



FROEBEL HOUSE SCHOOL SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Introduction

At Froebel House School, we believe that all members of the community have the right to an environment free from intimidation, humiliation and hurt. We all share a responsibility to foster a culture of trust and mutual respect, plus promote and restore relationships. Any form of bullying and/or prejudicial behaviour is unacceptable and will not be tolerated.

Our school does not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

Definition of Special Educational Needs and Disability (SEND)

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEND may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.' (Code of Practice)

Legislation and regulation This policy has regard to:

- The Equality Act 2010;
- The Children and Families Act 2014;
- SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015) (DFE); and
- The Data Protection Act 2018.

Principles underlying practice

The Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN and/or disabilities. The school aims to:

- Focus on inclusive practices and removing barriers to learning;
- Identify early the special educational needs of young people;
- Make high quality provision to meet the needs of young people and to ensure equality of opportunity;
- Take into account the views of young people and their families;
- Enable young people and their parents to participate in decision-making;
- Collaborate with partners in education, health and social care where appropriate;
- Ensure that appropriate resources are available for pupils with temporary or long-term special needs; and
- Provide support for teachers to meet the learning needs of all pupils.

To guarantee the needs of pupils with SEND and/ or differentiated learning needs are addressed, Froebel House ensures the following:

- Teachers identify, assess, plan and monitor pupils with differentiated learning needs
- All pupils with differentiated learning needs will be identified by teachers and monitored regularly via a termly Smart Goals Plan
- The List of Pupils with Adaptive Learning Needs and SEND document tracks all pupils with a differentiated learning need and is updated termly
- Staff develop, monitor and record SMART support measures via a Smart Goals Plan where a need is identified
- Senior staff work in close liaison with teaching staff to ensure confidential communication on learning needs and progress of pupils
- Teach pupils according to their specific needs, recognising their particular strengths and learning needs to promote achievement of their academic potential
- Support staff to develop their awareness and understanding of SEND and inclusion through CPD and access to specialist staff for advice and guidance on a regular and ongoing basis
- SENCo SEND Learning Walks and Observations for pupils requiring identified SEND support
- Where necessary, the Head teacher will communicate with parents the need for further assessment outside of school by other professionals such as Educational Psychologists, Dyslexia assessment, Speech and Language Therapists etc...
- The SENCo and relevant staff will collate evidence to support applications for additional support for example, EHCP

Pupils with SEND are the shared responsibility of all staff. All staff are expected to have an understanding and awareness of the impact of specific learning profiles on teaching and learning and to implement strategies and resources as identified based on individual and collective need.

Identifying special educational needs

Early identification of pupils' needs is the key to unlocking the potential of pupils who may have special educational needs. We adopt a graduated approach to ensure that pupils who do not develop age appropriate knowledge and skills, or who fall behind their peers, are identified as early as possible.

In attempts to understand the learning needs of pupils, we apply the four broad categories of need as set out in the SEN and Disability Code of Practice:

Communication and interaction needs	Cognition and learning needs	Social, emotional and mental health needs	Sensory and/or physical needs
Students who experience difficulty with speech, language and communication.	Students who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes students with mild, moderate learning difficulties to severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general.	Students needs may be manifested in different ways, such as becoming withdrawn or displaying challenging behaviour. These may include being disruptive or self-harming. Students who have difficulty paying attention, or forming attachments with adults also fall into this category.	Students who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available. Students identified as experiencing sensory impairment and/ or difficulties.

The graduated approach

The school's approach to identifying and supporting SEND is informed by the SEND Code of Practice 2015, with four stages of action: assess, plan, do and review, which recommends a graduated response to pupils who may be underachieving, based on a continuous process of assessment, planning and review. The school will make reasonable adjustments to remove barriers to learning or to increase access to all aspects of school life, including academic and extra-curricular activities.

The first response to existing SEND or possible SEND is **high quality teaching** in subject lessons, using differentiated teaching strategies to target specific difficulties. Teachers use data (qualitative and quantitative) that has been collected by the school and any available information regarding existing SEND to gain a full understanding of progress and individual needs. Sources of information might include:

- Standardised tests (recorded on Smart Goals Plans every Autumn and Summer)
- SENCo Observations
- Information from previous schools for new pupils
- Discussions with parents
- Observations in lessons
- SEND Learning Walks
- In-class assessments; and
- Discussions with Senior Leaders.

Universal Support	Targeted Support	Specialist Support
It is our firm belief that pupils' needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all pupils they teach, including those with SEND. At this universal level, we train teachers to deliver high quality teaching, differentiated for individual pupils. We review the progress of all pupils at least three times per year and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual pupils they teach. In addition, teachers and the head teacher talk to students and their parents to gain as full an understanding of their learning needs as possible.	We provide targeted support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to a pupil's learning, or to help them catch up when termly data analysis shows they have fallen behind their peers. Such specific, targeted interventions may be run outside the classroom, and limited to a number of weeks to minimise disruption to the regular curriculum. Most pupils benefit from specific differentiation and targeted in-class interventions.	<p>If, despite universal and targeted support, a pupil is struggling in any of the four SEND categories listed above, and monitoring of Smart Goals plans evidences areas of continuing concern, the Head teacher will discuss with parents next steps regarding outside specialist support e.g. Educational Psychologist, Consultant Psychologist, Dyslexia assessment, Occupational Therapy, Speech and Language Therapy and so on.</p> <p>Sometimes parent/ carers seek out specialist support outside of school (for example, a Dyspraxia assessment) and when this happens we can support in the liaison and recommendations related to this.</p>

Responsibility for SEND

The SEND Code of Practice makes explicit that, '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'. All staff are required to be aware of a

pupil's specific needs and be prepared to differentiate work appropriate. Staff work closely with pupils and parents when reviewing targets and assessing effectiveness of strategies/interventions. In cases where there is a complex need, reviews may need to include outside agencies/specialists.

Raising a Concern – Graduated Response

Froebel House School takes a whole school approach to the provision for pupils with SEND through assessing, planning, delivering, reviewing and recording of information, to ensure that all children achieve their potential.

- **Assess:** The class or subject teacher, working with the Head and SENCo, will carry out a clear analysis of the pupil's needs
- **Plan:** In consultation with the SENCo and or Head teacher, agree the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour
- **Do:** The class teacher remains responsible for working with the pupil. The Head teacher and or SENCo will support the main class teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the implementation of support
- **Review:** The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed (termly); the impact and quality of the support and interventions is evaluated; the support is revised in light of the pupil's progress and development in consultation with the pupil and parents.
- **Recording**
At Froebel House School, pupils recorded as having any type of differentiated learning need including SEND are recorded in the following document: *List of Pupils with Differentiated Learning Needs and SEND*.
All pupils identified in the document above have a Smart Goals Plan which is written by their class teacher and collated termly by the SEND Teacher.

All teaching staff are responsible for their class SEND Folder. This includes records of Smart Goals documents, reports, intervention details, List of Pupils with Differentiated Learning Needs and SEND, training materials and individual class teacher materials.

Referral for an Education, Health and Care Plan

The majority of children and young people with SEND will have their needs met at Froebel House at universal or targeted support level. However, the local authority must conduct an assessment of education, health and social care and prepare a plan when it considers it necessary, this is likely where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available. Nevertheless, the assessment should not be the first step in the process, it should follow on from planning already undertaken with parents and young people during the graduated response.

Statutory Assessment by the Local Authority

In cases where the LA agrees to statutory assessment we aim to secure the best possible outcomes for pupils with Education Health Care (EHC) plans by ensuring that:

- All staff working with the child have read and understood the EHC plan and any specialist reports
- A range of strategies and approaches to support class differentiation is agreed by all those involved based on specialist advice

- A Support Plan is drawn up by the Head, class teacher, parent and teaching assistant which breaks down the EHC plan targets into smaller steps along with a provision map showing when these targets are to be addressed
- Any additional training for teaching and support staff is arranged
- Teachers monitor progress towards meeting agreed outcomes regularly, adjusting planning when needed
- The Head monitors progress termly with all the relevant staff, parents and pupil

All EHC plans must be reviewed annually, but if a child's special educational needs change, a review is held as soon as possible to ensure that the provision specified in the EHC plan is still appropriate.

Transition

Transition can be challenging for many children, but in particular for those pupils with SEND. The following key principles are adhered to in order to support successful transitions for children with SEND. Transition arrangements are made for pupils needing significant support with SEND matters in collaboration with the family, the receiving school and any outside agencies involved:

- An exchange of effective and meaningful documentation in order to understand prior learning need. The Head will contact the previous school.
- When a child with SEND leaves the school, the Head will work cooperatively with the receiving school to provide information about the pupil.

Roles and Responsibilities

At Froebel House School, the Headteacher works closely with a designated SENCo:

- managing the day-to-day operation of the SEND policy:
- providing advice and support to class teachers so that they are able to meet the needs of pupils with SEND / differentiated learning needs
- advising on the SMART approach to providing SEND support
- advising on the deployment of the school's resources to meet pupils' needs effectively
- liaising with outside agencies to gain advice and support for pupils with SEND
- liaising with appropriate schools regarding transition arrangements to ensure that a pupil and their parents are informed about options and a smooth transition is planned
- meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensuring the school keeps records of all pupils with SEND up-to-date
- monitoring the overall effectiveness and quality of provision for pupils with SEND
- contributing to in-service training for staff on SEND issues
- reviewing the school's SEND policy annually
- acting as a link with parents/carers

Class Teachers

- Class teachers are responsible for driving the SMART approach to SEND support. They are supported in this role by the Head and SENCo and, where appropriate, specialist staff, including those from external agencies.

The role of the Class teacher is:

- To meet the special educational needs of the pupils in their classes through quality first teaching, differentiation, targeted support and planned interventions
- To seek the views of parents and pupils and involve them in the process
- To raise concerns about individual children with the Head
- To seek the advice and support of the Head and SENCo where necessary in order to ensure that quality first teaching and planned interventions secure positive outcomes for pupils with SEND
- To monitor and record the progress of pupils with SEND and evaluate the effectiveness of SEN support
- To set challenging targets for pupils and ensure that pupils have access to the full range of resources in order to achieve their targets;
- To request and attend relevant training when the need is identified.

External Agencies

- Hull and East Riding Children's Neurodiversity Service
- Spire Hull and East Riding Hospital
- Hull Integrated Physical and Sensory Service (IPaSS)
- Speech and Language Therapy Service (NHS)
- Child and Adolescent Mental Health Service (CAMHS NHS)
- KIDS Parent Partnership Service
- Dyslexia Sparks
- Hull Council SEND Assessment Team
- Early Help Assessment Team

Internal Policies

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

- Attendance
- Behaviour
- EAL
- Intimate Care
- PSHE
- Supporting Children with Medical Needs