

Special Educational Needs (SEND) Policy

Responsible for review of policy	Head of Nursery
Sub Committee to review	Academic
Last review date	September 2024
Review Period	3 years
Approved by (Committee and date)	
Approved by Board of Governors	
Effective date of policy	September 2021
Next review due	September 2027
Related policies	Accessibility Policy Admissions Policy Disability Inclusion Policy Equal Opportunities Policy

Uploaded to Staff Shared	September 2024
Uploaded to Website	September 2024

SPECIAL EDUCATIONAL NEEDS (SEND) POLICY

ASSISTED LEARNING AND SUPPORT MISSION STATEMENT

COVID-19

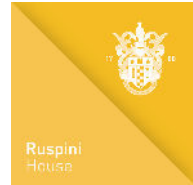
During the COVID-19 crisis adaptations to this policy will be made taking into account most recent Government advice including:

Staying at home for a prolonged period and the change of routine may have caused difficulties for some children, such as changes in behaviour or mood. Particular care will be needed in supporting children with SEND to return to the setting.

Re-adjustment to the routines in the setting may prove more challenging for some children with SEND than others, and consideration and planning will need to be given as to how to support children to settle back into the Nursery. Practitioners need to be alert to the fact that there may be children with additional or worsened social, emotional and mental health needs as a result of coronavirus (COVID-19), and that there may also be children who have fallen further behind their peers as a result of time out of nursery, or missed diagnosis as a result of a period of absence. Practitioners need to consider the mental health, pastoral or wider wellbeing support children may need, including with bereavement, and how to support them to transition into the setting after a long period of absence. Practitioners need to ensure they sign post families to appropriate local services. If essential professionals such as social workers, Speech and Language therapists need to attend in person they will need to closely follow the protective measures in place, with social distancing maintained and the number of attendances kept to a minimum.

The Mission of Royal Masonic School for Girls with regard to Assisted Learning and Support provision is to use its best endeavours to assist students in reaching their potential, through close monitoring and the provision of a variety of strategies of support, if and when it is required.

Our school is committed to providing equal access for all pupils to the broad and balanced curriculum to which they are entitled, including the provisions of the EYFS Statutory Framework (January 2024).



Children with specific differences may at times require a more specialised programme than the majority of children of the same age, in part or in all of their school work.

We place a very high priority on the need to provide the best possible education for such children, no less than for children who display no learning difficulties or other problems.

The purpose of this policy is:

- to ensure that all pupils with learning difficulties (LD) and/or disabilities (SEND) are identified and supported in the School.
- to ensure that there is support for teachers to meet the learning needs of all pupils.
- to ensure that appropriate resources are available for pupils with temporary or long term special needs.
- to confirm the commitment of RMS to use its best endeavours to meet SEND legislation.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

At different times in their school life, a child or young person may have a special educational need.

According to the SEND Code of Practice 2015, Introduction, paragraphs xiii, xiv and xv and xviii:

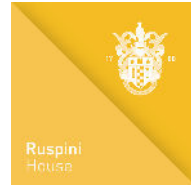
“xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age....”

“xviii. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long



term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition."

In summary, a child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age.
- are making less than expected progress given their age.
- have a disability that prevents or hinders them from making use of educational facilities.

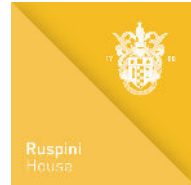
The Code of Practice establishes new categories of needs, which fall within a number of broad areas;

- communication and interaction
- cognition and learning
- behavioural, emotional and social development
- sensory and physical needs

All children, regardless of their individual needs, are valued members of our school community and we aim for all children to experience success, and achievement, and to reach their full potential. We believe that all pupils have the same right of access to the curriculum. SEN support is delivered to all pupils as part of our mainstream curriculum, and is the responsibility of all our teachers. We aim to provide access to a broad and balanced curriculum, but also to offer small group support, or individual help, where children have specific needs.

ADMISSION ARRANGEMENTS AND SPECIAL FACILITIES

The school welcomes all children. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. If our school is named on an EHC plan, then we will endeavour to provide suitably for the child concerned. Details of the criteria for admissions can be found in the Admissions



Policy Document. Children with physical needs may need extra facilities such as ramps, special toilet facilities, or extra adult support. Such provision can be provided for at Ruspini House to meet the child's needs.

OBJECTIVES

It is the school's objective to provide high quality education within a broad, balanced and relevant curriculum so that all pupils can reach their full potential and enhance their self-esteem. We support the key message from the new SEN Code Of practice that "many of the children who are not progressing as expected, or who are falling behind their peers can be supported and have their needs met, through normal teaching and learning strategies, modifications to teaching approaches and to classroom organisation."

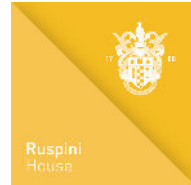
We pay particular attention to these specific areas:

- to identify individuals at an early age who need extra help and attention
- to endeavour to meet the individual needs of **every** child
- to develop a feeling of self-esteem within the individual
- to foster an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for **all** children
- to provide for children's individual needs by supporting them in various ways: whole class, small groups and individually
- to monitor closely those with SEN by assessing, planning, doing and reviewing.
- to provide access to and progression within the curriculum
- to work with parents and other agencies to provide support and opportunities for those children with SEN
- to use a variety of teaching strategies which include different learning styles to facilitate meaningful and effective learning for all children

ROLES AND RESPONSIBILITIES

The Head of Pre-School has overall responsibility for policy and practice in respect of children with SEN. She ensures adequate training is provided to all staff.

The Special Needs Co-ordinator (SENCO) has responsibility for co-ordinating the day-to-day SEN provision. This provision is:



- to work closely with the class teachers, Head of Ruspini House
- to assess the children's needs with the support of the key worker
- to provide support to children on the SEN Register
- to maintain the Special Needs Register
- to monitor the implementation of programmes of work designed for SEN pupils
- and supporting staff in developing personalised targets
- to ensure there is good liaison with parents and, when required, to meet with parents
- to co-ordinate the involvement of support agencies
- to keep staff informed about new information gained from other agencies
- to attend reviews
- to monitor SEN record keeping and keep under review
- ensures all SEN records are up to date
- to identify issues for INSET and resourcing
- ensure SEN Records are retained in a locked filing cabinet

The Class Practitioners are primarily responsible for the children in their classes and:

- for identifying a child who is showing learning needs.
- providing differentiation for children across the ability range. This will include reinforcement for some children and extension activities for the more able.
- ensuring that the Head of Pre-School and the SENCO are aware of any children with SEN in their class
- involving parents and ensuring a regular dialogue is maintained.
- implementing strategies agreed with the SENCO.
- reading all the material handed out by the SENCO.
- acting upon the strategies and resources listed on the student profile sheet.

The parents must be informed when the pre-school makes the decision to place their child on the SEN register. Most parents are supportive of the school's decision and appreciative of all the extra work that goes into addressing their child's special needs.

Teaching Staff have a vital role in ensuring all children including those with SEN are supported and specific targets are delivered.

Outside Agencies assist the school when necessary and can be called on for support and advice. Involvement of outside agencies is through the SENCO.



IDENTIFICATION, ASSESSMENT AND PROVISION

When providing support that is “additional to” or “different from” we engage in a four stage process: Assess, Plan, Do and Review.

Assess - this involves taking into consideration all the information from discussions with parents or carers and the class practitioners.

Plan - this stage identifies the barriers to learning, intended outcomes, and details of what additional support will be provided to help overcome the barriers.

Do - providing the support with extra assistance/resources for learning.

Review - measuring the impact of the support provided and considering whether changes to that support need to be made. This will involve meetings with all those involved.

The starting point for identification of the needs of individual pupils in all areas of the curriculum is the on-going assessment and record keeping of the class practitioners. Progress is monitored and areas of underachievement or concern are identified and appropriate provision made. We are aware that children who underachieve in one area may well be achieving adequately or well in another. As a Pre-school we believe that early identification of problems is in the child's best interests. This is more specific when we carry out the Progress Check at 2 years of age, which is a statutory requirement of the Early Years Foundation Stage (2024) (EYFS). We use a graduated approach to recording and monitoring the child's needs. Regular Pre-school review meetings are held where individual children are discussed.

Assessment may be carried out by the SENCO using a selection of assessments, specifically the WellComm Speech and Language Therapy Assessment and Individual Assessment of Early Learning and Development (IAELD)

At Ruspini House we are committed to supporting every child's overall development which includes the early identification of any speech and language difficulties or delays. We therefore, assess all children's receptive and expressive language skills as part of our ongoing and holistic monitoring of children's development.

The WellComm assessment is a complete speech and language toolkit which enables us to look specifically at each individual child's development of both



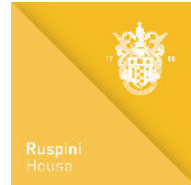
understanding and expressive language and therefore helps to identify any individual needs. The toolkit provides strategies and activities to assist early years professionals in supporting the children's language and the needs of their families effectively.

For ease of identification and monitoring, our school keeps a Special Needs Register with the names of children for whom there is a concern, giving their stage of assessment.

The process of identification of a learning difficulty follows the following process:

1. the class practitioner shares concerns with Head of Pre-School or SENCO
2. differentiated work will be provided in class and progress of the child will be monitored.
3. the class teacher will complete a Record of Concern Form (ROC) including the strategies being used and the differentiation that has been put in place.
4. the child may be placed on the school's SEN register at this stage. Parents and any professionals involved will be invited to contribute towards a Special Educational Needs (SEN) Support plan which will specify targets. This SEN plan will be evaluated every half term.
5. if it becomes apparent that extra provision is needed, a request for an outside agency assessment such as an Educational Psychologist report will be requested.
6. if the child continues to demonstrate significant cause for concern, a request for a statutory assessment may be agreed and the decision to make a referral for an Education, Health and care plan will be made.
7. if a child has an EHC plan, we will endeavour to meet the requirements on it.
8. the EHC plan will be reviewed bi-annually by the Local Authority that issues it with staff, parents and professionals involved. The child's views will be included.
9. there will be continuation of monitoring and provision of support.

RESOURCES



STAFF RESOURCES

As well as the SENCO (fulltime) all practitioners provide some general adult support in the classroom and follow out targets.

MATERIAL RESOURCES

The school allocates a budget to the SEN department. Children learn at different rates and in a variety of ways. The budget allows the department to provide a multi-sensory approach to learning, especially for those children with a specific learning difficulty. The resources are usually selected by the SENCO in consultation with curriculum leaders and from visiting SEN Exhibitions.

STAFF DEVELOPMENT

Through the development plan and professional development meetings the school decides on priorities for SEN INSET for the staff. The SENCO attends relevant training and disseminates the details to all the relevant staff. The SENCO is responsible for 'in-house' training. SENCO/Teacher meetings are considered to be part of professional development.

PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

SUPPORT SERVICES

The school uses expertise provided by other professionals. These include Educational Psychologists, Speech and Language Therapists and others.

PARENTAL INVOLVEMENT

It is the school's policy to work closely with parents. We take account of the wishes, feelings and knowledge of parents at all stages. Class teachers have regular communication with all parents. The SENCO regularly meets the parents of children on the SEN Register.

WITHIN SCHOOL AND CROSS PHASE LIAISON

As children move from class to class it is the class teacher's responsibility to inform the next teacher of any children with special educational or medical needs and to ensure that all documentation is up to date. The receiving class teacher is responsible for using the documentation to inform themselves at an early stage of the needs of the children they are receiving. Transition meetings are carried out between Ruspini and Cadogan House staff as and when necessary.



CRITERIA FOR SUCCESS

The success of our policy is judged by the extent to which it enables our pupils with special needs to make the greatest progress possible.

In addition, successful implementation of our assessment and identification procedures should result in learning difficulties being picked up and addressed at the earliest possible stage. Successful individual programmes will also result in some children becoming less of a concern and being removed from the SEN register completely.