



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

This policy was reviewed in the Autumn Term 2016

Consultation with school community: 14 March 2016

Governor Approval: 11 October 2016

Review Date: Autumn Term 2019 unless legislations change

‘To make sure we do the best for every child at Rose Hill, we aim to enable every child to achieve his/her full academic potential (including Special Needs and Gifted and Talented provision) in small classes.’

COMPLIANCE

The SEN Code of Practice 0-25 is Statutory Guidance for all Early Years providers in the maintained, private, voluntary and independent sectors that are funded by the Local Authority. At Rose Hill, this applies to the Kindergarten and Reception classes. From Year 1 – Year 8 we pay regard to the Code of Practice. The Equality Act is statutory for all schools including Independent Schools.

Rose Hill School is an inclusive school for children of both sexes from the ages of 3+ who have the ability and aptitude to follow a differentiated Preparatory School Curriculum.

Rose Hill School is not a specialist provider under Section 41 of the Children and Families Act 2014.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 June 2014 (updated May 2015) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010
- SEND Code of Practice 0-25 2014 (Updated 2015)

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- Statutory Guidance on Supporting pupils at School with Medical Conditions
April 2104
- NASEN advice on updating SEN Policy for Schools 2014
- KELSI website guidance on SEND services for pupils in the Early years
Foundation Stage

This policy should be read in conjunction with other school policies including: Admissions, Anti-Bullying, Accessibility Plan, Complaints, Curriculum, Data Protection, EAL, Gifted and Talented, Equal Opportunities, Individual iPad policy and Safeguarding and Child Protection.

This policy was created by the school's SENCO (Head of Learning Skills) and team with the SEND Governor in liaison with the School Management Team, all staff and parents of pupils with SEND. This included sharing the draft SEND policy with all staff and then to parents via the school website for comment in the Spring Term 2016. The level of pupil understanding about individual needs amongst their peers and the opportunities available for those with SEND were sought at a school council meeting in March 2016.

Note: the term 'parents' in this policy applies to individual and joint parents/care givers.

Section 1: Introduction

This policy explains how Rose Hill School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements.

At Rose Hill we pay regard to the individual learning needs of all our pupils while paying particular attention to those with specific short or long term additional educational needs.

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If you require further information about the provision for SEND in the school please talk to the class teacher of your child. The Head of Learning Skills / Special Educational Needs Co-ordinator (SENCO) is the person who is responsible for managing Rose Hill's response to provision for children and young people with SEND:

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BA (Hons) Educational Science, Post Graduate Certificate in Education

Advocate of SENCO on the School Management Team: Mr Will Skottowe, Deputy Head.

What does SEND mean?

A child or young person has Special Educational Needs if they have a **learning difficulty** or **disability** which calls for **special educational provision** to be made for him or her.

A **learning difficulty** is when a child has a significantly greater difficulty in learning than the majority of others of the same age.

A **Specific Learning Difficulty** is a precise difficulty, such as dyslexia, with specific tasks that can occur alongside any level of underlying ability. In our setting this often includes children who are potentially able or very able. However, without intervention, these children would potentially face difficulty reaching their full potential.

A **disability** is a physical or mental impairment which has a long-term (over a year) and substantial (more than minor or trivial) adverse effect on the child's ability to carry out normal day-to-day activities.

This includes Autism Spectrum Conditions and ADHD of sufficient severity, sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Special Educational Provision is referring to provision that is *additional to or different from* good quality differentiated teaching that anticipates the normal range of Learning Difficulties and Disabilities that one would expect to find in a mainstream classroom.

SEN provision would be relevant to a child who has a learning disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

What does SEN not mean?

Other factors that may impact on progress and attainment but are not considered in isolation to be SEN are as follows:

- Attendance and punctuality
- Health and welfare
- EAL
- Being a Looked After Child
- Disability i.e. a disabled child may not necessarily have difficulty learning although they may need reasonable adjustments made in order to access all learning opportunities without being placed at a disadvantage.

The Head of Learning Skills in this school encompasses the role of SENCO and includes a broader remit along with the whole staff team to encourage all children to reach their potential.

2. Aims and Objectives

The Learning Skills Department is in place in order to foster and maintain an inclusive community where the strengths of individuals are celebrated and it is understood by all that some children may require specific tools or interventions at different stages during their time at the school in order to achieve their best and become confident individuals. Our purpose is to work in partnership with each teacher in their role of accountability and responsibility for every child in their class. We are committed to high aspirations for all children including those with SEND.

This is in line with the aim of the SEN Code of Practice 0-25: that children with SEN will achieve well in their early years, at school and in college, and lead happy and fulfilled lives and supports our school mission statement to:

- ✓ Enable every child to achieve his/her full academic potential (including Special Needs and Gifted and Talented provision) in small classes.
- ✓ Help all pupils to develop their individual personalities within the framework of a stimulating environment.
- ✓ Provide a strong pastoral system which responds to the needs of the individual.
- ✓ Develop a partnership between home and school by communicating the social and academic progress of each child to parents through regular parents' evenings, mid-term assessments, detailed end of term reports and personal contact.
- ✓ Foster as many possible talents of the individual, e.g. musical, artistic, sporting, dramatic or other, by providing an environment which motivates the child to explore the wide range of activities available at Rose Hill.
- ✓ Encourage positive relationships, good manners, social awareness, and a sense of responsibility and discipline in a supportive Christian community.

Lessons are planned to enable all children to fulfil their potential. Within the plans, areas of difficulty are identified in order to remove any barriers to pupils' achievement.

In the Early years Foundation Stage, our Teaching and Learning Policy reflects the Mainstream Core Standards to ensure access to the learning environment for children and young people with SEND. We acknowledge that there may be members of staff or parents of pupils with disabilities – see Accessibility Policy.

As an Independent School, and in order to achieve the above mission statement, there are many children who benefit from pre-emptive strategies from the Learning Skills Department who would not qualify as having 'Special Educational Needs.' If progress remains a concern, we put in place strategies to enable the pupil to catch up.

Section 3: Identification and Assessment of SEND

- ❖ *How does the school know if children/young people need help?*
- ❖ *What should I do if I think my child has special educational needs?*

This process begins before a child starts at the school. We aim to be proactive in gathering information about prospective pupils in order to have any necessary arrangements in place before they arrive. This information is gathered from the following sources:

- Parental disclosure on the admissions form
- Taster day observations
- Taster day screening assessments (Year R upwards)
- Conversations with parents during or following on from a taster day

A pupil entering the school with a previously identified Special Educational Need will be placed on the school Learning Skills register at the Level of 'SEN Support.'

Once a child is at the school, teachers are responsible and accountable for the progress and development of children in their class. They will draw on their own expertise in close partnership with the Learning Skills Department to identify children who need to make additional progress with regard to their learning, wider development or social needs.

If a parent is concerned about any aspect of their child's development including a worry that they may have SEND or Specific Learning Difficulties, they should contact their class teacher/form tutor in the first instance.

Systems are in place within the school to identify 'At Risk Indicators' of SEND and to put early interventions in place accordingly. These include:

- Screening assessments for all new pupils of Reception age and above who apply to join the school.
- Small group screening assessments for all current pupils in the Summer Term of Reception.
- Analysis of all whole-school assessment data including Early Years Baseline assessment, Early Years profiling, the Year 1 Phonics Screening check and standardised assessments in reading, spelling and Maths from Years 2-8.
- Weekly staff meetings where concerns observed by teachers can be raised, discussed and followed up.
- Feedback from Teaching Assistants who have noticed that a pupil is experiencing difficulty with certain tasks over a period of time or to whom a child may have expressed concern about their own work.
- Observation of individual pupils by the SENCO at any stage which will normally lead to discussion of strategies to try both at school and at home with parents, teachers and the child concerned.
- In the Early years Foundation Stage, we comply with current, relevant universal processes, e.g. use of CAF and access routes to specialist services

and take account of DfE and Kent guidance specific to the appropriate type of SEND.

Benefits of early intervention are recognised by the SEN Code of Practice 0-25. The views and aspirations of parents are integral to this process. We recognise that parents have in-depth knowledge of their own children. Identification of Specific Learning Difficulties and Disabilities is a dynamic process or a journey that takes many factors into account.

The goal of an early identification policy is that children who have presented with 'At Risk Indicators' and received early intervention do not necessarily go on to experience future difficulties. If it does transpire that they have SEN/D or a Specific Learning Difficulty, it is likely that the early interventions will have minimised the impact on the development of the child.

Although the needs of many children can be identified early, with some their difficulties only emerge as they get older and as the curriculum becomes more complex. Identification of children with SEND and Specific Learning Difficulties is built in to the overall approach for monitoring the progress and development of all pupils. Through regular curriculum assessment, teachers will be alert for children who are failing to better or match their previous rate of progress, failing to close the attainment gap between their chronological age and age-expectations or between the predicted expectations based on assessment of their underlying ability.

Attainment in line with chronological age does not necessarily mean that the child does not have SEND or a Specific Learning Difficulty as these can occur across the range of cognitive ability. Children who have superior levels of underlying ability in tandem with a Specific Learning Difficulty or Disability are known as 'Dual Exceptional.'

In the case of a child with English as an additional language, care is taken to separate out whether lack of progress is due to their inexperience in a new language or

whether the child has a co-existing learning difficulty or disability. Difficulties related solely to limitations in English are not SEND.

Disruptive or withdrawn behaviour from a pupil can be a flag for assessment into potentially underlying causes, such as an unresolved Specific Learning Difficulty or an unresolved bullying issue. Behaviour is understood to be a form of communication rather than a root cause of difficulty.

Children with medical difficulties have Individual Healthcare Plans. If a child has a medical difficulty and a learning difficulty, there is close liaison between the school nurse and the SENCO. If a child has a disability then reasonable adjustments will be made.

Section 4: A graduated response to SEN support

- ❖ *How will the school staff support my child and how will the curriculum be matched to their needs?*
- ❖ *How will the school support me to support my child's learning?*
- ❖ *How is the decision made about the type and level of support provided to my child?*

High quality teaching, differentiated for individual children is the first line of response. Additional intervention and support cannot compensate for a lack of good quality teaching. Teachers anticipate that they are likely to have at least one child with the most frequently-encountered types of Learning Difficulties and Disabilities in their class.

Ability to provide for the needs of individual children via high quality teaching is embodied in the staff appraisal system.

Our Classroom Offer includes consideration of:

- A balance of visual, auditory and kinaesthetic approaches to learning
- Seating arrangements including the need for some pupils to sit at the front or away from the window
- Minimisation of distractions including a Quiet Zone in Pre-Prep and individual tables or Concentration Stations in some classrooms
- Strategies for reducing sensory overload, including special areas for children to use
- Movement breaks between times of sitting still
- Maintenance of a good listening environment when one person is speaking
- A balance between teacher talk, partner talk , group talk, audio-visual presentation and independent work during lessons
- Pauses between chunks of verbal information with time for consolidation
- Some alternatives to 'hands up' in order that children who process slowly have time to think
- A culture where children can be confident in asking for help, clarification or repetition/using a non-verbal help card (comprehension monitoring)
- Support for teaching subject-specific vocabulary
- Visual support for routines and instructions including Visual Timetables, 'Now' and 'Next' cards, reminders made using 'Communicate in Print' and laminated kit lists inside PE bags
- Visual clarity and readability of printed information given on whiteboards, handouts and textbooks
- Consideration of readability in the stocking of the library including a carousel of Barrington Stoke Books and a new library information system that has the option of following visual prompts instead of words. The library also has audio books and personal CD players available.
- Active use of handouts as an alternative to copying down information
- Scribing by TAs for selected tasks, especially for some Pre-Prep children
- Different starting points in a task for some children
- Pupil choice in some aspects of differentiation and an understanding of SOLO taxonomy in the Upper School

- Support for recording homework tasks accurately
- A distinction between the level of verbal challenge and written challenge for some children
- Use of assistive technology
- Calm, unambiguous expectations for behaviour using positive phrasing ('Please walk!' instead of 'Don't run!')
- Mindfulness techniques for enabling children to be alert and calm and to help with the resolution of personal issues that may arise
- The self-esteem of the learner both through class culture and teacher encouragement

In the Early years Foundation Stage the classroom offer is based on the Best Practice Guidance for Early Years.

The Role of Teaching Assistants in supporting Quality First teaching

KG to Year 2: one teaching assistant per class

Years 3-5: one teaching assistant per year group (part-time in year 5)

Years 6-8 (Sets 2): one teaching assistant in some Maths lessons

Teaching assistants carry out a vital role in supporting all children with their learning. With regard to children on the SEND register, they liaise closely with the SENCO. Teaching assistants are involved in meetings with external specialists, when appropriate, in order to lend support to the recommendations of specialists in class. Teaching assistants are included in whole school INSET and are given opportunities for specific training in relevant areas in order to further their role.

In rare cases where the school offer is insufficient to meet the special needs and or disability of a pupil for a very specific reason but the view of the parents is that they

would like their child to continue their education at Rose Hill and do not want to apply for an EHCP, an individual Teaching Assistant may be commissioned by parents for their child.

Tools and auxiliary aids for learning

Within the classroom, children may use a variety of the following tools according to their need:

- Pencil grips
- Left-handed scissors, rulers and a selection of pens
- Rulers with handle grips
- Angled writing slopes
- Reading rulers/coloured filters
- iPads (see guidance document)
- Foot rests
- Book stands
- Hand-held spellcheckers
- Concentration aids (fidget toys)
- Move n' sit cushions
- Ear defenders
- Weighted lap pads
- Classroom den spaces

The school stocks a number of each for children to try. If children are going to be using the aids regularly at school and at home, parents will purchase individual items for their child.

The progress of some pupils may remain a concern, despite high-quality teaching focusing on their areas of weakness.

The SEN Code of Practice 0-25 describes inadequate progress as:

- Progress which is significantly slower than that of their peers starting from the same baseline
- Progress which has slowed down, OR
- The attainment gap between the child and peers has widened

For these pupils, following consultation with parents, an individual assessment will be recommended in order to inform interventions and to narrow down the possible cause of difficulty.

If further diagnostic advice is required, following parental consultation, there are two options:

1. We have links with a range of external specialists and health professionals who will come into school to conduct observations and/ or assessment and where appropriate, to attend review meetings. This allows for a joined-up service where all stakeholders are working together and the child is seen in their familiar school environment.

External specialists will invoice parents directly for these services.

2. Parents have the option of commissioning specialists outside of school.

The school will make recommendations based on the most current information available but parents take responsibility for their decision when commissioning external services.

The focus of the SEN Code of Practice 0-25 is on **outcomes**, using the graduated response. This is a cycle through which earlier decisions and actions are revisited,

refined and revised with the growing understanding of pupils' needs and of what supports the pupil in making good progress and securing good outcomes.

1. **ASSESS** Parents will be informed usually in a meeting or by telephone prior to this process taking place and will be involved in it. A clear picture of the pupil's needs will be drawn up with the class teacher/subject teacher/form tutor and SENCO working together and drawing on a wide range of data and information including the views of the child and their parents. A letter explaining any specific assessments with the SENCO and requesting parental consent is sent prior to such an assessment taking place. It may be appropriate to arrange input from external agencies, as explained above. The school will make contact with external agencies with parental consent. The terms of involvement and invoicing are agreed directly between the parents and the external agencies where applicable.

2. **PLAN** For children with clearly diagnosed SEND or Specific Learning Difficulties, an Individual Learning Plan will be drawn up with involvement from parents, class teacher/form tutor/subject teacher and SENCO with the views of the child taken into account. Parents are asked to say what they would like to see in a year's time if they could 'wave a magic wand.' The main purpose of this plan is to agree key areas of focus (which can then be broken down into targets) and to establish who will do what at home and at school in order to work towards the desired outcome. All parties involved in this process check through the first draft of the Individual Learning Plan and suggest amendments if applicable.

Note: As Individual Learning Plans are no longer statutory their use will be under review this academic year.

3. **DO** The key areas of focus will be addressed by a combination of quality class teaching embodying specific strategies for that child to address potential areas of difficulty and to remove barriers to learning; strategies, activities and

learning tasks to be incorporated at home and when appropriate, additional interventions before, after or during the school day. From Reception to Year 5 and in Upper School Maths lessons, teaching assistants also have input into the above. Children are not withdrawn from unrelated curriculum subjects in order to take part in interventions. Many interventions are presented in a ‘club’ (by invitation) format.

4. **REVIEW** The progress of the child is reviewed at least twice a year. Review meetings take place at Parent Consultation evening or during individual appointments. Sometimes an update of an Individual Learning Plan is triggered by new information such as a further assessment. We look back at our ‘magic wand’ question to see how much progress we have made and if any further outcomes are required. Children who have been signed off from requiring further intervention are monitored for a year afterwards to ensure that they are continuing to make the desired level of progress.

What kind of additional or different interventions are available?

Additional or Different Interventions					
Communication & Interaction	Social Skills Programmes: Golden Club (Year 2) Social Lego Club (Year 3) Secret Agent Society (Years 4-8)		Speech and Language programmes delivered on a 1:1 basis with a TA or a Learning Skills Teacher		Comprehension groups or 1:1 with a learning skills teacher
Cognition and Learning	Use of ICT including Lexia Reading. TRUGS reading groups	Targeted groups for literacy & numeracy skills	Sensory circuits (Pre Prep and Years 3-5)	Hand-writing clubs	1:1 sessions before/after school for very specific needs

Social and Emotional	School counsellor (booked sessions)	Social skills Programmes	Draw and Talk			
Sensory and physical	Differentiated sport activities for very specific needs					

Study Skills Courses

Latin is part of the curriculum from Year 6 upwards and for some pupils, usually from Year 7 onwards. There is the option of following a Study Skills Course instead of Latin if this is more appropriate to the needs of the child.

If, despite the interventions above, a pupil is still making inadequate progress and finding it impossible to access learning effectively and appropriately in the context of the pace of a differentiated, Prep School Curriculum, the school will support the parents in applying to the Local Authority for Statutory assessment of their child. This would lead to consideration of the pupil's suitability for an Education and Health Care Plan (EHCP) as a means of accessing a more specialist type of schooling.

Assistive Technology

Assistive technology is made available by an iPad scheme. Pupils who are entitled to the use of a keyboard for examinations are required to achieve the minimum standard of typing of 15 words per minute at 90% accuracy before using a keyboard as their main means of written communication in school. Once this has been achieved, parents are encouraged to purchase an iPad by the school scheme and set

up for safe school use, with a choice of keyboards available. Parents sign an agreement with the school that the iPad is for school use only and contains no home material (photographs, games etc.) Pupils are encouraged to attend a weekly iPad Club where strategies are taught, online safety is reinforced and the use of different apps is explored. Children are encouraged to use the camera feature of iPads to photograph (with permission) diagrams, experiments or homework instructions.

Access Arrangements

❖ Who decides what support/resources should be provided - and how?

Access arrangements in examinations are made available to all children who are entitled to them. The method of obtaining access arrangements differs according to the type of examination:

Key Stage 2 SATs: in order to obtain concessions for the SATs, a series of online questions are completed for each child with SEND or Specific Learning Difficulties. Prior to this, these children will undergo a series of SATs-related tasks in skills such as reading accuracy, reading fluency and writing speed. The access arrangements are granted individually on the basis of the above information. Guidance to schools from GOV.UK states that reports from Educational Psychologists or other education professionals are not required and won't be considered.

Kent Selection 11+ test: in order to apply for Special Arrangements for the Kent test, the Learning Skills Department complete a form called 'Appendix B' plus supporting evidence for all those with SEND or Specific Learning Difficulties. Not all children who have had concessions granted on an Educational Psychologists' report will be allowed them for the Kent tests. There are two dates for application which change slightly every year, one in June and one in July. The first date is before the cut-off date for registering a child to take the examination. All evidence must be current within 18 months (previously 12 months) of application.

Pre-test examinations, e.g. the Tonbridge Pre-test: no special considerations are granted but the results are interpreted alongside supporting evidence from an Educational Psychologist, Occupational Therapist, Paediatrician or Specialist Teacher's report.

Common Entrance Examinations: The Head of Learning Skills will contact the relevant senior school to discuss each candidate's needs and will send in the ISEB Special Needs Report form. Evidence is provided with parental permission in the form of an Educational Psychologist, Occupational Therapist, Paediatrician or Specialist Teacher's report. ISEB is aware of JCQ regulations and recommends that they are followed but there is some variability among different destination schools. Computers may be used by candidates certified as having specific learning difficulties. The spellchecker must be disabled unless, in exceptional cases, the candidate has been recommended by a specialist for it to be kept on. In exceptional cases, we may provide a reader or an amanuensis or allow use of voice recognition software or reading software. For visually-impaired candidates we can arrange for copies of the examination papers to be enlarged to A3 as long as the pupil is known to us a year in advance to allow notification to the Board.

Internal school assessments: these are granted on the basis of evidence from an Educational Psychologist, Occupational Therapist, Paediatrician or Specialist Teacher's report. A history of use of examination concessions is recorded by means of a green form attached to the back of each paper for pupils in Years 7 and 8 and by use of a different coloured pen at the point of extra time for pupils of any age. The length of examinations including the extra time is printed on examination timetables. In some cases, access arrangements for younger children are provided on a trial basis as part of the procedure for gathering evidence.

Transition arrangements

- ❖ *How will the school support the transition of my child on admission to the school, moving on to the next class or key stage and in preparation for the new school or setting including adulthood?*

The SENCO is closely involved with the admissions team to ensure that a child's entry into the school is well prepared for.

With parental consent, the SENCO liaises with the SENCOs of other local destination schools to prepare the transition on to the next school. Additional visits for children who find change difficult at any stage can be arranged here or negotiated with the next school. The SENCO liaises closely with the Head and class teachers with regard to advice for future schools.

Transition from Pre-Prep to Prep school is carefully orchestrated. Children in the Social Skills group spend half a term making additional visits to photograph areas of the Prep-school and to prepare a booklet that can be looked at during the preceding summer holiday. A generic version is made available to all children in Year 2 including children joining from other schools.

Section 5: Managing Pupil Needs on the Learning Skills Register

Our Learning Skills register is designed to be a practical document that can be used for conveying essential information to all staff who may encounter a child during the working day. For this reason it includes photographs of children but no personal data. The main information that it carries are practical pointers for all staff in relation to each child and examination concessions.

There is now one category of support 'SEN Support' but in our setting we use a colour coded system. The Register is maintained by the SENCO. A master copy stored electronically is accessible by all teaching staff is constantly updated. Paper copies are printed each term. In the case of children who have diagnosed needs that go across more than one category, we use the colour for the predominant need.

Colour	Explanation	Further notes
White	A concern has been expressed at early stages	
Grey	Strategies are in place but the child does not have a diagnosed need at this stage	
Blue	Communication and Interaction	Includes Autism Spectrum Disorders and Speech, Language & Communication difficulties
Yellow	Cognition and Learning	Includes Specific Learning Difficulties e.g. Dyslexia, Dyspraxia and Dyscalculia.
Green	Social and Emotional	Includes ADD, ADHD, eating disorders and attachment disorder.
Brown	Sensory and Physical	Includes Tourette's, visual impairment, hearing impairment and physical disability
Pink	Exit from register (date)	To be monitored for 12 months.

In some exceptional circumstances it may not be possible to meet the needs of a child through this graduated approach. In this instance, we would support parents in an application to the Local Authority for Statutory assessment and consideration of an Education and Health Care Plan.

Funding of SEN support

The SENCO manages the school budget for SEN support. The services provided by the staff in Learning Skills Department are included within the school fees and are designed to promote progress and understanding for all pupils in the school community. This service does not include fees for external specialists commissioned by parents to offer a service to their child in school and does not include additional Teaching Assistants commissioned by parents to work with their child in preference to applying for Statutory Assessment.

Section 6: Criteria for Exiting the SEN register/record

The emphasis now is on outcomes not provision. Once the focus of the ILP has been achieved and there are no new foci needed, SEN provision will cease but the child will be carefully monitored for a year.

Section 7: Supporting Pupils and Families

Involvement of Parents and Pupils

❖ *Who can I contact for further information and how can I get involved?*

The best way to support a child is when school and family are working closely together and when the school is supporting the family in their support for the child.

If a family decides that they do not wish their child to access any additional support or further assessment beyond the classroom, the school will keep an internal record that these recommendations have been made and refused.

The teaching load of the SENCO is adjusted to allow time within each school day for reasonable communication with parents.

Local courses, resources and support groups, such as Kent West Dyslexia Association, are advertised in the school newsletter. The SENCO keeps copies of books to lend to parents. Parents are invited in to school for assemblies on specific conditions or events on how to support their children. Some of these are available on Vimeo on the school website for future reference.

There are opportunities to be involved in volunteering to help with certain activities or being a school link person for local support groups.

The pupil planner is a regular means of home/school contact. Staff and teaching assistants supporting those with SEND aim to give additional contact through the planner or via telephone calls. Parents of children with SEND will have additional input into the preparation for school trips

Parents can ask for advice and support at any time via their class teacher.

Information Advice and support Kent (IAKS) provide a free helpline for parents who have concerns about their child's special educational needs:

Helpline: 03000 41 3000 Monday to Friday, 9am - 5pm.

Email: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Telephone: 03000 412 412

Facebook: IASK on Facebook

Fax: 01622 671198

The arrangements for consulting young people with SEND about, and involving them in, their education

Involvement of Pupils

- *What opportunities are there for my child to discuss how well they are doing?*

When a pupil has been identified as having SEN, the pupil will be consulted about and involved in the arrangements made for them in a way that is appropriate to the child's age.

Child-speak resources are available, mainly in the form of books and also suitable web links, for children to gain an understanding of their individual condition. These are shared with parents. Some children have chosen to make short Power-point presentations explaining their condition to their peers with parental consent and teacher support.

The naming of the 'Learning Skills Department' is to encourage children to own their learning style and use the strategies that they are given, rather than seeing themselves as leaning on support.

Pupil contribution to Policy

- ❖ What do the children in the school understand about SEND?

What to do if you are worried about your learning

If I am worried about my learning I could tell my form tutor, tell my subject teacher, write a note and place it in the worries box and make sure I am trying my best. I must not wait to let someone know.

What to do if you are feeling unhappy/ anxious at school

If I am feeling unhappy or anxious at school I could tell my form tutor, write a note for the worries box or tell my PSHE teacher. I must not wait to let someone know.

What/who is the Learning skills Department for?

The Learning Skills department is for everyone and helps me reach my potential by finding ways to help me learn.

How to get information about different learning styles and conditions

I can get information about different learning skills through PSHE lessons assemblies (Dyslexia Awareness Week), visiting speakers (Life Skills Company) and the Learning Skills department. My teachers help me learn by having an awareness of my learning style.

How do I behave appropriately if a peer has something that makes them seem different?

I must not change my behaviour and should treat everyone the same as I know that we are all different and unique. If I have questions, I should ask a teacher. I can get more information from the Learning Skills department.

School Council Meeting March 2016

Section 8: Supporting Pupils at School with Medical conditions

- ❖ What pastoral, medical and social support is available for children with SEND?
- ❖ How does the school manage the administration of medicines?

The school recognises that pupils at school with medical conditions, in terms of both physical and mental health, should be properly supported so they have full access to education including schools trips and physical education, remain healthy and achieve their academic potential. Some pupils with medical conditions may be disabled.

Where this is the case the school will comply with its duties under the Equality Act 2010. The school nurse and SENCO work together to ensure seamless provision for available for children with SEND.

The School follows the statutory guidance Supporting pupils at school with medical conditions (Sep 2014) issued under Section 100 of the Children and Families Act 2014 to ensure that all pupils with medical conditions are effectively supported and feel safe. In addition to the educational impacts, the school recognises there are social and emotional implications associated with medical conditions.

Rose Hill School

All children have open access to the school nurse between the hours of 9am and 4pm.

Individual Health Care Plans (IHCP)

Children with specific medical conditions have an Individual health care plan (IHCP). They are located on the school server for staff to access to ensure consistent standardised provision of care. Plans are drawn up in partnership between the school, parents and a relevant healthcare professional who can best advise on the particular needs of the child. They are updated regularly. The aim should be to capture the steps which the school should take to help the child manage their condition and overcome any potential barriers to getting the most from their education.

Where the child has a SEN identified and is undergoing statutory assessment, the IHCP should be linked to the Individual Learning Plan (ILP) for that child.

If any school staff training needs are identified through developing the IHCP, these are addressed and the school nurse/bursar will commission/deliver appropriate training.

Once the IHCP has been completed and implemented, it will then be circulated to all staff and can be readily accessed on the computer “shared server” area under the Medical Section.

In conjunction with this, updated Visual Medical Information Lists are displayed in the staff rooms, Medical Room and Games/PE Dept.

All IHCPs are reviewed annually or when a condition changes initiated by the parent and/or school nurse/external healthcare professional/agency.

Personal Care Needs

A full needs assessment is undertaken by the school nurse and from that an Individual Healthcare Plan is devised. Any specific personal care needs that are

highlighted in the IHCP can then be addressed and appropriate strategies put in place to support the child.

Administration of medicines

Information about the administration of medicines can be found under Administration of Medicines appendix in in the School Medical Policy. This has been developed to reflect the statutory guidance outlined in **Managing medicines on school premises** detailed in the document **Supporting pupils at school with medical conditions (Sep 2014)**.

Safeguarding of pupils with SEND

The school ensures the safety of children and young people through constant training and updating of the Safeguarding policy.

Pastoral Support for children with SEND

All children have open access to the school nurse in the role of an active listener between the hours of 9am and 4pm. Pastoral work is also undertaken by the Learning Skills team and the school Pastoral Team. Children with specific pastoral needs can access school counsellor by appointment with parental consent arranged by the school nurse. The school nurse is involved in a range of pastoral provision with specific input for girls in the upper school. Strategies such as worry boxes and regular meetings are in place for all pupils.

Pupils with SEND to contribute to all aspects of school life, including election to positions on the school council, librarians, team captains in sport, prefect positions and Head of School.

During unstructured times there are a range of activities available for those who want to be quiet including time in the ICT room or in the library. This includes a quiet room for dessert on the day of Christmas Lunch.

Section 9: Effectiveness of SEN Provision

- ❖ *How will the school know that what they are providing is helping my child make progress?*
- ❖ *How will I know how well my child is doing?*

The SENCO prepares an annual report to Governors evaluating the effectiveness of SEN/D provision.

The start date and outcome of all forms of provision are recorded on a termly basis.

Currently academic progress is measured by the number of sub-levels of progress made by pupils with SEND in comparison to their non-SEND peers. This is likely to change, due to the removal of levels in the new curriculum.

Plans are in place to consult pupils and parents about their views.

Section 10: Training and resources

- ❖ *What training have the staff working with pupils with SEND received? What training is planned?*

We are members of the IAPS District 2 SEN conference group and attend these meetings regularly.

Recent training (since 2015):

Rose Hill School

- Read Write Inc Spelling
- Safe handling– Miss Tschurtschenthaler, Mr Beaton
- ‘Speechlink’ for TAs – Mrs Pearse
- Introduction to Counselling – Mrs Barnes
- Draw and Talk –Mrs Barnes
- Dyscalculia and concrete apparatus – Luke Beaton, Eugenie Ballara, Natalie Birkby, Anja Tschurtschenthaler
- Unicorn Maths – Eugenie Ballara

Future training:

- Dyscalculia - whole staff TBC

❖ *What specialist services and expertise are available in school/accessed by school?*

Early Years Foundation Stage:

District Lead for Tunbridge Wells: Liz Dunc

External Specialists who can be commissioned by parents to visit the school		
Specialism	Name	Email contact
Counsellor	Mrs Sally Valentine	sally.valentine@btinternet.com
Educational Psychologist	Mrs Sally Kemp	sallykemp.ep@aedifico.uk.com
Educational Psychologist	Mrs Jo Buttle	jo.buttle@iepskent.co.uk
Consultant Psychologist	Mr Ken Greaves	ken@kmgconsultancy.co.uk
Occupational Therapist	Mrs Emma Mocreï	emmamocreï@gmail.com
Occupational Therapist	Mrs Jo Brett & team	info@starjumpz.com

Specialist Speech and Language Therapist	Ms Lucy Sanctuary	lucysanctuary108@btinternet.com
Consultant Speech & Language Therapist	Mrs Lida May Willingale	Lidawillingale@gmail.com
Cognitive Behavioural Therapist	Helen Hamilton-Brown	hhamilton-brown@summercourt.com

The school signposts individual parents to other organisations for support. Some events applicable to a number of parents are advertised in the school newsletter. Plans are in place for making more information available on the website.

Section 11: Roles and Responsibilities

Rose Hill School Learning Skills Team			
SEN GOVERNOR Mrs Jane Scott, Headteacher Granville School Sevenoaks			
Name	Qualifications	Role	Responsibilities/ Expertise
Ms Anja Tschurtschenthaler	BA (Hons) Educational Science, PGCE, Team Teach Certificate, Autism Education Trust (Level 2) , Safeguarding Children in Education (Level 2), currently completing British Dyslexia Association Level 3 qualification	Head of Learning Skills (SENCO): Whole School	Managing successful inclusion throughout whole school, assessment of prospective pupils, Learning Skills register, experienced teacher across all age ranges and ability levels in mainstream and special school settings, liaison with external specialists.
Ms Emma Northen	BA (Hons), MA (Phonetics & Phonology) Qualified Teacher Status (GTP), BDA Dyslexia (Level 2), BDA Dyscalculia	Learning Skills and English Teacher: Prep School	Interventions for speech & language, dyslexia, literacy, numeracy and handwriting. Modelling and encouraging quality first teaching. Mindfulness training.
Mrs Charlie Barnes	BSc, PGCE	Learning Skills	Literacy (primarily) and

		Teacher: Pre-Prep Later Years (1 &2)	numeracy interventions. Social Skills groups and work with Social Stories. Enrichment activities for Dual exceptional pupils. Drawing & Talking Therapy. Lexia Core 5 administration for Pre-Prep. Screening for Dyslexia (BDA). Experience in Speech and Language intervention work. Introductory training in use of Play Therapy in schools and child counselling. Training course in understanding Autism, Asperger's and ADHD (University of Derby). Mindfulness training. Modelling and encouraging first quality teaching.
Mrs Carol Whatman	NVQ3	Learning Skills Teacher EYFS (EYFS SENCO)	Speech and Language interventions, support for children with EAL, introductory training in Autism Spectrum Disorders, Sensory Circuits, interventions to develop fine and gross motor skills, literacy and numeracy. Therapeutic brushing programme. Successful applications to LA for Statement of SEN.
Mrs Jane Pearse	NCFE Level 2 Teaching Assistant and NCFE Special Educational Needs and Behaviour Management	Teaching Assistant Year 3	Lexia Core 5 administration for Prep school. Speech & Language Interventions. Sensory Circuits. Social Lego groups. Adjusted PE sessions for former pupil with a physical disability.
Mrs Eugenie Ballara	BA	Teaching assistant commissioned for an individual pupil	
Mrs Rachel Archer		Teaching assistant commissioned	

		for an individual pupil (50:50) and support in Y7 Maths	
Mrs Natalie Birkby	Level 3 Specialist TA - Literacy and Maths Level 4 Specialist TA Literacy	Teaching assistant commissioned for an individual pupil	
Miss Megan Lewis	Foundation degree in Childhood Studies. Currently completing final year of BA Hons in Childhood Studies.	Teaching assistant in Year 4 Games teacher	

Joined-up Working

The SENCO has regular meetings with the School Nurse, with Head of Early Years, with all members of the Learning Skills Department and with the Pastoral team.

Gifted and Talented Provision

Mr Phil Long has responsibility for Gifted and Talented Provision.

Section 12: Storing and Managing Information

In line with school policy, SEN information will be stored securely at school and only those with legitimate access will be allowed to see it. This School is fully committed to compliance with the requirements of the Data Protection Act 1988 which came into force on 1st March 2000. The school will therefore follow procedures which aim to ensure that all employees who have access to any personal data held on or on behalf of the school are fully aware of and abide by their duties under the Data protection Act 1988.

Rose Hill School

With your permission at your child's transfer review meeting, information will be passed on to your child's destination school and it will be stored securely until the pupil reaches the age of 25 after which it will be shredded. If not passed on, it will be securely stored at Rose Hill until this time.

Section 13: Reviewing the Policy

The policy will be reviewed every three years unless legislation changes.

Section 14: Accessibility

❖ How accessible is the school – indoors and out?

Wheelchair accessibility

Most of the site is wheelchair accessible apart from the second floor of the old building. There is lift access to the second floor of the new building. The Pre-prep is all on one floor. Flat access into the main building is via the dining room. Wheelchair toilets are in the sports hall and near the theatre in the old building. The toilet nearest to the school office has baby changing facilities.

The visual environment in the new building is helped by automatic lights.

The listening environment has been improved in the new building by carpeted floors.

Please see accessibility plan for full details.

Section 15: Complaints procedure

❖ Who should I contact if I have any questions or concerns?

The normal arrangements for the treatment of complaints at Rose Hill are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher in the first instance, then the SENCO or the Head Teacher to resolve the issue before making the complaint formal to the Chair of the Governing Body. If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

Section 16: Bullying

All playground supervisors are aware of pupils with specific conditions that may impact on their experience of and behaviour during playtime.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children

- who are disabled or have special educational needs;
- who may be particularly vulnerable or for whom additional barriers may exist in recognising abuse and neglect;
- of whom assumptions may be made that behaviour, mood or injury may relate to the disability, with exploring the possibility of abuse.
- Children with SEN or disabilities may be disproportionately impacted by bullying

Children on the Autism Spectrum can be especially vulnerable to bullying and to being set up to carry out 'dares.'

Children are taught that at times, we all make friends, break friends, say horrible things to each other, are spiteful, tease and jostle for places in the pecking order of school and family however unfriendly behaviour is not acceptable if it is:

- Repetitive, wilful or persistent.
- Intentionally harmful, carried out by an individual or group.
- There is an imbalance of power, leaving the person who doesn't like it feeling defenceless.

Pupils are taught that it is unacceptable to keep picking on someone because they think they are cooler, smarter, stronger or better than another pupil or because another pupil finds it hard to 'read' social behaviour.

The four main types of bullying are:

- Physical (hitting, kicking, damaging belongings)
- Verbal (name calling, racist remarks, put-down comments referring to a disability, making threats)
- Indirect/Emotional (spreading rumours, excluding someone from social groups, exerting pressure to follow certain rules, setting up dares, hiding books)
- Cyber (sending nasty texts, e-mails, phone calls)

Appendix 1

Learning Skills Flow Chart

Here is a flow chart showing the steps we take to support children with SEND. We only move from one step to another if a child still needs more support and is not making sufficient progress. If a child makes excellent progress, we may decide to move back a step.

