

Special Educational Needs & Disabilities Policy (including EYFS)

October 2015

Approved by the Directors: October 2015

Review annually.

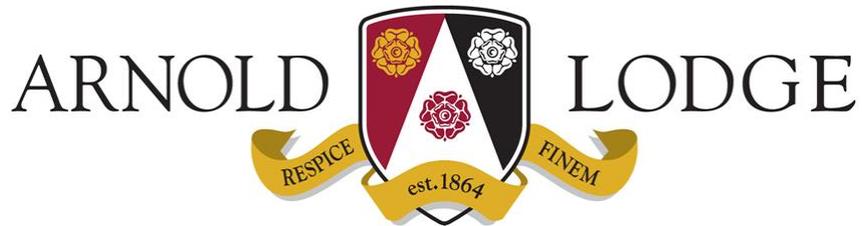
Next review date Sept 2016

This policy is part of a portfolio of policies associated with 'Safeguarding' and must therefore, be read in conjunction with the other policies. All policies are available on the website or in school.

About this Policy

At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. Arnold Lodge follows a broad and balanced curriculum.

The majority of children will learn and progress within these arrangements. However, those children whose overall attainments, or attainment in specific subjects, fall significantly outside the expected range may have a Special Educational or Disabilities Need.



Special Educational Needs and Disabilities

Policy (SEND) 2015-16

(To be read in conjunction with the INCLUSION POLICY, ENGLISH as an ADDITIONAL LANGUAGE POLICY, AUTISM POLICY, DYSLEXIA POLICY, ATTACHMENT DISORDER POLICY, ADHD POLICY, DISCIPLINE AND BEHAVIOUR POLICY (FOR LOWER / SENIOR SCHOOL) and SAFEGUARDING POLICY)

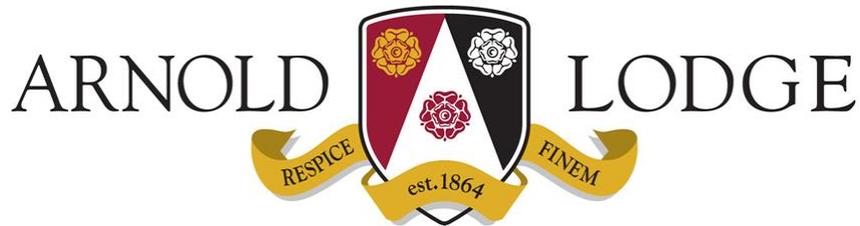
Document Control

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Revision History

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All	Document created	December 2014
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Special Educational Needs Policy

The Arnold Lodge School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This policy applies to the whole school including those pupils in Early Years Foundation Stage (EYFS), with areas specific to each section highlighted accordingly.

Aims

Arnold Lodge School aims to remove barriers to learning and achievement for all children and young people attending the school.

Arnold Lodge School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We have the same high expectations for our educational aims for children / young people with special educational needs and /or disabilities, as we do for all children / young people in our school.

What are Special Educational and Disabilities Needs (SEND)?

Arnold Lodge School adopts the definition of special education needs as stated in the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, July 2014).

Children / young people have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

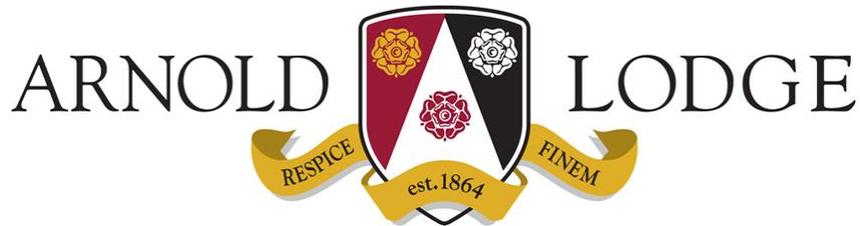
A child or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age;
- 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;
- Has a need for extended work above the ability of the rest of the class.

Children / young people must **not** be registered as having a learning difficulty solely because their home language is different from the language in which they will be taught.

A special educational provision means [SEND Code of Practice (DfE, July 2014)]:

- for children / young people 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 / young people of the same age;
- for children / young people under two, special educational provision of any kind.

Within school, pupils with SEND are identified on the school SEND register as needing SEND support so that provision to meet their needs can be routinely planned for. As children and young people progress, they may be taken off the register at a future point when their needs no longer require special educational provision.

What is a disability?

Arnold Lodge School adopts the definition of disability as stated in the Equality Act 2010 as a child or young person who 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. This definition includes sensory impairments such as those affecting sight and hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer.

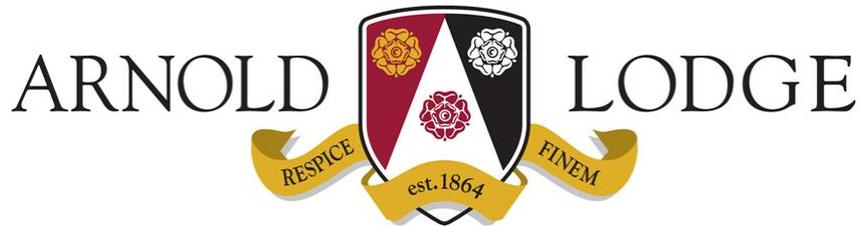
Children / young people with a disability do not necessarily have a special educational need although there is a significant overlap. Where a child or young person requires special education provision they will be covered by the SEND definition.

Our Special Educational Needs and Disabilities Policy objectives:

At Arnold Lodge we know precisely where children and young people with SEND are in their learning and development.

We ensure that:

- every child / young person has access to a broad and balanced curriculum;
- decisions are informed by the insights of parents / carers and those of children and young people themselves;
- high ambitions and stretching targets are set for all pupils;
- pupil progress is monitored towards these goals;
- additional or different provision is regularly reviewed;
- positive outcomes in the wider areas of personal and social development are promoted;
- the approaches used are based on the best possible evidence and are having the required impact on progress;
- links are maintained with other schools and external agencies;
- the SEND Policy is evaluated and monitored by staff and Directors on an annual basis;
- Staff, Directors and parent / carers are aware of the school's SEND and Inclusion Policies.



Arrangements for coordinating special educational need provision:

Arnold Lodge School is an independent mainstream school with experience of supporting pupils with a range of differing needs. The four areas of special educational and disability needs include:

1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty communicating with others. Children and young people with Asperger's Syndrome and Autism may also have difficulties with language, communication and social interaction.

2. Cognition and Learning

Children and young people with learning difficulties, despite appropriate differentiation, may require additional support. Learning difficulties include Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia and Dyspraxia.

3. Social, Mental and Emotional Health

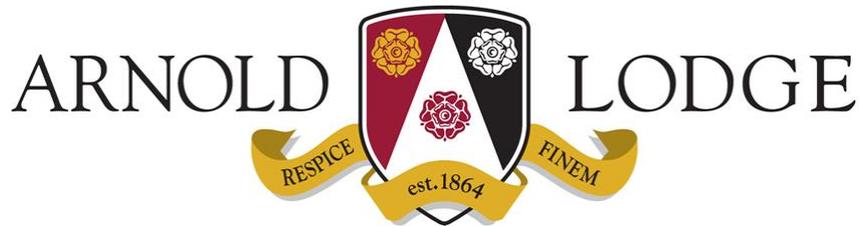
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These include becoming withdrawn or isolated leading to Attachment Disorders, displaying challenging, disruptive or disturbing behaviours; as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained.

Sensory and or Physical

Children and young people may have a disability which prevents or hinders them from making use of the educational facilities provided. These include Vision Impairment (VI), Hearing Impairment (HI), Multi-sensory Impairment (MSI) and Physical Disability (PD).

These areas give an overview of the range of needs. Individual children and young people often have needs that cut across all these areas and their needs may change over time.

All the teachers in our school are teachers of children and young people with special educational needs and therefore at Arnold Lodge School we adopt a 'whole school approach' which involves all staff adhering to a model of good practice. All staff are committed to providing for the needs of all children and young people in an inclusive environment. Inclusion is regarded as crucial to this policy and the Inclusion Policy should be read in conjunction with the SEND policy. This means that all children and young people with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child and young person and the class as a whole.



Due to the high level of quality first teaching and small class sizes that is ordinarily available to all our pupils, it is likely that fewer pupils will require SEND provision.

Cause for concern and ongoing monitoring

An informal stage when class teachers identify a concern about the educational needs and or academic progress of a pupil. Special Educational and Disability areas of concern will be identified along with the current interventions being used. New targets and strategies will be set and discussed with the Special Educational Needs and Disabilities Coordinator (SENDCo), class teacher and parent / carers.

Pupils maybe flagged as a cause for concern due to slow progress and low attainment through pupil progress meetings. These pupils may not be considered to have SEND and are placed on our Concerns Register and may require specific targets in order to make progress using varying interventions and strategies.

SEND Support; previously known as School Action and School Action Plus.

Where a child or young person is identified as having SEND, we work in partnership with the parent / carer to establish the support the child or young person needs.

Where a child or young person is identified as needing SEND provision we take action to remove any barriers to learning and adopt a graduated approach with four stages of action:



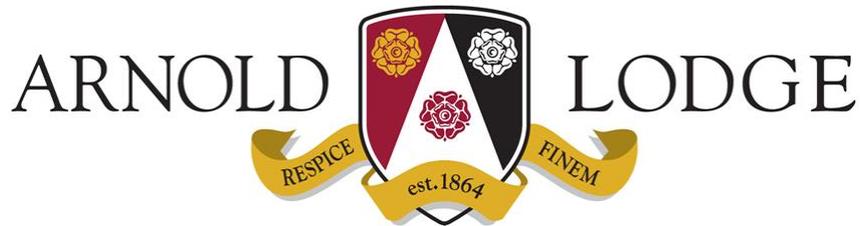
Assess

When a child or young person has been identified as needing SEND support the class teacher, working with the SENDCo will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress, attainment and behaviour.

It should also draw on the views and experiences of parent / carer, the pupil's own views and if relevant, advice from external support services. We take seriously any concerns raised by a parent / carer via the class teacher, contact with the SENDCo and SEND Manager.

Plan

Where it is decided to provide a pupil with SEND support parent / carer will already be fully involved in the process. Through meetings, the teacher and SENDCo will agree with the pupil and



parent / carer any interventions and support which will be put in place in order for the pupil to make progress.

This will be documented on the child or young person's Individual Provision Maps (IPM) which outlines any teaching strategies or approaches that will be required to support the child or young person to make progress throughout the term.

Do

The class teacher is responsible for working with the child or young person on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in the further assessment of the child and young person's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The impact and support will be evaluated by the class teacher and discussed with the pupil and their parent / carer during the termly IEP meetings. Pupil and parent / carer views will feed into the reviews and will contribute to the planning and setting of new targets for the following term.

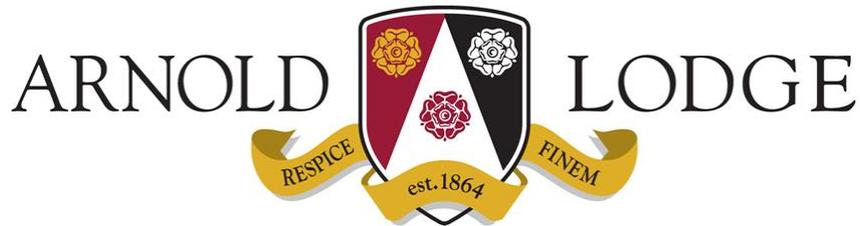
Education, Health and Care Plans (EHC Plan; previously known as a Statement)

An EHC Plan brings together the health, education and care needs for young people aged 0 – 25 years and sets out the provision that they need from education, health and care to meet these needs.

If the child or young person has not made expected progress despite following the graduated approach, we will consider in complex, extreme cases requesting an Education, Health and Care Needs Assessment. Parent / carer and the pupil will be involved in these discussions and the assessment at all times. As evidence will need to be provided by school and external agencies we ask that parent / carer contact us to discuss any concerns.

Following a request for an assessment, the Local Authority must determine whether an EHC needs assessment is necessary within six weeks. The Local Authority will gather evidence from school and external agencies to support the request. Parent / carer will be informed by the Local Authority of the outcome of the EHC assessment.

Where the assessment is successful the Local Authority will provide a finalised EHC Plan for a child or young person from the age of 0 – 25 years.



Where an EHC assessment is not successful children or young person with special educational needs will have their needs in school met through the ordinarily available provision.

EHC Plans should be used to actively monitor children or young person's progress towards their outcomes and longer term aspirations. They must be reviewed by the Local Authority as a minimum of every 12 months. Reviews must focus on the child or young person's progress towards achieving the outcomes and whether they remain appropriate.

Admissions

We welcome those parents / carers seeking integration into mainstream schooling for their child or young person with special needs, in accordance with the schools admissions policy which is available on the school website.

Applications for pupils with learning difficulties and or disabilities will be treated no less favourably than applications for other children.

Parents of pupils' with learning difficulties and or disabilities will be asked to share information, at the application stage prior to starting at Arnold Lodge School. All information including school reports, educational psychologist reports, speech and language reports and any other relevant communications from other agencies will help provide a greater understanding of provision needed for the pupil or young person.

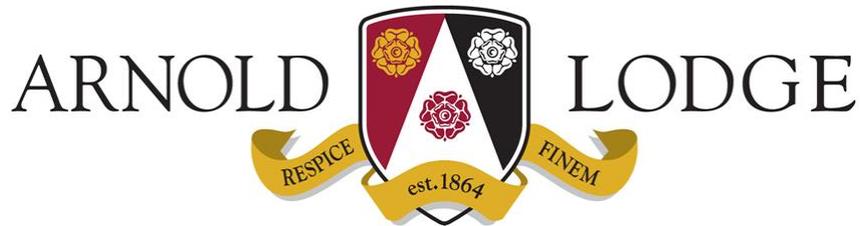
A full assessment of the child or young person's requirements will be made, before offering a place, to ensure that the child or young person's needs can be met. An application to Arnold Lodge School may be unsuccessful if it is judged that the school will be unable to meet the child or young person's needs.

The Head Teacher will always have the final decision on placement.

Access for the physically impaired

The school has an accessibility plan in place which is reviewed annually but due to the specific requirements and age of the building structural changes cannot be made; this does cause some access problems for wheelchairs. The main entrance to the school is from the car park and not accessible by wheelchairs. Where access is restricted special arrangements may be made to enable the child or young person to be helped or supported to access the upstairs classrooms or around the school site.

Resources for pupils with learning difficulties and or disabilities



Arnold Lodge School provides a range of differentiated approaches outside what is ordinarily available through equipment and specialist resources which aim to meet a range of individual needs:

- Support from Warwickshire Early Years Foundation Services (EYFS) team, Integrated Disability Service team (IDS), Parent Partnership and other professional agencies.
- A specialist learning support teachers, EAL teacher and qualified Mentoring Staff who provide support in class, withdrawal for small group support or one to one provision.
- Members of staff deployed in each phase of the school to provide individual and group support in the classroom and at lunch and break times.

Planning the Curriculum

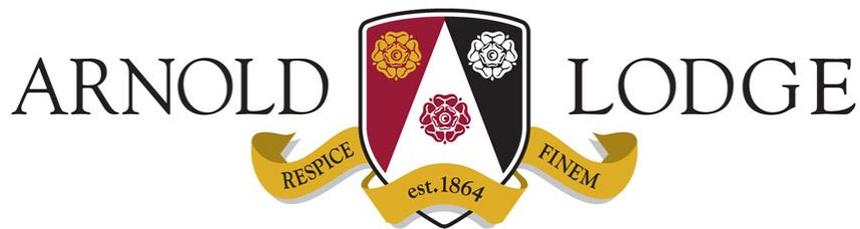
In order to meet children and young people's diverse needs, and help all children make the best possible progress, Arnold Lodge School will:

- Plan opportunities that build on and extend children's knowledge, experiences, interests and skills,
- Develop their self-esteem and confidence in the ability to learn,
- Use a wide range of teaching strategies, based on individual learning needs,
- Provide a wide range of opportunities to motivate, support and develop involvement, concentration and the ability to learn effectively,
- Provide a safe and supportive learning environment, free from harassment, in which the contribution of all children is valued and where racial, religious, disability and gender stereotypes are challenged,
- Use materials that positively reflect diversity and are free from discrimination and stereotyping,
- Plan challenging opportunities for children whose ability and understanding are in advance of their language and communication skills,
- Monitor children's progress, identifying any areas of concern, and taking appropriate action to provide support.

The Learning Environment

At Arnold Lodge School we aim to include children with special educational and disability needs, and enable them to access the learning environment in the following ways:

- Plan provided support for children who need help with communication, language and literacy skills through the use of alternative communication e.g. signs or symbols, visual cue cards, ICT and audio materials,



- Provide materials that children can access through sight, sound, touch or smell,
- Increase the child's knowledge of the outside world by using a variety of stimuli and language to extend their experiences and imagination,
- Provide additional support from adults when needed,
- Adapt activities or environments where appropriate,
- Help children with behavioural difficulties to take part in learning effectively by establishing clear boundaries, promoting and praising positive behaviour, encouraging developing skills to work well with other children and helping the child to value and respect their own contribution and that of others.

Complaints Procedure

Any concerns about special educational and disability provision within the school should be directed to the SENDCo Deb Kelly or SEND Manager Caron Round. Should issues remain unresolved and a formal complaint is required, the complaints procedure can be followed through the school's Complaints Policy and procedures.

SEND Training

Annually, teachers inset needs are identified and they are encouraged to attend organised internal or external courses and conferences. Additionally, consultants and experienced professionals, including the Local Authority (LA) advisory service, educational psychologists, children and young people's services or other special needs practitioners, may be invited into school to deliver any necessary training to meet staff needs. Regular workshops are organised by the SEND Team focusing on varying needs where parents / carers and staff are invited.

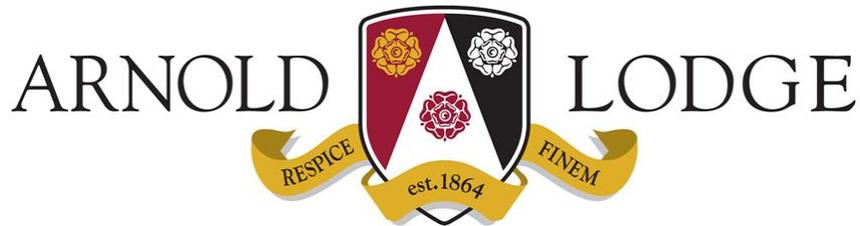
Partnership with Parent / Carer

We recognise the value of parent / carer knowledge of their children or young people and will seek to use that information in planning support for pupils. Parents / carers are encouraged to be fully involved with their child or young person's educational provision, so that a collaborative problem solving approach can be implemented.

The SENDCo or class teacher will contact parent / carer to discuss referrals to outside agencies, such as Learning Support Service, Speech and Language Therapy, Educational Psychology etc.

Parent / carer permission is always sought before any referral is made and a charge may apply.

We encourage parents / carers to discuss any concerns that they may have about their child or young person's needs.



This is usually with the class teacher or the SENDCo, although parents / carers can also see Caron Round by contacting the SENDCo to request a meeting.

Arnold Lodge is currently trying to set up a parent / carer Inclusion Support Group which will meet termly to discuss parent / carer involvement with school and pupils with SEND. It is proposed that a termly newsletter will be produced and distributed to all parents / carers sharing practice, information and signposting parents / carers to various avenues of support.

We have an Inclusion Policy on the school website <http://arnoldlodge.com/> which provides further information including copies of the latest the SEND Code of Practice (DfE July 2014).

Links with External Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND.

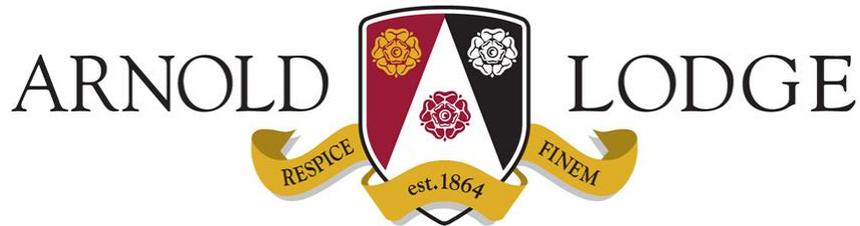
The SEN Team will refer pupils with special educational needs and or disabilities to Child and Young Person & Adolescent Mental Health Services (CAMHS) or other relevant external agencies, as appropriate, using the individual referral criteria for each agency. Such referrals will always be first agreed with the parent / carer.

Children and young people's services become involved if a referral is made to them with concerns about a child or young person or they sometimes notify the school of concerns raised by another external agency.

Assessment

The school has a clear and detailed assessment policy, which enables staff to monitor children and young people's attainment and progress. The school will identify children and young people who are failing to make progress and may have a particular special need in an area.

Information and assessment from the Foundation stage profiles in Reception help to identify child or young people who need help early and these children or young people are then targeted for extra support; this information is shared when the pupils join the other Key Stage classes within the Primary Section of school.



Links with other schools and transitioning

Arnold Lodge School recognises the importance of maintaining close links with all our Pre-school, Nursery and child care settings and discusses children and young people's learning needs as they transfer to our Reception classes.

Links are also maintained with local schools and secondary schools, particularly with the SENDCo for those children and young people with SEND who transfer at Year 6 or any point in their school career.

Information and records are sent to other link schools about special and disability needs pupils on transfer from Arnold Lodge School. We welcome opportunities to allow pupils to visit our school for taster days or visit their future school and encourage visits from their future staff to meet them at the school.

Arnold Lodge Staff share good practice through cluster group meetings and conferences.

Behaviour

At Arnold Lodge School we have high expectations for behaviour from all of our pupils.

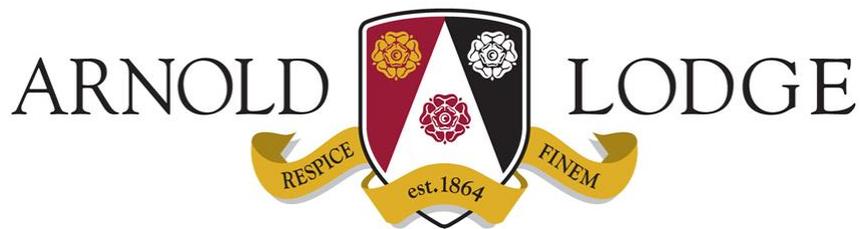
There is a clear and detailed Behaviour Policy, which outlines the school's philosophy and practice towards establishing a positive learning environment in which all children and young people are expected to have high standards of behaviour.

A child or young person with social, mental and emotional difficulties may have a Pastoral Support Plan (PSP) to help to address these difficulties. It will contain clear objectives for improvement, strategies and procedures. It is the school policy to keep parents / carers informed of all incidents in which behaviour is a problem.

Links with Support Services and Agencies

Any professional agency or support service will be contacted by the SENCO. She will only do this once written permission from a parent has been granted.

Child Information Service (C.I.S)	0845 0908044
Early years Advisory team (E.Y.A.T.)	02476 349694
Parent Partnership	02476 588464



Speech & Language Therapy	01926 400001/02476 351333
Child Development Service (C.D.S.)	0845 090700
Integrated Disability Service (I.D.S)	01926 413737

The Inclusion Team

The SEND Manager

The SEND Manager meets with the Team on a weekly basis to discuss and continuously try to improve best practice and in turn raising the standards. The SEND Team consists of the SEN Manager Caron Round, the Special Educational Needs and Disabilities Coordinator (SENDCo) Deb Kelly, English as an Additional Language (EAL) Coordinator Sarah Southall and the new staff responsible for Able Gifted and Talented across the school.

The Special Educational Needs and Disabilities Coordinator (SENDCo)

All mainstream schools must appoint a designated teacher; the Special Educational Needs and Disabilities Coordinator, who is responsible for the day-to-day operation of the school's SEND Policy and maintaining the SEND registers which include the medical registers. At Arnold Lodge School our SENDCo will coordinate provision for pupils with SEND, monitor the IEP's and liaise with parent / carer, staff and external agencies.

SEND Director

One of our Directors also takes a special interest in SEND, although the Directors, as a team, are responsible for making provision for pupils with special educational and disability needs.

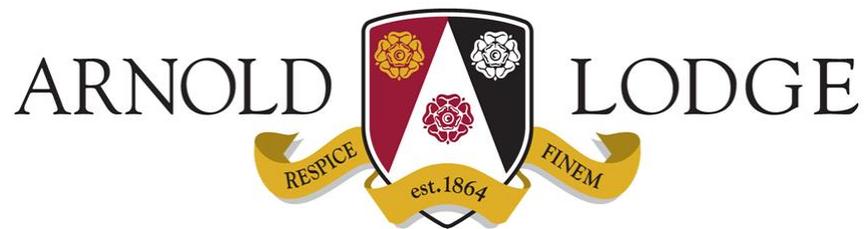
(Current SEND Governor is Mr Wynford Dore).

Success Criteria

We strive at Arnold Lodge School to meet the needs of all children and young people including those with SEND so that they make the best possible academic and personal progress.

Evaluation of Policy

The Director with responsibility for Special Educational and Disability Needs will regularly monitor the special needs provision and ensure that the policy is applied in practice. The SENDCo will ensure that the policy is monitored and regularly updated in conjunction with the Inclusion Policy. The school will ensure that the budget for special needs is monitored and effectively used, and will



also monitor arrangements made for teachers to attend in-service training. The school will regularly assess and report to Directors on the success of the SEND pupils.