



THE DOWNS
MALVERN

Additional and Special Educational Needs Policy

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

Guiding Principles

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 2014 – 2017 pays due regard to these documents along with the KCSIE July 2015 document.

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 individual pupil's statement of Special Educational Need or EHC (Education Health Care Plan).

Terms:

- 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 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 SEN 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.
- SEND is a broader term that refers to an additional or special educational need arising from a disability that requires service additional to that which is normally offered in school.

Objectives:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with ASEND.
- 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 ASEN.
- 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.

Staff

The SENCO is Mrs Vanessa Whitehead. (B.Ed (Hons) SPLD Level 7, PATOSS Regulated). The Governing Body as a whole is responsible for making provision for pupils with special educational needs. The learning support department is staffed by a number of part-time specialist teachers.

Identification, Assessment and Review

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 the 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 SENCO should clearly analyse a pupil's needs, identifying a child as needing support.

Plan: parents must be notified whenever it is decided that a pupil is to be provided with SEN support.

Do: the class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve Group or one-to-one teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.

Review: the effectiveness of the support should be 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 SENCO and are placed on an Additional Needs Register. The school has a system by which any member of staff can raise concerns/issues with the class teacher, SENCO or Head about a child with a potential SEN or other barrier to learning.

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

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 at public examinations (Common Entrance), 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.

Learning Support Lessons

The main objectives of these are:

- To provide the best educational and pastoral support for pupils with SEN
- 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 SEN 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 (IEP, which is reviewed twice a year
- 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. Occasionally, this will include timetabling in a Latin or additional language 'slot'

Additional Needs

Provision/action that is additional to or different from that available to all, is recorded in an IEP (Individual Education Plan). This is written by the learning support teachers but always in consultation with pupils, parents, carers and teachers. It may also involve consultation and advice from external agencies.

The IEP details:

- 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 IEP is reviewed every six months and the outcomes recorded. 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 may be gradually expected to need less support. Decisions would be made on the basis of Learning Support staff and teacher advice, parental wishes and consultation with Senior Staff.

Four Categories of SEN – 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

Further Action

If a child is formally identified as having SEN or SEND by an external agency, with the agreement of parents/carers, they are placed on the SEN register. If they are either 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 EHC (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.

On gathering all relevant advice about a pupil's progress the SEN team may issue an EHC Plan outlining outcomes to be met and additional provision to be provided.

All class teachers have a summary of their responsibilities for pupils identified as having Additional and Special Educational Needs on the school's secure computer server under SEN.

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 statement/EHC plan, the LA retains legal and financial responsibility for ensuring that the provision specified in the child's statement/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 SENCo.

The statements/EHC plans of all pupils, whether placed in The Downs Malvern by parents or the LA, the provision specified in the statement/EHC plan will be made (including the full National Curriculum, if this is specified). It is the responsibility of the LA and not the school to review the statement/EHC plan, but as it is good practice, the school to check that the review takes place, and the school will co-operate with the LA in the review process.

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

Vanessa Whitehead

SENC

Alastair S Cook
Headmaster
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Review August 2022