN Register (Individual Education Plan)**
- 3. Statutory Assessment (including Educational Health Care Plan).**

The objectives of this policy are:

- To provide a framework for the earliest identification of children with SEN and disabilities and ensure their needs are met.
- To maintain and monitor effective assessment of record keeping procedures for all children with SEND.
- To actively promote working partnerships between the parents of identified children and the school, including engagement with external agencies when appropriate.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To enable learners to make the best possible progress against base line assessments.

Definition of Special Educational Needs

Under Section 20 of the Children and Families Act 2014, children have **special educational needs** if they have a **learning difficulty or disability** which calls for **special educational provision** to be made for them.

Children have a **learning difficulty or disability** if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;

- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools;
- are under compulsory school age and are likely to fall within the definition above when of compulsory school age or would so do if special educational provision was not made for them (Section 20 Children and Families Act 2014).

(Taken from the Code of Practice for SEND 2014)

From the Code of Practice (2014), children at Sinclair House School will be placed on the SEND Register when:

- there is a formal diagnosis;
- planned interventions following analysis of assessments are shown;
- progress against base line assessment is not evident even after intervention and learning is hindered.

A pupil has SEND when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Pupils who might require additional support at Sinclair House School include:

- pupils with specific learning differences;
- pupils with emotional, social or behavioral difficulties;
- pupils with hearing and/or visual impairment and
- pupils with specific physical and medical conditions

Aims and Objectives

Sindair House Schools' Special Educational Needs policy provides a **framework** for the provision of teaching, learning and support for pupils with learning difficulties.

The aims of this policy are:

- to create an environment that meets the special educational needs of each pupil;
- to ensure that the special educational needs of pupils are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for pupils' special educational needs;
- to enable all pupils to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their pupil's education;

In order to meet these aims, our objectives are:

- to identify pupils with learning needs as early as possible;
- to assess each pupil and where necessary, identify an individual's needs and, in particular, their specific area of difficulty;
- to ensure that within each pupil's records, information relating to their individual needs, interventions and outcomes is clearly identified and stated;
- to assist staff in adapting the curriculum to meet each pupil's needs within the classroom;
- to provide relevant and appropriate training programmes for those staff delivering amended or adjusted programmes for individual pupils;
- to ensure that no pupil with learning needs or a disability is discriminated against on the basis of his/her disability;
- to work in partnership with parents and guardians in providing appropriate support and advice.

SENCO

The Principal has appointed a SEND Co-ordinator for Special Educational Needs known as a Special Educational Needs & Disabilities and Co-ordinator (SENCO). Our SENCO is **Francesca Monti**. Appointments to meet the SENCO should be made through email: francesca@sinclairhouseschool.co.uk.

Role of the SENCO

The SENCO has responsibility for:

- overseeing the day-to-day operation of the school's SEND policy;
- coordinating provision for children with SEND;
- liaising with and advising staff on the graduated approach to providing SEND support;
- liaising with parents of pupils with regard to all aspects of the SEND Policy;
- liaising with Early Years (EY) providers, other schools, educational psychologists, health and social care professionals, independent or voluntary bodies, speech and language therapists (SALT) along with occupational therapists (OT);
- being **principal point of** contact with external agencies, especially the Local Authority (LA) and its support services
- working with the Headmistress to ensure that the school continues to meet its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all pupils with SEND up to date;
- overseeing the records for all pupils with special educational needs;
- supporting staff in developing strategies to meet effectively the learning needs of all pupils at Sinclair House School.

Senior Leadership Team Role

The SLT will have responsibility for:

- monitoring and evaluating the quality of learning and teaching in all classes to ensure that all teachers are successfully meeting their responsibilities;
- monitoring and evaluating the progress of all children in all curriculum areas and intervene where progress by individuals or groups are inadequate;
- planning for increased access to the curriculum for pupils with diverse needs.

Teachers' Role

Teachers have a responsibility to:

- use formal and informal assessment methods to find out what all pupils in the class have learned and can do, and plan the next steps accordingly;
- adapt their classroom organization and teaching style to match the learning characteristics of all the children in the class;
- deliver high-quality, differentiated planning and teaching with additional needs and targets in mind;
- to check the SEN Register on ISAMS at the start of each Academic Term;
- to complete SEND Individual Education Plans (IEPs) with set targets every academic term;
- produce a child-friendly Pupil Passport which the SEND child takes ownership of their IEP targets;
- to review all IEPs at the end of each academic term;
- to regularly liaise with SENCO;
- to communicate via email with parents at the beginning of each term by sending IEP targets;
- complete on-going observations on CPOMS and evidence when a concern is raised about an individual pupil.
- ensure that Lesson Plans identify pupils specific learning needs.

SEND Learning Support Assistants (LSA)

The LSA's are specifically employed by either the school or privately by the child's family to work with those children who are identified with a special educational need or disability. Therefore, they are sensitive to the specific needs of the child they work with, while at the same time providing an appropriate degree of support. They are responsible for:

- contributing to IEP's and attending review meetings when necessary;
- working alongside the class teacher to contribute towards planning differentiated activities for the SEND child;
- allowing them to learn as independently as possible alongside their peers;
- actively encouraging the SEND child to interact with peers in lessons, whilst at the same time encouraging them to have as much control as possible over their actions and decisions.
- LSA staff may need to remove a specific child to work one to one; this is referred to as 'lone working'. This includes removing the child from the classroom to another room in the school to continue learning on a one to one basis. LSA staff are responsible when working alone in a classroom with a child; always let another staff member aware when you leave the classroom and where in the school you will be located with the child. Be aware of the fact that if you are lone working you have to minimise the risks of accidents e.g. do not climb to lift heavy objects which could result in an injury.
- report to the SENCO any observations or concerns on the child.

Parents/Carers

"Schools should enable parents to share their knowledge about their child and give them confidence that their views and contributions are valued and will be acted upon. At times, parents, teachers and others may have differing expectations of how a child's needs are best met. Sometimes these discussions can be challenging but it is in the child's best interests for a positive dialogue between parents, teachers and others to be maintained, to work through points of difference and establish what action to be taken."

(SEND Code of Practice, September 2014)

At Sinclair House School, we actively encourage all of our parents to play a key and active role in supporting their child in culture of co-operation. This is important in enabling children with SEND to achieve their potential.

We will support parents so that they are able to:

- recognise and fulfill their responsibilities as parents/carers and play an active and valuable role in their child's education;
- know about their child's education within the SEND framework;
- make their views known about how their child is educated;
- have access to advice to information, advice and support during assessment and any related decision making process about SEND provision.

We aim to make communications with parents effective by:

- acknowledging and drawing on parental knowledge and expertise in relation to their child;
- focusing on the children's strengths as well as areas of additional need;
- ensuring that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed before meetings, as far as possible;
- respecting the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.

SEN Stages

1. Identification

Our school is dedicated to early identification of special educational needs and work in line with the Code of Practice 2014. Therefore, by using a combination of formal data (PIES, PIMS, CATS) and regular on-going teacher assessments, the Academic Deputy Head will decide to consult with the SENCO in order to decide appropriate next steps. Teachers have the opportunity at the start of and throughout every term to raise concerns, discuss, get advice with the Academic Deputy Head, who may then reach out to the SENCO if necessary. If the Academic Deputy Head raises the specific concern to the SENCO, it will be discussed further with the Senior Leadership Team. This child may be placed as a 'High Priority' (Blue Star in the SEND register on ISAMS) which alerts all teachers to ensure Quality First Teaching (QFT) and to be continuously monitored. If there is a consistent lack of progress and the concerns continue, there is a possibility an Educational Psychologist assessment may be recommended to the child's parents by the SENCO.

2. SEN Register

At the discretion of the SENCO, along with discussions with the Senior Leadership Team, the child may be placed on the SEN Register on ISAMS and an Individual Education Plan (IEP) will be introduced to ensure a higher level of support carefully following The Graduated Approach (Assess, Plan, Do, Review). IEPs are regularly reviewed by the Class Teacher and SENCO at the end of every academic term.

Also, if a child receives a formal assessment from an Educational Psychologist, Pediatrician, Speech & Language Therapist, Occupational Therapists and/or other specialist with a diagnosis and/or key information, a child may be placed on the school's SEN Register and an IEP may be introduced at the SENCO's discretion.

Class teachers must complete an IEP with personalised SMART (Specific, Measured, Achievable, Realistic, Timed) targets along with a brief description of the barriers to learning, and any intervention programmes in which the child is participating. The IEP will be reviewed at the end of every term. The class teacher will also complete Pupil Passport with each SEN child to help them understand in age-appropriate vocabulary their set targets and how they can work towards achieving them.

SMART Targets

- Specific:** Very precise, focused targets relating to the child's next learning step.
- Measured:** All targets must be numerically measurable.
- Achievable:** The targets are within the child's reach because the teacher accurately assessed where the child is with her learning and understanding and appreciates how quickly she learns.
- Realistic:** The targets set should be realistic for the ability level of the child.
- Timed:** There should be a timescale - usually an academic term.

3. Graduated Approach to Support SEND

Assess

In identifying a child as needing additional support, the Class Teacher will carry out a clear analysis of the pupil's needs. This will draw on the assessments and experience of the pupil, their previous progress and attainment, as well as information from our school's core approach to pupil progress, attainment, and behavior. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from

external support services. Our school will take seriously any concerns raised by a parent. These will be recorded and compared to the school's own assessment and information on how the pupil is developing. This assessment will be reviewed regularly. This will help ensure that our support and intervention are tailored to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Plan

When Sinclair House has decided to provide a pupil with Additional Support (AS), we will notify parents, although parents will often have already been involved in forming the assessment of needs as outlined above. All Specialist Teachers and support staff who work with the pupil will be made aware of their targets, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents will be fully aware of the planned support and interventions and, where appropriate, home strategies will be included to reinforce or contribute to progress.

Do

The support and progress of the child who is on the SEND register is the responsibility of the Class Teacher, with the coordination and support of the SENCO. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The school SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed. The impact and quality of the support and interventions will be evaluated, along with the views of the parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

4. Statutory Assessment/ Education, Health and Care Plan

If a child still fails to make progress, the SENCO or Parents may apply for an Education, Health and Care Plan (EHCP). Here are key reasons for substantial barriers to learning:

- continues to make little or no progress in specific areas over an extended time period
- continues to work at a level substantially below that expected of children of a similar age
- continues to have significant difficulty in English and Mathematics skills
- experiences emotional and behavioral difficulties that regularly interfere with the child's learning
- has sensory or physical needs that require additional intervention
- has ongoing difficulty with communication and greatly impacts social relationships

Individual Special Needs Folder and Communication

SEN documents are kept electronically on the T-Drive Confidential Folder and on CPOMS. Additional information, including Individual Education Plans and specific therapy goals, are kept on the teachers drive in the Learning Support Folder. The SENCO regularly monitors the updating of documents. Each SEND pupil will therefore have two folders: a Confidential Folder on the teachers drive - which contain all past Individual Education Plans,

outside assessments, notes or observations, Educational Psychologist Reports and any other relevant information - and an open folder in the Learning Support folder with the IEP for the current term - which allows all teachers to have access to the set targets and goals for the child. It is the Class Teacher's responsibility to email parents the SENCO approved IEP every term and to upload on the child's CPOM Profile. The SENCO will upload to the child's Confidential Folder on the T drive.

Additional Exam Time

For internal exams for SEND children, additional time may be allowed. This decision is made by the SENCO and Senior Leadership Team. The Headmistress, in consultation with the SENCO, must give approval against written evidence on IEP to why the additional time is necessary from the SENCO. Written rational on the SEND child's IEP must state why it has been agreed for the individual child to have additional exam time. It is also must be clear how this won't be a disadvantage to his/her peers. The additional time will be organized based on the child's needs, therefore it could be broken in different times with needed breaks or added to on to normal exam times.

For external exams, a written statement from the exam provider with permission for the child to receive additional exam time is necessary. We will provide the external board with relevant information required of us inclusive of an Educational Psychologist report and, if in place, the relevant section of the EHCP.

Children with Educational, Health and Care Plan (previously known as a Statement)

Where a child joining Sinclair House School has an *Education, Health and Care Plan* (EHCP), we will always consult with parents and, where appropriate, the Local Authority to ensure that the required curriculum is provided for, as set out in the EHCP. It is our understanding that any statement of special educational need will be converted by the local authority to an EHCP within three academic years. We will also co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. The school will make reasonable adjustments to meet the needs of children with an ECHP. Any additional services such as Speech and Language Therapy, Occupational Therapy will take place outside of school hours and premises. Any additional services that are needed to meet the requirements of the EHCP, such as one to one support, will be subject to charge. This charge will be made directly to the parents, or the Local Authority if they are responsible for the fees and Sinclair House School is named in the Education, Health and Care (EHC) Plan. We therefore will comply with the '*local offer*' made to the parents in respect to meeting the special educational needs of their child.

Timetabling

The amount and type of support offered to a pupil is dependent on the need. Sinclair House School believes that pupils will not be withdrawn from lessons unless it is necessary to do so. Sinclair House School believes that pupils with additional needs should spend as much time as possible in core curriculum subject lessons with the most effective teaching to support IEP targets. Withdrawal for additional support is carefully managed and SALT and OT is included within this remit. Their individual strengths are also taken into account in addition to the advice of teaching staff members and parental requests. Some support lessons are also delivered at the same time as the timetabled subject following the same lesson objectives but in one-to-one sessions or a smaller group with a smaller range of abilities. Intervention booster sessions are also delivered throughout the week. Within this context differentiation is by task or outcome as is applicable to the individual child. This is clear in teacher's weekly planning and all SEND IEPs.

When lessons are delivered by specialist tutors, outside the main program of studies, detailed records are kept. It is the responsibility of the Tutor to track the child's progress using the SEN Tracker and to keep evidence of progress in a folder.

Methods of SEND provision

At Sindair House School, different types of provision are employed to support children who have been recognized as having Special Educational Needs. We have identified three waves of provision in four areas of difficulties: Cognition and Learning; Communication and Interaction; Emotional, Behaviour and Social; Sensory and Physical. These types of provision are tailored both to the child's needs and the subject area. The type of provision is signposted in the SEN register on ISAMS by a coloured star: Wave 1/ Class Action (grey star); Wave 2/ Intervention (Yellow Star); Wave 3/ Full Support (Red Star). A blue star identifies High Priority.

Please refer to the documents **SHS SEND and Learning Support Provision map** and **SHS SEND Staff Information** for detailed explanation of protocols and procedures.

To summarise, the three waves of support consist of the following:

- Wave 1 / Class Action: Children are not withdrawn from the lesson but provided with extra support within the lessons to access the curriculum and meet achievement targets.
- Wave 2 / Intervention: Small group support in which a few children of similar attainment and ability are given extra tuition and practice in specific areas. These booster groups may substitute the whole class lesson, or may occur at an additional time during the school day.
- Wave 3 / Full Support: One-to-one support in which some children are withdrawn to receive additional tuition and practice in specific areas

Emotional and Behavioural Difficulties

Sindair House School caters for pupils with mild emotional and behavioral difficulties. We acknowledge that the profile for every child with these types of difficulties is different and unique. Our provision for these children takes this into account and is holistically tailored to the needs of the individual. We recognise that issues such as these could be due to a range of different factors which encompass:

- Social and environmental issues such as family breakdown or bereavement
- Speech, language and communication issues (SLCN)
- Emotional, behavioral, health and social difficulties such as ADD and ASD

Social and environmental issues

Sindair House School will always be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but can have an impact on well-being and sometimes this can be severe. Our school will ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties our school shall consider whether the child might have SEND. Whilst slow progress and low attainment do not necessarily mean that a child has SEND and will not automatically lead to a pupil being recorded as having SEND, they may be an indicator of a range of learning difficulties or disabilities.

Speech, language and communication issues

We recognise individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance, Speech, Language and Communication needs can also be a feature of a number of other areas of SEND, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need will ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address

them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

English as an Additional Language (EAL)

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. Our school will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. However, difficulties related solely to limitations in English as an additional language are not classed as SEND. For more detail (see Sinclair House School EAL policy).

Involving Specialists

Where a pupil continues to make less than expected progress against base line assessments, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider involving specialists, including those secured by our school itself or from outside agencies. Our school may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. We will always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The pupil's parents will always be involved and consulted in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support. Where our assessments have indicated that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Examples of specialists used by the school include outside educational psychologists, outside occupational therapists and visiting speech therapists.

Observations

In addition, where it is deemed necessary, a child may be observed in the course of their normal class or playground activities, by the SENCO or an external agent such as an educational psychologist. Records are kept of these observations, and of all consultations with parents, staff and other professionals. These inform planning in order to meet the needs of individual children. Information gathered may be shared with other professionals with parental permission. The records we keep are available to the child's parents on request.

Professional Assessments

Copies of assessments that individual children have undergone with external professionals are also retained in order to support planning of provision of individual children. These are kept in child's SEND Confidential folder and on CPOMS.

The Graduated Approach in the Early Years Foundation Stage

In practical situations of our school, inclusive of the Early Years Foundation Stage, we do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes. Our school recognises emerging difficulties arising with young people and responds promptly. However generally EYFS children are not placed on the SEN Register unless they have severe needs.

We:

- Ensure decisions are informed by the insights of parents and those of children themselves
- Have high ambitions and set stretching targets for them
- Track their progress towards these goals
- Keep under review the additional or different provision that is made for them

- Promote positive outcomes in the wider areas of personal and social development
- Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

Inclusion and SEND in the Early Years Foundation Stage (EYFS)

At Sindair House School EYFS, we believe that all our children matter. All the children in our EYFS stage are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

We give our children every opportunity to achieve their potential by taking account of our children's range of life experiences when planning for their learning. In the EYFS, we set realistic and challenging expectations that meet the needs of our children so that most achieve the Early Learning Goals by the end of the foundation stage. Some children progress beyond this point. For these children we differentiate within the classroom in order to stretch them, where necessary planning more advanced activities which build upon and advance the work that the rest of the class is completing.

At Sindair House School, we are aware that some children may not progress at the expected rate as outlined in the document *'Statutory Framework for the Early Years Foundation Stage - Setting the standards for learning, development and care for children from birth to five'* (Department for Education, Effective September 2014) and *'Early years outcomes - A non-statutory guide for practitioners and inspectors to help inform understanding of child development through the early years'* (Department for Education, September 2013). As a provider of early years education, we are required to have regard to the *'Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities 2014.'* (DfE and Department of Health: 2014)

As set out in the EYFS framework, we take steps to ensure that children with medical conditions get the support required to meet their needs.

We identify those children who do not meet these developmental milestones through a range of methods, including:

- information from parents
- information/records from Playgroups/Nurseries/Pre-Schools
- information from outside agencies
- on-going teacher observations
- Foundation Stage Profile
- termly school reports

Those children who may need additional help to meet the Early Learning Goals are largely supported in the EYFS through in-class strategies which are implemented by the class teacher. These may include:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- using a wide range of teaching strategies based on children's learning needs.
- providing extra time/ 1:1 activities with the class teacher or teaching assistant which focus on key areas for development.
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- providing a safe and supportive learning environment in which the contribution of all children is valued.

- using resources and activities which meet as many of the seven areas of learning as possible: this allows children with different learning styles to engage to their fullest potential.
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- monitoring children's progress and taking action to provide support as necessary. This involves speech therapy for some of our children.

SEND Record Keeping within EYFS

EYFS Practitioners will maintain a record of children under their care as required under the EYFS framework. Such records about their children will be available to parents and they shall include how our school supports children with SEND. CPOMS and ISAMS will keep an accurate and current record of EYFS children on SEND register. Where, despite our early years foundation stage having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, our school will consider requesting an Education, Health and Care needs assessment.

Appendix

Legal Status:

- Complies with Part 6, paragraph 24 (3)(b) of The Education (Independent School Standards) (England) Regulations.
- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to children and young people with special educational needs (SEN) and disabilities.
- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability Act 2001.
- Special Educational Needs and Disability Code of Practice: 0 to 25 years: statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities.

Related documents:

- Inclusion Policy
- Curriculum Policy
- Assessment Policy
- Able Gifted and Talented
- English as an Additional Language Policy
- Safeguarding – Child Protection Policy
- Personal, Social, Health and Economic Education Policy
- Spiritual, Moral, Social and Cultural (SMSC) Development Policy
- SHS SEND Parent Information
- SHS SEND Staff Information
- SHS Whole School SEND Learning Support Provision

Interpretation of SEN and disability

As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN will be educated and the Equality Act 2010 provides protection from

discrimination for disabled people. Independent schools are required to follow the *Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities* (DfE and Department for Health: January 2015).

Equality Act 2010

Our school has a duty under the Equality Act 2010 towards individual disabled children and young people. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We give prior thought to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Our school has a duty to prevent discrimination, to promote equality of opportunity and to foster good relations.

Graduated approach

We have a graduated approach to managing provision for pupils with SEND. At SHS, we use a graduated approach to supporting pupils with SEND. This involves a cycle of actions which may become more intensive in its content as it is repeated. Our graduated response cycle follows a four step system. First we assess pupils' needs, then we plan to meet those needs. Next we do what we have planned and then we review what has happened before we begin the process again.

