

Fyling Hall School

Special Educational Needs Policy



1 Introduction & Rationale

Fyling Hall is a community in which every person is equally valued and where attainment is measured individually. Both schools seek to ensure that the needs of all children assessed as having, or at risk of having, Special Educational Needs are fully addressed, and that provision is made for those pupils to receive a broad, relevant and balanced curriculum within all mainstream classes.

The school is committed to:

- Implementing the graduated steps outlined in the 2014 DfE 0-25 SEND Code of Practice, together with recommendations from the Independent Schools Council;
- Supporting the learning and social development and extension of all pupils including those who are able and gifted children;
- Enabling pupils with special educational needs to achieve their potential.

2 Definition of Special Needs

The Code of Practice applies the term Special Educational Needs to any pupil who has a learning difficulty for which special provision is made. Special Educational Provision means that which is **in addition to** or otherwise **different from** the provision generally made for children of the same age, whatever its duration. Many children may require special needs provision at some point in their lives.

3 Aims

The School aims to identify and assess children's needs, and then design Support Plans and academic timetables, as necessary, to ultimately enhance the curriculum for SEND children, and enable them to reach their potential.

4 Objectives of Special Needs Department

- To work in conjunction with mainstream staff, advising them of pupils' difficulties;
- To provide regular staff training on SEND issues;
- To ensure that the needs of all pupils with SEND are addressed, and to enable access to a broad, relevant and balanced education and higher quality teaching within mainstream classes;
- To identify support needs as early as possible, through a flexible and responsive system of referral and assessment;
- To provide a Learning Support base where IT can be used to support the learning process;
- To maintain an effective system of monitoring and record keeping;
- To maximise access to the curriculum and to facilitate a differentiated curriculum, to help meet individual needs;
- To secure links with parents as partners in the learning process, allowing them access to information and encourage their participation in the decision making process;
- To foster and maintain links with outside agencies, such as the Dyslexia Institute, Inclusive Education Services, Educational Psychologists, Speech and Language Therapy, Occupational Therapy, Post-adoption Services and Child and Adolescent Mental Health Services;
- To respect and respond to the pupil's perspective of his/her difficulties and his/her support requirements.

5 Disability Issues

The School aims to follow the requirements set out in the 0-25 SEND Code of Practice for Schools 2014, made under the provisions of the Children and Families Act 2014. Where disability issues are relevant, close liaison will take place between staff and parents. If necessary, appropriate outside expertise will be sought from Scarborough, Whitby and Ryedale Children and Young People's Services.

Risk Assessments will be conducted to ascertain any reasonable, affordable adjustments, which may be needed in the physical access arena, and appropriate adjustments taken to enable equal access to the curriculum where possible.

6 Inclusion

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It is a priority at Fyling Hall that children are 'included' i.e. children are given access to the whole curriculum, with differentiation as appropriate. Occasionally, and after full consultation with tutors and parents, a pupil may be furnished with a personalised, amended timetable, to enable greater learning support, with fewer MFL lessons.

Timetables may be adapted to meet the needs of the child.

Use of specific IT to facilitate learning is considered for each child, i.e. text help, voice operated software and use of laptops in the classroom and in examinations

7 Specialist Teaching

School-based specialist teaching is provided by the Head of Learning Support and a specialist teacher, who are both qualified in assessing and teaching pupils with a range of difficulties. Parents will be informed of the details of specialist teaching programmes by the Head of Learning Support. Occasionally, a pupil may need to be assessed by an Educational Psychologist, Dyslexia Action or another professional body. All assessments are paid for by the parents directly.

Acceptance of a recommended assessment and/or teaching programme will be the responsibility of the parents of the child concerned. At the same time they accept responsibility for covering any tuition fees incurred.

The immediacy of this specialist teaching enables a close working relationship between the school and the Specialist staff. It is a priority to closely support the work of the tutors and to liaise regularly with subject staff.

8 Admission

Children with special educational needs are admitted to Fyling Hall School if it is deemed that they would benefit from the curriculum, resources and available expertise, and with regard to the balance of abilities in their particular year group.

Full SEND information must be made available to the school **before** admission is considered. Careful consideration will be given as to whether the child will be able to access the curriculum given the level of learning support available.

All pupils will be screened on entry, using standardised reading comprehension, single word reading, spelling, writing speed and mathematics tests. Pupils will also be screened in the autumn term using standardised Cognitive Attainment Tests (CATs). All information will be circulated to all staff for use as a working document.

All pupils from Year 6, who have a Special Needs profile from their time in primary school, will have their records requested by Fyling Hall Learning Support Department. The Head of Learning Support will work closely with the Y6 teachers and SENCos in transferring schools in order to enable a smooth transition to the senior school for any pupils with SEND.

Pupils with Education, Health and Care plans (previously Statements of Special Educational Need) are considered for admission to Fyling Hall. Independent school fees for pupils with EHC plans are to be met by the parents. Prior to the consideration of admission the following must be implemented:

- a meeting is to be held between parents, child, the Head of Learning Support and the Head Teacher;
- a copy of the EHC plan (or statement) and any other relevant information must be made available to the school along with a report from the current school;
- pupil should attend a taster day

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Identification

It is the legal responsibility of all staff to assist in identifying pupils with SEN. Referral forms are available in the Senior School staff room, and Junior School office. This will lead to: -

- gathering of appropriate information;
- further assessment;
- consultation with parents;
- entry on SEND register if necessary;
- setting up of support and monitoring arrangements;
- implementation of specialist teaching if necessary;
- contacting of outside agencies if necessary;

9 The graduated approach – Assess, Plan, Do, Review

When a class or subject teacher identifies a possible special need the following will happen:

- Teacher consults with colleagues, parents and child;
- Teacher informs the Head of Learning Support who conducts further observations and assessments in liaison with the class teacher, Head of Department, parents and any existing outside agencies
- The Head of Learning Support works closely with the class teacher in order to support differentiation effectively, deploy teaching assistant support if available and monitor and review the pupil's progress.
- Further specialist assessments are carried out by the Head of Learning Support as necessary.
- Pupil may be placed on SEN register at this stage;
- Teacher includes a summary of all data, difficulties and strategies on Access and Enrichment document.
- Parents are fully informed of the action taken to help their child and regular contact is maintained.
- Interim parent-teacher meetings take place in October, February and May;

If little progress is made by the child:

- Pupils may be offered additional 1:1 and /or group lessons in order to enhance basic skills, social and emotional aspects of learning and to support work across the curriculum;
- The Head of Learning Support /specialist teacher and class teacher prepare a support plan which is reviewed every twelve months or as necessary;
- pupil is placed on the SEND register;
- The advice of an outside specialist may be sought to further inform the school on meeting the special need of the child, and this information will be incorporated into the child's Support Plan
- If a child makes good progress after a reasonable time, the pupil may be removed from the register
- If a child does not make progress after a reasonable time, an application for an EHC plan may be prepared and submitted.

We would never "label" a child with a specific need or condition. If we consider a child to be at risk of a specific need or condition e.g. dyslexia, dyspraxia or autism, we always refer to the relevant expert body for further assessment.

If it becomes clear that the child is unable to access and benefit from the school curriculum with additional support and multi-agency involvement, alternate educational provision may be recommended. The best interests of the child will be paramount.

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Annual Review Procedure of EHC plans and Support Plans

This is a meeting of all interested bodies concerned with the child's development

The annual review will include the following people: -

- the pupil
- the parents
- Head of Learning Support
- Specialist teacher
- Boarding House Staff (if appropriate)
- Form tutor
- External professionals

Information about the pupil's progress will be requested prior to the meeting from all of the above.

Reviews will take into account any assessment of need and parental contributions made at the meeting to decide:

- (a) Necessary changes in support and provision
- (b) Expected Outcomes for the following year, against which progress may be assessed.

A copy of recommendations will be circulated to the pupil, the parents and the staff concerned.

Examinations

- For public examinations, requests for access arrangements (GCSE and 'A' Level) will be made by the Head of Learning Support. The Head of Learning Support will prepare comprehension, single word reading, spelling, writing speed and legibility tests as necessary to be used as evidence for examination access. For example, use of IT, transcripts, extra time, readers, scribes, rest breaks, prompters, etc. may be applied for.
- The examination boards' adjudications will be published for the pupils, the parents, and for teaching staff who will be invigilators.

Joint Reviews of SEN Arrangements

- Regular meetings are held involving The Head of Learning Support and Head Teachers of both schools, with particular emphasis in the Summer Term on the transition from the Junior School to the Senior School. These meetings will involve appropriate discussion of SEN issues and regular monitoring, evaluation and review of policies and practices in the school.
- Modifications to the policy are made in the light of current DfE information and the success of existing policies.

The Learning Support Department, staff and parents co-operate on the most effective ways to facilitate a happy learning environment throughout each child's life at Fyling Hall.

Reviewed by D Blyth May 2016