

Special Educational Needs Policy

This policy should be read in accordance with the School's Anti-Bullying Policy, Child Protection and Safeguarding Policy, Complaints Policy, Data Protection Policy, Equality Policy and Use of Internet Policy. It supports and complements all the School's other policies.

The policy reflects the Special Educational Needs and Disabilities Code of Practice 0-25 years [April 2015], relevant sections of the Children and Families Act [September 2014], the Equality Act [2010], Statutory Guidance on supporting children at school with medical conditions [September 2014], and Teaching Standards [2021].

This policy also applies to the EYFS.

This policy accepts the definition of SEN [Special Educational Needs] as set out in section 20(1) of the Children and Families Act 2014:

A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her.

A child or young person only has a learning difficulty or disability under the Act 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 or mainstream post-16 institutions within the area of the local authority.

A person has a disability if:

- he or she has a physical or mental impairment, and
- the impairment has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities.

There are two elements to this definition:

1. the child or young person must have either a learning difficulty and/or a disability
2. and, that learning difficulty or disability must require special educational provision to be made for him or her

A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen. Children at Priory School will usually be in their appropriate class by age, but subject setting in the Senior School enables level of work to be tailored to abilities.

The expression "learning difficulty" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit hyperactivity disorder, semantic processing difficulty and learning problems. The expression may also include those who have sensory and/or physical needs such as problems with their eyesight or hearing or who have communication and interaction difficulties.

Learning difficulties may affect children across the ability range and may become apparent at different stages of their educational journeys.

Priory School is a mainstream independent day school with high academic standards which accepts boys and girls from the age of 4-18 years. Assessment tests are carried out on each pupil prior to admission and during their school career, in order to detect signs of learning difficulties or specific academic needs, which may become apparent from these results. **However, it must be stressed that all pupils are expected to be able to follow the mainstream curriculum to GCSE and assessments at entry to Senior School are carried out to ensure pupils are able to do this.**

Pupils receive a differentiated curriculum suited to their needs. If they do not appear to be making the expected progress, this will be followed up by their form teachers in conjunction with the

SENCO. The School has a system whereby any member of staff can raise concerns with the form teacher, SENCO, Principal or Heads of School about a child with potential SEN or other barriers to learning.

The School follows the SEND Code of Practice 2015: 0-25 years graduated approach with regard to the identification, assessment and review of pupils with special educational needs.

The four key actions are:

1. **Assess:** the class teacher and SENCO should clearly analyse a pupil's needs before identifying the pupil as needing SEN support.
2. **Plan:** Parents must be consulted wherever it is decided that a pupil may benefit from support. The pupil's name will then be added to the School's additional support register.
3. **Do:** The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.
4. **Review:** the effectiveness of the support should be reviewed in line with the agreed date and discussed with the pupil and parents.

The provision which the School can make for a child or young person who appears to have a learning difficulty includes: assessment in school, learning support, and referral to an educational psychologist or speech therapist for a formal assessment if considered necessary. The School seeks to ensure that timely and effective support for children identified as having special education needs is put in place.

Teachers will be given any necessary information about a child's needs and the graduated approach to intervention will be adopted to meet the needs of the individual child or young person. This procedure is outlined in the staff handbook, revisited on a regular basis and supported by training as appropriate.

Implementation and procedures

Screening test: Prior to admission and during a pupil's school career, assessment and screening tests are carried out, the results of which will be reported to parents. Ongoing assessments are used to monitor individual progress and, if these give reason to think that a child may have a learning difficulty, parents will be invited to meet for detailed discussion with the SENCO and form teacher. Further diagnostic assessments can then be carried out in School and used to inform specialist support and advice if necessary. The cost of these initial screening tests and any tuition fees; any EPA (Educational Psychologist's Assessment), including any resulting support provision agreed with the School is payable by parents in addition to School fees.

Support teaching: As an option, we may suggest a course of support teaching on a one-to-one basis in School. This would normally be in term time, payable by parents as an extra in addition to School fees.

Half a term's notice in writing (or payment of half a term's fees in lieu of notice) is required to terminate support teaching.

Learning support: If the test results indicate that there may be a learning difficulty but the circumstances are not such as to indicate an immediate formal assessment or a course of support teaching, the School may advise that the pupil gives up one of the normal curriculum subjects, or receive in-class assistance, or attend a small learning support group which will concentrate on developing skills such as phonics, spelling, mathematics and handwriting. A formal assessment or alternative support may be advised if in-class learning support does not appear to be meeting the child's needs.

Welfare needs: The School recognises that pupils with special educational needs or learning difficulties may be at risk of being bullied. The School has an anti-bullying policy which make it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

Miss Katie Pragnell is the School's Special Educational Needs Co-ordinator (SENCO) working closely with Mr David EJJ Lloyd, the Principal and the Vice Principal.

They have responsibility for:

- ensuring liaison with parents and other professionals in respect of a child or young person's special educational needs
- working with the child or young person for them to add their voice to intervention plans and review their provision on a regular basis
- ensuring that appropriate interventions are in place
- advising and supporting other staff in the School; coaching staff in the implementation of the graduated response. [In line with Teaching Standards 2021, it is every teacher's responsibility to adapt teaching to respond to the strengths and needs of all pupils]
- ensuring that relevant background information about individual children with special education needs is collected, recorded and updated and passed on to relevant staff
- undertaking any other appropriate duties in accordance with the Code of Practice on special educational needs

Responsibility: Parents bear the ultimate responsibility for taking decisions about the management of the child or young person's learning difficulties in the light of any advice given. A parent who would prefer to have a formal assessment instead of support teaching or learning support should make arrangements accordingly with the School or outside but must undertake to pass on copies of all advice and reports received.

Examinations: Children or young persons who have been diagnosed as having a learning difficulty may be eligible to apply for extra time and other supporting mechanisms to complete internal examinations and public examinations.

There are formal procedures to register for extra time for public examinations. This incorporate information using the School's assessment system or from an EPA paid for directly by the parents. Any extra costs incurred in the writing of these applications will be borne by the parents.

Any external assessors must be approved by the SENCO or Principal before reports can be used for access arrangements.

If an appeal is made regarding the centre's decision relating to access arrangements and/or special considerations, the examination officer will arrange a meeting with the SENCo to discuss the appeal. All access arrangements must have relevant paperwork in place alongside evidence which satisfies the requirements of JCQ.

Special considerations cannot be made unless relevant evidence is in place to put an application through; this may include an invigilators incident log for a specific exam or evidence from parents if the candidate has been affected by a situation outside of school e.g. the death of an immediate family member. All special considerations are made via the relevant exam boards after the exam has been carried out.

Alternative arrangements

Withdrawal: The School reserve the right, following consultation with parents, to require the withdrawal of the child from the School if, in our opinion, after making all reasonable adjustments and exhausting appropriate strategies:

- The child is in need of a formal assessment, remedial teaching, learning support or medication for which consent is not given; and/or
- Information has been withheld from the School which, had the information been provided, would have made a significant difference to the School's management of child's learning difficulties; or for whatever reason attendance in either class or in separate provision has not been ensured, thus preventing the delivery of the programme of support agreed on and/or
- The child's learning difficulties require a level of support or medication which, in the professional judgment of the Principal, the School is unable to provide, manage or arrange and/or the child has special educational needs that make it unlikely he/she will be able to benefit sufficiently from the mainstream education and facilities which the School provides.

- **Alternative placement:** In any of these circumstances the School will do what is reasonable to assist in finding an alternative placement which will provide the most appropriate level of teaching and support

Financial: Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice. Any deposit paid in respect of the child will be credited to the parents' account.

Learning Support staff: All support staff are fully DBS checked and have received appropriate Child Protection and Safeguarding Training.

SENCO

Miss Katie Pragnell: BA (Hons), PGCE, MRes, CPT3A

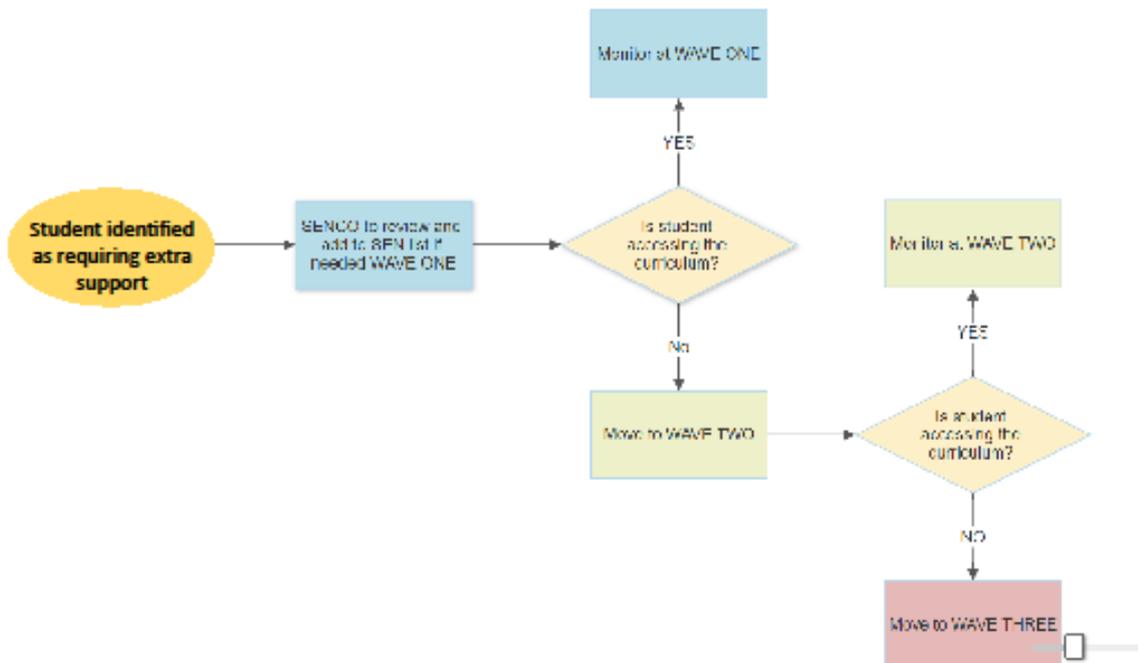
Support staff

- Mrs Katy Gavin: BA (Hons), PGCE
- Mrs Elena Sabbatini: BA (Hons) English & German
- Miss Jennie Wheeler: BA (Hons), PGCE

Authorised by the Principal, Mr David EJJ Lloyd

September 2023

Appendix: Support / SEN Process and Waves of Intervention



<u>WAVE ONE</u>	<u>WAVE TWO</u> <u>(as wave one plus)</u>	<u>WAVE THREE</u> <u>(as wave two plus)</u>
Inclusive quality first teaching	Target setting by SEN staff	1-1 support with SEN team
Differentiated curriculum planning	In class support from SEN team	Withdrawal from some lessons
Increased visual aids, modelling etc	Modified curriculum	Exam access arrangements
In class targeted teacher support	Temporary use of time out cards –if needed	External agency support (e.g. Ed Psych)
Writing frames	Use of equipment in the class if needed (e.g. wobble cushion)	
Communication with parents via SENCO when added to list		
Advice on SEN/support list		