

# **STAMFORD ENDOWED SCHOOLS SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) INCLUDING ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY**

## **1. Aims**

- 1.1 The aims of this policy are to promote best practice in the Schools' identification and management of special educational needs and disability (SEND) in line with **The Special Educational Needs and Disability Code Of Practice 2015** and to explain the support that can be provided for children and young people who have difficulty in learning and the co-operation that will be required from parents<sup>2</sup>.

## **2 Definitions of Special Educational Needs (SEN) taken from Section 20 of the Children and Families Act 2014**

- 2.1 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.
- 2.2 A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
  - b) has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

## **3. Definition of Disability taken from The Equality Act 2014**

- 3.1 Many children and young people who have SEN may have a disability which is defined as '...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'.

'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.

- 3.2 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 general acumen.

#### 4. **English as An Additional Language (EAL)**

- 4.1 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.
- 4.2 If, after meeting the school's academic entrance criteria, children for whom English is an additional language will be provided with support as appropriate.

#### 5. **Broad areas of SEN**

The Schools' recognise the four broad categories of need as stated in the SEND COP 2015:

##### 5.1 **Communication and Interaction**

Children and young people with speech, language and communication needs have difficulty in communicating with others. For example, children and young people with Asperger's Syndrome may have particular difficulties with communication and social interaction.

##### 5.2 **Cognition and learning**

Some children and young people 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.

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

Children and young people 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 children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

##### 5.4 **Physical and sensory**

Some children and young people 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.

#### 6. **POLICY**

- 6.1. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) and has been written with reference to the following guidance and documents:

Equality Act 2010: Advice for Schools DfE (Feb 2013)

SEND Code of Practice 0-25 (2015)

Schools SEN Information Report Regulations (2014)

## 6.2 CONTACT DETAILS

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Mrs Catherine Hammant, SEND Governor, Stamford Endowed Schools

## 6.3 The Schools:

For the purposes of this policy Stamford Endowed Schools are mainstream independent schools with high academic standards which accepts boys and girls from the age of 2 years, comprising of Stamford School, Stamford High School, Stamford Junior School and Stamford Nursery School.

## 6.4 Objectives

- To have due regard to the guidance provided in the SEND Code of Practice 2015.
- To use best endeavours to ensure all teachers in school are able to identify, at the earliest possible opportunity, any child or young person that may experience SEN.
- To make appropriate and reasonable provision to remove barriers to their learning to enable children and young people to participate fully in all areas of school life.
- To ensure that every child or young person experiences success in their learning and achieves to their full potential.
- To work in partnership with parents / carers and keep them adequately informed at all times
- To involve the child and young person in the process of making decisions and exercising choice as much as possible
- To work closely with external support agencies, where appropriate, to support the needs of individual children and young people.
- To ensure that all staff have knowledge of children and young people in their care with SEN and receive training and advice to support quality teaching.
- to have high expectations and suitable targets for every child or young person
- To ensure the child or young person with SEN will generally take part in lesson in their classrooms with their peers. Group or individual support will be provided where appropriate.

## 6.5 Identification and Assessment

Pupils with SEN 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.
- Child or young person's interview or self-assessment.
- Following up class / subject teacher concerns.
- Following up parent concerns.
- Depending on the age of the pupil, discussions with the child or young person.
- Information from previous schools on transfer.
- Information from one of the SES schools on transfer
- Information from other services.

Where it is felt that more information is needed to help and guide teachers a school based assessment carried out either by the SENCO or Head of Learning Support will be recommended. The school based assessment will be the starting point for the "assess, plan, do, review" cycle (see **Provision**).

The outcome of the school based assessment will be twofold:

To identify any adjustments, interventions or support that is felt necessary to help the child or young person make progress. If the child or young person still fails to make at least adequate progress in spite of high quality teaching, adjustments, interventions and support, then the Schools' will recommend input of outside services for further guidance. Such outside services may include, but are not limited to educational psychologists, Child and Adolescent Mental Health Services (CAMHS) and therapists (including speech and language therapists, occupational therapists and physiotherapists).

In consultation with parents or carers, to make the decision to place a child or young person on the Schools' Learning Support registers. The SENCO (SJS and Nursery) or Head of Learning Support (SS and SHS) will then share information about the child or young person's learning difficulties with teachers and advise on strategies to help meet their learning needs in lessons.

## 6.6 Provision:

Provision begins with high quality teaching. Stamford Endowed Schools believes that every teacher is a teacher of every child or young person with special educational needs. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

The Schools adopt a graduated response to meeting pupils' needs as described in the SEND Code of Practice 2015.

Integral to Learning Support provision across the Schools is the four part process described in the SEND Code of Practice 2015:

- Assess – gather evidence to ascertain difficulties.
- Plan – adjustments, interventions and support.

- Do - strategies in the classroom.
- Review - progress made.

Learning Support 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 individual pupils;
- In class and extra-curricular support;
- Small group teaching;
- Individual teaching (learning skills and subject specific);
- Modification of the child's curriculum;
- Access arrangements for exams.

## **6.7 Partnership with Parents / Carers**

**The Schools aim to work in partnership with parents and carers.**

Parents and carers are encouraged to share information with the Schools of any difficulties they know or perceive their child may be having or other needs the child may have which need addressing.

Parents and carers will be informed fully of every stage of their child's development, the circumstances under which they are being monitored or why further assessment is suggested and be involved in decision making regarding any appropriate provision that may be made.

Where it is determined that a pupil does have SEN, parents and carers will be consulted before inclusion of the child or young person on the Schools' Learning Support registers.

Parents and carers will be encouraged to play an active role in their child's education, as appropriate.

Pupil progress is discussed at parent evenings or through additional meetings, the frequency of which is dependent on individual progress.

## **6.8 Involvement of the Child and young person**

The Schools' recognise that all children and young people have the right to be involved in making decisions and exercising choice, as appropriate.

We encourage all pupils to identify their own needs, state their views about their education and learning, share in individual target setting, self-review their progress and participate in meetings with parents and carers and annual reviews as appropriate.

## **6.9 Governors**

Governors recognise and accept their responsibility for ensuring that procedures are in place for identifying pupils' special educational needs at the point of

admission to the Schools<sup>1</sup>, or during their school career, and for providing for those needs, as far as is reasonably possible. Parents who are aware that their child has been diagnosed with a Special Educational Need must inform the School prior to any entry test being taken. Governors reserve the right to make additional charges to the parents for such provision at any time depending on the circumstances bearing in mind the constraints of the Equality Act 2010. Appropriate notice of such charging will be given to the parents concerned and a term's notice in writing (or payment of a term's fees for learning support in lieu of notice) is required to terminate learning support. Fees paid for learning support teaching will not be refunded.

A member of the Governors' Educational Committee will have particular responsibility for Special Educational Needs in the Schools. The Governor will operate under terms of reference approved by the Education Committee and will report annually to that Committee.

Governors delegate the implementation of these procedures to the Principal, who will be assisted by relevant members of the Senior Executive Team. These procedures will include:

- a) having appropriately trained staff in the Schools with responsibility for managing pupils' special educational needs; recruiting additional expertise from approved outside professionals or agencies where the necessary expertise falls outside that available within the Schools;
- b) making appropriate provision for pupils' special educational needs and keeping that provision under regular review in order to ensure its effectiveness;
- c) keeping all teaching staff informed about pupils' special educational needs;
- d) keeping accurate and up-to-date records of pupils with special educational needs;
- e) liaising with outside agencies, including Local Authorities where appropriate, and contributing professional reports when required for statutory assessment and annual statement reviews;
- f) ensuring that pupils with SEN or a disability join in activities of the school together with pupils who do not have a SEN or a disability so far as is reasonably practical.
- g) ensuring appropriate access arrangements are made for pupils when taking exams.
- h) undertaking any other appropriate duties in accordance with the Code of Practice on Special Educational Needs.

#### **6.10 Charging:**

The Schools will make reasonable adjustments to their teaching as shown below. However, individual, small group tuition and in-class support may be charged as an extra as may assessments for access arrangements in public exams in full consultation with parents. Readers, scribes, prompters, transcribers, oral language modifiers, sign language interpreter, practical assistants or invigilators in public exams may also incur an additional charge.

Reasonable adjustments may include:

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<sup>1</sup> 'Schools' – Stamford School, Stamford High School, Stamford Junior School and the Stamford Nursery School.

<sup>2</sup> Parents – Parents, carers or guardians

- Providing laptops for access arrangements for internal tests and exams.
- Providing laptops for access arrangements for external tests and exams.
- Support for homework through a lunchtime homework club
- Enlarged copies of texts through photo-copying.
- Photo-copying on different colour paper.
- Providing photocopies of teacher's notes or through Pupil SharePoint access to teacher's notes , revision materials, power points etc.
- Reasonable adjustments with sound systems.

### **6.11 Education, Health and Care Plans**

From September 2014, Statements of Special Educational Needs have been replaced by Education, Health and Care Plans, which can be used to support children and young people from birth to 25 years with lifelong or significant difficulties.

In exceptional circumstances, a request that a child or young person undergoes a Statutory Assessment Process can be made to the appropriate Local Authority by the Schools, parents, a young person over the age of 16 but under the age of 25, and a person acting on behalf of a school or post-16 institution (this should ideally be with the knowledge and agreement of the parent or young person where possible) where, after consultation with a variety of sources including the School, parents and Social Care and Health Professionals, it is considered that the complexity of need around the needs of a child or young person are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

The purpose of an Education Health and Care plan is to make special educational provision to meet the special educational 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.

A local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an Education Health and Care plan.

Information will be gathered relating to current provision and a summary of any action points taken. A decision will be made by the Local Authority about whether a child or young person is eligible for an Education Health and Care plan.

An Education Health and Care plan needs assessment will not always lead to an Education Health and Care plan. The information gathered during an Education Health and Care needs assessment may indicate ways in which the schools can meet the child or young person's needs without an Education Health and Care plan.

Parents have the right to appeal against a decision not initiate a statutory assessment leading to an Education Health and Care plan.

Where a prospective pupil has an Education Health and Care plan, the Schools 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 before a place is offered.

The Schools will co-operate with the Local Authority to ensure that the relevant reviews of Education Health and Care plans are carried out as required.

Training - SES is committed to furthering our knowledge of any new developments in the SEN. Identified staff members will attend courses and information will be shared and evaluated with all teaching staff regularly through informal arrangements, staff meetings and staff training.

#### 6.12 **Withdrawals**

The Schools reserve the right, following consultation with parents to ask or require them to withdraw their child from the School if, in the Schools' opinion:

6.12.1 the child is in need of a formal assessment, learning support or medication to which the parents do not consent; and/or

6.12.2 the parent has withheld information from the Schools which, had the information been provided, would have made a significant difference to the Schools' management of the child's learning difficulties; and/or

6.12.3 the child's learning difficulties change to require a level of support or medication which, in the professional judgement of the Principal, the Schools are unable to provide, manage or arrange;

6.12.4 the child has special educational needs and is making insufficient progress to benefit sufficiently from the mainstream education and facilities which the School provides.

6.12.5 the child's self-esteem or confidence has been adversely affected or the learning of others has been hindered by the child's behaviour

6.13 **Alternative placement:** 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 with the necessary level of teaching and support.

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

For further details of provision for pupils' special educational needs see the Practical Guidelines/Departmental Handbook issued by each school.