



## **SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) and EQUALITY POLICY**

<b>Drafted by:</b>	<b>Head of Support for Learning and Head of Junior School Support for Learning</b>
<b>Committee Responsible:</b>	<b>School Life (AM)</b>
<b>Reviewed by:</b>	<b>Head of Support for Learning, Head of Junior School Support for Learning and School Leadership Team</b>
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## **Special Educational Needs and Disability (SEND) Policy**

### **Introduction**

Sibford Schools SEND policy applies to Sibford Senior School (both day and boarding), Sibford Junior School and our Early Years Foundation Stage. Sibford School aims to nurture those qualities perceived to represent 'that of God in everyone' by maintaining a culture in which all in the community can be themselves and develop confidence, self-esteem and tolerance. The school sets out to enable all pupils to recognise their own talents and to help them realise their potential wherever it may lie; similarly the school seeks to meet the educational and pastoral needs of all pupils by ensuring a secure setting in which they will feel valued and respected. The school aims to provide pupils with a thirst for lifelong learning and an appreciation of, and active concern for, their immediate environment and the wider community.

Each pupil is recognised as having a unique combination of abilities, special talents and needs. Sibford School aims to seek out and nurture the uniqueness of every individual. Sibford School is a mainstream school that makes provision for pupils with Special Educational Needs and Disabilities (SEND). The school aims to meet the individual needs of all pupils to help them to succeed in their learning and to maximise their potential, encouraging social, emotional and intellectual development. This is an essential part of the school's commitment to a holistic approach to learning and to equal opportunities.

This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision
- not treating disabled pupils less favourably than their peers
- making reasonable adjustments so that disabled pupils are not put at substantial disadvantage in matters of admission and education
- ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEN and disabilities
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

In drawing up this policy, Sibford School has had regard to the following guidance and advice (in so far as they apply to the School):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (April 2020)
- Equality Act 2010
- Children and Families Act 2014

- Statutory framework for the early years foundation stage (April 2017)

This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunities Policy, Exam Access Arrangements policy and Accessibility plan

### **Definition of special educational needs**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in the School's ESOL Policy. However, if a child with English as an additional language has SEN and requires additional support from the Support for Learning department, this will be put in place.

### **Definition of disability**

A child or young person is disabled 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 (as defined by the Equality Act 2010).

Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

### **School Committee and staff responsibilities**

The School Committee is responsible for determining school policy and provision for pupils with SEN and disabilities.

The Head, Rebecca Evans is responsible for overseeing all aspects of the School's SEND provision and keeping the School Committee fully informed of the implementation of the School's policy in practice.

The Head of Learning support responsible for the Senior School is Natalie Morris-Muir. The Head of Learning support responsible for the Junior school is Helen Hoy. As Head of Learning support in either setting, their responsibilities include:

- determining the strategic development of the SEN and disability policy and provision in the School, together with the Head and School Committee.
- having overall day-to-day responsibility for the operation of the SEN and disability policy
- coordinating specific provision for children with SEN and disabilities, including those who have EHC plans
- ensuring all staff understand their responsibilities to children with SEN and the School's approach to identifying and meeting SEN
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- ensuring parental insights are considered by the School to support their child's SEN
- liaising with the School's medical staff, external professionals and agencies, as appropriate
- ensuring that the School keeps records of all pupils with SEN up to date.

To ensure our practice is current and relevant, we seek support and expertise from external professionals where necessary.

All teachers are responsible for meeting a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

### **Identifying and supporting pupils with SEN and disabilities**

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. The School regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN and disabilities (and should not automatically lead to a pupil being recorded as having SEN). However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, we will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed.

Where a child's needs are complex, Sibford School may request parents to obtain a formal assessment of their child by an external professional (such as an educational psychologist or a speech and language therapist), the cost of which will be borne by the parents. Where parents wish to request a formal assessment from outside of school, they must ensure the Head and the Head of Support for Learning are given copies of all advice and reports received. If the report identifies emerging concerns, or SEND, we will take action to put appropriate special educational provision in place taking into account any advice from specialists. Parents will always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Information will be shared during termly

reviews and parents meetings. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).

### **The Schools SEN provision**

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

*Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.*

As part of our universal teaching and learning offer, all teaching is thoughtfully adapted to support the learning needs of pupils with SEND.

Teachers have access to high quality resources and support from the SFL department, through good and regular communication, up to date information and learning tools, high quality interventions and coaching and training systems, to ensure that all staff at the School have the skills, confidence and knowledge required to teach their pupils.

Where progress is still not made in line with their peers, a referral is made to the Head of Support for Learning and a plan put in place to support the class teacher to plan and deliver appropriate teaching strategies.

If after the universal offer has been adapted, a child still doesn't make progress in line with their peers and continues to struggle to access the curriculum with independence, it may be appropriate to consider making additional special educational provision to remove or reduce any obstacles to a pupil's learning. This takes the form of a graduated approach

### **Staff training**

To ensure we have a fully skilled, confident and knowledgeable staff team, we offer a range of in house and external training. This includes but isn't limited to:

- Daily briefings (where appropriate) on pupils with SEND
- Modelling of suggested strategies
- Whole school SEND training on policy updates
- External training where a gap in staff confidence, skills and knowledge has been identified
- Invitations to meetings with external professionals, to learn of a child's bespoke learning plan.
- Where a new way of working has been introduced (e.g. a new intervention for a child or group of children) and the staff team require a specific qualification.
- Adaptable and accessible information on a range of needs
- Resource banks with learning tools to be adapted for a range of pupils

**The School's specialist SEND provision currently includes the following and is always at an additional charge to parents:**

**Targeted support:** This approach will take place outside the classroom, as a 1-to-1 or with a small group of other pupils with similar needs and led by a specialist teaching assistant. It is usually recommended by an external professional such as an Educational Psychologist or a Speech and Language Therapist but may also be advised following assessments completed by school staff.

**Specialist support:** Sometimes a child's needs are complex, requiring a more specialist approach to help them progress in school. For these students, they are removed from elements of the mainstream curriculum and invited to the Support for Learning department with a small group of their peers, to learn a wide range of skills to help them access the curriculum independently. Specialist sessions are delivered by advanced teaching staff who have a range of expertise. Children on specialist programmes will be reviewed on transition into key stages.

Arrangements for special educational provision and support are made through the School's graduated approach to SEN support: assess - plan - do - review:

- **Assess:** The School will carry out an analysis of the child's needs so that support can be matched to need. Assessment mechanisms include standardised tests, Cognitive Ability Tests, Internal Assessments, progress reports and outcomes of examinations. If not already done so the School may, in consultation with parents, engage external agencies and professionals to help assess the child's needs and advise on any support needed.
- **Plan:** Where it is decided to provide SEN support, the teacher and the Head of Support for Learning will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place.
- **Do:** Teachers will work closely with the Head of Learning Support to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed twice termly. Teachers, working with the Head of Support for Learning will revise the impact and quality of the support and interventions in light of the pupil's progress and development.

Sibford School recognises that some pupils with a SEN may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater.

## Recording progress of pupils with SEND

The School will record the support for pupils with learning difficulties or disabilities or where they have an Education Health Care Plan and the progress made. This will be recorded by way of an provision map. Every pupil in receipt of an Individualised Provision and/or placed on the SEND register will have a pupil profile, drawn up in consultation with the pupil's teacher, the Head of Support for Learning, the pupil and their parents and outside agency reports. The Pupil Profile contains key information such as:

- Interests and skills of the pupil
- The pupils specific needs and challenges
- Teaching strategies
- Date the Pupil Profile was drawn up and date of review.

The Pupil Profile will be amended as and when circumstances change and at the request of the pupil, parent, teacher, or Head of Support for Learning.

The School will measure the overall progress of pupils with SEND support at the end of a targeted/specialist intervention. As well as a formal assessment of need at the end of a KS2 and KS3, to ascertain further support which may be required.

### **Admissions and transition between key stages**

The SEND Policy should be read in conjunction with the School's Admissions policy.

Sibford School welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy ensures that all pupils with SEND can access the process

The School will treat every application from a pupil with SEND in a fair, open-minded way. Pupils will be assessed on an individual basis and a decision will be made on whether we can meet the child's needs. On applying to the school, parents are asked to submit any relevant reports from professionals, this gives the Head of Support for Learning an indication of whether an assessment day could be offered. Students with an Education Health and Care plan will be considered in the same way as any other student with SEND; However, the needs and expected provision laid out within the plan at the time it is submitted to the school will be what is considered when offering an assessment day and/or place at the school; as the EHCP is a legal document, we cannot take anecdotal evidence into consideration.

The School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with SEND are advised to discuss their child's requirements with the School before the School considers the application for a place and before they sit the school's assessments, so that adequate provision can be made for them on the day. Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SEND (if known) through discussion and meetings with parents, consideration of any professional reports and references from previous schools, assessment of the pupil at a taster day, as appropriate.

An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The School will always consider its obligations under the Equality Act 2010.

The School's Admissions Policy can be found in the Parent Handbook and is available on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEND.

Where a child transitions between Key Stages in the school, a review of their Individual Provision takes place. This communication involves liaising with classroom teachers, parents, external professionals and pupils to ensure we have an up to date picture of need. Once information has been reviewed, a further plan is put in place to ensure they continue to make progress in line with their peers. Sometimes this means adapting their Individual Provision. Sometimes a pupil makes great progress between Key Stages and no longer requires support from the Support for Learning department.

### **Risk Assessments**

Where a child is deemed medically unfit to attend school, for both emotional wellbeing or physical reasons, and reasonable adjustments cannot be made to enable the safety of the child or the school community; the School reserve the right to ask the parents/care givers of the child to keep them at home and/or seek further educational assistance until they are assessed as medically fit for School, both through a robust risk assessment and discussion with key stakeholders.

### **Withdrawal from the SEN provision**

If a parent or child wishes to be withdrawn from an Individual Provision, the school must be informed in writing with at least 1 terms notice. Fees for the provision will be expected to be paid in full until the terms notice has reached an end. Sibford School do not offer private tuition outside of school hours.

### **Notice to withdraw from the school**

Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate a pupil with SEND or meet their needs, the School may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances.

### **Pupils with an Education Health Care Plan ('EHC Plan')**

The needs of the majority of pupils with SEND will be met effectively through the School's SEN support. However, where the child or young person has not made expected progress despite the SEND support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their



child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right. The County need to see evidence of “Plan-do-Review” before proceeding with an EHC assessment. In most cases, this will involve additional cost for outside agency assessment or interventions.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. In all other circumstances charges may be made directly to parents, subject to the School's obligations under the Disability and Equality Act 2010. The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

### **Bullying and behavioural issues**

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum, PSHE and Meeting for Worship the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEND may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

### **Entitlements to support in external assessments**

Children who have been diagnosed as having a SEND may be entitled to support, such as additional time and/or modified provision, to complete external assessments. The Support for Learning department completes assessments for every pupil at the beginning of KS4, and where applicable, and in line with JCQ guidelines, the Schools specialist assessor with the SENCo responsible for Exam Access Arrangements (Natalie Morris-Muir) make an appropriate application. The School are bound by the JCQ regulations and are not able to offer exam access arrangements for a child if there is not substantial evidence of need. Substantial evidence of need is sought by the school SENCo, in collaboration with the class teachers. External reports will not be considered as appropriate evidence and anecdotal information from parents and pupils will not substantiate an application for exam access arrangements.

### **Concerns**

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's form tutor if their child's progress or behaviour gives cause for concern.

### **Review**

The School will review this policy on an annual basis to ensure the School meets the needs of those pupils with SEN and/or disabilities.

Has this been happening on a yearly basis?

### **Responsible Persons:**

Rebecca Evans    Head

Edward Rossiter    Head of Junior School

Natalie Morris-Muir    Head of Support for Learning

Helen Hoy            Head of Support for Learning Junior School

Anita March    School Committee member with responsibility for SEND

### Related documentation

- Admissions Policy
- Equality General policy I'd like to see this
- Behaviour Policy

- Terms and Conditions of Admissions
- Accessibility Plan
- Anti-Bullying Policy