TOWN CLOSE SCHOOL

NORWICH'S FINEST PREP SCHOOL • FOR GIRLS & BOYS • 3-13 YEARS

POLICY TO PROMOTE THE SUCCESSFUL INCLUSION OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES v1.6

This policy replaces the SEN and Disability Policies. This policy is written for children on the SEN register with identified needs and for children identified as needing additional support.

This Inclusion policy is also linked to the following school policies:

- **Teaching and Learning Policy**
- **English as an Additional Language Policy**
- **Admissions Policy**
- **Behaviour Policy**
- **Complaints Procedure Policy**
- **Parents handbook**
- **School Prospectus**

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1. KEY STATEMENT – VALUE AND PRINCIPLES

At Town Close School, we are committed to:

- Providing every child with the best possible education.
- Ensuring that children are given every opportunity to achieve at the very highest level of which they are capable.
- Treating all children and staff equally and fairly, regardless of ethnicity, religion, attainment, disability, age, gender, sexual orientation or background.
- Seeking and taking into account the views, wishes and feelings of the children and their parents.
- Reviewing provision for children regularly and make adjustment accordingly.

2. AIMS AND OBJECTIVES

- To provide access for all children at the School to an appropriately differentiated, broad and balanced curriculum;
- To address the needs of all pupils who may have additional learning needs, either throughout, or at any time during their school careers;
- To create an inclusive environment, where the needs of pupils are met alongside their peers;
- To identify and assess children's SEND (Special Educational Needs/Disabilities) as early as possible, so that these may be quickly and appropriately met;
- To monitor children's progress in order to provide and evaluate appropriate support;
- To take into account the vital knowledge, views and experience of parents, in order to promote an active partnership;
- To develop a confident staff when it comes to meeting children's learning needs;
- To ensure close cooperation between school and any other agencies.

3. RESPONSIBILITY FOR THE COORDINATION OF THE LEARNING SUPPORT DEPARTMENT

At Town Close School we have one teacher fulfilling the role of SENCo (known as 'Head of Learning Support') – Emma Boyt – responsible for:

- Providing overall leadership, direction and support as well as the day to day operation of the Learning Support Department;
- Liaising with and advising staff in the identification of and planning for children with additional needs;
- Coordinating provision for children with additional needs;
- Maintaining learning support records;
- Ensuring that pupil passports (IEPs) are up to date and relevant to pupils' needs;
- Monitoring children's progress;
- Liaising with parents of children with SEND;
- Supporting and monitoring any Looked After Children (LAC) within school;
- Liaising with other schools to provide information when children transfer;
- Maintaining and updating resources in a central resource for use by staff and pupils;
- Contributing to the in-service training of staff;
- Liaising with external agencies including educational psychologists, health and social services.

The responsibility for supporting the SEND learners in the Early Years Department is the Head of Learning Support who is supported by the Pre Prep Leadership Team.

4. ROLES AND RESPONSIBILITIES OF STAFF, PUPILS AND PARENTS.

a) The Headmaster

The Headmaster has overall responsibility for the day-to-day management of all aspects of the school's work, including provision for all children.

b) Learning Support department

- Mrs Emma Boyt is the Head of the Department.
- Mrs Helen White takes some teaching duties for children with SEND for the equivalent hours of one half a day a week.
- Mrs Audrey Jolliffe is a full-time Learning Support Specialist and School Counsellor.
- Mrs Sarah Drake is a full-time 1:1 carer. She is guided by the teachers and the individual child's care plan.
- Mr David Wragg is a 1:1 carer working the equivalent of 4 days a week. He is guided by the individual child's needs and his Education, Health and Care Plan.
- The Learning Support Department work closely with the teaching and support staff.

c) Teachers

- The teacher has a responsibility to ensure that appropriate teaching and learning takes place for all pupils (Quality First Teaching). In line with the Teaching and Learning Policy, teachers create lessons that are suitably differentiated in order that pupils of all abilities have access to the whole curriculum.
- It is the teacher's responsibility to make themselves aware of those pupils in each of the classes they teach who have additional needs. This information is found on the Staff Shared server, under Children A-Z. All information should be saved here.
- The initial identification of additional learning needs lies with the teacher together with the Head of Learning Support.
- The teacher and the Head of Learning Support should involve parents at an early stage in the identification process and inform them regularly of progress made. This includes making it clear to parents if their child has been placed on the SEND register.
- The teacher has access to the time and advice of the Head of Learning Support.

d) Pupils

Pupils are more likely to be motivated if they feel listened to. Teachers share progress regularly and praise is the key tool to motivation and engagement.

e) Parents

Parents have an important role to play in the partnership with school to ensure their children achieve their potential. They are called upon to:

- Share concerns about their child's progress with the teacher, Head of Learning Support or Headmaster, assisting in the school's identification of their child's needs and to be involved at all stages with the child's work;
- Bring to the school's attention any circumstances which may affect the child's behaviour or progress at school;

- Contribute to the child's progress by supporting their learning.

5. **ADMISSION ARRANGEMENTS for all children:**

We aim to educate children with a wide range of talents in many different areas. The School welcomes applications for admission from all sections of society and is non-discriminatory in line with the Equality Act (2010) and Equal Opportunities Policy. In deciding whether to offer a place, we work with families to determine whether Town Close School is an appropriate environment in which the child concerned can flourish, taking into account the child's needs and the needs of those around them as well as the support available from our Learning Support Department. We welcome pupils with disabilities and seek to make reasonable adjustments to make attending Town Close School possible. We ask parents to share relevant information with us at the time of application to enable our planning.

6. **ALLOCATION OF RESOURCES FOR PUPILS WITH ADDITIONAL NEEDS:**

The Head of Learning Support keeps resources in the Learning Support Room. These are free for pupils and teachers' use. A budget is available to buy other resources as necessary and requests should be made to Head of Learning Support.

7. **IDENTIFICATION AND ASSESSMENT OF PUPILS' NEEDS:**

Early identification, assessment and provision for any child needing support are all very important for the following reasons:

- They can minimise the difficulties that can be encountered when intervention and provision occur;
- They can maximise the likely positive response of the child;
- They can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected.

A child's additional learning needs may be identified through:

- Admissions procedures;
- Information from feeder school;
- Comments made by the child;
- Parental concerns, which may be communicated at any time to a member of staff;
- Teaching staff, through ongoing informal teacher assessment/observations;
- Formal teacher assessments, standardised tests that are scrutinised by the Head of Learning Support and Director of Studies.
- Liaison with Pre Prep staff, if a child is transitioning to the Prep Department.
- Learning Support department, if an observation, formal assessment or screening test is requested;

8. **THE GRADUATED APPROACH TO SUPPORTING PUPILS WITH ADDITIONAL LEARNING NEEDS: (Assess, Plan, Do, Review)**

The SEND referral process (as detailed in Appendix A).

a. **Quality First Teaching**

The teacher is responsible for providing an appropriately differentiated curriculum for all children within the classroom. If there are concerns about a pupil's progress at this stage, the Head of Learning Support will be informed, via either the

Identification of Concern form (see Appendix B), or in writing from the teacher, and an observation may be requested and recommendations made for support within the classroom. This may include having support within lessons, for example English or maths.

b. Class Support

Teachers monitor every child's progress. If the child is making less than expected progress, or if observations identify gaps in learning, the child will have a formal assessment, within the Leaning Support Department. We will always seek parental permission for this procedure.

c. Formal assessment by Learning Support Department

Children are assessed using the Dyslexia Screening Tests ('Early' for children between age 5 and a half and 6 and a half; and 'Junior' for children aged over 6 and a half). This gives a profile of strengths, averages and weaknesses for the child (completed in a quiet 1:1 environment in the Learning Support Department). The British Picture Vocabulary Scale III assesses vocabulary ability and any gaps in language skills.

Once the results of these assessments are compiled, a report is written which is sent to the child's parents, along with an invitation to meet and discuss findings. Following this, staff receive strategies to assist the child.

d. School Support

If a pupil does not make progress following Quality First Teaching, or if they have a significant learning need (discovered through formal assessment), they may receive a partially different teaching programme, provided by the Learning Support Department, outside the classroom. This can include participating in the Daily Reading intervention, Lexia, Toe by Toe, 1:1 literacy or maths support, e.g. Power of 2, additional phonics. Some children access our counselling service. Some children have 1:1 sessions to work on speech therapy targets.

Any child on the SEN register will have a Pupil Passport, which profiles their strengths and areas of weakness. It is a working document and targets are SMART and regularly reviewed. These are shared with parents. All staff can access these through Staff Shared, filed under Learning Support/ Pupil Passports. The names of these children are detailed on the SEND Inclusion register, also found in Staff Shared.

e. Specialist Support.

If a pupil continues to struggle in lessons, or to make less than expected progress, the Head of Learning Support may discuss with parents the possibility of seeking further advice and assessment of the child's needs through referral to an outside agency, e.g. Educational Psychologist, Speech and Language Therapy service, Occupational Therapist, Physiotherapist, Optometrist, Paediatrician, Sensory Support, GP. The Head of Learning Support will make recommendations, provide contact details for parents, and attend any meetings, as appropriate. At this stage, pupils may receive support either outside or within the school, directly from the outside agency, or the agency may train school staff to deliver specialist programmes within the school, e.g. physiotherapy exercises, speech and language targets, social skills training. Such services will incur a cost to the parents.

9. THE GRADUATED APPROACH IN ACTION:

a. Assess:

The major responsibility for assessing a child's progress falls on the teacher. The Learning Support department may also carry out further detailed assessments, as appropriate. Assessment procedures may include:

- Screening
- Observations – informal and formal
- Information from parents or pupils
- Pupil progress and review meetings.

b. Plan:

Ongoing assessments will be used by the teacher or Head of Learning Support to inform planning for teaching and target-setting. Teacher's planning for children at different stages of the 'Graduated Approach' may include:

Differentiation by:

- Resource: well designed, consisting of a variety of forms including a multi-media approach;
- Task: show a variety throughout a theme/topic, matched to the pupil's ability;
- Response: clear objectives, create an atmosphere where pupils discuss their own and each other's work;
- Support: celebration of achievement based on the pupil's own progress, additional support from the Learning Support Department or tutor;
- Group structure: Children are set for maths for Years 3-6. Pupils are set for English (with Drama) for Years 7 and 8. Pupils are streamed for Maths, Science and Computing in Years 7 and 8. Children are set for French in Years 7 and 8.
- Small group work and attention to seating plans helps accelerate pupil progress.
- The Learning Support department plans sessions separately, although often in conjunction with Year group objectives, or with the School's Calculation Policy.

c. Do:

Guidelines for provision of additional support:

- Ensure additional or different provision is given consistently in the short term and then reviewed. Where a child has a Pupil Passport the provision should be linked to the SMART targets.
- Ensure taught skills are brought back into classrooms. This can be through communication with teachers, the Pupil Passports, or observations.
- Ensure that communication systems are in place to enable teaching staff to be aware of the focus of any additional support and on-going outcomes. This is through the Pupil Passport, or discussed as part of weekly staff briefing meetings.

d. Review:

Guidelines for evaluating impact of additional support:

- Monitor the progress of pupils with additional learning needs on a regular basis
- Demonstrate whether support has resulted in accelerating the rate of progress and narrowing the gap for identified pupils;

- Review support arrangements regularly with regard to their impact on pupil's agreed longer term outcomes;
- Regular communication with parents.

10. WITHDRAWAL AND LESSON TIMING:

- Timing of lessons for all children is organised between the Learning Support Department and the class/subject teacher. Parents are also involved in this process.
- The choice of lessons from which children may be withdrawn in the Prep Department is usually the non-core subjects. The occasional assembly or hymn practice may also be used for learning support lessons, e.g. participation in the Lexia programme.
- In the Pre Prep, children are withdrawn as and when necessary, following consultation with class teachers.
- Early morning lessons may be offered, before school.
- Break times are **not** used.

11. EVALUATING THE SUCCESS OF PROVISION:

- Regular meetings in the Learning Support Department reflect on successes of provision. We also look at the standardised tests that all pupils in the Prep Department complete each September. We are able to closely monitor the children's progress in Lexia with the supporting software and we regularly feedback to the children about their progress and explain why they sometimes have to 'overlearn'.
- Pupil and parent feedback is encouraged and used to shape support programmes.

12. RECORDS OF LEARNING DEVELOPMENT:

- Pupil Passports are shared with parents of those children on the SEN register to make them aware of the support their child is receiving and enable support to be given at home.
- All hard copies of records are kept by the Head of Learning Support in a locked filing cabinet in the Department. Electronic data is kept securely on Staff Shared.
- All children on the SEN register are identified on ISAMS with an identified area of need.
- Looked after children (LAC) will have targets set within a personal educational plan (PEP) twice a year. The targets will be set by the school, the carer and social services.

13. IN SERVICE TRAINING (CPD):

- All teachers are teachers of children with additional needs. Carefully structured, well-timed INSET helps to remove anxiety that staff may have. Furthermore, it gives teachers the skills and understanding that they need to meet the needs of all their pupils in the classroom.
- The Head of Learning Support works closely with the Headmaster, Director of Studies and Head of Pre Prep to organise useful training to all staff.

- The Head of Learning Support speaks to new members of teaching staff, including new teachers and GAP students about the Learning Support process at Town Close School.

14. WORKING PARTNERSHIP WITH PARENTS:

- The Learning Support Department meet with parents regularly, to discuss their child's progress.
- Parents are encouraged to make an appointment with the Learning Support Department at any time, if they have concerns regarding their child's progress or support.
- The Headmaster sometimes refers parents to the Learning Support Department, following consultations.

15. PUPIL VOICE:

The Pupil Passport is created for all children on the SEN register. (For an example see Appendix D) This is shared with all staff. The Pupil Passport outlines the child's strengths, how they would like to be supported and what facilitates them to do their best in class. All pupils are encouraged to contribute to identifying their targets. These passports are working documents and SMART targets should be updated and reflected upon regularly to ensure they are effective in supporting the needs of these children.

16. TOWN CLOSE SCHOOL COUNSELLING SERVICE:

We believe that a counselling service which provides support within an overall school strategy can be highly effective in promoting young people's welfare, supporting their learning and achievement as well as alleviating and preventing the escalation of mental health problems. Our School Counsellor, Mrs Audrey Jolliffe, is qualified to Post Graduate Diploma level, as recommended by the BACP; holds membership of this professional body and undertakes regular counselling supervision. She counsels children during at least 6 half-hour slots per week, where 1:1 therapeutic counselling is considered appropriate and has been referred via the form teacher or tutor. Referrals can also be made by the children through self-referral or from the parents. Parental permission is obtained before the start of therapy. The counsellor, under guidance from Head of Learning Support, manages a waiting list, where spaces are allocated in chronological order unless an urgent need is identified by the counsellor in consultation with the Head of Learning Support. The interventions are time-limited to 6 weeks, with some flexibility at the discretion of the counsellor and Head of Learning Support. A quiet, comfortable room is used which gives pupils a high degree of privacy. Confidentiality of session content and records are maintained, including not disclosing content to staff or parents unless the pupil specifically gives consent for this. If a pupil appears to be at risk of significant harm, the counsellor will liaise with one of the school's Designated Safeguarding Leads. The counsellor remains aware of her own levels of competency and, following the 6-week period, may signpost families to agencies who can provide more specialist support as required including family therapy. Evaluation of counselling is carried out at the discretion of the counsellor, in a number of ways. These include both informal observation and summative assessment. The Town Close Wellbeing Measure is used and there might be a review of counselling and, at the close, an evaluation using the Child Session Rating Scale (CSRS).

17. LINKS WITH OTHER SCHOOLS:

- The feeder nurseries or schools may be contacted before children enter in the Pre Prep Department. It is encouraged that parents are open and transparent and express any previous concerns to us so that we can quickly follow these up and, if necessary, intervene early for the best possible success.
- Following consultation with the Director of Studies, the Head of Learning Support is always happy to advise parents on Senior School choices.

18. LINKS WITH AGENCIES AND VOLUNTARY ORGANISATIONS:

The Head of Learning Support can make recommendations and provide contact details for various support agencies, for example: Educational Psychologists, Speech and Language Therapists, Sensory support service, Occupational therapists, Optometrists, Family Therapists. The school may also seek support from other voluntary and private agencies, as required.

19. MONITORING AND REVIEWING THIS POLICY:

The success of this policy will be evaluated by:

- Senior Management Team
- Head of Learning Support

The policy will be revised and amended accordingly. The next policy review will be **September 2022**

20. COMMENTS AND COMPLAINTS PROCEDURE:

If you have a query regarding your child's progress in class, please make an appointment with their teacher or tutor in the first instance. If you would like to raise an issue regarding your child's learning support, please contact the Head of Learning Support via the School Office.

For any further queries, please refer to the school's complaints procedure.

21. APPENDIX

A. SEND referral process

B. Identification of concern

C. Pupil passport

Last reviewed: September 2021
Next review: September 2022