



Norfolk House School

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY, including ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

1. This policy should be read in conjunction with the Equal Opportunities Policy and Able, Gifted and Talented Policy. It aims to set out how Norfolk House School provides for pupils identified as having Special Educational Needs and Disabilities and applies to all pupils, including those in the Early Years Foundation Stage. The Head of Teaching and Learning supports the Headmistress in the role of SEND Co-ordinator.

Values and Principles

2. At Norfolk House School we aim to provide all our children with opportunities to achieve their academic potential and develop an enquiring mind within a family environment where they feel valued, fulfilled, confident and emotionally literate. Our children need to grow as caring and responsible citizens who will have an enthusiasm for learning. We also aim to create a supportive partnership between home and school. In providing an extracurricular programme that allows full inclusion across the ability spectrum we expect every child to flourish.

Aims and objectives

- There is a shared belief by Norfolk House School that every pupil will have access to a broad and balanced education, including the school's curriculum map and in line with the SEND Code of Practice 2014 (SEND Code 2015).
- All pupils will have their needs identified in order to support progression and good mental health and wellbeing in line with our Safeguarding Policy.
- The school accepts and values all pupils and their differences, and will ensure that the school is accessible and that no pupil will be discriminated against.
- Safeguarding procedures are in place to ensure that all pupils will be protected from harm and neglect. (See the Safeguarding Policy for further information.)
- All pupils with SEND are able to access the curriculum by providing differentiated teaching and learning opportunities, extra support or additional resources where appropriate.

School Profile

3. Norfolk House School is an academic school catering for children aged 3 to 11 years. Children can enter from the age of three and are taught in small groups and classes. The admission arrangements for the Main School reflect the fact that Norfolk House School is

generally known as a school with high academic standards. All the children in Transition are continually assessed using our own baseline procedures with care compatible with Early Years Foundation Stage regulations. The School, consistent with its legal duty, will undertake all reasonable adjustments to meet the needs of a pupil who has been identified as having a special educational need and/or disability. In deciding what is reasonable, the School will have regard to such matters as best practice, the best interest of the pupil concerned and the interest of the school community. Where a pupil fails to attain the expected academic standards, they may not be able to progress in main School beyond Reception. The needs of each individual child will be assessed against the nature of the education being offered at the school.

What is classed as a Special Educational Need?

4. 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.
5. For children 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 or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition that is bulleted above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Who is classed as a Disabled Person?

6. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. (Department for Education & Department for Health (2015) Special educational needs and disability code of practice: 0 to 25 years, p13.)

Procedure upon Identification of Special Educational Need

7. If pupils are identified as having additional special educational needs both the parents and the child (depending on age) will liaise with the class teacher, SENCO and/or the Headmistress, where the nature of the concern can be discussed together and a plan of action drawn up. In cooperation with all parties, the Individual Learning Plans (IEPs) will then be put in place.

Group Support Team

8. The Head of Teaching and Learning will support the Headmistress as the Special Educational Needs and Disability Coordinator. He will help to oversee the review of the Individual Education Plans (IEPs) and advise staff on suitability of the targets as well as suggest some strategies for implementation. Emphasis will be placed on staff to ensure that an awareness is developed that catering for SEND is the responsibility all staff at Norfolk House School.
9. The group support team, the Head of Teaching and Learning and the Head of Lower School will liaise on a regular basis, with regular academic staff meetings and contact by e-mail. All of the staff at Norfolk House will feedback at regular intervals and in staff meetings to highlight any children causing concern and who may need additional support. The input from R M Integris tracking software along with the teachers' assessment data will be used to help inform progress. Any pupil scoring below 100 as a standardised score through the GL assessment programme in place will be considered to benefit from further intervention, which may include timetabled small group support or one to one sessions and always discussion with the parents. Reading and spelling ages are also considered to determine if further support is required in a specific area of learning.
10. When a child is identified as requiring extra help, for whatever reason (Special Educational Need, having English As An Additional Language or other), this is normally able to be provided within the classroom setting, therefore allowing every child to work towards fulfilling his/her potential in a fully integrated, inclusive environment. In such situations, a child is offered additional support in small groups or on a one to one basis in weekly sessions. This is a group of well qualified and experienced teachers who are timetabled to offer support and arrangements are tailored to need on an ongoing basis. The school currently has a SEND register and a monitoring list of pupils which will be applied by the group support team and regular reviews will take place. Learning support lessons are timetabled in the Library.

Working partnership with parents

11. Teachers liaise closely with parents to ensure that the partnership between school and home offers further support for the child and extra work may be set where appropriate. A recommendation may also be made for a pupil to have Extra Tuition sessions on Saturdays and during the Summer holidays, offered by the school, to aid confidence in a particular area. The aims here are to:

- Meet the needs of their child through identification, provision, target setting, monitoring and review of progress.
 - To exchange information and make sure we have clear lines of communication.
12. Where age-appropriate, the child and parents are placed at the centre of the decision-making in tandem with the School. This is in place to ensure that the child is given the opportunity to participate and to take ownership of his or her learning but also to work on strategies that will enable them to celebrate success.

English as an Additional Language

13. For those whose Special Educational Needs which involves having English as an Additional Language, teachers will offer reading and flash word support for younger learners to support understanding and work with the parents to discuss strategies for maximised development. This is carefully monitored over a suitable period of time and further discussions ensue if it is felt that such intervention is not proving sufficient to aid learning.

Individual Education Plans

14. Individual Education Plans are put in place and shared with parents, offering personalised targets to work on. They offer support and record progress and are used to inform staff of reasonable arrangements to be made when considering educational visits planning and examinations to ensure that the pupils' needs are taken into account. These are also shared in staff meetings so that all staff are aware of the areas of difficulty. IEPs are then re-visited on a termly basis and reviewed by the Form Teacher with outcomes again shared with the parents and pupil, depending upon their age. A different format of Learning Plan is applied for children in the Early Years Foundation Stage, where needed, with the use of colour and picture codes to be age-appropriate. Interpreters are welcome at any meeting between parents / carers and the school should the need arise. Originals of IEPs are currently stored in the SEND File as well as in individual pupil files. Progress is then carefully monitored on an ongoing basis and communication with parents is regular to ensure the school can fully meet the need in question.
15. Any child, who is identified formally as having special education needs, as defined by the SEND Disability Code of Practice (SEND 2014), is assessed fully prior to arriving at the School to determine whether provision can be made to accommodate the range of their needs. The school is mindful not to discriminate on grounds of gender, gender identity, race, disability, sexual orientation, religion or belief. Each case is judged on an individual basis, and in liaison with the parents, carers and any outside agencies who are involved with the child. If the offer of a place is made, the relevant action plans are put into place and any necessary support offered to the child and his/her parents. For pupils with a Statement of Educational Need or Education, Health and Care Plan, the above statement is also true and will be considered on an individual basis so that provision can be made suitably. The school may choose to accept a pupil in receipt of a statement or EHC without referral to the Department for Education. If a pupil attends the school with an EHC, it will be reviewed annually and the school will work in tandem with the Local Authority in reviewing the plan.

Pupils with Physical Difficulties

16. Norfolk House School is situated in an old residential property over three floors but alternative arrangements will be made for those pupils who have short term difficulties with mobility. Limited resources are available from within the school to improve accessibility to certain areas but every effort will be made to ensure as little disruption occurs to the education of such pupils e.g. room swaps, more flexible learning styles and differentiated activities as necessary.

Special Educational Needs in the Early Years

17. Wherever possible, the school will endeavour to ensure the provision is accessible for learners with learning differences, such as by making small changes to the layout of classrooms and availability of specialist resources. However, each case is considered on an individual basis and discussed with members of the Early Years staff and the parents to ensure the needs can suitably be catered for.

18. Where a practitioner has concerns about a child's progress and attainment levels and it is deemed that they are behind expected levels, they should liaise with the Head of Lower School in the first instance and keep parents informed. The methodology outlined in 'Early Help' (Working Together) will offer guidance and a system of 'assess, plan, do and review' will be adopted. Through an on-going monitoring and review period, the SENCO may then advise on the writing up of a Learning Plan to set clear targets as deemed appropriate and based upon the individual case. Parents are always informed if their child is receiving SEN support and kept up to date on progress through regular meetings.

19. In such an instance, an appropriate version of the IEP is drawn up and shared with parents, with a copy given, and takes into account the four main areas of need : communication and interaction, cognition and learning, social emotional and mental health and sensory and/or physical needs. The plan is followed up with parents on a regular basis and reviewed for suitability of targets before the end of each term and at earlier intervals, if circumstances change. Where the decision is taken to involve external specialists, the parents are involved in the discussion and at the heart of the decision-making with guidance followed for those pupils with an EHC drawing up.

20. For pupils who have English as an additional language, reasonable steps will be taken to provide opportunities for them to develop and use their home language in play and learning, to support their language development at home, and to ensure that they also have sufficient opportunities to learn and to reach a good standard in English language.

21. Prior to entry, parents are asked to complete a Child Profile questionnaire that provides the school with important background information on the child with regard to the seven areas of learning of the Foundation Stage. Parents are invited to an induction meeting immediately prior to their child commencing at the school.

Complaints procedure

22. Further reference should be made to the Complaints Policy.

Signed : S. Palmer
Mrs S Palmer (Headmistress)
Signed : J. Challinor
Mr J Challinor (Chair of Directors)
Date : 11.9.18