

Special Educational Needs and Disability (SEND) Policy

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Introductory Information

At Annan, the Learning and Development coordinator is the person responsible for managing the school's SEND policy and the provision we make for pupils with Special Educational Needs and Disability (SEND).

Our Learning and Development coordinator (LDC) is Ania Smith.

The school Principal, Debby Hunter has overall responsibility for SEND provision at Annan School.

For clarity all references to 'termly' in this Policy means three school terms per academic year, Autumn, Spring and Summer.

Key Statements and Aims

- Every teacher is a teacher of every child including those with SEN.
- Annan is an inclusive school. It includes individuals with special educational needs and/or a disability, as well as those from minority ethnic groups and any other diverse cultural groups. It also includes those with English as an additional language, and children with specific medical and emotional needs.
- Annan recognises each child as an individual.
- As a school we believe that all children have a right to expect to learn in a caring, considerate environment where the staff and the children are all valued for their contribution to school life.
- There is a commitment to early identification of children with Special Educational Needs (SEN) and keeping parents informed from an early stage.
- There is a commitment that when parents request a space for their child, who already has, or is considered to have, a special educational need or disability the school will ascertain if those needs can be best met at Annan and the child benefit from the curriculum offered at the school. This will include a consideration of the child's potential to work independently, their ability to self-regulate, make progress and have a positive attitude to learning.
- There is a commitment to incorporate good practice in relation to SEND, in particular relevant guidance and advice issued by the DfE.

Context

This policy has been written using the [SEND Code of Practice 0-25 \(January 2015\)](#) for guidance (see note below) and with reference to the following documents:

- [Schools: Guide to the 0 to 25 SEND Code of Practice, DfE., September 2014](#)
- [Early Years: Guide to the 0 to 25 SEND Code of Practice DfE., September 2014](#)
- [Special Educational Needs and Disability: A guide for parents and carers, DfE., August 2014 \(u/d 2015\)](#)
- [The Equality Act 2010: Advice for Schools, DfE., May 2014 \(updated 2018\)](#)
- [Statutory Guidance on Supporting pupils at school with medical conditions, April 2014 9 \(u/d 2017\)](#)
- [Mental health and behaviour in schools Departmental advice for school staff, DfE., March 2015 \(u/d 2018\)](#)

As an independent school, it is important to note that the school falls outside the statutory requirements of the **SEN Code of Practice 0-25 (January 2015)**, except where these relate to children in the Early Years Foundation Stage (EYFS) and is supported through provision contained in the **Local Offer (Early Years)** made by the Local Authority.

However, the Code sets out good practice and this will be considered during the reviews of School Policy documents and in relation to the provision of SEND at the school.

Definition of special educational needs (SEN)

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 them.

A child of compulsory school age or a young person has a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.*

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in a) or b) above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children and Families Act 2014 (Section 20)

Definition of disability

Many children and young people who have SEN may also 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’.

SEN Code of Practice (2015, p16)

Children must 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.

Objectives

- that all members of the school staff have responsibility for identifying the needs of the children and considering if such needs call for special educational provision to be made for them. The Learning and Development coordinator will be involved in this identification from the earliest stage.
- that staff members work closely with parents and other agencies to identify the needs of children with SEN as early as possible, to enable the school to consider how those needs can be best met within school, or by supporting parents to look for an educational environment better able to support those needs.
- that progress of all children is carefully monitored to aid identification of children with SEN. That through teacher assessment, supported where necessary by the LDC, children are identified and appropriate intervention is set up. Screening on entry, tracking of school attainment outcomes indicating lack of expected progress are helpful in identifying individual needs.
- that appropriate provision is made to overcome barriers to learning and ensure that all children have full access to the curriculum. This can only be successful if parents fully engage and support the provision being made by the school.
- that the LDC and Principal will carefully monitor and regularly review the provision to ensure that individual targets are being met and the needs of all children are being appropriately catered for.
- that in some cases the school will need the support of outside agencies, or the provision of additional support in school, when a child's needs cannot be met from the provision or resources normally available. That such provision will need to be funded by parents, and that parents need to support such recommendation in order for the school to be able to continue to meet the needs of their child at Annan.
- that outside agencies, therapists, and those providing assessment are those recommended or approved by the school. That parents will be advised of approved outside agencies and those offering assessment that the school (and the local authority in case of referral) is able to work with.
- that children are actively involved in their education and the child voice is valued and closely reflected in each child's learning journey.

Responsibility for Co-ordinating SEN Provision

Overall responsibility for SEND lies with the Principal.

The Learning and Development coordinator (LDC) is responsible for managing SEN provision in our school. The LDC provides support and advice for all staff working with special educational needs children and their parents. The LDC is the point of contact in relation to outside agencies (SEND).

The LDC holds details of all the SEND records for individual children.

The LDC ensures all staff have access to:

- The Annan School SEND Policy
- The Annan School full SEND register
- Guidance and advice on identification of SEN in the Code of Practice
- Information on individual children's special educational needs and reports from specialists.
- Individual School Based Plans ('passports') and their reviews.
- Practical teaching strategies and advice and information about particular special educational needs and disabilities.
- East Sussex local SEND offer.

Identification of Special Educational Needs

Special Educational Needs are identified at Annan through:

- concerns raised by parents/carers, outside agencies, teachers, the child's previous school or by the child themselves asking for help;
- screening on entry where this is considered appropriate (such as Dyslexia Screening) where a gap in skills and knowledge is identified. This includes new children who have joined Annan from another school;
- the process of whole school tracking of attainment outcomes indicating lack of expected levels of progress.

Careful observation is made of a child's additional needs with regard to one or more of the following areas of need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Quality First Teaching

Overall, quality first teaching and a graduated approach are embedded throughout the school. Any children who are falling outside the range expected in academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

The class teachers will put in place appropriately differentiated learning opportunities to aid academic progress. The LDC will be consulted for support and advice and will make observations in class.

Additional assessment may be considered necessary, and parents will be advised of the reason for any additional assessments and if these will be chargeable to parents.

This process will determine the appropriate level of provision. All concerns will be discussed fully with parents who are encouraged to share their information and knowledge with the school.

Specialist SEN Provision

Annan School is committed to whole school inclusion, in our school we support children with a range of special educational needs and/or disabilities. Support and specialist SEND provision and training is sought from outside agencies when required. Where this is chargeable, parents will be advised.

If there is need to increase staff or for additional resources, in order to meet a child's special educational needs or disabilities at Annan, parents will be required to fund any additional provision necessary.

A Graduated Approach

SEN support is arranged through a graduated approach.

SEN support goes beyond the differentiated approaches and learning arrangements normally provided as part of high-quality personalized teaching.

Intervention aims to overcome barriers to learning and ensure all children have full access to the curriculum. SEN Support is co-ordinated by the Learning Development coordinator (LDC).

A **Pupil Passport (School Based Plan)** is set up, shared and agreed with the child, school staff, parents, and/or outside agencies as appropriate. This is reviewed at least termly and progress is carefully monitored.

The Graduated Approach offers support through a four-part process: **Assess – Plan – Do – Review:**

Assess This involves analysing the child's needs using class teacher's assessment, experience of working with the child, previous progress and attainment, comparison with peers and national data as well as the views of the parents. The child's views are taken into account as is additional information from external agencies where appropriate with consent of the parents. This process will require regular review to ensure that support and intervention matches individual needs.

Plan This involves teacher and LDC agreeing on a plan of intervention and support to be provided. Everyone working with the particular child will be informed of the child's individual needs and also of any particular teaching strategies that should be put in place together with a clear plan of the outcomes. Parents will be informed of the plan.

Do On a daily basis the class teacher is responsible for working with the child on a day to day basis. They will manage additional and small group interventions that may be put in place. They will work closely with the teaching assistant/ individual needs assistant to plan and assess the impact of intervention put in place together with the links with classroom teaching. The LDC will provide further assessment of the child's strengths and weaknesses and advice on effective support as required.

Review Regular reviews will be carried out at least termly to evaluate the impact and quality of support and interventions. Both parents and child's views will be considered in this process. The class teacher and the LDC will amend the support plan based on the child's progress and development in conjunction with the child and their parents.

Referral for an Education Health and Care Plan

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, the child has not made expected progress, it may be considered appropriate to apply to the local authority for an educational and healthcare assessment, which could lead to the provision of a statutory Education and Healthcare Plan (EHCP). It is possible for either the school or parents to apply for an assessment, but in either case this must not be done before consultation between both the school and parents. Consideration must be given to the likely outcome of the application, the evidence that is available and the costs involved in applying for the assessment, which are the same whichever application route is chosen.

An application requires input from parents, teachers and the LDC and likely to require assessment and reports from an Educational Psychologist and/or other care and health professionals. The process requires information gathering with regard to current provision and action points that have been taken as well as the outcomes of targets set, over a period of time.

The time involved in gathering and preparing the evidence is chargeable to parents as well as the cost of reports from other agencies, ie. Educational Psychologist assessment, Speech and Language assessment, etc.

Once an application is made, the local authority will make a decision about whether a child is eligible for an EHC plan assessment. However parents need to be aware that a decision to carry out a statutory assessment does not mean that the local authority will offer an EHC plan.

Parents have the right to appeal against the decision by the local authority not to initiate a statutory assessment leading to an EHC plan.

Education Health and Care Plans (EHC plan)

Once the local authority has agreed to an assessment, as part of the assessment, the local authority will consider if the child's needs could be met at a local maintained school through the provision of a notional budget for children with Special Educational Needs and Disabilities. This budget is not available to independent schools. If it is considered that the child's needs could be met at a local maintained school without the need for an EHC plan, they will not approve the application for a plan. If the local authority assess that the child's needs cannot be met by the support that is ordinarily available, then a draft plan will be drawn up. The school and the child's parents will be involved in the process of developing the plan, but the final content of the plan is determined by the local authority. Parents have the right to appeal against the content of the plan.

Parents may request that an independent school is the 'named school' on the plan. However, parents need to be aware that, whilst the local authority must have regard to the parents' wishes, it does not have a duty to approve a request for a place at an independent school that is not on the list of registered independent special schools. Annan is not registered as an independent special school.

The local authority will consider if the child's need can be met at a state funded school, including state funded special schools, or a special school on the list of approved independent special schools. It is unlikely that funding will be offered for a child to receive the provision of the plan at Annan, unless several of the schools above, have advised the local authority that they are unable to meet the needs of the child as detailed in the plan.

It should also be noted at this point that once an EHC plan has been drafted, Annan School may consider it cannot meet the requirements of the plan, in which case the school will advise the local authority that it cannot meet those needs and request not to be named on the plan.

Parents may appeal against the school named on the plan if it differs from their preferred choice. Parents cannot appeal against a decision by an independent school not to admit a child, as independent schools fall outside the statutory requirements of the ***SEND Code of Practice***.

In order to benefit from the provision of the EHC plan the child will need to attend the school named on the plan. Parents should be aware that normal notice periods will apply if Annan is not the named school and parents take up the offer of a place at the school named on the plan. If parents however decide not to take advantage of the provision of the plan and remain at Annan, the school will consider if those needs can be met, and the cost of their provision, as if the plan were in place. Regular reviews of the plan will take place which might involve increase or reduction in the levels of support, or a decision that the child's needs cannot be met at the school.

Staff Training

Annan is committed to keeping up to date with relevant training and developments in teaching practice in relation to children with SEND.

Staff are supported to take part in appropriate SEND training. This may be provided through the school, the local authority, where this is available to independent schools, and from other training providers and specialists as required. Staff members are kept up to date with teaching methods to enhance the progress of all children including those with SEND.

In Class Support

In addition to the class teacher, teaching assistants provide support to ensure that the curriculum is differentiated where necessary. Additional small intervention groups are sometimes provided if it is felt that children would benefit from this support.

If there is a need to increase staffing, or provide additional resources to support a child, this will be discussed with parents, who will be required to fund any additional provision necessary.

In addition, 1:1 specialist support (such as intensive dyslexia support sessions) can be offered by the school and is chargeable to parents.

Links with other Agencies

Advice is sought as appropriate from external agencies in the identification and assessment of SEND and also for provision of services and expertise. These include:

- Independent Educational Psychologists
- East Sussex Psychology Service
- East Sussex Children's Integrated Therapy Service (Speech and Language, occupational Therapy and Physiotherapists).
- Independent Speech and Language Therapists, Occupational Therapists, Physiotherapists and Counsellors.
- The Language and Learning Support Service
- Social Services
- East Sussex specialist outreach services (autism, visual, hearing and physical impairment).

Parents should be aware that some services are provided on a 'paid-for' basis and that any costs incurred will be payable by parents. The school will inform parents of any services it recommends that may incur a charge.

Parents should be aware that before engaging with the services of any of the above, unless this is being done through the school, they should discuss this with the LDC, in order to establish if the agency, therapist or anyone involved in carrying out an assessment is recognised by the school.

Admission of Children with SEN

On application for a place at Annan, parents complete a SEND questionnaire so that the school can identify known SEND prior to the child being considered for a place at the school. Parents are asked to complete this as fully as possible in order that the school can make a fair assessment of its ability to meet the needs of the child.

We accept children with SEND so long as we can ensure that they can engage in all the regular activities of the school, so far as is reasonably practicable and their attendance is compatible with:

- the school being able to provide the special educational provision which the learning difficulty calls for
- the provision of efficient education for the children with whom he or she will be educated
- the efficient use of resources and any additional staffing needs can be met
- the child's potential to work independently, their ability to self-regulate, make progress and have a positive attitude to learning.

The school is not on the Secretary of State Approved List of Independent Special Schools and is not subject to the statutory requirements of the ***SEND Code of Practice 0-25 (January 2015)***. The school is therefore not obligated to admit children with SEND. Additionally, the school is not required to accept children whose parents request to name the school on an EHC Plan.

Keeping parents informed

Parents are kept informed from an early stage when there are concerns that a child may need additional support or intervention as a result of a special need or disability (SEND). Initially, this would normally be through a meeting with the class teacher, or kindergarten teacher.

The teacher may request that parents meet with the Learning and Development coordinator (LDC) to discuss any additional support or provision that may be necessary. At this meeting a plan of appropriate intervention will be outlined together with advice regarding any outside agency support that may be necessary to make an assessment and/or advise the school on the provision necessary. Parents will be given clear advice on who is best placed to seek further support; i.e. by parents through their GP or by the school through the CITS (Children's Integrated Therapy Service) where this is available to an independent school. It may be considered that parents will need to seek further private support or assessment. Charges may apply to access these services. All these options will be outlined clearly by the LDC and followed up by a written summary of the meeting which will be sent to parents. A time-scale for further meetings will be arranged. Parents can expect to have a meeting with the LDC at least once a term.

Evaluating the Success of the Provision

Evaluation of the SEND provision is managed by the class teacher and LDC and other members of the SLT, including the principal. This is done through parent/teacher meetings, SEND reviews as well as day to day staff/parent contact which flourishes at Annan. Pupil progress is monitored on a termly basis. SEND intervention is recorded on School Based plans (Pupil Passports) which are updated as intervention changes. These are monitored by the Learning and Development coordinator and updated by the class teacher following assessments. Information is fed back to staff and this helps to directly identify the effectiveness of provision. Parents are always informed of changes to the School Based plan and will receive a copy of it via email at least 3 times per academic year.

Transferring to another school

Where a child is about to transfer to another school whether this be at secondary level or through moving to another area or school, where practical the school will liaise with the new school to support the needs of the individual child. There is a regular dialogue between staff and parents in choosing and preparing a child for a new school setting, so that each child can have their individual needs appropriately met.

Supporting pupils at school with medical conditions

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

Arrangements are in place in school to support children at school with medical conditions and the school has a policy for supporting pupils with medical conditions that require medication, see ***Medicines and Medical Conditions Policy***.

Other policies relevant to the SEND Policy

This policy should be read alongside the school's policies

- Admissions Policy
- Behaviour Policy
- Medicines and Medical Conditions Policy
- Equality, Disability and Accessibility Statements
- Safeguarding Policy

Complaints Procedure

Where a parent has concerns or complaints this should initially be discussed with the child's class teacher, who may request that a further meeting be held with the Learning Development coordinator where the concern can be fully discussed. If the concern or complaint is not resolved then an appointment can be made with the Principal or School Director and advice on the formal procedure for complaints will be provided.

Policy development and review

This policy was developed in line with guidelines for good practice and in response to the school development plan and the SEN Code of Practice. This policy will be reviewed annually by the LDC and the proprietors of the school.