

# **Egerton Rothesay School**

## **Special Educational Needs Policy**

### **1. Introduction**

Egerton Rothesay School (ERS) aims to enable each child to achieve to their individual highest potential, to be valued for who they are and to fully respect and be respected by others.

All pupils at ERS have special educational needs and some needs emerge or change over time. This policy aims to outline arrangements at ERS for identifying and monitoring pupil's needs so that appropriate support and provision can be put in place, enabling pupils to achieve the best possible outcomes.

The SEN policy has been developed alongside the following school policies:

- Admissions policy
- Accessibility policy
- Equal Opportunities policy
- Exam Access Arrangements policy
- First Aid/Supporting Pupils with Medical Needs policy
- Mental Health and Wellbeing policy

### **2. Roles and Responsibilities**

Headteacher	Mr Colin Parker
Head of SEN	Mrs Jane Wyton
SEN Statutory Coordinator	Miss Alison Baker
SEN Support Coordinator	Mrs Karen Phillips
SEN Provision Coordinator	Mrs Sara Griffin
Exam Access Arrangements Coordinator	Mrs Stephanie Gee

All teachers and support staff receive training in SEN and many have specialist training and qualifications

Information about children's backgrounds, individual needs and progress over time is held securely in paper files and electronic media. All staff are responsible for maintaining an up to date awareness of children with whom they work. Specialist professionals and teaching staff take responsibility for meeting the needs of the children they support and teach.

### **3. The Needs of Pupils at ERS**

Special Educational Needs (SEN) are defined in England and Wales by the Children and Families Act 2014.

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, 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

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

All schools must follow the Act, including Egerton Rothesay School (ERS). As an independent school ERS must also have regard to the SEND Code of Practice: 0 to 25 years (2015). The school strongly supports the Code's principles of inclusion and the need to fully meet the needs of all pupils in the school.

Pupils at ERS experience a range of barriers to learning within the following four areas of special educational need outlined in the SEND Code of Practice, 2015:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

ERS pupils' difficulties include:

- Dyslexia
- Dyscalculia
- Dyspraxia/ Developmental Coordination Disorder
- Speech, Language and Communication Needs
- Attention difficulties
- Autistic Spectrum Conditions
- Physical/Medical difficulties
- Emotional difficulties

#### **4. Admission arrangements**

All applications are considered carefully through a staged admissions process. The decision to offer a place to a child rests on the following criteria:

- The child will benefit from the school's provision
- The child's admission will not cause detriment to the learning or well-being of children already in the school
- There is room to admit the child in an appropriate peer group and within set maximum sizes for the year group, form group and classes
- The school is able to provide appropriate specialist support and provision to meet the child's needs
- The parent understands and agrees to meet all contractual and financial obligations involved

The admissions process begins with consideration of relevant paperwork by the Head of

SEN/SEN team. This includes professional reports, school reports and the Education, Health and Care plan where applicable.

Following consideration of the paperwork, if it is felt that ERS may be able to help the child, parents are invited to meet the Head of SEN or a member of the SEN team to discuss the child's strengths and needs.

If the parents and school agree to proceed with the application, a visit for the child will be arranged. This visit will usually take place over three consecutive days and will allow the child to be observed/assessed within an appropriate group by relevant school professionals.

Following the pupil visit, the admissions team will review feedback from staff and decide whether a place can be offered.

An offer of a place will include a schedule of the provision to be offered to the child. For every individual, provision offered will be in response to their identified needs and will be reviewed regularly to ensure that it remains appropriate to their needs.

## **5. Supporting pupils' needs**

All children have a profile on entry to the school, which summarises their needs and provides guidance and strategies for staff. This is reviewed by key staff when appropriate.

Most pupils also have an Individual Pupil Plan (IPP), which outlines their strengths and needs, provision and identified outcomes that classroom and specialist staff will work towards with the pupil. These outcomes are reviewed on a termly basis.

If a teacher, child or parent feels that the current arrangements and support are not working as effectively as they should, information will be gathered and discussed. This might include further assessment. Changes in any aspect of the child's educational provision will be discussed with the Head of SEN, key staff and parents.

## **6. The curriculum (see also Curriculum Policy)**

All children are offered a broad curriculum leading up to BTEC or GCSE level, as well as many other accredited qualifications that are appropriate for our pupils. Subjects in the Senior School suit both those of a more academic nature and those of a practical inclination. Pupils follow the 3 core subjects of English, Mathematics and Science. The curriculum also covers History, Geography, RE, Spanish, IT, Drama, Music, Design Technology, Food Technology and Textiles. Children take part in sports and games and visits to places of interest outside the school. All children in the school take part in a weekly afternoon of activities, including activities such as horse riding, skiing, trampoline, golf, taekwondo and climbing. Individual tuition is available in a range of musical instruments.

Our broad approach to the curriculum enables children to develop new interests and strengths. As they grow, there are more options and greater flexibility to meet individual needs. For example, children may follow a timetable which allows them additional opportunities to develop literacy or other more practical skills; children whose first language is not English can receive additional tuition from qualified specialists; children who need to develop greater fluency in using a computer can be taught touch typing skills individually or as part of a small group. Within PE, children who

do not enjoy competitive sports have opportunities to take part in more individual pursuits.

## **7. Beyond Year 11**

ERS is an inclusive school and admits children with a wide range of individual needs and a wide range of abilities. We aim for every child to achieve to the very highest level - what this means is different for each child. For some it means good GCSE grades, for others it means being ready to move onto further education or to enter the workplace productively, enjoyably and with confidence. We support pupils' in developing an understanding of their interests and knowledge about careers, and their options within their local area.

We recognise that some of our pupils reaching the end of Year 11 may not be ready to transfer to further education or the workplace. For these pupils we offer one, two or three years of 'sixth- form' education. We aim to tailor the curriculum of each sixth-form pupil according to their individual needs. We offer a wide range of subjects and lessons to these pupils, including a number of subjects only available to pupils at this stage.

## **8. Monitoring pupils' progress**

Children's progress over time is monitored in various ways that are appropriate to their age and needs. This includes regular individual testing of reading and spelling, use of group Cognitive Abilities Tests (CATS), internal exams and assessments, teachers' professional judgements and the students own participation and confidence in their own learning. Pupils' progress towards identified short term outcomes contained in their Individual Pupil Plan (IPP) is reviewed on a termly basis.

We rely on direct personal knowledge of our children to help them make the best possible progress. Where progress is less than expected, we aim to seek and address any underlying reasons quickly and effectively.

## **9. Assessments and exams**

At ERS internal assessments and exams take account of our pupils' individual needs. We aim for all our children to achieve the maximum independence possible by the time they leave us, but we also believe they should have fair access to exams, including whatever adjustments (access arrangements) are necessary to compensate for their special educational needs. We follow the changing regulations prescribed by the Joint Council for Qualifications and apply for access arrangements according to the children's needs. All pupils are screened in Year 9 or Year 10 to establish that all appropriate exam concessions are applied for. Final decisions about exam access arrangements lie with the JCQ, or in a small number of cases, with the exam boards.

## **10. Specialist provision and support**

All children are taught within small classes, with the maximum number within each determined by the level of need within the class. The staffing ratio ensures that each child can access the

curriculum at their pace and with the help they need.

In addition, children have access to individual or group specialist provision. This includes:

- **Learning support in the classroom:** some pupils benefit from additional 1:1 help in class. This can, for example be used to support concentration, to provide further explanation, to read or to scribe. Learning Support Assistants also support the implementation of therapy programmes which have been devised for individual pupils by speech and language therapists, occupational therapists and physiotherapists.
- **Specialist 1:1 teaching for Literacy and Numeracy:** This is undertaken by experienced teachers with specialist qualifications in teaching pupils with Specific Learning Difficulties (RSA/ OCR certificate or diploma in SpLD or equivalent).
- **Speech and Language Therapy:** The school's Speech and Language therapists work with pupils across the school with speech, language and communication needs. Pupils may receive direct input in the form of individual or group therapy or, for some pupils, speech and language support is provided in the form of a programme devised and monitored by the therapist and implemented by teaching and support staff.
- **Occupational Therapy:** Therapists work with pupils who have a range of fine or gross motor skill, sensory and/ or organisational difficulties. Pupils may receive direct individual or group therapy or a programme devised and monitored by the therapist may be delivered by a Learning Support Assistant.
- **Physiotherapy:** A small number of pupils receive regular input from a Physiotherapist who will also provide a programme of exercises to be carried out with the support of a trained Learning Support Assistant.
- **Social and Emotional Development:** The Social and Emotional Development team is made up of specialist staff with a range of qualifications in Autism and mental health. The team provide support for pupils with social and emotional needs, including those with Autistic Spectrum Conditions.

The school offers other specific specialist support when required, for example, touch typing tuition for those pupils for whom the use of a laptop will be beneficial. To access specialist provision, children withdraw from a timetabled class lesson. The timetabling of specialist provision aims to ensure that all pupils have access to a balanced and appropriate curriculum.

## 11. Supporting pupils with an Education, Health and Care Plan

We welcome and accept students with existing Education, Health and Care plans if we consider that we are able to meet the student's needs. Children with EHC plans, from a number of local authorities, are placed throughout the school. The provision and arrangements made to meet each child's needs depends on what is specified in the plan/ statement and what is available at ERS. Funding arrangements also vary, and are ultimately a matter for negotiation between the respective local authority and the child's parents.

For children within the school who have an EHC plan, we aim to meet the timescales for annual review that are recommended within the SEND Code of Practice. Reports for reviews are requested from class and specialist teachers and other specialist professionals involved. An appointed professional within the SEN team chairs the review. Issuing local authorities, relevant professionals, parents and teaching staff are invited to attend a review meeting at which progress towards identified outcomes is discussed and any amendments to needs, long term outcomes and provision are recommended. For transitional reviews (from year 9) the local authority careers service or an independent careers advisor is also involved. The careers advisor works with the pupil and their parents to create a careers action plan that forms part of the annual review and is updated and amended as appropriate during the pupil's remaining time at ERS.

Adjustments to arrangements, resources, teaching programmes or outcomes are made, depending on the child's progress and once amendments to the plan or statement have been agreed by the local authority, if required.

## **12. Supporting a request for Education, Health and Care needs assessment**

When a request for an EHC needs assessment has been made or a parent has requested that ERS be named on their child's plan, the school will aim to provide any information that is required by the parent and the local authority. If agreement between parent and the local authority cannot be reached, the case may be taken to the Tribunal. During such a process, the school will seek to remain independent and will not send a representative to the Tribunal unless required to do so by the Tribunal.

## **13. The parent partnership**

At ERS we aim to work in close partnership with parents. We operate an "open door" policy for parents and appointments can be made quickly. Regular communication can be through daily or weekly home-school books, email and texting. Parents whose children have IPPs are invited to termly reviews with specialist staff. Parents are encouraged to meet with teachers on parents' evenings. Written reports are sent home twice each year.

## **14. Responsibilities and review**

All educational staff are expected to support and to work consistently in accordance with this policy.

This policy will be reviewed as required and at least annually.

Policy approved by: Alison Walker (on behalf of Governing Body) Date: September 2020  Next Review (latest): September 2021
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