



SEND Policy 2023

Governor responsibility	Full Governing Body
Owner	Headteacher
Status & review cycle	Statutory Annual
Policy details (date & version)	September 2023
Next review date	September 2024

Legal Status:

- Complies with the Education (Independent School Standards) (England) Regulations 2014
- Children and Families Act 2014
- Equality Act 2010
- SEND Regulations 2014
- SEND Code of practice 0 -25 years 2014

Applies to:

- The whole school

Related Document/s:

- Moon Hall School, Reigate Accessibility Plan (April 2019 version ii)

Available from:

- This policy is available on the school website and for staff on the School's Intranet.

A copy can be requested from the School Office.

Monitoring and Review:

- To be continuously monitored and reviewed by the Head Teacher and the Chair of Governors.
- The Chair of Governors and Head Teacher will formally review this policy by no later than one year from the date shown below or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Special Educational Needs (SEN) Policy

Registration:

CReSTeD:

Moon Hall School, Reigate is a mainstream dyslexia specialist school and is registered with CReSTeD (Council for the Registration of Schools Teaching Dyslexic Pupils) in the category DSP, Dyslexia Specialist Provision School.

Moon Hall also holds Silver Organisational Membership for its contributions towards supporting Dyslexic learners.

Introduction:

Our particular area of expertise is that of dyslexia.

Dyslexia is a specific learning difficulty which hinders the learning of literacy skills. It is characterised by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language.

Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. As a specialist dyslexia provision we understand that there are certain characteristics that are common to our pupils which can profoundly affect their progress.

These include:

Short-term memory difficulties, auditory processing difficulties, working memory difficulties, difficulties with processing speed, organisational difficulties, visual perceptual processing difficulties, sequencing and following instructions, attentional difficulties and low self-esteem.

Some of these difficulties are due to co-existing disorders which include: developmental coordination disorder (dyspraxia) and/or speech and language difficulties, including developmental language disorder. The school is set up to meet the needs of these pupils. Pupils are accepted into the school with recognised specific learning difficulties and as such all of our pupils have special educational needs.

Moon Hall School recognize the BDA's definition of dyslexia, who adopted the definition from the Rose Report (2009):

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are

no clear cut-off points. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia. A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention. (BDA, 2010)

The guidelines contained in this policy have been established in order to meet our pupils' individual learning needs and to ensure that they have a happy and successful career at the school and emerge confident having received access to appropriate high quality educational provision. Our aim is to ensure all of our pupils are able to access continuing education in the area they have chosen.

This school provides a broad and balanced curriculum for all pupils. The National Curriculum is our starting point for planning which is then modified to ensure that it meets the specific needs of our pupils. When planning, teachers set suitable learning challenges and respond to our pupils' diverse learning needs. We aim to provide every possible opportunity to develop the full potential of every pupil and to enhance their self-esteem.

Aims and Objectives:

The school's objectives are as follows:

- To accurately identify on entry to the school the Special Educational Needs of the pupils e.g. Dyslexia, Specific Learning Difficulties (SpLD) through using a range of external assessments and reports where appropriate
- To create a learning environment and access to resources that supports the special educational needs of each pupil
- To ensure that the special educational needs of the pupils are assessed and provided for as per the recommended graduated approach- assess, plan, do, review (SEND code of practice 2014);
- To organise specialist therapy and support where possible for those pupils who require it e.g. those with an EHCP
- To monitor the pupil's individual learning progress across the curriculum
- To identify the roles and responsibilities of staff in providing for pupils' special educational needs and to recognise that it is a whole school responsibility
- To ensure that parents are able to play their part in supporting their pupil's education
- To ensure that our pupils have a voice in the development of their plan (EHCP)
- To fully implement this policy in line with the admissions policy and procedures to ensure all prospective pupils are treated in accordance with appropriate guidance and legislation
- To draw up plans to increase the accessibility of the curriculum, buildings, and information for disabled pupils in order to enable all pupils to have full access to all elements of the school curriculum.

Educational inclusion:

At Moon Hall School, Reigate, the aim is to offer high quality educational provision and a breadth of curriculum choice to all of the pupils, whatever their ability or needs. The school has high expectations of all the pupils and we are ambitious for each one of them. We feel the

important balance of academic rigor and pastoral support is essential for our pupils. Moon Hall School, Reigate want all the pupils to feel that they are a valued part of the school community. We pride ourselves on being able to support children who are often low on self-esteem and self-opinion upon arriving at MHR.

Through appropriate curricular provision, we respect the fact that pupils:

- have different educational and behavioral needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to pupils' needs by:

- providing support for pupils who need help with communication, language and literacy by tailoring our lessons to meet their needs;
- planning to develop pupils' understanding through the use of effective teaching resources and learning experiences;
- To continually assess pupils and their learning journey and plan accordingly.
- planning for pupils' full participation in learning; including physical and practical activities;
- helping pupils to manage their behavior and to take part in learning effectively and safely;
- helping individuals to be resilient, in being able to talk to adults when they need help, and to take part in learning actively themselves.

Dyslexia provision:

Learning Support is woven into the fabric of the school and is constantly under review. The school day and timetable are arranged to allow dyslexic pupils to learn most effectively. The current timetable provision is regularly reviewed based on pupil and staff feedback.

For example, in the junior school, we have a timetable which concentrates on literacy and numeracy in the mornings and other subjects in the afternoons. The morning sessions are grouped according to individual pupil's learning needs. All pupils read to an adult regularly in school and reading is actively encouraged by staff to parents as daily homework activity.

The English and Maths sessions in the morning, are split into groups appropriate for the learning involved. The teachers and teaching assistants work as a team to ensure that the individual needs of each pupil are met.

In the senior school, English and Maths are taught by teams of teachers and TA support with each class of no more than 14 pupils for core subjects. Subject specialist teachers teach English, Maths and Science to help with the transition of the curriculum from the juniors to the seniors.

1:1 teaching and specific therapy e.g., SALT, OT are arranged where required and these pupils will have an individually arranged timetable of support agreed with parents. SaLT and OT is provided by our "in-house" OT and SALT therapists as of September 2020. SaLT and OT is provided for those pupils who have it stated in their EHCP.

Phono-Graphix: The Junior school use Phono-Graphix as a method of teaching reading and spelling either as a programme within the English lessons. All Junior school teachers are trained in this method of phonics. In conjunction with our therapists and Head of SEN and SENCo, as appropriate, phonics scheme will be adapted.

The role of the Head Teacher:

The Head Teacher (working with the Head of SEN) has due regard to the Code of Practice 2014 when carrying out her duties towards all pupils with special educational needs.

The Head Teacher supports the Head of SEN in securing the necessary provision for any pupil identified as having special educational needs by the employment of, and delegation of, suitably qualified staff to support the pupils. The Head of Therapies, ensures that the requirements of each pupil's EHCP is met with regards to therapy.

The Head Teacher ensures that the Governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel. The Bursar is responsible for ensuring that accurate accounts are held for any income received and expenditure incurred by the school in relation to any pupil who is fully or partially funded by the local authority.

The Head Teacher reviews this policy annually with the SMT and considers any amendments in the light of the annual review findings. The Head Teacher reports the outcome of the review of the policy to the Academic Committee of Governors for ratification.

The Head Teacher informs the governing body of how the funding allocated to support special educational needs that has been employed through the annual accounts.

The Head Teacher and Head of SEN agree on how to use funds directly related to EHCP. The Head of SEN with the bursar agree an annual budget for the Special Needs Department and provides input for the ongoing school development plan.

The Head Teacher has overall responsibility for Special Educational Needs at Moon Hall School, Reigate and this is delegated to Head of SEN and specialist teachers.

The role of Head of SEN based at MHR:

The Head of SEN has overall responsibility for the co-ordination of SEN provision, working with the team of SENCos and SEN Team.

In our school the Head of SEN:

- is responsible for the operational management of the specified and agreed resources for special needs provision within the school, including the provision for pupils with EHCPs of special educational needs.
- manages the day-to-day operation of the SEN policy
- co-ordinates the provision for and manages the responses to pupils' special needs
- deploys staff to oversee the records of all pupils with special educational needs, and ensures assessments are carried out by relevant staff
- ensures effective record keeping and maintains the SEN register

- has overall responsibility for managing information required for pupils with ECHPs or delegates this to Year Group SENCos, for their annual reviews
- supports and advises colleagues, keeping them informed of SEN matters
- advises subject teachers on meeting a range of learning needs
- ensures that all those who teach a pupil with an EHCP of special educational needs are aware of the nature of the pupil's provision through the writing of appropriate pupil passports
- is available to support subject teachers (with the other SENCos) when they need to liaise with parents about SEN
- liaises with therapists to ensure a holistic approach to all additional support given
- acts as link with external agencies and other support agencies
- monitors and evaluates the special educational needs provision and reports to the Head Teacher.
- liaises with the Head Teacher:
 - o to ensure that resources, including staff are available to meet SEN provision, and that
 - o in-staff training is available to maintain skills and expertise
- Liaises with senior academic staff to plan TAs' timetables and make optimum use of their time
- Liaises with the Assistive Technology Lead with regards to providing a range of resources; exam reading pens, Assistive technology software etc. to enable appropriate provision for our pupils
- contributes to the professional development of all staff.

Records

All confidential records (Reference to Data Protection Policy / GDPR from September 2021) on pupils are kept secure in a locked cabinet in the SEN office. Basic information needed by staff is displayed in the Staff Room and is available on the school intranet. The SEN register is shared with teaching staff to ensure they are fully aware of the individual pupil's special educational needs.

Identification and Assessment:

The assessment and monitoring of pupils with Special Educational Needs, as well as the provision of support, evaluation and record keeping will be guided by the Code of Practice for Special Educational Needs. Parents should be kept informed at every stage and the view of the pupil should also be sought where possible.

Definition of Special educational needs: Pupils with special educational needs have learning difficulties that call for special provision to be made.

Pupils have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of pupils of the same age
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for pupils of the same age
- they are under school age and fall within the definitions above.

The school aims to be aware of pupil needs wherever possible before they are admitted. For this reason, parents are asked to supply copies of any previous educational psychologist's reports, the latest school report, reports from therapists including but not limited to:

- speech and language therapists
- occupational therapists
- CAMHS and pediatricians

In addition, all pupils have to spend at least two days at the school during which the Head of SEN may conduct observations and assessments if necessary and teachers will feedback to admissions on the pupil from their taster days.

Assessment:

All pupils in the junior school are assessed twice yearly for reading and spelling using current standardised tests. For Years 3 to 5, we use the WRAT (Wide Range Achievement Test). For Years 6- 9, GL Assessment NGRT (National Group Reading Test) and NGST (National Group Spelling Tests) are carried out at least twice a year. In year 10/ 11, the GL EXACT is carried out – giving an indication of spelling and reading levels and handwriting speeds. Other specialist tests may be used to gain a more detailed individual profile. In some cases, external specialists may carry out further assessment. For example, an Educational Psychologist may be involved.

Early identification is vital. The subject teacher and Head of SEN will involve the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The Head of SEN will work closely with Heads of Department and teachers to plan an appropriate programme of support. Senior leaders and subject teachers will assess and monitor the pupils' progress and refer to the Head of SEN if there are any queries. This is an ongoing process (graduated approach).

Once a learning or behaviour support need has been identified, support will be given within the constraints of staff expertise and timetabling. However, if the pupil's needs cannot be met by the school, or the pupil is unable to cope with the whole school curriculum, the parents will be advised. If the pupil's difficulties are severe, an application to the LEA for a formal assessment can be made to complete an EHC assessment.

The Head of SEN team will update a summary of strengths and areas for development linked to pupil's learning needs at the beginning of every academic year (Pupil Passport) to share with staff. They will also advise on suggested teaching strategies for each new pupil and will be available to staff electronically.

Referral and Support:

Any teacher may discuss any additional concerns they have about a pupil's learning needs with the Head of SEN team.

Acting on the expression of an initial concern, the subject teacher should be responsible for collecting information about the pupil, including evidence to support their concerns. Standardised tests, termly reports and Subject feedback should be used to help inform

their concerns. The Head of SEN then takes the lead in collecting further information, assessments and planning support.

Following evaluation, various support options are available, and a graduated response will be implemented and any extra costs may be discussed with parents.

- The Head of SEN advises subject teachers on use of resources, strategies, and differentiation. Subject teacher monitors progress.
- The Head of SEN and Heads of Department/subject leaders plan a support programme. Individual Plans or Pastoral Support Plans will be discussed with the pupil and their parents. Head of SEN and senior staff monitor progress, liaising with other staff, parents and the pupil.
- The Head of SEN may seek further assessment and advice from our therapists or external specialists with the consent of parents.

Therapy is an important part of the provision for pupils with special needs. We have a dedicated Therapy Room for the sole use of our Speech and Language Therapists and Occupational Therapist.

Speech and Language Therapy:

Many dyslexic pupils need support in this area and a team of Speech and Language Therapists are employed directly by the school. Teaching Staff should alert the Head of SEN if they feel that a pupil may be in need of intervention to consider a referral. The therapist also works with small groups of pupils for SALT and social skills. Confidential records maintained by the SaLT team are kept in the secure SaLT therapy rooms.

Occupational Therapy:

A team of Occupational Therapists are employed at Moon Hall to work with individuals who have this provision on their EHCP. In addition to this, the OT's work each week in the junior school to support fine motor skills and offers advice to staff around the school.

ELSA – Emotional Learning Support Assistants:

Moon Hall School believes if a pupil is not in the right frame of mind for learning, they may not be able to access or succeed to the best of their abilities. Moon Hall offers emotional support to pupils in the form of trained ELSAs. This may be for a short period of time as part of our core offer or funded by LEA if it is part of a pupil's EHCP provision.

Partnership with Parents:

The school works closely with parents in the support of all our pupils. We encourage an active partnership through dialogue with parents. Parental support is critical where pupils have special educational needs, especially when these impact on behaviour.

We have regular meetings to share the progress of our pupils with their parents. Parents of new pupils are invited to meet their child's named SENCo and other relevant teachers at the end of

the first term. Parents are encouraged to come to us to discuss any aspect of the pupil's life that may impact on their learning or wellbeing.

Pupil participation:

In our school we encourage pupils to take responsibility for their own learning by setting work at an appropriate level, providing tools and strategies to help support and overcome their difficulties. Pupils are encouraged to make judgements about their own performance against their agreed targets. After each termly report to parents, form tutors meet with each pupil to set targets and review the previous term.

Pupils on EHCP of Special Educational Needs express their views and are encouraged to attend the annual review meetings. All pupils have the opportunity to discuss their progress within tutor sessions

Curriculum:

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable pupils to:

- understand the relevance and purpose of learning activities
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet pupils' special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning in the form of CAT 4 testing. CAT 4 testing is administered in year 7 and when pupils first arrive at the school, if later than Year 7.

Dyslexic pupils at Moon Hall School are given access to a complete age-appropriate curriculum (refer to separate Curriculum Policy).

Our curriculum is designed to meet our pupils' needs

- it is developed and adapted to respond effectively to our pupils' learning needs (Dyslexia, dyscalculia etc.)
- to meet National Curriculum for England requirements
- prepare pupils for GCSE & BTEC examinations and their progression to further education.

Our curriculum documentation is available on the intranet and provides the aim, policy and programme of study for subjects taught. It also details the breadth of resources used.

The literacy and numeracy programmes of work vary slightly from year to year according to the presenting needs of the current pupils.

Access to the curriculum: We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw pupils from the classroom situation. There are times, though, when to maximise learning, we ask the pupils to work in small groups, or in a one-to-one situation outside the classroom.

EHCPs:

Moon Hall School track and monitor outcomes of pupil's EHCPs and these are reviewed annually. All teachers are consulted with regards to the progress of the pupil against the outcomes in the EHCP and any short/ long term outcomes that were set at previous Annual Review. Some outcomes will be achieved and replaced by new outcomes.

Accessibility Plan:

This is monitored by the Chairman of Governors, Head Teacher, Bursar, Deputy Head, Head of SEN and Premises Manager, through the school's Accessibility Plan.

Our objective is to:

- Review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
- Then make recommendations with a view to improving the accessibility of education to pupils or prospective pupils with disabilities. This is to be achieved by means of reasonable adjustments, by planning for the future.

Complaints:

Parents are encouraged to discuss any concerns with either the pupil's form tutor or any member of the Head of SEN team.

The school also has an official complaints procedure. The complaints policy is available on the school website for reference.