



Special Educational Needs and Disabilities Policy

1. INTRODUCTION

Saba Verda aims to ensure that all pupils, including those with special education needs (SEN), have access to our curriculum. We are committed to valuing all pupils, irrespective of academic ability, physical or emotional attributes, gender, cultural, religious, ethnic or socio-economic background. We recognise that all children have individual needs and that at some point in his/her school career any pupil may need additional support. The school tries to meet these needs in a way appropriate to the child's age, stage of development and personal circumstances.

Our ethos and educational approach employs whole-class, mixed ability teaching throughout the school which means great emphasis is placed on the teacher's input being imaginative, engaging and inclusive of all abilities and learning styles.

To the extent they are applicable this policy is written in line with the requirements of the following UK guidance:

Children and Families Act 2014

SEND Code of Practice 2014

SI 2014 1530 Special Educational needs and disability regulations 2014

Part 3 Duties on Schools- Special Educational Needs Co-Ordinators

Schedule 1 regulation 51 – Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer Equality Act 2010

Schools Admissions Code 2012

SI 2012n1124 The School Information (England) (Amendment) Regulations 2012 SI 2013 758 The School Information (England) (Amendment) Regulations 2013

2 OBJECTIVES UNDERPINNING THIS POLICY

To identify and provide for pupils who have special educational needs and additional needs To provide support and advice for all staff working with pupils with special educational needs To ensure that all pupils have access to the Curriculum for their age group.

To ensure that we are fully compliant with the SEND Code of Practice guidelines and all statutory requirements

To ensure that the SENCo works with the Saba Verda Inclusion policy.

3 DEFINITIONS

Special Education Needs Provision refers to provision, which is additional to, or otherwise different from, the educational provision made generally for pupils of the same age.

A child is deemed to have a learning difficulty if he or she has a significantly greater difficulty in learning than the majority of pupils the same age or a disability, which prevents or hinders him/her from making full use of the educational facilities of a kind generally provided for children of the same age.

A child has a disability for the purposes of The Disability Discriminations Act 1995, if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to day life. Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area.

In line with the SEND Code of Practice 2014 we understand special educational needs to cover the following broad areas of need:

Communication and interaction. This refers to children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning. Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need

support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties. Children and young people may experience a wide range of social and emotional difficulties that manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs. Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

4 IDENTIFICATION AND ASSESSMENT

Saba Verda understands the importance of early identification and assessment of children with SEND. In practice, the precise causes of special needs may be varied, multiple and, in some cases, hard to identify. Our assessment practices aim to identify difficulties with Communication and Interaction, Cognition and Learning, Emotional, Social and Mental Health and Sensory/Physical Needs in the context of the education of the whole child. We recognize that a child's difficulties may span a number of these broad areas of need.

We acknowledge that all "teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff" (SEND Code of Practice 2014 6.36).

Teachers at Saba Verda know the pupils for whom they are responsible very well indeed. They constantly observe their struggles and successes and assess their progress, making adjustments to their teaching daily in order to meet individual needs. This routine monitoring / continuous daily observations is referred to as 'Quality First Teaching'. Teachers who have concerns about the progress of individual pupils can refer them to the SENCOs for assessment at any time.

To ensure that SEND do not go un-noticed despite the vigilance of the responsible teacher, class screenings are carried out at regular intervals as follows:

Rising five-year old Focus

Towards the end of the Spring Term the Rising Five-Year-Old focus team, comprising the EY teachers, a speech therapist and the Lower School SENCO, carry out an observation/assessment of all rising five year-olds. This is conducted within the familiar surroundings of the child's own class and with their own teacher. During this assessment small groups of children are guided through a short sequence of movements in the form of a narrated journey. It concludes with a drawing exercise which is designed to show where each child is developmentally with regards to his/her sense of balance, sensory integration and coordination. From these observations and subsequent assessments, any difficulties the child may be experiencing will be noted and appropriate recommendations made. These are then shared with the rest of the Early Years Team.

5 A GRADUATED APPROACH TO SEND SUPPORT

As a whole school practice, we use the graduated approach in "the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes" (SEND Code of Practice 2014

6.44). This four-part cycle entails the following steps: Assess, Plan, Do, Review. At Saba Verda it may be repeated on different levels depending upon the needs of the child.

Level 1 (Informal Measures)

If the teacher is concerned that a child's needs are not being met by Quality First

Teaching, the first step is to approach the SENCo for informal advice. The SENCo or Pastoral Lead may visit the class to observe the child and hold a meeting with the teacher to make suggestions, which the class teacher shares with parent(s)/carer(s). These suggestions are then followed and the results observed. This would be the first cycle of "assess, plan, do, review".

Level 2 (SEND Observation List)

If the child continues to struggle or fails to make the progress expected, the following actions may be taken:

A child study might be carried out, calling on the experience and expertise of all staff who teach the child and with permission and input from the parent(s)/carer(s). This might result in particular recommendations for action.

With the agreement of the parent(s)/carer(s), the school's psychologist and speech and language therapists may be consulted. The psychologist and the speech therapist will each assess the child and write a report to help locate and specify any specific learning disability or need of further medical referral

The child's name may be entered on the SEND Observation List (see below). Actions at Level 2 need not be completed before Level 3 or even some actions at Level 4 take place.

Level 3 (SEND Register)

If the child continues to struggle, areas of need are clearly at the "register" level, or progress continues to be slower than expected, the following actions may be taken:

The SENCo may see the child one-to-one to carry out a variety of assessment activities, which would result in a written report containing clear recommendations. This report would be shared in a meeting between the responsible teacher, the parent(s)/carer(s) and the SENCo.

Depending on the results of the SENCo's assessment, a programme of support will be put in place for the child, which may include withdrawn one-to-one or small group interventions. Such interventions would normally involve a maximum of 15 minutes daily and/or one 40 minute lesson a week. As far as possible these are carried out on a rolling rota to avoid interference with the rest of the child's education. Interventions are monitored and reviewed for progress and, if successful will discontinue. If an intervention is unsuccessful at its review point, an alternative is put in place.

Programmes of intervention often involve a number of cycles of "assess, plan, do, review", depending on the nature of the difficulties and the progress made. Such programmes are usually written up as Individual Education Plans and tend to run from October to February and from February to July.

At this point the child's name would be entered on the SEND Register (see below).

Level 4 (Involvement of Outside Agencies)

If despite several cycles of "assess, plan, do, review" at Level 3, it is felt that the child is not making progress, we would consider recommending to parents the involvement of specialists from outside the school, normally through the paediatric department at the "Hospital Verge de la Cinta" in Tortosa, other specialists or social services. (If deemed necessary by the SENCo and/or the

psychologist/speech therapist, and agreed by the parent(s)/carer(s), referrals to outside agencies might have already been made at Stages 2 or 3)

6. RECORDING SEND

Saba Verda keeps 2 lists of pupils whose progress is of concern.

A. The SEND Observation List

This list contains the names of the pupils:

who are being kept under observation by the SENCos while their needs are being addressed by their teachers within the classroom (Level 2).

who are having artistic therapies but no other withdrawn interventions. "Who are taking part in small group "catch-up" programmes who have diagnosed SEND but who do not currently require SEND Provision.

The names on this list are not reported as SEND on the school census.

B. The SEND Register

This list contains the names of all those pupils receiving SEND Provision (see definition on p 2) at Levels 3, 4, or 5. The names on this list are reported on the school census.

Exiting the SEND Register

- Pupils are removed from the SEND Register when they are deemed to no longer require SEND Provision.
- Pupils will be held on the SEND Observation List following removal from the SEND Register and may be reinstated should further SEND Provision be needed.
- Pupils are usually removed from both lists once two sets of annual screening tests have resulted in scores within the average range, unless they have been formally diagnosed with SEND by an appropriately qualified professional outside the school.

7 PARENTAL INVOLVEMENT

Parents are seen as vital partners in their children's education and the school works hard to ensure clear and effective lines of communication between staff and parents.

Informal meetings are encouraged to discuss with parents any concerns of either parent or teacher. Class teachers and learning support teachers encourage parents to meet them and discuss their child's progress. Should parents have concerns regarding their child's needs and/or progress they are encouraged to contact the class teacher or appropriate SENCo.

Communication with parent/carers takes many forms that can include:

- Annual Review Meeting for pupils with Statements or EHC Plans
- Meetings arranged by appointment with Class Teacher, SENCo and other relevant staff members.
Class Teacher's Surgeries
- Home Visits by Arrangement
- Electronic communication, Tapestry
- Regular telephone calls
- Termly Reports
- Whole Class Parent Evenings

8 SENCo (Special Educational Needs Co-ordinator)

The SENCo has a responsibility for the day-to-day operation of the SEND policy.

Their responsibilities include:

- Being a focal point for initial concerns about a child
- Maintaining the SEND Register and the SEND Observation List Liaising with teachers & parents
- Liaising with other professionals
- Advising and supporting other professionals in the setting
- Making access arrangements for exams
- Ensuring that the progress of pupils with SEND is monitored and recorded Ensuring that background information is collected, recorded and updated regularly
- Taking the lead in further assessment of the child's strengths and weaknesses to guide future planning
- Taking the lead in monitoring and reviewing any action taken to support the child
- Ensuring that appropriate records are kept for children with SEND
- Saba Verda's SENCo is Rae Lynch

9 COMPLAINTS PROCEDURE

If a parent or carer has a concern related to Special Education Needs, Saba Verda has a 'complaint policy', which should be followed, with involvement of the relevant SENCo.

10 ADMISSIONS

Where there is an intention to name Saba Verda in EHCP, the school will consider whether its provision is suitable for a child's age, ability and special educational needs and whether placing the child in the school would be incompatible with the efficient education of other children or the efficient use of resources. The courts have interpreted "Unreasonable" behaviour in this context as acting in a way that no other local authority would have acted in the same

set of circumstances.

11 TRANSFER ARRANGEMENTS

With parental permission, relevant information will be sent from this school to the new setting that the child will be attending. With parental permission, the new setting's staff are welcome to visit and observe a session and discuss their child.

12 RELATED POLICIES

This policy should be read in conjunction with the following school policies:

Anti-Bullying policy, health and welfare policy, good behaviour policy

Revised Olivia Doyle and Rae Lynch Oct 2024