POLICY ON LEARNING SUPPORT AND SPECIAL EDUCATIONAL NEEDS/ DISABILITY POLICY

This Policy is also based on information from the following documents which can be found on the website www.education.gov.uk

The Special Educational Needs and Disability Code of Practice: 0-25 Years 2014 (last updated May 2015)

The Children and Families Act 2014

The Equality Act 2010

The Special Educational Needs and Disability Regulations 2014

Statutory Guidance on Supporting Pupils with Medical Conditions 2014

For the purposes of this policy 'School' means Magic Tree Nursery, Belmont Grosvenor School, Before/After School care and BGS Holiday Club.

INTRODUCTION

At Belmont Grosvenor School we aim to provide a caring and supportive environment in which all children are valued equally and are given the opportunity to develop to their full potential.

There are children who need additional consideration and support in order to achieve.

Some of these children may have Special Educational Needs or a disability.

DEFINITIONS OF SEN AND DISABILITY

(taken from the 'Special Educational Needs and Disability Code of Practice 0-25 Years – 2014)

Special educational needs (SEN)

- 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.
- 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

- 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 by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.
- For a child under two years of age, special educational provision means educational provision of any kind.
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Disabled children and young people

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 disabled child or young person requires special educational provision they will also be covered by the SEN definition.

THE SENCo

The policies, plans and schemes of work in school, take into account the ages, aptitudes and needs of all pupils.

All teachers are teachers of children with special educational needs/disabilities (SEND) Teaching children with SEND is therefore a whole school responsibility.

To ensure that provision is made for the children who need additional consideration or support, Mrs Amy Moseley has the role of the SENCo for the school.

IDENTIFICATION OF NEEDS AND EARLY INTERVENTION

At Belmont Grosvenor School we have a graduated approach in line with 'The Special Educational Needs and Disability Code of Practice'.

Parents/carers are informed and involved throughout the identification of needs. There is the opportunity to discuss children's needs as part of the admission process. (Please refer to the school website, 'About the school' and 'Admission Policy').

Needs may be identified by the processes in school for assessment and tracking of progress.
When staff are aware of the indications of a particular need a meeting with the SENCo is arranged in order to discuss concerns and next steps. Consideration of action is then made with the appropriate staff.

Children may require monitoring by the class teacher and SENCO, or to have support put in place. These children may not necessarily have Special Educational Needs or a disability as detailed in the definition. If however, a child is identified as having Special Educational Needs by the staff or an outside agency, parents/carer will be involved in the process and kept well informed by the SENCO. Further information will be provided by the SENCo. This will include information about 'the Local Offer' which outlines provision made for children with Special Educational Needs/Disability (SEND) on the North Yorkshire County Council website northyorks.gov.uk/SEND local offer.

MONITORING

Following referral to the SENCo, a pupil will be closely monitored by the class teacher to check progress. Differentiated or adapted work, targets and further information may be involved at this stage. The children who are being monitored are checked every term by the SENCo for further consideration. This will involve meetings with teachers alongside liaison with parents or carers and examination of classwork and any available assessment data.

LEARNING SUPPORT

Some children need additional support in order to achieve their full potential. The nature of this support is to give strategies and enable children to become as independent as possible in their learning. For some children this will be a short term boost, for others provision will need to be longer term.

If it is decided that longer term learning support would be appropriate, this is arranged by the SENCo. There will be a plan which will include the needs and the provision put in place. This takes the form of a Pupil Passport and is a one page document available to all staff and stored on the central staff database. It outlines the strengths and challenges of the child. It also includes methods of support focused on individual needs that are reviewed regularly with class teachers, parents and most importantly the child.

This plan is reviewed termly by the SENCo and appropriate staff, or more often if appropriate. Parental involvement is welcomed alongside the voice of the child who is asked to comment on their own learning at every available opportunity.

Learning Support may involve differentiation/ adaptations made in class, support in class by a TA or teacher, support in class by the SENCo or individual or group support out of the classroom.

Objectives will be included in subject planning and additional targets may be set by the SENCo or outside agency such as a speech therapist.

INDIVIDUAL EDUCATION PROGRAMS (IEP)

Individual Education Programmes (IEPs) are used to support pupils with additional learning needs by setting clear, tailored targets and outlining strategies to help them achieve success.

IEPs provide a structured approach to meeting the specific needs of pupils who require support beyond the differentiated classroom curriculum.

Pupils are identified through teacher assessments, observations, and in consultation with the SENCO and parents/carers. External agencies may also contribute.

Each IEP includes:

- Key areas of need
- 2–4 achievable, short-term targets
- Strategies and resources to support progress
- Success criteria and review dates

IEPs are implemented by class teachers with support from the SENCO and reviewed termly in collaboration with parents/carers. Adjustments are made based on progress and evolving needs.

IEPs are shared with relevant staff only and developed in partnership with families to ensure consistent support at home and school.

OUTSIDE AGENCIES AND FURTHER SUPPORT

It may be considered at any stage that involvement from an outside agency or advice, such as a GP, Speech Therapy, Occupational Therapy, Educational Psychologist or others would be appropriate. This would be agreed by the SENCo and parents/carers.

Practitioners from these agencies may work with the children in school.

An external agency, specialist, or support in addition to the level of support provided by the school, may incur costs to the parent/carer. In such case this takes place after agreement by the school with the parent/carer.

REASONABLE ADJUSTMENTS

The School has an ongoing duty to make reasonable adjustments for pupils with an additional learning need to ensure they do not suffer a substantial disadvantage in comparison with other pupils, including during the admissions process.

Where the School is required to consider its reasonable adjustments duty, it will consult with parents about what reasonable adjustments, if any, the School is able to make to avoid their child being put at a substantial disadvantage in comparison to other pupils. The School will carefully consider any proposals for auxiliary aids and services in light of a pupil's additional needs and the resources available to the School. This could be in the form of physical equipment to support learning or additional adult support which are further detailed in the section "facilities, access and resources" below.

EDUCATION, HEALTH AND CARE NEEDS ASSESSMENTS AND PLANS (EHCP)

If a child has more complex special educational needs that cannot be met by the provision arranged by school, the staff, parents/carers or medical staff can consider asking the local authority for an 'Education, Health and Care (EHC) Needs Assessment. This assessment could lead to a child EHC Plan. This plan brings the education, health and social care needs into a single document.

The SENCo will follow the procedures for the EHC assessment and planning. Parents/carers will be guided through the process.

FACILITIES, ACCESS AND RESOURCES

The facilities are detailed in the school information and policies. This includes the Accessibility Plan which outlines provision for access. These are available by contacting school or on the school website.

Reasonable adjustments such as additional time in tests, a scribe, reader, or the use of a quiet room during assessments, adaptations in computer access and specific computer programmes are used to meet the needs of children with SEN.

We also have a range of curriculum resources suitable for Learning Support and SEN.

ASSESSMENTS, TRACKING AND HOME/SCHOOL PARTICIPATION

Assessments are in place for all of our pupils and their progress is tracked throughout each year.

Parents/carers are kept informed through parent/carer evenings, by termly reports, workshops and through meetings. Parents and carers are always welcome to arrange to see any member of staff.

If a pupil has a Statement or EHCP, parents or carers are involved in the setting up and reviewing of targets for the child to achieve. There is also a yearly meeting with the parents/carers to review the provision in place.

PUPIL VOICE

All of the children are encouraged to talk to staff about any concerns. They have the opportunity to express themselves in lessons generally. Personal, social and health education lessons (PHSE), Religious Education and Assemblies encourage all of the children to give their opinion.

Pupils can put forward ideas for school, to other children who are on the School Council. There is a questionnaire for each pupil to check how they feel about a variety of aspects of school life. The well-being of the children is assessed and monitored.

For those children with a Pupil Passport, their voice is at the centre of this working document and they will be involved in creating appropriate strategies to support them in their progression through the curriculum.

ACHIEVEMENT

Praise, positive language and rewards are used to reinforce all aspects of personal development. Parents are involved in celebrating success and achievement. Achievements may be recognised individually, as a class or as a whole school. Children are encouraged to strive and take pride in their own achievements.

TRANSITION

All of the children are well prepared so that they are secure in moving each September into the following school year. When children transfer to secondary school, the SENCo liaises with the next school concerning any needs and to ensure a smooth transition.

STAFF TRAINING

All staff attend courses which include information concerning SEND.

The SENCo keeps up to date with national, local and specific information. This includes regular newsletters, Independent School SEND advice and relevant LEA/Independent School Courses.

Staff are kept informed by the SENCo including general and school updates through insets and meetings. The staff liaise regularly concerning individual pupils.

FURTHER INFORMATION FOR PARENTS

Wherever possible the SENCo will help parents to access information to support their children. Parents can also discuss concerns and access advice from SENDIASS (Special Educational Needs/Disabilities Information and Support Service - previously Parent Partnership Services). The service provides information about health and social care provision, offers support to parents of young people up to twenty-five as well as individual support to young disabled people themselves who live in Yorkshire.

A guide for parents and carers, 'Special Educational Needs and Disability' is available on the government website www.education.gov.uk

Contact and Links

School Information and Contact
Website www.belmontgrosvenor.co.uk
E-mail admin@belmontgrosvenor.co.uk
Phone 01423 771029
SENCo – Mrs Amy Moseley
Special Educational Needs Governor- Mrs Charlie Brooksbank

This policy is linked with other school policies including:
The Disability Policy
The Accessibility Plan
The Early Years' Policies
Equal Opportunities Policy
Child Protection Policy
Admission Guidelines
Complaints Procedures
The Anti-bullying Policy
The Gifted and Talented Policy
The Medical Policy