

Policy Name:	Special Educational Needs and Disabilities Policy
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Shaping Brighter Futures

We provide an inspiring and joyful education that will be remembered for a lifetime and which empowers our children with the confidence, knowledge, skills and character to thrive. We are shaping brighter futures.

School Aims:

At St Neot's education is full of fun and good humour. We want every child to enjoy their time at school, to feel part of a community that holds family values at the core. We are determined that our children not only learn outdoors but learn about the outdoors. We want to create well-rounded, independent thinkers that are not only confident in their academic ability but hold the soft skills necessary for Senior School and the world ahead.

The St Neot's Way is:

- *Where we promote a true sense of community, family values, a love of the outdoors and a commitment to having fun.*
- *Where every child comes into school feeling safe, valued and with a broad smile on their face; and who returns home with uplifting stories to tell.*
- *Where a first class, personalised, rigorous academic journey is matched by an enriching, broad and challenging co-curricular programme.*
- *Where the children's character, contribution and service is as valued as their academic success.*
- *Where the children's physical wellbeing is surpassed by their mental wellbeing.*
- *Where highly skilled, passionate and dedicated teachers, working in first class facilities, are full of ambition for themselves and the children in their care.*

St Neot's Values

Happiness Kindness Self-Belief Honesty Respect

St Neot's School is committed to providing equal access for all pupils to the broad and balanced curriculum to which they are entitled. The school, and Learning Support department, has a philosophy of a child-centered approach; listening to the thoughts of the child, parents, teachers and external professionals.

Introduction

Treating every child as an individual is important to us and we welcome pupils with special educational needs, providing that our learning support department can provide them with the support they require. St Neot's recognises that children with special needs may at times require a more specialised programme compared with the majority of children of the same age, in part or in all of their school work. However, we do not have the facilities to offer highly specialised and intensive treatment.

We have regard for the SEND Code of Practice 0-25 years (2015). As well as this the policy has been written with due regard to the following guidance and acts:

- Equality Act: Advice for schools 2010
- Data Protection Act 1998
- St Neot's Medical Conditions in School Policy (H28)
- St Neots Supporting Children with Mental Health Needs (H29)
- St Neots Admissions Policy (G2)
- Teachers Standards 2012
- Children and Families Act 2014
- Working together to safeguard children 2013
- ISEB guidance on Access Arrangements
- The statutory Framework for the Early Years Foundation Stage
- The Special Educational Needs and Disability Regulations 2014

According to the SEN Code of Practice (2015) *'A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.'* Children have a learning difficulty, or barrier to their learning, if they have a significantly greater difficulty in learning than the majority of children of the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age .

As stated in the SEND Code of Practice (2015) the four areas or categories of SEND are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and or physical needs

The objectives of this policy are:

- 1) To ensure that all pupils with special educational needs are identified and supported by the school.
- 2) To ensure that there is support for teachers to meet the learning needs of all pupils.
- 3) To ensure that appropriate resources are available for pupils with temporary or long-term special needs.
- 4) To enable staff to respond to particular pupils flexibly, according to the nature of their difficulties.
- 5) To enable each pupil to become an independent and confident student with good self esteem.

Audience

This policy document, having been presented to and agreed upon by the whole staff, is distributed to all individual members of the teaching and support staff. It is also available on the school network. If required the school will translate the policy, e.g. into large print

This policy is written for all members of staff, governors and parents. It sets out how St. Neot's intends to meet these objectives. It will be reviewed annually to ensure that the school is doing all it can to meet the objectives set.

When referring to 'stakeholders' in this policy it may be referring to:

- The child
- Parents or carers
- Class Teachers or Form Tutors
- Subject Specialist Teachers
- Learning Support Tutors
- SENDCo
- Director of Studies
- Deputy Head Pastoral
- Headteacher
- Governors

St Neot's Graduated Approach to SEND

Provision for children with special educational needs is a matter for the school as a whole. The school's head teacher, the SENDCo and all other members of staff have important day to day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is a whole school responsibility.

St Neot's has a graduated response to learning difficulties, as recommended in the SEN Code of Practice (2015) using the Assess, Plan, Do, Review (APDR) model. We have embedded the APDR model through a 'Wave' approach to supporting children's individual learning needs.

St Neot's SEND 'Wave Approach'

Below is an explanation of St Neot's wave approach to identifying and supporting individual needs:

Wave 1:

The Class Teacher or specialist subject Teachers are responsible for supporting all children through high quality teaching, differentiated work and support from class teachers and teaching assistants.

Wave 2:

The Class Teacher and Head of Year will identify children who would benefit from small group support interventions run across a term. The Class Teacher, Head of Year and SENDCo will discuss the needs of the children raised. Together they will find the most appropriate interventions to meet the group's needs. Parents will be informed in writing of the interventions their child will be taking part

in and the purpose of this intervention. The group interventions will be recorded on the 'Learning Support Group Provision Map'.

The class teacher will discuss the progress a child has made with parents/carers during Parent Evening consultations or arranged meetings throughout the year. A record on the effectiveness the intervention had for the child will be evaluated on the 'Learning Support Group Provision Map'.

Alternatively, if the Class Teacher, in discussions with the SENDCo and Parents/Carers, still feels the child would benefit from more support after the group intervention/s have taken place 'Learning Support Follow-up Assessments' will be booked in. Parents will be informed in writing of when the assessments will be taking place. The SENDCo will analyse the results, feedback to staff and parents. If necessary, a 'School Action Plan' will be written. Parents, Class Teachers and SENDCo will meet termly to discuss the progress made using the new personalised strategies. If concerns continue, from any of the above stakeholders, parents/carers will be asked to seek advice from a professional outside agency (Educational Psychologist, Child Psychologist, Occupational Therapist, Speech and Language Therapist etc).

Wave 3:

If the child has received an assessment from an external professional and received a diagnosis, the child will be added to the Special Educational Needs and Disability (SEND) register. Parents will be informed in writing when their child is placed on the SEND register. Once the SENDCo has received the outside professional report, the SENDCo will write up a summary report sheet for all staff to access (this will only be sent to relevant teaching staff once the consent has been gained from parents/carers). If appropriate, the child will receive direct support from Learning Support Tutors in a one-to-one lesson. An 'individual profile' written detailing the support previously provided in school and suggestions made by the outside professional/s; along with the thoughts of class/subjects teachers and the views of the child. The SENDCo and Learning Support staff will meet with parents/carers on a termly basis to review the progress made by the child, strategies which have been effective and set targets for the following term. The child will also be asked to contribute their thoughts and aspirations into the termly review.

In-class and group support is included in the termly school fees. One-to-one lessons are charged on an hourly basis of £40. The cost of the Learning Support lessons will be added to your termly invoice.

Wave 4:

If barriers to learning are still hindering learning and the resources that St Neot's and parents/carers can provide have been exhausted the SENDCo, Deputy Head Pastoral and Director of Studies will discuss the application of an Educational Health Care Plan (EHCP) with all stakeholders. Previous support will continue whilst an EHCP application is completed and submitted to the relevant council.

If an EHCP is awarded, the relevant Council (for example Hampshire County Council or Wokingham Council) are responsible for the production of EHCP's. St Neot's SENDCo will be responsible for putting in place relevant personalised support, upholding and monitoring aims set within the EHCP and completing an EHCP annual review. At an annual review Parents/carers will be invited along with the professional bodies to contribute to the review and attend the meeting. All other provisions from Wave 4 will remain in place.

Cause for concern

At any stage of the 'wave approach' staff members and parents can raise a concern about a child. Staff members will complete a 'cause for concern' form. The SENDCo will review this concern, will make contact with relevant members of staff providing support and suggestions for the child. Parents/carers will be informed about the concerns raised and discussions will take place; the discussions may take place in the form of talking to the parents at the end of the day, through email or telephone communication or a formal meeting may be arranged.

What happens if Parents/Carers know about their child's SEND needs before arriving at St Neot's

St Neot's does not unlawfully discriminate in any way regarding entry. The School welcomes pupils with disabilities and/or special educational needs. Places are offered to pupils provided we can offer them support that they require and cater for any additional needs and that our site can accommodate them. Therefore, Parents should inform the school regarding any issues impacting a child's progress which are being and/or have not yet been investigated through assessment well in advance of a child's entry to St Neot's. We aim to ensure that all of our pupils, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn.

Where a prospective pupil is disabled, the School will discuss with parents (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if they become a pupil at the School, to ensure that the prospective pupil is not put at a substantial disadvantage compared to a pupil who is not disadvantaged because of a disability. These adjustments may include:

- A list identifying pupils with particular needs (available on the Staff Shared Network, iSAMS and Provision Map).
- Appropriate amendments in class, such as changed seating, or enlarged copies of notes.
- Appropriate risk assessments for hazardous or off-site activities, including the possibility of staff or peer assistance in practical subjects.
- Appropriate staff training.
- An understanding of the child's specific needs
- Working closely with parents and external professionals

There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's disability. For example, if, despite reasonable adjustments, we feel that a prospective pupil is not going to be able to access the education offered, or that their health and safety or those of other pupils or staff may be put at risk, we may not be able to offer a place at the School.

In view of the above, the school will sometimes need to review the specific needs of students and the suitability of the setting if a diagnosis of complex SEND develops after joining the school. St Neot's Admissions Policy can be found on the website. It applies equally to all prospective pupils and details how the school supports applicants with SEN and/or a disability throughout the admissions process.

Before pupils arrive in school:

The SENDCo, and if necessary other relevant staff members, will communicate with the parents/carers about the child's needs via email, telephone communication or through a meeting. The SENDCo will discuss the possible provision your child can be provided with at St Neot's.

When pupils arrive in school:

Once the SENDCo has received all relevant information and paperwork (from the child's previous setting, parents or carers and outside professionals) they will write up a summary report sheet for all staff to access (this will only be sent to relevant teaching staff once the consent has been gained from parents/carers). If appropriate, the child will receive direct support from Learning Support Tutors in a one-to-one lesson. The child will have an 'individual profile' written detailing the support previously provided in school and suggestions made by the outside professional/s. The SENDCo and Learning Support staff will meet with parents/carers on a termly basis to review the progress made by the child, strategies which have been effective and set targets for the following term.

Access arrangements for exams

St Neot's want children to thrive and to be able to show their best during examinations. Children on the Special Educational Needs and Disability register, if appropriate for their barriers to their learning, are provided with:

- Extra time
- An adult to scribe answers
- An adult to read questions or use of a reading pen
- An adult to prompt a child to help with focus
- Use of a chromebook
- Rest breaks
- Sitting the exam in a separate area
- Exam scripts printed on coloured paper

The SENDCo will discuss a child's needs with the Director of Studies. They will consider the child's SEND needs, their usual way of working in the classroom and recent observations made about the child. Parents/carers will be informed, in writing the week before the exam, of the access arrangements being made for their child.

Responsibilities of Staff

Special Educational Needs and Disabilities Coordinator (SENDCO)

The Special Needs Co-ordinator is responsible for the coordination of provision. The work of the SENDCo is overseen by their line manager, the Director of Studies. The SENDCo should establish close working relationships between pupils, staff, parents and outside agencies so that pupils can be helped in a fully supportive environment.

The SENDCo's responsibilities are:

- Overseeing the day to day operation of the schools SEN policy
- Coordinating provision for children with special educational needs
- To communicate regularly with Senior Leadership Team (SLT), Heads of Department (HOD) and class teachers
- To assess pupils highlighted by standardised testing results, parents or teachers
- To help identify children in Nursery and Reception who may require support
- To draw up and maintain the school's Special Educational Needs register
- Working closely with the Learning Support Staff to deliver individualised programmes to children requiring learning support
- Providing training for members of the learning support team
- To support and advise colleagues in Main, Middle, Pre-Prep Schools and Nursery
- To attend weekly staff meetings and put SEN issues on the agenda where appropriate
- Working with classroom assistants in Middle and Prep-prep school to support SEN children
- Overseeing records of all children with special educational needs
- Keeping up to date with new initiatives and national guidance to support pupils with SEN
- Contributing to the service training of staff
- To organise weekly departmental meetings
- To maintain an inventory of equipment and resources
- Liaising with parents of children with special educational needs from Tiny Tuskers up to Year 8
- To work with the Area SENDCo and external agencies to deliver an appropriate programme for pupils on the SEND register
- To work in partnership with other schools to facilitate a smooth transition to and from St Neot's.
- Arranging annual review meetings for children with an Education Health Care Plan (EHCP)
- To produce a budget proposal on an annual basis, to liaise with the Bursar and to manage the SEND budget
- To evaluate the effectiveness of the SEND provision in the school
- To produce a development plan
- To promote and safeguard the well-being of all children
- To liaise with the Director of Studies to make decisions about access arrangements during times of in school assessments and formal examinations

Headteacher and the Senior Leadership Team

The Headteacher and the Senior Leadership Team responsibilities are:

- To manage the work of the SENDCo
- To keep the governing body informed about SEND issues
- The deployment of all special needs personnel within the school
- To provide a SEND budget to provide resources for the department
- To monitor the implementation of the Special Needs Policy
- Set and monitor the overall school policy for inclusion

Class teachers

Class teachers have a responsibility for:

- Make themselves aware of the Schools SEND policy and procedures for identification, monitoring and support

- Identify pupils experiencing difficulties and complete a 'Cause for Concern' form as soon as a concern arises
- Discuss pupils with SEN with the SENDCo and parents/carers
- Discuss progress and areas of improvement for children within their class with the SENDCO
- Contribute to planning and provision to meet identified needs
- Contribute to monitoring and review procedures
- Update the Wave 2 provision map
- Differentiate for pupils within the classroom and meet pupils' needs within the overall framework of inclusion in school

Learning Support Tutors

The Learning Support Staff responsibilities are:

- To liaise regularly with the SENDCo
- To attend weekly departmental meetings
- To communicate regularly with SLT, HOD and class teachers
- To assist SENDCo in informal assessment of pupils
- To screen all new pupils and lower school children with the dyslexia computerised assessment test
- To assist with examination timetabling
- To invigilate pupils with extra time in examinations
- To read and or scribe for pupils where necessary
- To help deliver individualised learning programmes
- Provide in class support children on the SEND register
- To organise and lead a range of groups (social skills, self esteem etc)
- To assist with display work and organisation of equipment
- To assist with record keeping
- To help prepare materials for individual programmes
- To liaise with parents
- To assist with Learning Support workshops and coffee mornings

Working Alongside Parents and Carers

St Neot's recognises the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils; as well as keeping them informed at every stage of our 'Graduated Wave Approach' to support individual needs. The concept of parents as partners is central to the SEN Code of Practice (2015). Therefore we will endeavour to keep Parents/Carers informed about their child's progress at school.

When a child is placed in a group intervention or booster group parents will be informed in writing. They will also be informed of the progress made during the intervention or booster group by Class Teachers or Head of Years.

Once a child is placed on St Neot's Special Educational Needs and Disability register the school SENDCo will:

- Encourage Parents/carers to liaise regularly with the SENDCo to express their feelings about their child's progress. They will meet formally on a termly basis to share the progress the child has made, strategies and resources which the child has benefitted from and targets for the following term.
- Individual Profiles and Individual Education Plans (IEPs) will be updated termly and a copy will be sent to Parents
- Meetings with individual parents are arranged as needed
- The SENDCo will hold termly review meetings with Parents

- Regular workshops for Parents will address issues of concern for many parents such as building self esteem, helping children at home etc.

Sundries

In-Service training

- All staff receive In-Service training about SEN issues. In addition INSETS are provided by outside agencies and by the SENDCo.
- New staff are informed about the school procedures in place for children with SEN. In addition the staff handbook contains a section on this.
- Staff are encouraged to attend courses to receive training in specific techniques relating to classroom management and specific disorders such as autism.

Building Adaptations and Special Facilities

The Lower School building, Main school building and Swimming Pool Building have access for wheelchairs and they both have disabled toilets. The Arts Block has facilities for wheelchair users and a lift to the upper floor.

When pupils transition between phases or year groups in the school:

The SENDCo and Deputy Head Pastoral work closely together to ensure all needs are met when children are transitioning into a new year group or phase of the school. The approach St Neot's takes may vary between year groups and children as we provide support on a personalised basis. However, the support we offer may be in the form of small group sessions, walking the children around the new area of the school, choosing a 'buddy' within their class/form or an older child who they can seek support from, transition booklets at home and at school.

When pupils with SEND leave St Neot's:

When pupils leave St Neot's all information about the child and the additional support they have been given will be passed on to the receiving school (once consent from the parents or carers has been given). St Neot's SENDCo will liaise with the receiving school and complete other transfer documentation required by the school.

Criteria for Evaluating the Success of the SEN Policy

The following criteria will be used:

- The amount of identified teaching time available to support SEN pupils.
- The number of planned programmes of intervention and support.
- Progress made by SEN pupils in standardised and non standardised assessment.
- Children are happy, confident and well motivated.
- INSET time allocated to staff development with reference to special educational needs.
- Parent questionnaires
- Parents are liaising regularly with the Department (through meetings and coffee mornings)
- Staff liaise regularly with members of the Department and differentiate for the SEN children in their classes.
- Recommendations by external agencies are acted upon and incorporated into the curriculum.

Arrangements for Considering Complaints about the SEN provision at St Neot's

In the first instance, complaints should be taken up with school staff directly concerned. If the complaint is not resolved then the matter should be raised with the Headteacher.

SEN Disability Discrimination Statement

The Disability Discrimination Act defines a disabled person as someone who has: 'a physical or mental impairment which has substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities'.

These impairments include learning disabilities, dyslexia, diabetes and epilepsy thus the definition of disability does not just apply to people with a sensory or physical impairment but to a much larger group of people.

St Neot's recognises that it is unlawful to treat disabled pupils less favourably for a reason relating to disability and that it has a duty to take reasonable steps to ensure that disabled pupils are not placed at a disadvantage compared to their non- disabled peers.

Appendix- Information on ELSA intervention run at St Neots

What is ELSA?

ELSAs are Emotional Literacy Support Assistants. The ELSA (Emotional Literacy Support Assistant) project was originally developed within Southampton then Hampshire by Sheila Burton, Educational Psychologist. It was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. It recognises that children learn better and are happier in school if their emotional needs are also addressed.

At St Neots we have two ELSA's who are part of our Learning Support department who have received specific additional training from educational psychologists (from whom they receive ongoing supervision following training). Their role is to support children and young people in school to understand and regulate their own emotions whilst also respecting the feelings of those around them.

The ELSA intervention is not there to fix children's problems. Instead, ELSA support is about developing a respectful relationship in which the young person is enabled to think about their situation without feeling judged or criticised. As the ELSA establishes a warm, respectful relationship with a pupil they provide a reflective space where the pupil is able to share honestly their thoughts and feelings. The ELSA uses basic counselling skills (including active listening, problem clarification, open questions, thinking aloud, verbal and non-verbal prompts) to guide helping conversations. The majority of ELSA work is expected to be delivered on an individual basis, but sometimes small group work will be appropriate, especially in the areas of social and friendship skills. ELSA sessions may be appropriate for children who require support with some of the areas below:

- Social Skills
- Bereavement
- Social Situations e.g. Self regulation and identifying of thoughts, emotions, psychological responses and behaviour
- Therapeutic Stories
- Anger Management
- Self-esteem/ personal identity
- Real-life problem-solving skills e.g. Self regulation and identifying of thoughts, emotions, psychological responses and behaviour
- Friendship (forming and sustaining relationships)
- Anxiety
- Discussing their feelings
- Resolving conflicts

When and how are the ELSA sessions run?

At St Neots, a child will receive between 6-8 sessions for 30 minutes a week. However, as these are planned on an individual basis, there are times when the child will require more, or less, than the average 6-8 week cycle.

The time and place that the sessions take place are fixed. We all like some consistency of routine. Most of us are more comfortable in a familiar environment. Familiarity helps us to relax. By providing a regular time and place for a pupil to meet with the ELSA, the pupil receives the message that they are important. If contact is irregular and in different places, the pupil is likely to feel that they are being fitted in rather than prioritised.

The areas of support a child may require for an individual pupil will be identified in discussion with other staff in the school. Where possible it is also helpful to have pupil input on target setting. Working on what is important to the child is likely to increase the impact of the support. With the programme aims in mind, the ELSA will plan support sessions to facilitate the pupil in developing new skills and coping strategies that allow them to manage social and emotional demands more effectively.

How are parents involved in the ELSA process?

At St Neots, after parents have had discussions with the child's Class Teacher, we write to parents to let them know their child will be taking part in ELSA sessions. ELSA support is regularly available to pupils, so there is no need for parents to anxiously interpret this as an indication that there is something seriously wrong with their child. Before the ELSA sessions commence, parents will be invited in to discuss the ELSA sessions and ask any questions they may have.

Is there any ongoing support once the ELSA sessions have ended?

At the end of the ELSA sessions, the ELSA will write up a document called 'ELSA in class continued support strategies'. This document will list the areas of focus during the sessions and the strategies used to help the child. A list of strategies all staff can use is then listed underneath. The ELSA in class strategies document will be shared with parents in a final meeting at the end of the sessions.

It is not intended that an ELSA works indefinitely with a pupil. In some cases however, a different kind of work may continue more informally, involving a lower level of contact. Some pupils may need to regularly 'touch base' with the ELSA to review their progress. They may need the opportunity to talk about difficulties as they learn to apply with greater consistency the new coping strategies they have developed. New learning will rarely follow an even path. It is helpful however to gradually reduce contact as time goes on. This will avoid over-dependence and encourage the pupil to develop supportive relationships with other adults in school, especially classroom support assistants.

How are ELSA's supported to carry out their role effectively?

The ELSA initiative was set up with recognition from the outset that ELSAs should receive regular professional supervision from an educational psychologist. There is an expectation within the caring professions that practitioners receive supervision from other qualified and experienced practitioners. At St Neots, our ELSAs receive regular supervision with an educational psychologist at their supervision group, which is held twice a term. In the group are ELSAs from other schools in the local area.

Respecting privacy

The following guidance does not apply to safeguarding issues, where the ELSA is obliged to share information out of concern for either the pupil's safety or the safety of others.

In their work ELSAs need to respect the privacy of pupils and their families. With the development of a trusting relationship an ELSA may find that a pupil talks freely and in detail about incidents or situations that are troubling them. There may be times when the ELSA thinks it would be helpful for other members of staff to be aware of a child's concerns or a family situation. Sharing information should be done with sensitivity to the youngsters and their families. For example, to say that a young person is anxious because of some current parental conflict in the home is respectful. To divulge personal details of who said or did what to whom verges on gossip and should be avoided. It may sometimes be appropriate for an ELSA to talk with the pupil about what they would like to share and to secure their agreement so that their trust is maintained. The key guideline is for ELSAs to ask themselves who needs to know and how much they need to know, always keeping the best interests of the pupil in mind. It is not always in the best interests of a pupil for an ELSA to observe the strict code of confidentiality that applies to counselling or psychotherapy.