

Moon Hall School, Reigate

SEND Policy

Governor responsibility	Full Governing Body
Governor lead	Chair of Governors
Status & review cycle	Statutory Annual
Policy details	April 2018 Version i
Next review date	March 2019

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 (Feb 2017 version i)

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 Headmistress and the Chair of Governors.
- The Chair of Governors and Headmistress 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 dyslexia-friendly school and is registered with CReSTeD (Council for the Registration of Schools Teaching Dyslexic Pupils) in the category DSP, Dyslexia Specialist Provision School.

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.

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) using a range of external assessments and reports where appropriate;
- To develop an ILP following discussion with the pupils and parents which will support their learning ;
- 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 for those pupils who require it eg 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 or ILP);
- 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. The aim is to achieve this through the removal of barriers to learning and participation. Moon Hall School, Reigate want all the pupils to feel that they are a valued part of the school community.

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

- have different educational and behavioural 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;
- planning to develop pupils' understanding through the use of effective teaching resources and learning experiences;
- planning for pupils' full participation in learning; including physical and practical activities;
- helping pupils to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

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.

For example, in the junior school, we have a timetable which concentrates on literacy and numeracy in the mornings and all other subjects in the afternoons. The morning sessions are grouped according to individual pupil's learning needs. All pupils read to an adult daily in school and reading is always a 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. Some morning sessions may include Brain Gym exercises, touch typing and study skills.

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. Where required, subject teachers are specialists or experienced TA's.

1:1 teaching and specific therapy eg SALT, OT are arranged where required and these pupils will have an individually arranged timetable of support agreed with their parents.

Phono-Graphix: both the junior school and the senior school use Phono-Graphix as a method of teaching reading and spelling either as a programme within the English lessons or in 1:1 booster sessions.

The role of the Headmistress:

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

The Headmistress supports the SENCo in securing the necessary provision for any pupil identified as having special educational needs.

The Headmistress 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 Headmistress reviews this policy annually with the SMT and considers any amendments in the light of the annual review findings. The Headmistress reports the outcome of the review to the full governing body.

The Headmistress informs the governing body of how the funding allocated to support special educational needs that has been employed.

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

The Headmistress has overall responsibility for Special Educational Needs at Moon Hall School, Reigate and this is delegated to the Special Needs Co-ordinator SENCo and specialist teachers.

The role of Lead SENCo:

The Lead SENCo has overall responsibility for the co-ordination of SEN provision, working with the junior school SENCo and SEN Team.

In our school the Lead SENCO:

- 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;
- oversees 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 ECHP for their annual reviews and Individual Learning Plans (ILPs)
- 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;
- is available to support subject teachers 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 Headmistress;
- liaises with the Headmistress:
 - to ensure that resources, including staff are available to meet SEN provision, and that
 - 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;
- manages a range of resources; exam reading pens, Dragonspeak 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 May 2018) on pupils are kept secure in a locked cabinet in the SENCo's 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 all 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 paediatricians

Parents are also asked to fill in the school's own questionnaire for pupils. In addition, all pupils have to spend at least a day at the school during which the SENCo may conduct tests and teachers will observe them in lessons and around the school.

Assessment:

All pupils are assessed twice yearly for reading and spelling using current standardised tests. 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 SENCo will involve the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The SENCo 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 SENCo 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 SENCo team will produce a summary of strengths and areas for development linked to pupil's learning needs at the beginning of every academic year (thumbnail). They will also advise on suggested teaching strategies for each new pupil and present these at the staff meeting before the start of each new term. The individual learning plan will confirm specific targets and track progress being made by the pupil.

Referral and Support:

Any teacher may discuss any additional concerns they have about a pupil's learning needs with the SENCo 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. Curriculum 'levels' and standardised tests should be used to help inform their concerns. The SENCo 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 will be discussed with parents.

- The SENCo advise subject teachers on use of resources, strategies, and differentiation. Subject teacher monitors progress.
- The SENCo and Heads of Department/subject leaders plan a support programme. Individual Learning Plans or Behaviour Support Plans will be discussed with the pupil and their parents. SENCo and senior staff monitor progress, liaising with other staff, parents and the pupil.
- The SENCo 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.

Speech and Language Therapy:

Many dyslexic pupils need support in this area and a team of Speech and Language Therapist are available during the week. Teaching Staff should alert the SENCo if they feel that a pupil may be in need of intervention. 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 room.

Occupational Therapy:

An Occupational Therapist can be contacted when required at Moon Hall School, Reigate, to support pupils with identified OT needs.

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 the SENCo and other relevant teachers at the end of the first half 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. This is part of the culture of our school and relates to pupils of all ages.

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.

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.

Individual Learning Plans (ILP):

An ILP is developed for all of our pupils. Targets are personalised and agreed between tutors, subject teachers and pupils. Parents receive a copy and are asked to comment.

All pupils who have an EHCP must also have a current **Individual Learning Plan (ILP)**. ILP targets are regularly reviewed by tutors and the SENCo will oversee EHCP targets.

Pupils without an EHCP should have an ILP based on individual targets for English and Maths to include a pastoral target.

ILP targets are set in September (attainment testing is carried out during the second week of September). These are kept under constant informal review in tutor sessions, but will

be formally reviewed and outcomes recorded termly. There will be liaison with pupils and parents whose input will be sought.

Monitoring:

The Heads of Department (English and Maths) monitor ILP's to ensure that these pupils have appropriate targets set by the English and Maths teachers which are reviewed as stated above. The SENCo will support the Heads of English and Maths.

To improve the quality of our ILP they will:

- contain precise terminology to confirm the measurable target
- indicate which teachers and subjects would be involved;
- include pupil involvement;
- be co-ordinated with other areas of assessment and recording procedures in the school.

To ensure high quality ILP's they must;

- be based on sound knowledge of the pupil;
- take account of pupils' strengths and interests;
- use realistic time scales;
- are linked to resources in school;
- involve parents at some stage.

Distribution of ILPs – copies should be made for:

Parents
Pupil
SENCo
Heads of Department (electronic school intranet)

Accessibility Plan:

This is monitored by the Chairman of Governors, Headmistress, Deputy Heads, SENCo, Compliance 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 SENCo team.

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