



Highfield Priory  
Independent Day School  
and Nursery

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## Highfield Priory Special Educational Needs Policy

### Introduction

A child has special educational needs if he or she has a significantly greater difficulty in learning than the majority of children of the same age or has a disability, which prevents him or her from making use of educational facilities of a kind generally provided for children of the same age. He or she will require provision, which is additional to or different from the provision generally made for children of their age.

### Rationale

At Highfield, we believe that every child should have the best possible learning opportunities; we have high expectations of both our children and staff. We believe that every child should be treated as an individual, whatever their gender, race, faith, ability, nationality or age. We recognise that some children may have particular needs or disabilities and we take specific action to support and encourage these children within school.

We enable all children to participate fully in learning activities and experiences by responding to the individual needs of each child and work closely with Parents/Carers and other agencies to monitor a child's progress and provide effective, additional support.

### Aims / Objectives

The emphasis of our SEN policy is on the early identification of any difficulties a child may have and then offering an appropriate learning environment in which we provide a range of differentiated activities to meet children's individual needs.

- We aim to work closely with parents. We will always consult with parents if we feel a child is having difficulties and will take seriously any concerns raised with us by parents.
- We ensure 'due regard' to the DfEE SEND Code of Practice (2015), Disability Discrimination Act (2005), Children Act (2004), Every Child Matters Framework and DfES Ofsted Standard 10 (2001) Children and families policy act (2014)
- Ensure that all staff are aware of the policy details.
- Identify the necessary provision and staff arrangements to meet the particular needs of children
- Set high, but achievable targets for children with staff, parents and children
- Liaise with organisations and agencies concerned with SEN and disabilities and make effective use of any available LA funding and resources to meet the identified needs of children.
- Ensure that staff have opportunities to undertake specialist training related to SEN, to improve and update their knowledge and understanding

## Role of the Special Education Needs Coordinator (SENCO)

The name of our SENCO is:  
Mrs J Street

- Ensure objectives of SEN policy are reflected in practice
- Attend relevant training courses for SENCO development
- Ensure class teachers are familiar with procedures for identifying and monitoring children with difficulties
- Work alongside Teaching staff to set achievable targets, Individual Education Plans (IEP)
- Liaise with other professionals, organisations and agencies concerned with children's special education needs and disabilities
- Monitor, review and evaluate the SEND policy in line with DfEE Code of Practice (2015) and Ofsted Standard 10 (2001)
- Ensure that staff have opportunities to undertake specialist training related to special educational needs and to improve and update their knowledge and understanding in this area

### Identification and Assessment of children with SEN:

Regard is made to the code of practice for the identification and Assessment of Special Educational Needs. Concern for a child's progress may be triggered by teacher observation and assessment, parental concern, PIPS results, exam results, reading tests, reports from previous schools and medical history. We use a graduated approach to identify and meet children's special educational needs, in line with national and local procedures. Pre Assessment CAF forms are completed and where necessary a child is put onto a CAF. This involves a systematic cycle of assessment, planning, action and review, recording clear targets and strategies for development and progress. Staff who have concerns about a child's learning or behaviour will initially fill out a cause for concern form outlining their observations. This information is used by the SENCO to decide appropriate additional support and where necessary do screenings or seek additional advice depending on the concerns raised. Procedures for screening children are set out in appendix b.

### Admissions arrangements for children with SEN

Pupils will be considered as candidates for admission to the school subject to the availability of a place and the pupil satisfying the admission requirements at the time.

A potential pupil with SEN will not be prevented from access to this same consideration on the grounds of their disability. Applications will be treated no less favourably than applications from other children. Pupils identified as having additional needs in early years and moving to key stage 1 will continue to be monitored. The Early Years SENCO and school SENCO will review any additional support necessary as the child moves into KS1 and will discuss such arrangements with the child's parents.

A pupil moving from key stage 1 to key stage 2, will be required to exhibit competence by reaching a satisfactory standard of attainment in the school's entrance tests (KS1/KS2) Evidence of progress and attainment over time, together with any information from documented reports will form the basis of the criteria. Note also the School's terms and conditions (Paragraph 6a)

Under the School's Terms and Conditions (Paragraph 7g):

"You may be asked to withdraw your child without being charged fees in lieu of notice if, in the opinion of the Head, the school cannot provide adequately for your child's special educational needs."

### Staffing and Resources for children with SEN

Activities are differentiated to meet all individual needs within the classroom setting. Specialist resources and assessment material is located in the learning support room. Individual and small group teaching is given to children in this room by the SENCO for .5 each week. Further information regarding the access of the curriculum for children with additional needs can be found in the school accessibility plan. During small group or individual lessons it is possible that issues may be raised relating to aspects of FBV and terrorism/radicalisation. We as a school are aware that these need to be handled with due consideration to our Prevent Duty. All staff are aware of this and have taken part in radicalisation training. If anything is raised in these lessons which gives staff cause for concern they are aware of the process they need to follow and the appropriate member of staff they need to contact if they feel further guidance is required.

## Inclusion

We ensure that children with special needs are fully integrated into the daily groupings of the children and their routines.

In order to make appropriate and effective provision or adaptations, we collect information from Parents/Carers to find out the children's:

- Visual/hearing needs
- Physical needs
- Emotional needs
- Learning needs
- Self-help needs
- Communication needs.
- English as an additional language

We ensure that children with special educational needs and disabilities are involved in play activities alongside other children wherever possible.

We encourage and support children with special educational needs and disabilities to play confidently with other children and make a positive contribution.

We develop activities and experiences to raise the other children's awareness of positive images of disability and difference.

We make flexible arrangements for additional adult support to enhance social interaction, avoiding segregating children from playing with their peers.

We use a range of strategies to engage the children in play, and provide learning activities to suit individual children's most effective style of learning.

## Pupils with English as an additional language (EAL)

The term EAL is used when referring to a pupil whose main language at home is a language other than English. We recognise that for some children who are learning English as an additional language support will be necessary to enable them to communicate effectively and participate in the full curriculum.

We aim to give all pupils the opportunity to overcome any barrier to learning and assessment

We welcome and value the cultural, linguistic and educational experiences that pupils with EAL can bring to the school.

We aim to help all EAL pupils become confident and fluent in speaking and listening, reading and writing in English. EAL Pupils may be offered individual or small group lessons with the SENCO in order to support their learning of English.

Refer to **appendix a** for strategies for teaching and learning.

## Physical environment

We make reasonable adaptations and arrangements so that children with special educational needs and disabilities can join in all play areas, both indoors and outdoors.

We make every effort to organise appropriate space for the children's supported and independent movement.

We make every effort to ensure that children with special educational needs have easy access to toilet and eating facilities.

We arrange respectful privacy for children with special educational needs at times of specific medical care or welfare.

## Partnership with Parents/Carers

We encourage parents to work closely with staff to support their children's individual needs.

We make time to focus on discussion of the children's strengths, as well as their needs.

We check that parents understand the graduated procedures of intervention.

We respect the different perspectives and needs of parents.

The Special Needs Co-ordinator and other staff ensure that there is consistent communication and consultation with parents. The first contact with any professional outside of the school will be made only with written parental agreement.

We consult with parents about information that should be shared with others.

### Multi-agency collaboration

The Special Needs Co-ordinator liaises with other supportive agencies to develop good working relationships.

We gather information on relevant contacts and services to share with parents.

We try to achieve a good relationship for information sharing, collaboration and understanding with other professionals in order to take into account the complete needs of the child.

### School Action:

*\*Support which is additional to and different from that provided as part of the usual differentiated curriculum*

When we have observed/assessed a child and have agreed that there is a concern the class teacher will discuss the concern with parents and complete an initial concern form.

We decide with parents how we will address and monitor the concern and when we shall review progress. Where necessary the child will be offered additional support by the learning support teacher on an individual basis or in a small group.

The class teacher and the learning support teacher set targets for the child either through differentiated planning, specific strategies and/or a written IEP, (or a combination of these).

Progress is recorded in relation to the targets through observation, samples of work and ongoing assessment as appropriate.

Parents are kept informed of their child's progress and the application of any strategies, which may be deemed appropriate.

Children receiving individual intervention/ support or with a diagnosed special educational need such as dyslexia will have an IEP which should be a working document. This details provision which is additional to or different from that which is provided for all pupils through the differentiated curriculum. IEPs should be reviewed at least twice a year.

Pupils who have been diagnosed with Dyslexia or who we have identified as having specific difficulties with spelling and/or reading will have the opportunity from year 3 to attend an IDL group for 3 sessions a week.

### School Action Plus:

*\*Support necessary to need evidence and advice from external specialists, resulting in provision based upon this external input*

With written parental permission and in conjunction with the Head, the class teacher/SENCO may suggest that Parents consider seeking the help of an Educational Psychologist who will assess the child's difficulties and suggest strategies to help overcome/cope with the problem areas. These strategies will then be used in the formulation of a new IEP.

We then follow the same procedures as at School Action.

If the Educational Psychologist suggests that the child's difficulties are sufficiently severe we consider referral to the LA Educational Psychologist for possible statutory assessment.

### Statutory Assessment:

In conjunction with parents we take advice from the LA's Educational Psychologist/Assessment Team with regard to a formal assessment and procedures relating to the possibility of the child having a statement of Special Educational Needs or EHC

Monitoring and Evaluation:

The SEN policy and practice will be monitored and reviewed annually, or as required by the SENCO and Head Teacher.

Annual Staff Training events and INSET sessions will focus on information and updating for early years staff, as appropriate.

Challenging inappropriate attitudes and practices - reviewing and monitoring will link to PSHEE Policy Documentation [for children] and Staff Handbook [for staff]. Senior Management Team meets weekly.

Complaints in Relation to SEN Provision:

Parents are expected to follow the complaints procedure as set out in the school's terms and conditions documentation. The school will endeavour to resolve all complaints in the best interests of all parties.

**Appendix a**

Strategies and additional information for teaching pupils with EAL;

- The school environment should be socially inclusive, valuing cultural differences.
- The child's strengths should be identified and the time it takes to become fluent in another language acknowledged.
- Show differentiated work in planning for EAL pupils.
- Have high expectations; expecting pupils to contribute and encouraging more than one word answers.
- Recognising that EAL pupils may need additional time to process and vocalise answers
- Give newly arrived pupils time to absorb English (there is a recognised silent period when children understand more English than they use. This passes if their self-confidence is maintained.)
- Use groups to ensure that EAL children hear good models of English.
- Provide a range of reading books that highlight the different ways in which English is used.
- Provide phonic software and audio books as appropriate.
- Ensure that there are many opportunities for talking with both adults and peers.

The unique child

- Ensure that all families feel included and are able to participate in their childcare and learning experiences.
- Keep children safe when they may not understand verbal instructions.
- Make sure that names are correctly pronounced.
- Genuinely welcome all families and children without prejudice.

**Appendix b**

**Dyslexia and Screening children at Highfield**

**What is dyslexia?**

Dyslexia is a specific learning difficulty characterised principally by problems in certain aspects of language processing. Dyslexia is generally inherited and is independent of intelligence or social background. It is a constitutional condition in which various neurological systems work differently to the way they work in non-

dyslexic individuals. The main neurological systems affected are those that deal with processing of phonological information and auditory working memory; in other words, those involved in storage, processing and recall of information about the sounds of language (phonemes) and how these relate to the symbols of written language (graphemes). This results in difficulties in acquiring the skills of reading, writing and spelling (and sometimes numeracy), as well as problems in activities that require rote learning and recall, e.g. examinations. One of the most common and pervasive difficulties in dyslexia is in acquiring what teachers usually refer to as 'phonics', i.e. in learning the relationships between letters and sounds and using this knowledge to decode unfamiliar words and write words that are spelled regularly. Some dyslexics show considerable talents in other areas, e.g. visual or practical thinking skills, creativity and imagination. The principal theory of dyslexia, and the one that has the greatest weight of scientific evidence, is known as the 'phonological deficit theory' (Snowling, 2000). According to this theory, certain parts of the brain that are responsible for the storage, processing and recall of information about speech sounds do not function as efficiently as they should. Consequently, any activity that depends heavily on these systems (such as reading and writing) is particularly difficult. The phonological deficit theory is not the only theory about dyslexia. There are other theories which attribute dyslexia to malfunctioning in the visual system, or in the neurological systems concerned with balance, motor control and skilled learning generally. Although the possibility of some dyslexic individuals having neurological abnormalities other than those in the phonological processing system cannot be ruled out, the evidence to support these alternative theories is comparatively weak.

### **Procedure for screening**

Children who are having difficulties in any area of the curriculum or where there are social or behavioural issues are first observed by class teachers. Oral and written work may be monitored and behaviour both in and out of the classroom. Other teaching staff who work with that child may also share their input. Class teacher may then fill out a course for concern form detailing areas of difficulty and concern.

Forms are given to the SENCO to decide on how to proceed. Where the difficulties are in literacy and especially where there is a difference between the child's verbal and oral skills compared to written or reading, the child will be screened with the LUCID Rapid dyslexia screening programme.

Children aged 4-7 screening includes phonological processing, auditory sequential memory and visual verbal memory.

Children aged 8-11 screening includes phonological processing, auditory sequential memory and phonic decoding skills.

Children may be identified for screening any time from year 1-6. Occasionally children develop excellent coping strategies so it is only in the upper junior classes that the difficulties are observed.

Most children are put forward for screening towards the end of year 1 and in year 2

In both screening tests results are given in a probability scale with chance of dyslexia being very high, (greater than 95% chance) high (90% chance) moderate (75% chance) or low (less than 10% chance).

#### **Procedure following screening**

- Parents are informed of the results in a meeting following the screening. With advice and course of action agreed.
- Children aged 7 or over with a moderate or higher chance are offered the chance to go in the IDL programme, an intervention programme run 3 sessions a week at school with options to do additional sessions from home.
- Children may also be offered an individual or group session of learning support based on their needs.
- If a child is over 7 and the result is moderate or higher parents will be encouraged to consider having the child fully tested for Dyslexia. Most centres require children to be aged 8 or over to complete these assessments
- Children who are too young for formal assessment will continue to receive support in school and may be rescreened between 7 and 8 if necessary
- Parents who have their child assessed are asked to share the report with school and recommendations will be considered and implemented where practical

The Education Committee is responsible for this policy.

Date Last Reviewed: Sep 2018

Next Review Date: Sep 2019

### Authority

The Full Board of Governors, by delegation to sub-committees, is responsible for formulating the policies and procedures that will ensure the school continue to achieve the aims of the overall school strategy. Hence, each sub-committee has Terms of Reference and assigned responsibility for policies within that scope. The sub-committees are: Finance and General Purposes, Health and Safety, Education, Education and Marketing.