

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



PARKSIDE
SCHOOL

Edition: 22 July 2020

LEARNING ENRICHMENT POLICY

(Special Educational Needs and Disability)

**This policy is applicable to the whole school,
including the Early Years Foundation Stage (EYFS)**

References:

ISI: Commentary on the Regulatory Requirements 2019-09 (September 2019)
Keeping Children Safe in Education (September 2019) (*KCSIE*)
Working Together to Safeguard Children (August 2018) (*WT*)
Statutory Framework for the Early Years Foundation Stage (Childcare Act 2006) (revised April 2017)
DfE: Mental health and behaviour in schools (March 2016)
DfE: Counselling in schools: a blue print for the future (February 2016)
EHR: Reasonable adjustments for disabled pupils (2015)
Children and Families Act 2014 and the *SEN and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015)*.
Education (Independent Schools Standards) (England) Regulations 2014
Equality Act 2010

1. Introduction

Parkside School (the School) is committed to providing the best possible care and education to its pupils and to safeguarding and promoting the welfare of children and young people.

2. Scope of this Policy

Our Learning Enrichment Policy (Special Educational Needs and/or disabilities ('SEND')) Policy outlines the procedures carried out at the School to ensure all pupils have access to the curriculum and extra-curricular activities.

SEND: A special educational need includes any pupil who -

- Has significantly greater difficulty in learning than the majority of children of the same age.
- Has a specific learning difficulty such as dyslexia, dyspraxia, dyscalculia, etc.
- Has a physical or medical difficulty.
- Has a behavioural or emotional difficulty.
- Children must not be regarded as having a learning difficulty and/or disability solely because the language or form of language of their home is different from the language in which they will be taught. Please refer to our English as an Additional Language (EAL) Policy.

Definitions

- **A child of compulsory school age or a young person has a learning difficulty or disability** if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age. See the SEN Code.
- **Disability** is defined as 'a physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities'. See The Equality Act.
- **Definitions of Impairment, Disability and Handicap**
 - Impairment:* any loss of normal functions, however small.
 - Disability:* factors which cause an individual to be unable to carry out certain ordinary activities in a given family or social context.
 - Handicap:* impairing factors that not only prevent individuals leading a normal life but also lead to disadvantage or significant handicap.

3. Aims

We pride ourselves on taking the School's aims of creating a happy, safe and nurturing environment and preparing an inspiring, diverse and challenging education where our pupils' passions and talents are discovered, celebrated, nurtured and developed.

We aim to develop each child academically, physically, socially and emotionally, while drawing out their capacity for compassion, generosity and understanding.

Links to other policies

- Admissions Policy
- BYOD Policy
- Curriculum Policy
- Data Protection policies
- EAL Policy
- Equal Opportunities Policy
- E-Safety Policy
- Health & Safety policies
- IT Acceptable Use Policy
- Safeguarding Policy
- Teaching & Learning Policy
- Whistleblowing Policy

4. Admissions Policy

No child will be discriminated against because of his/her individual needs. Parents of a child with SEND should provide the Head with full written details when applying for a place and ensure that such details are regularly updated. The School will consult with parents about the adjustments that can reasonably be made for the child both during the admission process and later as a pupil. The School will take all reasonable steps to support pupils with SEND through providing appropriate provision, whilst encouraging full integration in all class and school activities wherever possible. All pupils entering the School after Reception class are tested in reading, spelling and mathematics. Liaison takes place between parents, previous school, educational psychologist (if appropriate) and any other relevant agencies. The SENCO disseminates information to keep staff fully informed about the needs of all pupils with SEND.

5. Partnerships

Partnership between school and family is one of the keys to successful intervention. The most effective provision for pupils with SEND will be made when there is an open, working partnership between home, school and professionals. We pride ourselves on our close working relationship with all our parents and families of our pupils with SEND.

6. The Role of the SENCO

The Prep / Pre Prep SENCO is responsible for the following:

- The SENCO reports directly to the Head.
- Liaising with the EYFS SENCO
- The day-to-day operation of the School's SEND Policy.
- Liaising with and advising fellow teachers and teaching assistants including disseminating all information.
- Liaising with Learning Enrichment teachers.
- Liaising with all involved with respect to ISPs.
- Co-ordinating provision for pupils with SEND.
- Maintaining and overseeing the records of all pupils with SEND.
- Liaising with parents of pupils with SEND.
- To keep staff fully informed about the needs of all pupils with SEND.
- Contributing to the in-service training of staff with regard to SEND.
- Liaising with external agencies.
- Liaising with other schools on transfer of pupils.

The EYFS SENCO (Nursery and Reception) is responsible for the following:

- As above +
- Liaising with and advising EYFS staff.

7. Identification and Assessment

All of the following procedures would involve parental liaison and agreement before any action is taken. Pupils will be assessed according to the procedures set out in the latest *SEND Code*. A graduated response will be adopted and, if necessary, pupils will be put on SEND support.

Statutory Assessment will be sought for any pupil who, despite a prolonged period of intervention and involvement of outside agencies, fails to make adequate progress.

The importance of early identification, assessment and provision for any pupil who may have SEND cannot be over emphasised. The earlier action is taken, the more responsive the pupil is likely to be.

All pupils from Year 1 upwards are assessed in reading, comprehension, spelling and mathematics.

Year group	Term	Type of assessment
EYFS	On entry and ongoing	Two year check, Tracker and ILD (Interactive Learning Diary)
Years 1 to 7	Autumn Autumn Summer Summer	GL Adaptive Reading Test PASS GL Progress in Maths/English GL Single Word Spelling Test
Years 6, 7 & 8 Years 2 & 4	Autumn Summer	CAT 4 CAT 4

In the Nursery and Reception, The EYFS “Development Matters” Profile and tracking system through ILD is used to monitor the seven areas of learning. Key Persons, Teachers and all other staff will closely monitor the children.

In the Pre Prep and Prep, pupils are monitored continually through class work, informal tests, school exams and standardised tests.

Pupils who are identified as having SEND will either be monitored closely or an individual programme will be drawn up. This will initially be delivered by the teacher, who may involve a teaching assistant. Following on from this a specialist teacher or other professional may begin an individual teaching programme.

The following steps are taken by staff who identify a pupil as having an area of difficulty:

1. Teacher/Key Person approaches SENCO to discuss pupil’s difficulty.
2. SENCO will look at books/Learning Journal and discuss difficulty with teachers and will decide whether to monitor pupil or to initiate a graduated response.
3. English/Maths/class teacher who identified difficulty will telephone parents to inform them of the concern and to invite them to visit the School to discuss the pupil.
4. Pupil has an assessment and SENCO discusses findings with parents.
5. Letter is sent to parents confirming discussion and any strategies that are considered necessary.
6. ISP (Individual Support Plan) is written in consultation with the pupil and circulated to all staff. ISPs are a means of recording targets specific to the pupil’s individual needs, which record what is different / additional to ordinary differentiation.

The pupil’s progress will be reviewed at the end of each term. With the help of their Specialist Teacher the pupil will evaluate their achievements in relation to their targets and the following options will be taken:

1. Continue individual programme of teaching, liaising with subject specific staff. Update ISP termly or before as required.
2. Continue individual programme and recommend further investigation from Educational Psychologist, Speech Therapist or other professional.
3. Discontinue individual programme but monitor closely.

8. Pupil Welfare

With respect to latest iterations of *The Equality Act* and *KCSIE*, we identify individual needs at the earliest stage and provide specific support thus ensuring our pupils maintain high levels of self-esteem which enables them to achieve their full potential. We are constantly modifying our installations to accommodate the needs of all. Every pupil, regardless of ability, is offered the chance to participate in a wide variety of sports and to represent their School.

9. Liaison with Outside Agencies / Referral

Sometimes it may be appropriate to seek advice from outside agencies. We work closely with many specialist services including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Behavioural Psychologists
- Counsellors

Parents are consulted by the SENCO or by their pupil's specialist teacher if such advice is considered beneficial and the ultimate decision to pursue such services lies with the parent. Any costs incurred will be met by the parents.

10. Provision and Resources

The SEND Department in Early Years consists of the EYFS SENCO, supported by Speech and Language Therapists and the Surrey Early Years Advisor.

The SEND Department in the Pre Prep and Prep School consists of the SENCO and two specialist teachers. In addition there are teaching assistants in Pre Prep and Prep School. The Deputy Head (i/c Pre Prep and EYFS) and the Assistant Head (Academics) liaise with the SENCO. All members of staff can contact the Learning Enrichment Department if they have any queries or concerns about pupils.

Pupils are taught on a one-to-one basis, in small groups and also in a class group for both Literacy and Numeracy. There are independent Speech and Language Therapists who can visit school weekly as necessary, and other specialists are seen out of school hours.

11. Communication within School

There are weekly staff meetings and briefings where individual pupils causing concern are discussed and planned interventions outlined. Present are Form Teachers, subject specific teachers, Deputy Head and the SENCO.

ISPs and Pupil Passports are available in 'Staff Share/The Secure Zone' on the School's computer network, which staff are encouraged to review regularly. Helpful advice for classroom strategies and up to date information regarding SEND issues are available from the SENCO.

12. Communication with Parents

It is vital that parents discuss problems relating to their children as soon as they arise. The School welcomes and encourages the establishment of close working links with the parents of all pupils with SEND.

The SENCO and other specialist staff attend Parents' Evenings to discuss each pupil's progress. Information is also provided to future schools, where appropriate, outlining the areas covered and the need for any future provision.

13. Pupils with Education and Health Care Plans (EHC plans)

The SENCO is responsible for ensuring that the needs of these pupils are met as far as the School is capable in accordance with the needs set out in the EHC plan and within the resources allocated to the EHC plan.

14. Annual Review

The SENCO is responsible for ensuring that appropriate arrangements are made in accordance with the latest iteration of the *SEND Code* for preparing and conducting the Annual Review.

15. Complaints Procedure

1. If a parent is concerned about anything the School does or proposes to do when dealing with issues of a pupil with SEND, an approach, in the first instance, should be made to the SENCO either by telephoning or in writing. A meeting between the parent and the SENCO plus, if necessary, the class and subject teachers could be arranged to discuss the concern or complaint in more detail.
2. If after this initial consultation, a parent is still concerned, then an approach to the Deputy Head, as appropriate, should be made either by telephone or in writing.
3. If there is still a concern please refer to the School's Complaints Policy.

16. Evaluating the success of SEND provision

We will use some or all of the following criteria to evaluate success:

- Pupils are meeting targets set by subject staff. Reviews indicate success.
- Pupils are aware of the ISP and targets set. They are motivated and encouraged to meet them.
- Pupils are experiencing some success in all subjects by working on appropriate differentiated materials.
- Regular annual testing of spelling, reading comprehension and mathematics to measure pupils' progress and indicate where additional help is required. Whole school testing will take place on an annual basis.
- Regular reports from subject staff will give an overall picture of the progress made.
- In Early Years, success is evaluated through ELGs and liaison with Key Person/Parents/Specialists.

17. Monitoring, Evaluation and Review

This Policy is monitored, evaluated and reviewed on a biennial basis by the Senior Leadership Team.

The person responsible for the overall management of this policy is:

- **Nicole Janssen** (Head)

The person responsible for day-to-day co-ordination of this policy is:

- **Liz Whitty** (SENCO) Pre Prep and Prep School (Y1 to Y8)
- **Madeline McMurdo** (EYFS SENCO) Nursery and Reception EYFS

The link governor for SEND is:

- **Karen Keane**

DW

Reviewed: Autumn Term 2018

Approved by the Governors' Education Committee: 8.11.18

Approved by the Board: 24.6.19

Interim review by SLT: 22.7.20

Next review: Autumn Term 2020

Appendix 1: Pupil use of laptops

Refer to Appendix 3, BYOD Policy for the User Agreement.

Pupils in Years 5 to 8 will be allowed to use a personal IT device (e.g. laptop/tablet) for educational purposes if the pupil has an Educational Psychologist's report and/or other Specialist report, which specifies that a personal IT device is recommended.

Pupils must present their personal IT device to the Learning Enrichment and the ICT departments for inspection before using it in School. The equipment is for word processing only and must not be used for any other reason whilst on school premises. No other pupil other than the owner of the personal IT device may use it in School.

Individuals must provide their own IT device and parents should take out suitable insurance cover. The IT device remains the responsibility of the individual and when not being used in class must be stored in a safe designated area such as the 'Laptop Hotel' in the School Office. It must be taken home every night and charged.

The IT device remains the sole responsibility of the pupil and parent. With regret, the School will not be able to assist with any technical issues arising with personal IT devices.

If pupils are required to hand in work at the end of a lesson they must save it onto a memory stick for the teacher to print out. Pupils should have memory sticks for this purpose. Homework deadlines must be met the same as any other pupil – work can be emailed to staff if mutually agreed.

In order to be able to use a personal IT device in class pupils must be able to type at a speed deemed sufficient by School to be sufficient for them to keep up in class. Pupils will be required to attend touch typing classes to enable them to reach an adequate level of proficiency and develop their touch typing skills. All pupils who use a personal IT device are required to take a touch typing assessment and to take further regular assessments to monitor their touch typing skills and progress.

Pupils must demonstrate to the Learning Enrichment Department that they can:

- Type to a speed deemed sufficient by the School.
- Set up a document unaided.
- Lay out the page with date, title and class work / prep.
- Set up subject folders.
- Save work into the relevant folder.
- Save work to a memory stick in the required format.

Pupils and parents must sign the User Agreement (See Appendix 3, IT Acceptable Use Policy) to state that they will comply with the School's BYOD Policy. Failure to comply will result in the pupil not being allowed to use their personal IT device in School.

Laptop use in exams

Pupils, who require the use of a personal / School IT device to support their educational and / or medical needs, are also allowed to use such facilities in internal and external examinations, provided that all specialist documentation is up to date. For external exams it is also a requirement that the use of an IT device is the normal form of written communication in School.

The School will provide word-processing devices for exam purposes, as pupils are not allowed to work on their personal IT devices in exams. The school machines will be set up such that pupils are prevented from accessing spell-check, thesaurus, personal files, email or internet. Pupils will be shown how to use the IT device when they are set up as such. At the end of each exam, pupils will be required to print off their work and sign a cover sheet to confirm that the printed document is complete and is their work.

See E-Safety, IT Acceptable Use and BYOD Policies.