

THE GOWER SCHOOL SPECIAL EDUCATIONAL NEEDS OR DISABILITY POLICY

This Policy applies to the whole school including the Early Years Foundation Stage (EYFS), is publicly available on the School website and on request a copy may be obtained from the Office.

Applies to: all activities provided by The Gower School (TGS), including those outside of the normal school hours

Monitoring and Review: This policy is subject to continuous monitoring, refinement and audit by the Principal, who will undertake a full annual review of this policy. This review will be formally documented in writing and staff will be informed of the updated/reviewed policy.

Signed:

Date reviewed: October 2023

Date of next review: October 2024



Miss Emma Gowers
Principal and Proprietor

This policy was last reviewed by the Principal of the school in October 2023 and will next be reviewed no later than October 2024 or earlier if significant changes arise, or if legislation, regulatory requirements or best practice guidelines so require.

Our approach is to enable children with Special educational needs (SEN) or disability to make maximum progress. It is the policy of TGS that children will be offered appropriate support to enable them to access the curriculum effectively. We aim to provide every possible opportunity to develop the full potential of every child. Children with SEN or disability must be valued as individuals and should be encouraged to integrate with their peers, both socially and academically. They should have access to the whole school curriculum. Consideration will be given to maintaining and enhancing the self-esteem of children with SEN or disability at all times.

At TGS, once a child has been identified with SEN or disability the child will be provided with a Short Term Plan (STP) which is subject to review and revision with new targets set as appropriate. The STP will allow all teachers and the Special Educational Needs Coordinator (SENCo) to identify the most important targets (usually a minimum of three) for the child to work towards achieving. Often the targets are from Educational Psychologist reports plus school assessments. The timing of the STP review, by all relevant teachers and SENCo, is fit for purpose usually (but not always) being at the beginning or end of a half-term. If a target has been fully met, new targets are set. If the target has only been partially or not met, it continues for the next term with new provisions.

The objectives of this policy are to:

- provide a framework for the earliest identification of children with SEN or disability and ensure their needs are met;
- maintain and monitor effective assessment of record keeping procedures for all children with SEN or disability;
- actively promote working partnerships between the parents of identified children and TGS, as well as involving external agencies when appropriate;
- ensure that learners express their views and are fully involved in decisions that affect their education;
- enable learners to make the best possible progress.

Definition of Special Educational Needs

Under Section 20 of the Children and Families Act 2014, children have **special educational needs** if they have a **learning difficulty** or **disability** which calls for **special educational provision** to be made for them.

Children have a **learning difficulty or disability** if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools;

- are under compulsory school age and are likely to fall within the definition above when of compulsory school age or would so do if special educational provision was not made for them (Section 20 Children and Families Act 2014). (Taken from the Code of Practice for SEN)

Children do not have a learning difficulty or disability, within the legal definition, solely because the language or form of language of their home is different from the language in which they will be taught.

A pupil has SEN or disability where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Pupils who might require additional support at TGS include:

- pupils with specific learning differences e.g. dyslexia, dyscalculia and dyspraxia;
- pupils with emotional, social or behavioural difficulties e.g. ADHD and ASD
- the gifted and talented;
- pupils with hearing and/or visual impairment and
- pupils with specific physical and medical conditions

Many of the children who join our school have already attended an early education setting. In many cases children join us with their needs already assessed. All our children are assessed when they join TGS, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called SEN Support. The child's teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The teacher will keep parents informed and draw upon them for additional information. The SENCo, if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCo will then take the lead in further assessments of the child's needs.

Aims and Objectives

Our policy provides a framework for the provision of teaching and support for pupils with learning difficulties. The framework refers to entitlement, access and partnership.

The aims of this policy are to:

- create an environment that meets the special educational needs of each child;
- ensure that the special educational needs of children are identified, assessed and provided for;
- make clear the expectations of all partners in the process;
- identify the roles and responsibilities of staff in providing for children's special educational needs;
- enable all children to have full access to all elements of the school curriculum;
- ensure that parents are able to play their part in supporting their child's education;
- ensure that our children have a voice in this process.

In order to meet these aims, our objectives are to:

- ensure children with learning needs are identified as early as possible;
- assess the pupil to identify specific areas of difficulty;
- include, within the pupil's records, information relating to their individual needs, interventions and outcomes;
- assist staff in modifying the curriculum to meet the pupil's needs within the classroom and
- provide training programmes for staff when required;
- ensure that no pupil with learning needs or disability is discriminated against on the basis of his/her disability;
- work in partnership with parents and guardians in providing appropriate support and advice.

TGS policy provides a framework for the provision of teaching and support for children with learning difficulties. The framework refers to entitlement, access and partnership. Although we aim to make provision for identified SEN or disability, it may not always be possible to do so within the school's resources. In such cases the Principal and the child's parents would be informed. Where a concern has been raised, any SENs will be identified at the earliest possible opportunity. The assessment process will involve partnership with all those concerned with the child, including parents, teachers and other professionals. The child's views will also be sought.

All staff should be aware of their particular responsibilities with respect to the SEN Policy. They should seek advice from the SENCo whenever necessary. The Principal and staff should be kept informed of those children on the Register for Special Educational Needs. As children progress through the school, all information and records relating to their SEN or

disability are transferred with them. The needs of gifted or more able children should be met within the classroom, following TGS policy for able and gifted children.

Educational inclusion

TGS aims to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Able, Gifted and Talented Pupils

Occasionally a pupil will stand out from their peers as having exceptional abilities. If the need is considered very different from his/her peer group, the pupil has special needs. If a child is gifted this relates to their academic abilities, if they are talented then this might apply to an extra curricula area such as music or art. In most cases these special abilities can be nurtured within the classroom by differentiation of the curriculum. The child's individual learning plan would be vital to support them with this. If required, an assessment is sought from an Education Psychologist (EP).

SENCo

The Principal has appointed a coordinator for special educational needs known as the Special Education Needs Coordinators (SENCo). Our SENCo for the primary school is Joey Haigh, and for the Nursery, Lisa Smyth.

Role of the SENCo

The SENCo has overall responsibility for the co-ordination of SEN provision. The SENCo has responsibility for:

- overseeing the day-to-day operation of the school's SEN or disability policy;
- coordinating provision for children with SEN or disability ;
- liaising with the Principal to ensure that resources, including staff are available to meet SEN provision, and in-staff training is available to maintain skills and expertise;
- working with the Principal to ensure that the school continues to meet its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- liaising with and advising staff on the graduated approach to providing SEN or disabilities support;
- liaising with parents of pupils with SEN or disability;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, independent or voluntary bodies, speech and language therapists (SALT) along with occupational therapists (OT);
- being the key point of contact with external agencies, especially the local authority (LA), inclusive of its support services;
- maintaining the school's SEN or disability register, overseeing the records to ensure the school keeps them up to date;
- having responsibility for children who have an Education, Health and Care Plan (EHCP) and annual reviews;
- supporting staff in developing strategies to meet effectively the learning needs of all pupils at TGS;
- the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs of special educational needs.

The Principal's Role

The Principal:

- has due regard to the Code of Practice when meeting the needs of children with special educational needs;
- has specific oversight of the school's provision for children with special educational needs;

- ensures that all those who teach a child with a statement of special educational needs are aware of the nature of the statement;
- must be aware of the school's SEN provision, including authorising the deployment of funding, equipment and personnel.

Senior Leadership Team Role

The SLT will have responsibility for:

- monitoring and evaluating the quality of learning and teaching in all classes to ensure that all teachers are successfully meeting their responsibilities;
- monitoring and evaluating the progress of all children in all curriculum areas and intervene where progress of all children in all curriculum areas and intervene where progress by individuals or groups are inadequate;
- planning for increased access to the curriculum for pupils with diverse needs.

Teachers' Role

Teachers have a responsibility to:

- use formative assessment to find out what all pupils in the class have learned and can do, and plan the next steps accordingly;
- adapt their classroom organisation and teaching style to match the learning characteristics of all the children in the class;
- to complete STPs with set targets every academic term, then produce a child-friendly one-page profile (nursery);
- to review all STPs at the end of each academic term;
- to liaise with SENCo with anything relevant to the SEN or disability child;
- to ensure that pupil folders are up to date.

SEN or disability Learning Support Assistants (LSA)

LSA's are specifically employed as and when needed to work with those children who are identified with a special educational need or disability. Therefore, they are sensitive to the specific needs of the child they work with, while at the same time providing an appropriate degree of support. They are responsible for:

- contributing to STP's and attending review meetings when necessary;
- working alongside the class teacher to contribute towards planning differentiated activities for the children with SEN or disability;
- allowing them to learn as independently as possible alongside their peers;
- actively encouraging children with SEN or disability to interact with peers in lessons, whilst at the same time encouraging them to have as much control as possible over their actions and decisions;
- keeping records of their pupil's achievement and progress.

Parents

The Special educational needs and disability code of practice 2015 states "...schools should enable parents to share their knowledge about their child and give them confidence that their views and contributions are valued and will be acted upon. At times, parents, teachers and others may have differing expectations of how a child's needs are best met. Sometimes these discussions can be challenging but it is in the child's best interests for a positive dialogue between parents, teachers and others to be maintained, to work through points of difference and establish what action to be taken."

At TGS, we actively encourage all of our parents to play a key and active role in supporting their child in culture of co-operation. This is important in enabling children with SEN or disability to achieve their potential.

We will support parents so that they are able to:

- recognise and fulfil their responsibilities as parents and play an active and valuable role in their child's education;
- know about their child's education within the SEN and disability code of practice;
- make their views known about how their child is educated;
- have access to advice and support during assessment and any related decision making process about SEN or disability provision.

We aim to make communications with parents effective by:

- acknowledging and drawing on parental knowledge and expertise in relation to their child;
- focusing on the children's strengths as well as areas of additional need;

- ensuring that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed before meetings, as far as possible;
- respecting the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.

When a child is identified as a concern, observations are made by teachers, teaching assistants, nursery practitioners and the SENCo. The child is closely monitored and parents are informed with their views being sought. The SENCo arranges for individual support for the child which includes timetabled SENCo input as required. If it is deemed necessary to seek advice from an Educational Psychologist this is done in conjunction with and in full cooperation of the parents.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities.
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. STPs, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Transition of Children

When children leave TGS or move to another part of the school the SENCo prepares a one page profile. This profile provides valuable information to the new school/class about the pupil's strengths, areas of needs, interests and dislikes. The school may also include photos of the child's family, siblings and other important people to the pupil. We ensure that a pupil's STP is sent to the new teacher and school if applicable. Both the parents, present teacher and the new teacher are invited to attend a Transition Meeting to discuss the pupil's needs, their current STPs and any questions they may have. This helps to ensure a smooth transition for pupils so that learning is not disrupted. Where necessary additional settling in visits are planned and facilitated to ensure a smooth transition between settings.

Additional Assessment Time

For internal assessments for children with SEN or disability an additional 25% assessment time may be allowed. This decision is made by the class teacher, SENCo and SLT. The Principal must give approval against written evidence on the STP as to why the additional time is necessary from the SENCo. Written rationale on the child's STP must state why it has been agreed for the individual child to have up to 25% additional assessment time. It also must be clear how this won't be a disadvantage to his/her peers. The additional time will be organised based on the child's needs, therefore it could be broken in to different times, such as breaks or added to normal assessment times. In order for the additional time to be granted there will need to be written evidence this is recommended, usually in a form of an Educational Psychologist report, Specialist or GP.

For external exams, a written statement from the exam provider with permission for the child to receive additional exam time is necessary. We will provide the external board with relevant information required from us inclusive of an Educational Psychologist report and, if in place, the relevant section of the EHCP.

The Graduated Approach to responding to Special needs

TGS does what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes. Our school recognises emerging difficulties arising with young people and responds promptly. We understand parents know their children best and we respond when parents' express concerns about their child's development. We listen to and address any concerns raised by children themselves.

We offer a graduated approach to help children who have Special Educational Needs. Our approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing. We follow the current guidance (Special educational needs and disability code of practice 2015) by using this graduated approach to identify and support our children with SEN or disability. The support provided takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what support the pupil requires to make good progress and secure good outcomes. This four part cycle is known as '*Assess, Plan, Do, Review*'.

Assess

In identifying a child as needing SEN or disability support the class or subject teacher, working with the school SENCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from our school's core approach to pupil progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Our school will take seriously any concerns raised by a parent. These will be recorded and compared to the school's own assessment and information on how the pupil is developing. This assessment will be reviewed regularly. It will help ensure that our support and intervention are tailored to the child's need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Plan

When our school has decided to provide a pupil with SEN or disability support, we will then formally notify parents, although parents will often have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCo will agree in consultation with the parent the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, and this will be regularly reviewed. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents will be fully aware of the planned support and interventions and, where appropriate, home strategies will be included to reinforce or contribute to progress.

Do

The class teacher will 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 class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The school SENCo will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed. The impact and quality of the support and interventions will be evaluated, along with the views of the parents. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

We have arrangements in place to support children with SEN or disabilities. We have developed a clear approach to identifying and responding to SEN or disability. We recognise the benefits of early identification, identifying need at the earliest point, and then making effective provision, to improve the long-term outcomes for children. We have a focus on inclusive practice and removing barriers to learning, therefore special educational provision in our school is underpinned by high quality teaching which is differentiated and personalised. It is our aim to know precisely where children with SEN or disability are in their learning and development.

We:

- ensure decisions are informed by the insights of parents and those of children themselves;
- have high ambitions and set stretching targets for children;
- track their progress towards these goals;
- keep under review the additional or different provision that is made for them;
- promote positive outcomes in the wider areas of personal and social development;
- ensure that the approaches used are based on the best possible evidence and are having the required impact on children's progress.

Staffing and resources

A great range of teaching resources are used, employing multi-sensory elements to enhance learning and memory. Children have access to Eureka Learning System (ELS), this supports children with learning differences and developmental delays. We also have quiet rooms on site to ensure that one to one work can be completed with children and outside agencies and specialist support workers such as OT or SALT. Children may have one to four, 30 minutes to one-hour support lessons per week. Most teaching takes place in small groups, although programmes of work are designed to meet individual needs. Individual support may be advised for some children.

Curriculum

It is our intention at TGS to provide for children with Dyslexia, giving them access to a complete age-appropriate curriculum. This is adapted to children's special needs, meets National Curriculum and is overseen by our Subject Coordinators.

The prospective child's needs are evaluated using standardised reading and spelling tests, and diagnostic tests judged to be appropriate. The optimal placement of the child will be determined following consultation with the Principal and in collaboration with the Class Teacher. The latter will have observed the child in the classroom. The literacy and numeracy programmes of work vary according to the individual needs of the children. They are extracted from TGS Schemes of Work and specify when children will cover specific aspects of the curriculum. They are differentiated in response to group progress and the needs of individual groups. They are accompanied by a timetable indicating precisely when lessons will be delivered. Children are differentiated into teaching groups for English and Mathematics. Small group or one-to-one provision may be provided for dyslexic children with less severe needs who require minimal support with Literacy and/or Numeracy.

Parents may thereafter seek an Educational Psychologist's Report. Class Teachers are responsible for tracking each child's progress in Literacy and/or Numeracy throughout their time at TGS. In Literacy the emphasis in Forms 3 and 4 is on reading and the sub-skills needed for reading, and improving phonological processing. However, all children receive help with spelling, composition and written comprehension so that by the End of Year Examinations, teachers are able to assess their National Curriculum Level. Dyslexic children receive extra time in school assessments.

Short Term Plans

We will record the strategies used to support the child within a Short Term Plan (STP). The STP will show the short-term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. If the STP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services.

STP targets should be kept under constant review, and outcomes recorded each term. Present targets are revised. There will be liaison with parents whose input will be sought. Children should be made aware of any targets set where this is judged to be useful and appropriate. Caution should be exercised where children are new to TGS since we need to ensure that targets are realistic for the child.

Child Participation

At TGS we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills. Children are involved at an appropriate level in setting targets in their STPs and in the termly STP review meetings. Children are encouraged to make judgements about their own performance against their STP targets. We recognise success here as we do in any other aspect of school life.

Social and environmental issues

Our school will always be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN or disabilities but it can have an impact on well-being and sometimes this can be severe. Our school will ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating and employs an art and play therapist who comes in weekly to work with children requiring support. Where there are long-lasting difficulties our school shall consider whether the child might have SEN or disability. Whilst slow progress and low attainment do not necessarily mean that a child has SEN or disability and will not automatically lead to a pupil being recorded as having SEN or disability they may be an indicator of a range of learning difficulties or disabilities.

Speech, language and communication issues

We recognise individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN or disability, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need will ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

English as an Additional Language (EAL)

Identifying and assessing SEN or disability for children or young people whose first language is not English requires particular care. Our school will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. However, difficulties related solely to limitations in English as an additional language are not classed as SEN or disability. For more detail (see TGS EAL policy).

Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider to begin involving specialists, including those secured by our school itself or from outside agencies. Our school may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. We will always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN or disability support delivered by appropriately trained staff. As in independent school, we rely on parents working closely with us to support their child in any area of need. Parents are all expected to take up advice and fund assessments as advised. Parents must promptly provide the School with copies of all written reports and other relevant information. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support. Where our assessments have indicated that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Examples of specialists used by the school include outside Educational Psychologists, visiting Occupational Therapists and Speech Therapists.

Observations

In addition, where it is deemed necessary, a child may be observed in the course of their normal class or playground activities, either by a member of the SEN or disability team or an external agent such as an Educational Psychologist. Records are kept of these observations, and of all consultations with parents, staff and other professionals. These inform planning in order to meet the needs of individual children. Information gathered may be shared with other professionals with parental permission. The records we keep are available to the child's parents on request.

Inclusion and SEN or disability in the Early Years Foundation Stage (EYFS)

At TGS we believe that all our children matter. All the children in our EYFS are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and be ready to make the transition into compulsory education.

We give our children every opportunity to achieve their potential by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children so that most achieve the Early Learning Goals (ELG) by the end of the Foundation Stage. Some children will progress beyond this point. For these children, we differentiate activities within the classroom in order to stretch their learning, where necessary planning more advanced activities which build upon and advance the work that the rest of the class is completing.

We identify those children who do not meet these developmental milestones through a range of methods, including:

- information from parents
- information/records from Playgroups/Nurseries/Pre-Schools
- information from outside agencies
- ongoing teacher observations
- Early Years Foundation Stage Profile
- termly school reports
- Development Matters trackers

- ECAT trackers

Those children who may need additional help to meet the ELG are largely supported in the EYFS through in-class strategies which are implemented by the class teacher. These may include:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing extra time or one-to-one activities with the class teacher or assistant which focus on key areas for development.;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources and activities which meet as many of the seven areas of learning as possible: this allows children with different learning styles to engage to their fullest potential;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary. This involves speech therapy for some of our children.

Appendix

Interpretation of SEN and disability

As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education.

The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN will be educated and the Equality Act 2010 provides protection from discrimination for disabled people. Independent schools are required to follow the *Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (DfE and Department for Health: April 2020)*

Equality Act 2010

We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We give prior thought to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Our school has a duty to prevent discrimination, to promote equality of opportunity and to foster good relations. We would always consider admitting any dyslexic children - no matter what accompanying disabilities they have providing we are confident that we are able to meet their special educational needs.

In the light of the Equality Act 2010 we have carefully considered what we might do to make our building more accessible to those who have a physical impairment. We have thought about whether we could teach without the need for a physically disabled child to go upstairs. Unfortunately, we have had to conclude that this would not be possible because of the nature of the building. However, the child's class could simply swap to a downstairs room. The ground floors of all our sites are fully disabled accessible.

Charges

There is an extra charge for learning support lessons, details of which are available from the office. Certain specialist assessments also carry a charge and parents would be fully informed before proceeding. External specialists have their own fees and would provide a separate bill.

Complaints

Parents are encouraged to discuss any concerns with either the child's class teacher. The SENCo and the Principal should be aware of any concerns. The School also has an official complaints policy and procedure.

Legal Status:

- Complies with Part 6, paragraph 24 (3)(b) of The Education (Independent School Standards) (England) Regulations.
- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to children and young people with special educational needs or disability.

- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976: Repealed by the Equality Act 2010, Race Relations Amendment Act 2000, Sex Discrimination Act 1975: Repealed by the Equality Act 2010, Children's Act 2004 and Special Educational Needs and Disability Act 2001
- Special Educational Needs and Disability Code of Practice: 0 to 25 years: statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities.

Related documents:

- Equality, Diversity and Inclusion
- Curriculum Policy
- Assessment Policy
- Able Gifted and Talented
- English as an Additional Language Policy
- Safeguarding and Child Protection Policy
- Personal, Social, Health and Economic Education Policy
- Spiritual, Moral, Social and Cultural (SMSC) Development Policy