



SEN POLICY

Member of staff responsible: Stephanie Jackson

Last reviewed: 11th November 2019

Headmistress:

A handwritten signature in black ink, consisting of a large, stylized 'a' followed by a long, horizontal flourish.

Introduction

Westbury House offers its pupils a challenging curriculum with high academic standards in order to prepare them successfully for entrance into a range of public schools. However, it sees its primary aim as offering the pupils a broad-based and liberal education to as many as can benefit from it. In order to achieve this end, Westbury House recognises that some of its pupils, though able, have been identified or subsequently identified as experiencing various types of SpLD (Specific Learning Difficulty). This means that, for those pupils, modifications to the teaching and learning process must be considered. In some cases, the SpLD can represent a real disability to learning. The school recognises its obligations to these children in that context (see Equal Opportunities Policy).

The school's Learning Development Coordinator (LDC) is directly responsible to the Head Teacher whose task it is to ensure that the identification, assessment and support of a pupil with learning difficulties is carried out effectively. The LDC is qualified to offer appropriate help to those identified.

The whole school works closely together year on year to ensure that there is a unity of purpose and good continuity of practice for pupils who require support. Regular formal meetings are conducted between members of the Learning Support department, subject teachers, Form tutors and the Head Teacher to ensure a smooth transition between the three Key Stages. The school gives regard to the advice contained in the updated SEN Code of Practice 2015, but has its own systems and facilities in relation to the following practices: Westbury House has brought in a graduated response to all pupils with LS requirements. This is illustrated by the type of need a pupil is receiving e.g. being monitored, receiving group or one-to-one support. Each pupil is treated on a case-by-case scenario. Recognition for early intervention is a priority for Westbury House pupils. The LDC works closely with the EYFS team to help with early identification. This ensures that any concerns about pupils are highlighted immediately and that early intervention can then be implemented as soon as possible.

Contents of this policy

1. Definition
2. Identification
3. Assessment Procedure – teachers and parents
4. Support
5. Liaison and Reviews
6. Exams
7. 11+ examinations
8. Looked After Children
9. Roles

1. Definition

Westbury House School defines Special Educational Needs as follows:

- A child has special educational needs if he/she has a learning difficulty which calls for special educational provision to be made for him/her.
- A child has a learning difficulty if he/she:
 - a) has a significantly greater difficulty in learning than most children of his/her age, and from the same environment. This could include problems with literacy, numeracy, social emotional or behavioural problems or physical disabilities.
 - b) has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of his/her age.

The Learning Development Department at Westbury House aims to identify those children with Special Educational Needs and to implement procedures that will enhance their skills within the context of the school curriculum.

2. Identification

See also Admissions policy

It is essential that pupils who are experiencing difficulties have their needs identified quickly so that the appropriate provision can be made. If class teachers have concerns at any stage in a pupil's education regarding progress, they should discuss these without delay with the LDC.

It is the responsibility of the subject or Form teacher to discuss in depth with the LDC their concerns about their pupil. They must provide and have gathered supporting evidence e.g. recent exam grades, observations and tried and tested strategies, including differentiated activities. WHS has a referral form that teachers must complete to highlight key cause for concern (*see appendix a*)

The LDC will then observe the child/their work and decide if further investigation is needed or if the teacher needs to be providing a more differentiated approach to the child's learning. If this is the case, the LDC will provide teaching tips for the class teacher. We have close links with parents at Westbury House, and the class teacher, at the earliest opportunity, should be the first person to alert the parents to concerns and enlist their active help and participation. If a child is not progressing with a more differentiated curriculum, the LDC will provide an internal assessment. The parents will then be invited to attend a meeting with the LDC so that further discussions about any assessments and/or support systems needed can be fully explained.

Any concerns that are taken to the LDC should already have been discussed with the parents by the Form teacher.

The LDC will then decide, in liaison with all concerned, whether further testing within school needs to be carried out in order to ascertain if the pupil has special educational needs or if the child requires immediate outside assessment e.g. Educational Psychologist.

3. Assessment and Screening procedure

- i. Initially, an informal assessment is conducted by the LDC to ascertain the nature and degree of difficulty. Following on from this, a recommendation might be made for in-school support for the pupil and parents will be advised of what type of support will be given, e.g. small group or paired work. The pupil will be seen for approximately half a term then reviewed by the LDC and teachers involved to see if support needs to be continued.
- ii. Once a pupil is seen by The Learning Development team, he/she will automatically be placed on the Learning Support Register. This does not automatically mean that the child has an identified diagnosis of SEN, but more that the school recognises a child may need extra support. The register has two strands: one for diagnosed children with a Special Educational Need and the other, which is fluid, for those children receiving 'additional support'. The registers are electronic, and all information is kept on the T drive, (confidential information is on the R drive). All staff have access to this register and are expected to be fully informed of any changes to existing provision or new pupils that are placed onto the register. Hard copy files of all LD pupils are kept in the LDC's office work area.
- iii. In some cases, the LDC may recommend to the parents that a full Educational Psychologist's Report (EPR) be undertaken. The school will give recommendations regarding suitable EPs whereupon the parents are then responsible for taking the pupil to the EP and meeting the necessary costs. A copy of the completed report received by the parents should then be given to the school, followed by a meeting to discuss support.
- iv. If immediate support is not considered necessary, the pupil will be placed on a learning support monitor list. Staff and the LDC will then regularly meet informally to ensure that progress is being made. If at any stage it is felt that a child who is being monitored does require support, the LDC will implement this.

4. Support

The LDC will organise the graduated response for support in the following way:

- i. **Monitoring:** Most children will have their needs met through teaching and classroom management as well as appropriate differentiation within the day to day learning. The LDC will oversee this and monitor and review at half termly intervals. No teaching targets are necessary for these children.
- ii. **Group work** will be decided by the LDC in liaison with Form tutors at the beginning of each half term for Maths and English. The maximum number of pupils that can currently be seen in a group is four.
- iii. **One-to-one learning** will be prioritised for those pupils who have a full EP report or internal assessment and where this has been recommended by the LDC due to the outcome of an internal assessment.
- iv. The LDC can support other areas e.g. ELSA (emotional Literacy Support) behavioural problems, social skills, handwriting, spelling groups etc. but these will all be decided on a 'case-by-case' scenario in liaison with the Head Teacher, Deputy Head Teacher and Form teachers.

- v. The school will work with or make referrals to external agencies where support is needed for the child that is outside the remit and resourcing levels of the school itself, for example support from CAMHs or Place 2B.

5. Liaison and reviews

Parents will be informed by the LDC of any changes in procedure relating to their child. A formal written report will be included with the official school reports. Teaching targets are written for those students who have an EP report with a current diagnosis and who are unable to access the curriculum at the same progress as their peers. These are reviewed twice a year, once in October and again in March/April. These targets are written with the pupils and class teachers. Copies of the targets are sent to teachers and teaching assistants. The parents are invited to attend a meeting to discuss progress the children are making against the teaching targets. A hardcopy will be kept in the pupil's LD file.

Any pupil without a formal diagnosis, but who is on the 'fluid' Learning Support Register, is monitored regularly; the Learning Support Coordinator tracks their progress on Classroom Monitor (where appropriate) and the LDC meets SLT on a monthly basis to discuss progress of children on the SEN registers.

6. Pupils with EHC Plans

The aptitude and needs of all pupils within the school are catered for as far as is reasonably possible, including those with Special Educational Needs, or pupils who hold an EHCP. Currently, there are no pupils with an Education, Health and Care Plan.

Should this situation change, all necessary steps will be undertaken to ensure that any pupil with an EHC Plan has the fullest possible access to the curriculum and all enrichment activities. Any adjustments made will be in consultation with the Learning Development Coordinator, their Form Tutor and the child's parents. Pupils would have an Individual Education Plan (IEP) drawn up for them by the LDC and arrangements and provision for pupils holding an EHCP will be reviewed annually in conjunction with the Local Authority and parents.

7. Examinations

The criteria for pupils being allocated extra time has changed. The new criteria states that if a child has a standardised score in an assessment of 85 or above, he/she will no longer be automatically eligible to receive extra time. However, pupils may be entitled to 25% to 50% extra time if evidenced in an Educational Psychologist's report. Use of a laptop is a centre delegated access arrangement and may be in place if this is the pupil's usual way of working.

It is the responsibility of the LDC to co-ordinate all pupils receiving extra time or other access arrangements, to ensure all staff are fully briefed.

8. 11+ examinations

The current system in place for most Senior Schools is that parents are expected to liaise with their chosen schools regarding appropriate access arrangements. It is the parents' responsibility to collate and send in the relevant paperwork to their chosen Senior School such as EP or Medical reports, before any pre-tests are carried out. The LDC will be available to meet parents to discuss the procedure and to clarify what is needed for evidence.

9. Arrangements for supporting pupils who are looked after

A termly 'Personal Education Plan' (PEP) meeting takes place which is attended by the Looked After Children (LACs), their guardians/foster parents, the SENCo and a representative from the Local Authority. These meetings are used to review whether the needs of the looked after child are being met and to set realistic and achievable targets for the forthcoming term. Currently we have no pupils who receive Pupil Premium.

10. Roles

LDC:

- a) Strategic direction and development of Learning support provision in the school.
- b) Leading and managing staff.
- c) Efficient and effective deployment of staff and resources.
- d) Teaching and learning with the LD Department/pastoral oversight of those with SpLDs and those children requiring additional support.

To this end, the LDC will regularly update all timetables, lists and registers to ensure the information on individuals is available to all concerned, including the Head Teacher.

Pupils: should be helped to access the wider curriculum and be motivated to develop their self-esteem and confidence in learning.

Teachers should:

- a) be familiar with the school's SEN policy and approaches to meeting the needs of pupils with a SpLD and those pupils requiring extra support.
- b) adhere to the 'teaching tips' (pupil teaching guidance) created by the LDC.
- c) communicate effectively with parents, Head Teacher and LDC.
- d) have high expectations of pupils' progress and set realistic but challenging targets which they monitor and review and provide appropriate support. All teachers are expected to differentiate work to meet the needs of all the pupils they teach. This should be visible in all teachers' Schemes of Work
- e) A SENDA plan is in place to ensure that the school makes regular review of all its facilities to enable access for, pupils, parents, visitors and staff in order to comply and to fully support the Equality Act 2010.

Regular training in areas of SEN is offered to all staff during INSET training.

Parents: should strive to support the work being undertaken by the class teachers and feel free to contact the school with any concerns and be fully involved as partners in the educational process.

Head Teacher and the Senior Leadership Team: should recognise that the curriculum must be relevant to all pupils by taking Learning Support Needs into account in the formulation and implementation of policies throughout the school.

ILG: will be kept informed of changes and developments of the Learning Support Needs guidance within the school, by the Head Teacher.



Learning Support - Cause for Concern Referral Form

(Please complete this form with as much detail as possible)

Name of Pupil:

Class:

DoB:

Date referred:

1. Please tick which area(s) of SEN is/are of concern for this pupil

- Cognition and Learning
- Behavioural, Emotional and Social Development
- Communication and Interaction
- Sensory and/or Physical Needs

2. Briefly explain what difficulties they are experiencing in accessing the curriculum.

3. Briefly explain how you have differentiated the work for this pupil. (Give as much detail as possible explaining impact and outcomes)

4. Please detail any other factors which might be relevant i.e. recent conversations with parents.

5. What are you hoping to get from your referral? E.g. advice only, additional support for the child of concern, assessments.

Please send this form to the Learning Support Co-ordinator with all recent internal exam grades and assessment marks. (Please attach a photocopy or attachment if emailing this form)