



OLD BUCKENHAM HALL

A leading co-educational preparatory school for children aged 2-13 years

Special Educational Needs and Disabilities (SEND) Policy

OBHP27

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Special Educational Needs and Disabilities (SEND) Policy

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Introduction - Aims

At Old Buckenham Hall School our aim is that every child is supported to achieve their full potential both inside and outside of the classroom. We consider it important that all children are encouraged to have high aspirations for themselves and are supported to overcome any barriers to their learning and the achievement of their aspirations. This is led and promoted by the core values that underpin the school's Learning Success Department which strives to promote:

- Excellence
- Challenge
- Inspiration
- Self-belief

Our SEND policy and information report aims are to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND) from EYFS to Year 8.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and guidance

This policy and information report is based on the good practice set out in the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and informed by the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report.

OBH actively fulfils its duties by:

Preventing Discrimination

Making Reasonable Adjustments

Strategic Accessibility Planning

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they experience:

- A significantly greater difficulty in learning than the majority of others of the same age,
- or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

A child or young person is defined as having a disability if they have a *“physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities”*

Special educational provision is educational or training provision that is additional to, or different from, provision that is made generally available for other children or young people of the same age by mainstream schools.

Not all pupils with a disability have Special Educational Needs (SEN), and not all pupils with SEN meet the legal definition of a disability. However, where a pupil's disability hinders or prevents them from

using the educational facilities generally provided for others of the same age, they are treated as having SEN, and appropriate special educational provision will be made.

School Duties Regarding Disability

At Old Buckenham Hall we recognise and work with children with mild, moderate and specific learning difficulties. We work to support all children to ensure no one is at risk of being 'lost' in the classroom.

4.1 Roles and responsibilities

At Old Buckenham Hall we consider the Learning Success Department is an important part of the school. The role of the SENCo is fulfilled by the Head of Learning Success and is a full-time position. The school also has as part-time deputy SENCo. The Head of Learning Success is also a member of the Senior Management Team (SMT).

The role of the Head of Learning Success are as follows:

- To work with the Headmaster to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of the specific provision made to support individual pupils with SEND.
- To provide professional guidance to colleagues and work with staff, parents and professional advisors to ensure that children receive appropriate support and high-quality teaching.
- To be the point of contact for external agencies and professionals involved in supporting specific children with SEND.
- To liaise with the Director of Senior School Admissions to support conversations about future schools where appropriate for those children accessing the Learning Success.
- To work with the Headmaster and School Nurse to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- To regularly appraise the Learning Success Department in line with the school Appraisal Policy OBHP39.

- To ensure the school keeps the records of all the pupils with SEND up to date.

4.2 The Headmaster

The Headmaster will:

- Work with the Head of Learning Success and Governor with responsibility for Academics to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or disability.

4.3 Class Teachers (including Form Tutors and Subject Teachers)

Each teacher is responsible for:

- The progress and development of every pupil in their class.
- Ensuring they follow the school's SEN policy.
- Working closely with any teaching assistant or specialist staff to plan and assess the impact of support and intervention and how they can be linked to classroom teaching.
- Working with the Head of Learning Success to review each pupil's progress and development and to offer advice on any changes to provision.

5. SEND information report

5.1 Old Buckenham Hall currently provides additional support for a range of needs, including:

- **Communication and Language needs**
Specifically - Autistic Spectrum Disorder (ASD), Sensory Processing Disorder (SPD) and Speech and Language difficulties.
- **Cognition and Learning needs**
Specifically - Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia and other Specific Learning Difficulties (SPLD)

- **Social, Emotional and Mental Health Difficulties**
Specifically – Attention Deficit Disorder (ADD), Attention Hyperactive Deficit Disorders (ADHD), and Anxiety
- **Sensory and/or Physical Needs**
Specifically – processing difficulties, dyspraxia and hypermobility.

5.2 Identifying pupils with SEND and assessing their needs

Children are assessed on entry to the school as outlined in the School's Admissions Policy (OBHP02). Learning Success Provision is offered in line with section 5.5 of the SEND policy (this policy). Alternatively, a period of monitoring may be agreed with the school and the child's parent or guardian on admission. Where an additional report or assessment has taken place at the request of the parent, either before taking up a place at the school or once in attendance, these recommendations are taken into account and used to inform the support provided for the child where possible.

Form and Subject teachers supported but the Deputy Head Academic, regularly assess the progress of all children in the classes or set groups as outline in the Schools Assessment, Feedback and Reporting Policy (OBHP45). The fore mention policy outlines the procedure for requesting an initial cause for concern assessment which is conducted by the Head of Learning Success or a member of the Learning Success Teaching Team. A child who is referred for an initial cause for concern assessment with the agreement of the child's parent or guardian should be recognised under one or more of the following criteria:

- Performing significantly slower than their peers when starting from the same baseline,
- Not meeting their previous rate of progress,
- Showing signs of a widening attainment gap,
- Showing signs of losing confidence in their approach to the classroom

It is recognised that slow progress and low attainment will not automatically mean a child will go on to be identified by a professional assessor as having a SPLD or SEND.

5.3 Consulting and involving pupils and parents

Old Buckenham Hall recognise the importance of working with parents to support children with SEND.

The school acknowledge it is important that:

- Everyone develops a good understanding of the pupil's strengths and difficulties.
- Parental concerns are taken into account.
- Everyone is clear about the agreed outcomes for the child.
- The child feels listened to about the things they find difficult.

5.4 Our approach to teaching children with SEND

All teachers are responsible and accountable for the progress and development of all the children in their class. High Quality Teaching is our first step in responding to pupils who have SEND. This will be differentiated appropriately for individual children. Differentiation within the curriculum allows all children to access the content of the lesson. The following adaptations are used to support the classroom learning environment:

- Differentiation of specific task, outcome, method and recording, resources teaching style and classroom management (including group and partner work).
- Differentiation of teaching delivery, including giving processing time, specific prompts and cues, pre-teaching opportunities and additional revision of knowledge prompts.
- Using recommended aids including: laptops, visual timetables, coloured overlays, dyslexic friendly fonts.

5.5 Additional Learning Success Sessions

As outlined in the school Curriculum Policy OBHP07, The Learning Success Department provides additional curriculum support for children with SEND. The Learning Success Department is overseen by the Head of Learning Success and includes four Learning Success Teachers and two part-time Learning Success LSAs. Additional support is offered to children at the discretion of the school and is charged per 35-minute session (with the exception of one to one LSA support where a separate arrangement is made with the school). The charges for additional Learning Success sessions are advertised on the school website.

One to One Lessons

Children may be offered one to one lessons without a specific diagnosis to support and consolidate their classroom learning. One to one Learning Success Sessions are run by a qualified member of staff with experience of working with children with SEND. These sessions are:

- Planned to provide specific intervention to support key areas in the child's development and learning.
- Based on recommendation set by any specialist professionals who have assessed the child.
- Reviewed termly with regular feedback given to staff and parents with a focus on the targets the individual child is working on.

1:1 Learning Success Assistant Support

In exceptional circumstances an agreement can be made between the school and the parents or guardians for a one to one LSA to work with a child in class for up to a maximum of 4 hours a day.

5.6 The Learning Success Register and Information

The Learning Success Register

All children who have a diagnosed SEND or are receiving additional Learning Success Support due to a learning need, are recorded on the SEND register. The register is divided into two levels of provision:

Wave 1 – children with mild SEND receiving up to 1 additional one to one lesson a week

Wave 2 – children with specific professionally diagnosed SEND receiving up to 2 additional one to one lessons a week.

We use a pyramid model to help explain this model and the possible types of support available. This model is attached as an appendix to this policy.

Children who are under observation by staff or have been flagged as 'cause for concern' but are not receiving additional one to one lessons will be recorded on the 'SEND-aware' register.

Children who are attending a weekly 1:1 lesson for a short term intervention supporting study skills or confidence building are not automatically added to the Learning Success Register.

Individual Education Plans

All children on the SEND register have an Individual Education Plan (IEP). At Old Buckenham Hall we use a Pupil Passport Model to record a child's IEP. All IEPs record:

- a child's specific strengths and weaknesses.
- strategies agreed with specialist professionals, the Head of Learning Success, teaching staff and the child as useful approaches to the classroom.
- Specific targets which are to be used to inform planning of specific interventions in the classroom and one to one Learning Success Sessions.

All IEPs are updated termly and are shared with the child, their parents or guardians and teaching staff.

Provision Tracking

The Learning Success Department use Provision Maps for all children receiving Wave 1 and 2 interventions. Each child's Provision Map records the terms targets which are reviewed on a termly basis against a traffic light system to help inform the setting of the next term's targets. The Provision Map also records and tracks appropriate specialist assessment data for the child, for example: PHAB2, TOMAL2, CTOPPS2 and FAM.

5.7 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of the provision for children with SEND through:

- Reviewing every child's IEP on a termly basis.
- Monitoring by the Head of Learning Success.
- Using specific SEND provision maps to track progress.
- Providing children with the opportunities to discuss and develop their IEPs.
- Holding review meetings for specific children.

5.9 Admissions

This policy applies throughout the admissions process which is informed by the legislation outlined in part 2. The school welcomes all children and does not discriminate. A child will be offered a place as long as the school can provide the necessary support and the school building is accessible for them. As part of the admissions process the school require parents and guardians to:

- Tell the school about any diagnosed or suspected disabilities or learning needs as soon as you apply.
- Provide all relevant reports, such as medical records, psychologist reports, or EHC Plans (drafts or final versions)
- Let the school know immediately if your child's needs change between the time they are offered a place and their first day of school.

While rare, the school may decline an application if:

- Even with extra help, the child would not be able to keep up with the education offered.
- The child's presence would create a safety risk for themselves or others.
- A major change in the student's needs means the school can no longer properly support them (even if an offer was already made).

As part of the admissions process children in Years 3-8 sit a WRAT5 assessment to gain an understanding of their reading, spelling and numerical abilities. This is used to help gain an understanding of how a child would be able to maintain the pace of academic expectations at the school. Standardise scores SAS 90-110 are considered to be within the average range. While SAS scores are a key indicator, the school considers the full profile of the child, including school reports and interview performance.

5.8 Enabling children with SEND to engage with school life

All pupils are encouraged to take part in all aspects of school life and no pupil is ever excluded from taking part in these activities because of their SEND or disability. The development for this provision is recorded in the School Accessibility Plan OBHP01.

5.9 Support for improving emotional and social development

We provide support for children to improve their emotional and social development in the following ways:

- A specific timetabled teaching programme for PSHE.
- Children with SEND are encouraged to be part of the school council.
- We have a zero-tolerance approach to bullying as outlined in the Anti-Bullying Policy OBHP03.
- The school follows a positive behaviour management approach as outlined in the Behaviour Policy OBHP04

5.10 Working with other agencies

We work with a number of outside professionals who provide specialist support for children with SEND including:

- Speech and Language Specialists
- Education Psychologist
- School Counsellor
- Occupational Therapist
- Behaviour Optometrist

Where appropriate the school will provide yearly review meetings when all specialist, school staff and parents or guardians are invited to attend to discuss a child's provision and progress.

5.11 Exam Access Arrangements

Access Arrangements are reasonable adjustments made for examination candidates who are disabled under the terms of the Equality Act 2010, and who would otherwise be at substantial disadvantage in comparison to those who are not disabled, when sitting an examination.

Further information can be found in the school Access Arrangements Policy (OBHP61).

5.12 Education Health Care Plans

Only in highly exceptional cases are children awarded Educational Health Care Plans. When the pupil has severe or very complex needs, an EHC plan is written by the Local Authority (LA). This is a lengthy and legal process. If the LA agrees to an Education, Health and Care Needs assessment of the pupil, they seek advice from the parents, the school and their own team. After this assessment the LA may grant or refuse to write an EHC plan. (There is an appeals procedure.) The school reserve the right to review if they are able to meet the needs of the child based on the support required by the EHC plan.

Where a child has an agreed EHC plan, their plan is reviewed annually. The child's voice is an important part of this review alongside the child's family and specialist staff who form the support network around the child. All specialist staff are invited to attend the statutory annual review meeting which is coordinated by the Head of Learning Success (SENDCo). The annual

review should focus on what the child has achieved as well as on difficulties that need to be resolved.

5.13 Remote Learning

If there is a circumstance where remote learning is required to take place, every effort will be made to maintain the SEND provision. One to one lessons will take place using the zoom platform, following the Safeguarding amendment document OBHP23 updated for the Covid 19 Pandemic of 2020. Staff teaching these sessions will work in line with the school remote learning online conduct guide. IEPs and provision maps will continue to be updated during this time and made available to the appropriate staff through iSAMS.

5.14 Complaints about SEND provision

Complaints about the SEND provision being received by a child should be made in the first instance to the child's class teacher or the Head of Learning Success. For further information please see the school Complaints Policy OBHP05.

6 Monitoring Arrangements

This Policy will be reviewed annually by the Head of Learning Success or when there are changes in legislation or regulations.

APPENDIX 1 – Learning Success Provision Model

