



Fyling Hall School

Special Educational Needs and Disabilities Policy

Introduction & Rationale

Fyling Hall is a community in which every person is equally valued and where attainment is measured individually. Both the junior and secondary schools seek to ensure that the needs of all children assessed as having, or at risk of having, Special Educational Needs are fully addressed. We ensure 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 approach outlined in the 2015 DfE SEND Code of Practice 0-25 years para 6.4, together with recommendations from the Independent Schools Council;
- Making higher quality teaching normally available;
- Supporting the learning, behavioural and social development of all pupils;
- Ensuring that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND;
- Enabling pupils with special educational needs and disabilities to achieve their potential.

Definition of Special Educational Needs

The Code of Practice applies the term Special Educational Needs to any pupil who has a learning difficulty or disability that calls for special educational provision to be made. Special Educational Provision means that which is different from or additional to that normally available to pupils of the same age.

Aims

From year three upwards, the school assesses each pupil's current skills and levels of attainment on entry to the school in order to identify and provide for pupils who are making less than expected progress, given their age and individual circumstances. It aims to design Support Plans, as necessary, to ultimately enhance the curriculum for pupils with SEND. Slow progress and low attainment do not necessarily mean that a child has SEND, but they may be an indicator of SEND. The school aims to monitor and track the progress of these pupils and conduct further assessments, in liaison with parents and external agencies, if necessary.

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.



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Objectives of Learning Support 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 assessment and 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 Dyslexia Action, 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.

Disability Issues

The School aims to follow the requirements set out in the 2015 DfE SEND Code of Practice 0-25 years 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 Learning Disabilities Service - Scarborough, Whitby, Ryedale.

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.

Inclusion

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. use of laptops in the classroom and in examinations.



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Specialist Teaching

School-based specialist teaching is provided by the Head of Learning Support who is 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 or another professional body. All assessments are paid for by the parents directly, unless funded by the LEA.

The department also has three Teaching Assistants who support in lessons and with small group activities.

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.

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 specialist teaching available and it is deemed that their admission is not detrimental to the education and well-being of other pupils. If a child is refused admission for any reason, the Head of Learning Support is willing to advise parents/carers of other, more suitable, good quality provision in the local area.

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. If SEND information has been deliberately with-held, and, following admission, it becomes apparent that a child has special educational needs, the child's place may be revoked.

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 a suite of cognitive assessments devised by Centre for Evaluation and Monitoring (CEM). 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 Inclusive Learning Department. The Head of Learning Support will work closely with the Y6 teachers and SENDCos in transferring schools in order to enable a smooth transition to the senior school for any pupils with SEND.



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Pupils with Education, Health and Care plans will be considered for admission to Fyling Hall. Independent school fees for pupils with EHCPs 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 EHCP (or statement if not yet transferred to EHCP) 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(s)

Identification

It is the legal responsibility of all staff to assist in identifying pupils with SEND. Referral forms are available for teaching staff to complete. This will lead to:

- gathering of appropriate information;
- further assessment;
- consultation with parents;
- entry on Learning Support Register if necessary;
- setting up of support and/or monitoring arrangements;
- implementation of specialist teaching if necessary;
- contacting of outside agencies if necessary;

The graduated approach – Assess, Plan, Do, Review

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

- Teacher consults with colleagues, parents and child;
- Teacher informs the Head of Learning Support who conducts observations in liaison with the class teacher.
- The Head of Learning Support works closely with the class teacher in order to support differentiation effectively and monitor and review the pupil's progress.
- Further specialist assessments may be carried out by the SENCO
- Pupil may be placed on Learning Support register at this stage and may be offered specialist tuition and /or in-class support; at this stage parents are informed, if they have not been informed already.
- Interim parent-teacher meetings take place in October, February and May where progress is discussed. Ideally, specialist assessments are repeated in June of each year to monitor and evaluate progress.



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If little or no progress is made by the child:

- Pupils, with agreement of parents/carers, will be offered additional 1:1 and /or group lessons in order to improve basic skills, social and emotional aspects of learning and to support work across the curriculum;
- The Head of Learning Support in liaison with the class teacher will prepare a Support Plan which is reviewed every twelve months or as necessary;
- Pupil is placed on the Learning Support 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 and/or improves standardised scores to above 84 (dependent on which test is used) in specialist tests, s/he may be removed from the register
- If a child does not make progress after a reasonable time, an application for an EHCP may be prepared and submitted.
- When a pupil has an EHCP, the school co-operates fully with the requirements of the plan and the relevant LEA.
- Any funding designated to the school by the LEA for the purpose of supporting an individual pupil will be used for facilitating the progress of the pupil, e.g. providing a personalised, enhanced curriculum as appropriate, providing in-class support, providing intervention programmes, relevant accredited courses, gaining specialist independent advice and any other purpose that is deemed necessary to enhance the educational experience of the named pupil.
- If, ultimately, 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.

Annual Review Procedure of EHCPs 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
- Available teaching staff
- Boarding House Staff (if appropriate)
- Form tutor
- Teaching assistant
- External professionals



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The school will seek advice and information about the child or young person prior to the meeting from all parties invited, and send any advice and information gathered to all those invited at least two weeks before the meeting

The meeting will focus on the child or young person's progress towards achieving the outcomes specified in the EHCP, and on what changes might need to be made to the support that is provided to help them achieve those outcomes, or whether changes are needed to the outcomes themselves.

A report of the meeting will be circulated to everyone invited within 2 weeks of the meeting.

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' decisions will be published for the pupils, the parents, and for teaching staff who will be invigilators.

Joint Reviews of SEND Arrangements

Regular meetings should be 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 SEND 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.