



**THE DOWNS**  
MALVERN

Policy	03-12	SEND Policy	
Responsible Member of staff	Caroline Ainsworth		
Responsible Governor	Carey Leonard		
Approved	Sept 2022	Next Review Date	Sept 2023
Last Technical Review	Sept 2023		

**This policy is relevant to all sections of the school, EYFS, Pre-Prep and Prep, including Boarding.**

### **Statement of General Policy**

To set out arrangements for pupils with special educational needs and disabilities including admissions and identification and support for pupils with SEN and disabilities

The named SENDCO at The Downs Malvern is Mrs Caroline Ainsworth.

## **1. Values**

At The Downs Malvern, we are committed to offering an inclusive and differentiated curriculum and ensure that the best possible progress for all pupils whatever their needs or abilities.

The Downs Malvern, will give its best endeavours to a child who needs a specified modification or disapplication outlined in an EHCP (Education Health Care Plan).

## **2. Definition of Special Educational Needs**

SEN refers to a Special Educational Need. A person has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. At compulsory school age this means 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. Taken from 2014 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv.

AN refers to an Additional Need not identified as a Special Educational Need, but a need nonetheless that is creating a barrier to learning.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The Downs Malvern's support for those children whose first language is not English is set out in our EAL Policy.

## **3. Definition of Disability**

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010)

The Downs Malvern recognises that some pupils with SEN may also have a disability. We will do all that is reasonable to meet the needs of pupils with disabilities for which, with reasonable adjustments, The Downs Malvern can adequately cater for. Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

## **4. Governor and Staff Responsibilities**

The Governing Body as a whole is responsible for making provision for pupils with special educational needs and disabilities.

Andrew Nuttall, the Headmaster, is responsible for overseeing all aspects of The Downs Malvern SEND provision and keeping the governing body fully informed of the implementation of this policy in practice.

Caroline Ainsworth, the SENDCO and Head of Learning Support leads SEND provision at The Downs Malvern. Lesley Hunter, (DSL) meets regularly with the Head of Learning Support to discuss vulnerable pupils. Mandy James, The Downs Malvern Senior Matron is responsible for pupils who take medication, for example, ADHD.

The learning support department is staffed by specialist teachers.

## **5. Continuing Professional Development**

The Head of Learning Support, in collaboration with the Deputy Head Academic, has overall responsibility for providing SEND related CPD. LS team members are supported to find external

providers to develop their skills and knowledge as professionals. The Head of Learning Support is responsible for training teaching staff with regard to SEND.

The Downs Malvern SEND provision is tailored to the needs of individuals and may include:

- In-class differentiation.
- Additional support from a teaching assistant or a member of the Learning Support team.
- Additional 1:1 lesson with a member of the Learning Support team.
- Additional sessions with an external professional, such as an O.T. or S.A.L.T.

## 6. Identifying and Supporting Pupils with SEN and Disabilities

The Downs Malvern aims to:

- Identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
- To enable all pupils to participate in lessons fully and effectively.
- To value and encourage the contribution of all pupils to the life of the school.
- To work in partnership with parents.
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure all staff have access to training and advice to support quality first teaching and learning for all pupils.

The school is committed to early identification of special educational needs and informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The school follows the SEND Code of Practice 2014: 0-25 years' graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The key actions are:

**Assess:** the class teacher and SENDCO should clearly analyse a pupil's needs, identifying a child as needing support / further assessment. Parents are involved at this stage.

**Plan:** Following assessment a Pupil SEND Passport, outlining strengths, challenges and in-class support / intervention is shared with parents and staff.

**Do:** The planned support / interventions are carried out. Note, class / subject teachers are responsible for working with the child. Where group or one-to-one interventions occur away from class, the teacher still retains responsibility for that pupil's learning.

**Review:** Support / interventions are reviewed in line with the agreed date.

Pupils receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers but also by the SENDCO and are placed on an Additional Needs Register for further monitoring and assessment. The school has a system by which any member of staff can raise concerns / issues with the class teacher, SENDCO or Head about a child with a potential SEND or other barrier to learning. Following assessment, the child's status will change from monitoring to specifying which of the 4 categories of SEND they present with.

The school involves parents/carers and the young person in question as soon as a pupil has a potential barrier to learning identified.

Those children who have an Additional Need or other barrier to learning may have an Individual Support Plan (ISP) or Pupil Passport, which guides and informs teachers' differentiation, strategies and any equipment that may be additional to or different from other children in the class.

All ISP's are reviewed as the need arises and more formally from the Lent term. The review is in consultation with all staff and parents are informed and sent the new ISP or Pupil Passport.

Learning support may be in the form of in-class support, specialist 1-1 tuition or specialist group work.

Where appropriate, after consultation with parents and staff, support is offered in the exam situation, in the form of reader, scribe or extra time.

If special exam arrangements are deemed necessary, this is discussed with the relevant Senior School, using evidence from recent Educational Psychologist recommendations as well as Learning Support department recommendations.

In some cases, an alternative means of identifying needs, in addition to existing methods, is through the CAF (Common Assessment Framework) for which the person responsible will be the Safeguarding Officer responsible for Child Protection in the school, Mrs Lesley Hunter.

## **7. Recording Progress of Pupils with SEND**

The Learning Support Department will record the progress of, and any support for, pupils with significant learning difficulties or disabilities or where they have an EHCP. This will be recorded on the child's Individual Education Plan (IEP) / Pupil Passport.

The Individual Education Plan (IEP) / Pupil Passport contain key information such as:

- child's strengths and weaknesses
- relevant in-school or E.P assessment scores
- targets set for (and, if appropriate, with) the child
- points for class teachers/classroom strategies
- review of previous IEP

The provision is reviewed and updated every term. However, the IEP is a working document and may be amended as and when circumstances change. Pupils participate in this process according to their age and abilities. Parents/carers are invited to participate in the target-setting and review process. The IEP is sent to parents and can be discussed individually or at a more formal parents' evening. Subject to monitoring, a pupil may continue Learning Support whilst at The Downs Malvern or overtime they may need less or no further support. Reduction in support is based on Learning Support and teacher feedback, parental wishes and in consultation with Senior Staff.

The Downs Malvern offers children with SEND 1:1 lessons that are individually planned in accordance to their needs by a trained teaching specialist. The children have the opportunity to add to their own learning needs through a Child Education Plan, which they discuss with their specialist learning support teacher.

The main objectives of the 1:1 lessons are:

- To provide the best educational and pastoral support for pupils with SEND;
- To identify a pupil's preferred learning style with relevance to independent and class learning
- To encourage pupils to become independent learners;
- To develop skills and strategies in reading, writing, spelling, language and communication, listening, numeracy, study skills and personal organisation to access fully the curriculum;
- To provide a secure base to enhance self esteem and independence so that pupils with SEND can approach their schoolwork and socialising with growing confidence;
- To provide qualified, specialist teachers who will work at the pace, style and level appropriate to the individual pupil, based on the results of diagnostic tests, continuous assessment, teacher consultation and parent input;
- To set short-term targets, based on the Individual Education Plan; and
- To identify teaching strategies which can be recommended to subject teachers

Learning support lessons take place during the school day. Timetable and staffing constraints are a consideration. Withdrawal is from lessons or breaks, decided according to each individual.

#### **Four Categories of SEND – Broad Areas of Need**

1. Communication and interaction, including:
  - SLCN (Speech, Language and Communication Needs)
  - ASD (Autism Spectrum Disorder)
2. Cognition and Learning; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
  - MLD (Moderate Learning Difficulties)
  - SLD (Severe Learning Difficulties – where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.)
  - PMLD (Profound and Multiple Learning Difficulties – where children are likely to have complex learning difficulties as well as a physical disability or sensory impairment.)
  - SpLD (Specific Learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)
3. Social, Emotional and Mental Health Difficulties. They include:
  - Wide range of difficulties that manifest themselves in many ways, e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions of anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
  - ADD (Attention Deficit)
  - ADHD (Attention deficit Hyperactive Disorder)
  - Attachment Disorder
4. Sensory and / or Physical Needs including:
  - Vision impairment
  - Hearing impairment
  - Multi-Sensory Impairment
  - Physical Disability

#### **8. Withdrawal**

Where, after all reasonable adjustments have been made or considered, we feel that we are unable to effectively accommodate a pupil's SEND needs, we may require parents, after appropriate consultation, to withdraw their child.

## **9. Pupils with an Educational Health Care Plan (EHC Plan)**

The needs of most pupils with SEND will be met effectively through The Downs Malvern SEND support. However, if a child is not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHCP (Education Health Care Plan). An application can only be made following two full cycles of Assess, Plan, Do and Review covering at least two terms.

Should a Local Authority (LA) conclude that a child with a statement of special educational needs or EHC plan be placed into The Downs Malvern and names the school in the EHC plan, the LA retains legal and financial responsibility for ensuring that the provision specified in the child's EHC plan is made. This will include paying the fees charged by the school. The day-to-day practical responsibility of making provision rests with the SENDCO.

The provision specified in an EHC plan, whether placed in The Downs Malvern by parents or the LA, will be covered (including the full National Curriculum, if this is specified). The school will carry out an Annual Review of children on an EHC plan and report to parents and the LA on progress against the EHC plan targets. It is the responsibility of the LA to use the Review feedback to amend / update the EHC plan, when deemed necessary.

As of September 2015, The Downs Malvern has not opted for Section 41 Status.

## **10. Three-Year Accessibility Plan**

A copy of The Downs Malvern Accessibility Plan can be provided on request. This sets out The Downs Malvern's plan to increase the extent to which disabled pupils can participate in The Downs Malvern curriculum; improve the physical environment of The Downs Malvern for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and wider activities and school life. We currently have a lift for wheel-chair access to the up-stairs Sports Hall classrooms, ramps have been made available to dining rooms and paths made around the school for easy access for wheelchair use. The Downs Malvern has also used centers, such as the Worcestershire Disability Outreach Centre to obtain more specialist equipment.

## **11. Data**

The Learning Support Department works in line with our Data Protection Policy. Confidential and sensitive data is stored securely online or in locked storage in the Learning Support Office. Essential information, that is relevant to the teaching and learning of individual pupils, is either stored on ISAMS or password protected. Data, including Educational Psychologist or other external professional reports, will not be shared without express permission and request of the parents.

## **12. Compliance**

This policy has been formulated with due regard to the 2014 Code of Practice: 0-25 Years, the Equality Act 2010 and the Children and Families Act 2014. The School's Accessibility Plan 2022 pays due regard to these documents along with the KCSIE 2023 document.

This policy is a collaborative effort between the Head of Learning Support and The Downs Malvern's Senior Leadership Team and Governors.

## **13. Review**

The Downs Malvern will review this policy on an annual basis to ensure we meet the needs of those pupils with SEN and/or disabilities.