



STAMFORD

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

**Responsible for the strategic and day to day application of this policy**

| Role                          | Name             |
|-------------------------------|------------------|
| Chair of Governors            | Tom Cartledge    |
| Head                          | Chris Seal       |
| Headteacher SJS/ SNS          | Matthew O'Reilly |
| SENDCO SJS/ SNS               | Claire Stratford |
| SEN SLT Lead SS               | Chris Smith      |
| SENDCO SS                     | Elizabeth Canny  |
| Examinations Officer          | Alex Borrett     |
| Head of Safety and Compliance | Jaret Bennett    |

### **The School**

Stamford School is a mainstream independent schools with high academic standards, which accept boys and girls from the age of 2 years, comprising of Stamford Junior School (including Nursery, Stamford Senior School and Stamford Sixth Form.

## **Background/ statutory legislation**

This policy is written in line with the requirements of:

- Special Educational Needs and Disability Code of Practice (2015)
- The Children and Families Act (2014)
- The Equality Act (2010)
- The Special Educational Needs and Disability Regulations (2014)
- The Special Educational Needs Personal Budgets and Direct Payments Regulations (2014)
- Keeping Children Safe in Education (2022)
- Mental Capacity Act Code of Practice (2007)
- Education Act (2006)
- JCQ - Reasonable Adjustments and Consideration (2022)
- Reasonable Adjustments for Disabled Pupils (2012)
- Health and Social Care Act (2012)
- Supporting Pupils at School with Medical Conditions (2014)
- The Data Protection Act (2018)

This policy should also be read in conjunction with:

- The Admissions Policy
- Child Safeguarding Policy
- Prevent Policy
- Accessibility Plan
- The Promoting Good Behaviour Policy
- Anti-Bullying Policy
- Curriculum Policy
- Educational Visits Policy
- Assessment Recording and Reporting Policy
- Inclusion Policy
- Student Equal Opportunities Policy
- Health and Safety Policy

- Complaints Policy
- Stamford School Terms and Conditions

## Aims

Our guiding principle is one of inclusion. We want to identify and break down all possible barriers to learning. We:

- value all children and young people in our school equally
- believe that every child and young person is entitled to have their particular needs recognised and addressed
- believe all children and young people are entitled to experience success, no matter at what level
- believe there should be consideration of learning needs across all curriculum areas, all abilities and all aspects of learning and teaching
- believe that good learning support practice is good practice for all children and young people
- believe that most children and young people learn best in a classroom environment with their peers
- believe that any child or young person may encounter difficulties in learning at some stage
- believe that by working in partnership with parents/ carers and keeping them adequately informed children and young people have the best chance of success
- believe that by working closely with external support agencies, where appropriate, children and young people will be supported to achieve their potential

## Definition of Special Educational Needs and Disabilities (SEND)

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 him or her. 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 (SEND Code of Practice, 2015)'.

A disability is when a child or young person has 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. (Equality Act 2010)

**Four broad areas of need are used to classify SEND:**

### Communication and Interaction

Pupils with speech, language and communication needs have difficulty in communicating with others. For example, pupils with Autistic Spectrum Disorder may have particular difficulties with communication and social interaction.

## **Cognition and Learning**

Some pupils learn at a slower pace than their peers, even with appropriate differentiation. Others may have specific learning difficulties which affect one or more specific aspects of learning in conditions such as dyslexia, dyscalculia and dyspraxia.

## **Social, emotional and mental health difficulties**

Pupils may experience a wide range of social and emotional difficulties that may, for example, reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, and eating disorders. Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

## **Sensory and/or physical needs**

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. They may for example have a physical disability, vision impairment or hearing impairment which may require specialist support and/or equipment to access their learning.

This can include medical conditions.

Stamford School (the School) follows a graduated approach to SEND provision, which centres on four key actions. The four key actions form an ongoing cycle which enable the provision to be refined and revised as the understanding of the needs of the child or young person grows. This cycle enables the identification of those interventions which are the most effective in supporting the child or young person to achieve good progress and outcomes.

**Assess:** The teachers and Deputy SENDCO/SENDCO clearly analyse a child's or young person's needs using teacher assessment and experience working with the child or young person, details of previous progress and attainment, comparisons with school and national data, as well as the views and experience of parents. The child's or young person's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the child or young person is progressing.

**Plan:** Planning could involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

**Do:** The subject teacher remains responsible for working with the child or young person on a daily basis. They will retain responsibility for the child's or young person's learning and progress even when the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with Learning Development Assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the child's or young person's strengths and weaknesses,

problem solving and advising of the implementation of effective support could be provided by the Deputy SENDCO/SENDCO.

**Review:** The effectiveness of the support should be reviewed in line with an agreed date. The review process will evaluate the impact and quality of the support and interventions. It could also take account of the views of the child or young person and their parents. The subject teacher, in conjunction with the Deputy SENDCO/SENDCO will revise the support and outcomes based on the child's or young person's progress and development making any necessary amendments going forward.

### **Roles and responsibilities**

Provision for children and young people with special educational needs and/ or disability is a matter for the school as a whole. It is **each teacher's** responsibility to provide for each child or young person with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational need and/or disability and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Governing Body, in co-operation with the Principal, has a responsibility for determining the policy and provision for children and young people with SEND. The Governing Body maintains a general overview and has appointed a representative Governor (**the SEND Governor**), who takes particular interest in this aspect of the school.

The **Governing Body** will ensure that:

- A member of staff is appointed as SENDCO at each site
- The SENDCO is suitably qualified to undertake the role
- The implementation of this policy is monitored and reported to governors annually
- Provision and resourcing of a high standard is made for children and young people with additional needs
- They are involved in the annual development of the SEND policy
- They have regard to the current legislation when carrying out these responsibilities

The **Principal** has responsibility for:

- The management of all aspects of the school, including SEND provision
- Keeping the Governing Body informed about SEND within the school
- Working closely with the SENDCOs
- Ensuring that the implementation of this policy is monitored and reported to governors annually

The **Special Educational Needs and Disabilities Co-ordinator (SENDCO)** is responsible for:

- Strategic direction and development of SEND provision
- Overseeing the day-to-day operation of this policy
- Liaising with the Principal, Headteacher, SLT Link and the link Governor
- Providing advice, guidance and support to staff, parents and students
- Helping staff to identify students with SEND
- Ensure that an agreed, consistent approach is adopted
- Co-ordinating the provision for children and young people with SEND
- Developing individualised support as appropriate to ensure that children and young people's needs are met
- Carrying out assessments and observations of children and young people with specific learning difficulties
- Liaising with parents, so that they are involved as partners in the process
- Where appropriate, liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEND register and records
- Assisting in the monitoring and evaluation of progress of students with SEND through the use of school assessment information
- Contributing to the in-service training of staff
- Leading the team of LDAs and evaluating the effectiveness of their work
- Efficient & effective deployment of resources
- Liaising with SENDCOs in receiving schools/and or feeder schools to help provide a smooth transition from one school to the other
- Cooperating with the Local Authority in the Education, Health and Care Plan review process
- Keeping up to date with all relevant legislation
- Assess and implement any access arrangements according to exam board regulations including annual update training
- To maintain all documents required for inspection purposes, with a particular reference to annual examination inspections

**Teaching staff** are expected to:

- Include children and young people with SEND in the classroom, and provide an appropriately differentiated curriculum if necessary to ensure all reasonable adjustments are made. They can draw on the SENDCO for advice to support inclusion.
- Be aware of this policy and procedures for identification, monitoring and supporting any children and young people with SEND
- Participate as required in Team around the child and EHCP meetings
- Actively seek to update professional development relating to SEND provision

**Learning Development Assistants:**

- Will provide in class support as directed.
- Will provide individual support for students with specific needs if directed, including interventions.

**Parents / Carers should:**

- play an active role in their child's or young person's education
- share information with the School of any difficulties they know or perceive their child or young person may be having. The first port of call should be making contact with the child or young person's form tutor or class teacher.
- participate at parent evenings or through additional meetings, the frequency of which is dependent on individual progress.
- Be aware that if their child or young person has been diagnosed with a Special Educational Need or disability, they must inform the School prior to any entry test being taken in order for reasonable adjustments to be considered

### **Involvement of the Child and Young Person**

Pupils' own views should be at the heart of provision. The child or young person are encouraged to talk about their strengths, needs and ambitions. We endeavour to involve them as much as is appropriate for their age ability and need as they get older their voice becomes more central, and the young person certainly needs to be talked with rather than talked about.

The School recognises that all pupils have the right to be involved in making decisions and exercising choice, as appropriate. Pupil voice is taken into consideration for the planning of support and students are encouraged and supported to be involved in the review of this support.

We encourage all pupils to have awareness of their own learning needs and be involved in processes and meetings as appropriate.

## **Withdrawal**

The School reserves the right, following consultation with parents, to ask or require them to withdraw their child from the School in accordance with the School's Terms and Conditions document, if:

- the child or young person is in need of a formal assessment, learning support or medication to which the parents do not consent; and/or
- the parent has withheld information from the School which, had the information been provided, would have made a significant difference to the Schools' management of the child's or young person's learning difficulties; and/or
- the child's or young person's learning difficulties change to require a level of support or medication which, in the professional judgement of the Head of Stamford School, the School is unable to provide, manage or arrange;
- the child or young person has special educational needs and is making insufficient progress to benefit sufficiently from the mainstream education and facilities which the School provides.

In any of these circumstances the School will do what is reasonable to help parents to find an alternative placement which will provide the child or young person with the necessary level of teaching and support.

## **Identification, provision and assessment**

Children and young people with SEND are identified through the following routes:

- Analysis of assessment data and tracking individual pupil progress which falls significantly outside the overall expected range of attainment.
- Following up class / subject teacher concerns.
- Depending on the age of the child or young person, discussions with the child or young person.
- Following up parental concerns.
- Information from previous schools (including SES schools) on transfer.
- Information from other services.

Where a concern is raised, discussions with teachers, Head of Departments and Head of Years (secondary only) and a collaborative approach of support will commence. This may lead to a school-based assessment or links with outside agencies.

If the SENDCO decides that change of support may be of benefit to the child or young person this will be discussed with the parent or carer, as appropriate. Plans are created with all information available including, where appropriate, the voice of the child. This information is then shared with



all staff to advise teachers on strategies to help meet the child or young person's learning need in lessons.

Provision begins with **Quality First Teaching**. Stamford School believes that every teacher is a teacher of every child or young person with special educational needs. High quality teaching, differentiated for individual children or young people, is the first step in responding to those who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Additional provision which can be made for children and young people who appear to have difficulties in learning may include:

- Advice to support colleagues to meet the needs of individuals;
- In class and extra-curricular support;
- Small group teaching;
- Individual teaching (learning skills and subject specific);
- Modification of the curriculum;
- Access arrangements for exams.

The SENDCO needs to ascertain that there is a need, and this can be done in the following way:

- Internal assessment by the SENDCO
- Acceptance of a diagnosis by a qualified specialist

### **Access arrangements and examinations**

If a parent or carer has concerns about their child or young person's needs, they **must contact the SENDCO prior** to examination years. Failure to do so may result in prevention of access arrangements being awarded, despite a confirmed need, due to malpractice regulations.

There are key policies which need to be applied in conjunction with this policy in order to ensure that JCQ regulations are fully adhered to.

Parents should be aware that a confirmed diagnosis, or external professional report does not guarantee additional access arrangements for examinations and that the required evidence threshold must be met through internal evidence.

### **Charging**

The School will make reasonable adjustments to cover the cost of **up to** three hours of support per week. Further support may be charged as an extra.

### **Education, Health and Care Plans (EHCP)**

An Education Health and Care Plan (EHCP) is used to support a child or young person if they have a lifelong condition or significant difficulties that impact their ability to access day to day life.

In exceptional circumstances, a request that a child or young person undergoes a Statutory Assessment Process (EHCA) can be made to the appropriate Local Authority by the School, parents, a young person over the age of 16, and a person acting on behalf of a school or post-16 institution.

The purpose of an Education Health and Care plan is to make special educational provision to meet the needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

Where a prospective child or young person has an Education Health and Care plan, the School will consult the parents and the Local Authority to ensure that the provision specified in the Plan can be delivered by the Schools and that any funding or resource costs will be fully met by the Local Authority and/ or parents before a place is offered.

### **Admissions**

All reasonable adjustments will be applied on an individual basis in accordance with our admissions policy.

### **Complaints**

Despite our best efforts we recognise that, from time to time, we may not always get everything exactly right. If you have any concerns about your child's education or welfare at school, then please contact an appropriate member of staff at the earliest opportunity. The Complaints Policy is available on the school website.

|                        |  |                              |                  |
|------------------------|--|------------------------------|------------------|
| <b>Author/Reviewer</b> | SENDCOs:<br>Miss Elizabeth Canny<br>Mrs Claire Stratford | <b>Date of Last Review</b>   | Autumn Term 2024 |
| <b>Authorised by</b>   | Education Committee                                      | <b>Date of Authorisation</b> | Spring Term 2025 |
| <b>Applicable to</b>   | Stamford School  | <b>Date of Next Review</b>   | Autumn Term 2027 |