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STOVER

SEND Policy

Independent Day and Boarding School for Girls & Boys aged 3 to 18 years

Stover School

September 2008

Reviewed in September 2023

This should be read with:
The Safeguarding Policy
The Examinations Policy
The Curriculum Policy
The Admissions Policy

Rationale:

At Stover School, we are committed to offering an inclusive curriculum which encourages the development of self-reliance, self-confidence, self-esteem and motivation to learn. We aspire to create a climate of warmth and support in which all our pupils feel valued.

Our pupils, including those with Special Educational Needs and Disabilities (SEND), will receive programmes of study, which are balanced and differentiated. Our purpose is to provide tailored experience and support in order to help pupils progress to the best of their abilities. We follow an approach whereby pupils have their needs met universally or through targeted and occasionally specialist support.

A Special Educational Need and Disability is defined as:

- a) 'a significantly greater difficulty in learning than the majority of children of the same age', and/or
- b) 'a disability which either prevents or hinders a child from making use of educational facilities of the kind generally available in school' (Section 312 Education Act 1996).
- c) 'a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.' (Disability Rights Commission, Code of Practice for Schools, disability Discrimination Act 1995: Part 4).

Aims and Principles

In accordance with our stated rationale, we aim to support the needs of all pupils with SEND and will make reasonable adjustments to ensure that those pupils have the greatest possible access to a broad and balanced curriculum, involving parents, as appropriate, at all stages. We believe that meeting individual's SEND is a whole school responsibility and that provision for pupils with SEND should, wherever possible, be the same as for every other child in school.

Procedures

This policy has been developed with regard to the Equality Act 2010, the Special Educational Needs and Disabilities Green Paper (SENDA) 2011, the DfE Equality Act Guidance 2012, the Children and Families Act 2014 and Special educational needs and disability code of practice: 0 to 25 years Jan 2015

We will apply procedures as they are described in the Codes throughout the Nursery, Preparatory, and Senior Schools.

It is recognised that children with SEND can be more vulnerable. This is reflected in our safeguarding policy.

Roles and Responsibilities

Mrs. K Sorensen is the Head of Learning Support for Stover School. The main duties of this role are to:

- Oversee the day-to-day running of the SEND Department.
- Manage the team of Learning Support Assistants (LSAs) in Senior School including their performance management.
- Holding regular meetings with the SENDCo for Prep School and EYFS.
- Prepare the department's development plans and presenting this to the Executive Principal.
- Update the school policy on SEND.
- Submit and manage a budget for the SEND Department.
- Oversee the screening process of Year 7 and 9 as well as new pupils in order to ensure SEND needs are detected as early as possible and appropriate support can be put in place.
- Oversee the process of assessing candidates access arrangements, completing all relevant paperwork, conducting the online application process and implementing the appropriate access arrangements for public examinations.
- Ensure end-of-term billing is completed and submitted.

Mrs. D Fallshaw is the SENDCO for KS1 and KS2, Mrs. S Humphries is the SENDCO for EYFS, and Mrs. K Sorensen is the SENDCO for Senior School. The main duties of these roles are to:

- Maintain appropriate individual and whole school records for pupils with SEND.
- Attend parents' meetings as required.
- Co-ordinate the Annual Reviews for children with EHC Plans.
- Senior School SENDCo and EYFS SENDCo create and update Education Support Plans/Pupil Profiles; SPS SENDCOs to co-ordinate reviews of Education Support Plans.
- Liaise with parents of prospective pupils with SEND and assess, using a graduated response of universal, targeted or occasionally specialist support, if Stover School can meet their need, arranging taster days, communicating information to relevant staff and collating feedback from staff.
- Liaise with parents of children with SEND which can include discussing any concerns, giving information about their child's progress, arranging assessments and discussing results as well as organising intervention.

- Act in an advisory or supportive role to other members of staff, particularly in terms of giving information on pupils' individual SEND needs and looking at strategies to support with learning and behavioural difficulties.
- Liaise with the Senior Leadership Team, the SEND governor, colleagues within the school, and colleagues in other schools, settings and external agencies such as Early Help, Speech and Language, Educational Psychology services, health, and social services.
- Advise staff of pupils who may require access arrangements and arrange support for students with access arrangements during tests and exams.
- Attend pertinent meetings such as general, health & wellbeing and pastoral care meetings to share information about individual pupils with SEND and provide support by the SEND department where necessary
- Contribute to the in-house training of staff on SEND.
- Use the graduated response system to identify, assess and record the educational needs of children and young people requiring special educational provision
- Lead the recruitment and interview process for the employment of LSAs.

Governor

The link governor for Learning Support is Mrs Alison Smith.

The Learning Support Assistants

The Learning Support Assistants report to either the Head of Learning Support Senior School or the Deputy Head of Prep School depending on their main area of work. The team consists currently of the following roles:

Senior School

Deputy SENDCo Senior School/HLTA with responsibility for providing intervention for Literacy, English support, access arrangements KS4 and KS5 and deputising for the SENDCo in Senior School-in her absence.

Assistant SENDCo Senior School with responsibility for the screening process in KS3, administration tasks for the department e.g. updating SEND information on ISAMs and supporting the administration of the access arrangements in KS4.

HLTA with responsibility for providing intervention for Numeracy, support for Maths and Science in Senior school.

HLTA for Art supporting SEND pupils in KS4 and KS5 in Art as well as offering Art Therapy through Draw & Talk.

2 x LSAs Senior School across KS3 and KS4.

Mentor for social skills in Prep and Senior School.

Prep School

HLTA SPS/Nurture

HLTA SEN Administrator/Literacy

HLTA SPS/Art

LSA SPS/Numeracy

3 x LSAs across Prep School

Their responsibilities include:

- To establish and maintain positive relationships with pupils while ensuring, and communicating, clear professional boundaries.
- To work under the direct instruction of the class teacher to support the teaching and learning activities of specific students. This includes ensuring that the pupil understands tasks and instructions, keeping them on task, offering encouragement as well as frequent, genuine and specific praise and supporting their self-assessment.
- To provide general support to the class teacher in the organisation and management of a specific student in the classroom. However, if at times the student wants to work independently the LSA can provide support for other children using their own initiative or undertake other tasks if requested by the teacher.
- To foster and encourage positive relationships amongst pupils and act as a role model showing appropriate social communication and behaviour.
- To maintain high professional standards at all times including punctuality and adhering to individual classroom rules particularly those related to health and safety.
- To be aware of pupil needs, progress and achievements, and report these to the teacher and SENDCO/Head of Learning Support as well as keeping records if appropriate and ensuring confidentiality if necessary.
- To assist with the general pastoral care of the pupils, including helping them if they are unwell, distressed or unsettled which might include taking them to the nurse or taking them to the Learning Support Department/SENDCo if the teacher sees this as appropriate.
- To be aware of school policies and procedures concerning working with children and to report any concerns to an appropriate named person.
- To assist with the supervision of specific pupils out of lessons, but within the school day and their contracted hours.
- To accompany teaching staff and specific pupils on visits, and out of school activities as required.
- To attend relevant meetings concerning the pupils the LSA has supported in lessons.
- To contribute to the planning, setting targets and review of Pupil Passports.

- To liaise with parents under the guidance of the SENDCO. To keep up-to-date with national SEN issues, participate in training opportunities and professional development as appropriate.
- To assist with the development of basic Literacy, Numeracy and ICT skills and to support their use in learning activities.
- To adhere to the school health and safety policy including risk assessment and safety systems
- To adhere to school policy on equality and diversity.
- Such other duties as may be reasonably directed from time to time for the good of the school and its pupils.

HLTAs will additionally:

- Plan and provide intervention for literacy or numeracy in small groups.
- Liaise with the English and Maths teachers regarding topics and areas that need to be further developed during intervention.
- Liaise with parents about intervention content and progress.
- Write a short summary about content and progress achieved for each individual pupils during the reporting cycle.
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Staff Development

All staff will be given the following opportunities:

- INSET days on SEND
- Specific training courses
- Learning Support training in school
- Feedback as required at meetings.

Admission Arrangements

1) New Entries/Transfer from other schools:

Stover School is non-selective and will always consider applications from pupils with SEND, providing that the Learning Support Department as well as the Health and Well-being Department can offer them the support they require and that they can follow the school's curriculum.

We require parents of children with SEND to discuss their child's requirements with the Registrars' Team. Parents should provide a copy of any related documentation, an EHC Plan if it is in place and any reports from professionals (for example Educational Psychologists, Dyslexia Specialists Assessors, Occupational Health, Speech & Language etc.). The SENDCO will review all the information and paperwork to ensure that the school can make adequate provision for the applicant.

As part of this process the SENDCO might discuss the needs further with parents, contact current schools, conduct an observation in their current setting and observe the child during taster days at Stover School.

Transfer from the Preparatory School:

The vast majority of pupils in the Preparatory School transfer to the Senior School for Year 7. This is, however, not automatic. Where there are concerns regarding the suitability of a Preparatory Pupil to continue into Senior School, discussions will begin in Year 5 between the parents and the SENDCo for the Prep and Senior School to allow for suitable alternative provision to be found.

The SENDCO of the Senior School is available throughout the year to discuss provision for individual children who will transfer to Senior School. During the Summer Term there will be transition meetings with class teachers, key members of the Senior School and the SENDCos to discuss and plan provision for children transferring from Prep School. Pupils who transition will come to the Learning Support area in Senior School during the summer term to meet staff and get familiar with the facilities and organisation.

Information on new pupils

Pupil profiles will be distributed to Senior School by the Senior School SENDCo to all subject teachers at the beginning of the summer term to inform about the needs and strategies of each individual child or throughout the term in a timely manner for those pupils starting midway through the academic year.

Accommodation & Resources

The Senior School Learning Support Department is currently accommodated within the Cedar building and consists of a Learning Support Office where all confidential records for Senior School SEND pupils are held in a locked filing cabinet in addition to the electronic storage google classroom and the W:drive, two classrooms for intervention in Literacy and Numeracy, support for pupils in KS4 who have dropped an option and Help with Homework club during activity; a meeting/small group teaching room, three small rooms which are used for 1-to-1 teaching lessons, conducting assessments, individual study and supporting pupils during exams, tests, and study.

Confidential records for SEND children in Prep School are locked in a filing cabinet in the SENDCo's classroom.

Our commitment is the integration of all pupils through differentiated teaching within the classroom. However, due to a range of needs, some withdrawal may take place on an individual basis or in small groups in both Senior and Preparatory Schools.

The Learning Support Office, Learning Support Classrooms and the GLAD room hold a bank of materials to support SEND work as well as textbooks and workbooks from the different subject areas. These materials are under

constant review and are updated as necessary. There are also computers, a set of chrome books for research, and a printer/photocopier available to be used to complete homework or access programmes helpful to SEND children.

Homework

The staff of the Learning Support Department in the Senior School will support pupils during Activity time on a daily basis in the activity 'Help with Homework and Reading'. Children with identified learning needs who need individual help are able to attend and to receive support with their homework tasks. If the Learning Support Staff feel that a child doesn't require any support and is able to work independently they might be asked to attend the Activity 'Supported Study' in a designated classroom with general teaching staff.

Access to the curriculum

Our aim is for all pupils to receive programmes of study, which are balanced and differentiated. We recognise that pupils with SEND might at times benefit from not attending all lessons of the regular timetable in order for them to be successful overall.

Therefore, in Senior School some students may be offered the opportunity to drop a language or choose fewer options in Years 10 and 11, to provide them with intervention for Literacy and Numeracy, help with homework, revision or additional study time. We also recognise that for some pupils access to vocational courses would benefit their overall development and help them fulfil their future ambitions. Therefore, Stover School has links with local colleges and pupils are able to attend vocational education on a day release basis if possible.

In Prep School intervention is planned by the class teacher or HLTA in conjunction with the class teacher. Pupils come out of language lessons, assemblies and at other times on an individual basis, as arranged with parents.

Identification, Assessment, Action Planning and Review

The importance of early identification, assessment and provision for any child who may have SEND cannot be over-emphasised. The earlier the action is taken, the more responsive the child is likely to be. If a difficulty proves transient the child will subsequently be able to learn with their peer group. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that might be needed to support the child's progress and if the school can meet the child's needs appropriately. At Stover School we use the Devon Graduated Approach to identify, assess and record the needs of children and young people requiring special educational provision.

Identification

The form, class and subject teachers are most likely to identify a child's SEND. It may be that the child is failing to make academic progress in certain basic skills or is showing extreme patterns of behaviour and has very poor self-esteem. The parents might also express an initial concern. In addition, assessments in SPS in the core subjects, the screening process undertaken by the Learning Support department for all children in Years 7 and 9, as well as for any new students, will highlight any weaknesses in the areas of literacy or numeracy. Whatever the trigger, the expression of concern will be acted on as soon as possible.

Assessment

Once a concern has been registered, the class or subject teacher advises the SENDCO. After a consultation with the parents, further assessments might be suggested, a referral to an outside agency or specialist, strategies within the classroom and/or some specific intervention.

The results of all this information will be collated by the SENDCO and discussed with the parents and other relevant parties (e.g. the Deputy Head and subject teachers). Following the report and discussions with the parents and subject teachers, the SENDCO will plan and implement intervention strategies to support the pupil, and devise a Education Support Plan/Pupil Profile if appropriate.

The pupil's information will be added to the SEND register (Prep School) or Overview document of Pupils in Senior School and will be monitored throughout the school year. Progress of pupils receiving any intervention measures is monitored through each pupil's assessment profile. Provision will be personalised and modified as deemed necessary by the SENDCO in consultation with the pupil, parents, teachers and LSA's.

Education Support Plans (ESP)/Pupil Profile (PP)

Education Support Plans/Pupil Profiles are an important tool in the day-to-day work with SEND children.

Educational Support Plans

In the Prep School, every pupil who receives targeted or specialist support will have an Education Support Plan. These are working documents which are drawn up by the class teachers, in conjunction with the SENDCO. The documents are shared with parents/families and any relevant specialists. The ESP is monitored across the year to ensure that intervention and strategies are appropriate for meeting pupil needs and progress is being made.

ESPs can be accessed by teaching staff via the school's Google Drive under Prep School Admin - Learning Support folder.

Pupil Profiles (PP)

In Senior School a PP will be drawn up by the SENDCo based on information given by the pupil, parents, staff, and any professional reports such as an Educational Psychologist, Speech & Language or Occupational Therapist report. Once a PP has been drawn up it will be sent to parents for approval or discussed during a meeting. Once this has been agreed the PP will be shared with all teaching staff. The PP will be monitored and reviewed at least once per year by the Learning Support and Teaching Staff.

The purpose of a Pupil profile (PP) is to inform teachers and others working with the child of the specific difficulties the child has. Some general information will be recorded about the pupil, as well as the nature of support needed, some specific details, the support provision arranged, access arrangements and any recommended strategies. All PPs in Senior School can be accessed by teaching staff on the W:Drive under Learning Support Department/Information for Teachers for Senior School Teachers/Pupil Profiles.

Target Setting

Targets for each pupil with SEND in Senior School are set by each subject teacher. If a child has additional support in Learning Support or an EHC Plan, the Learning Support staff will plan specific intervention based on the pupil's needs and the information given by subject teachers.

Targets for each pupil on the SEND register in Prep School are set and reviewed by the class teacher if they are academic. The SENDCO will check progress through conversations with them and through the book scrutinies. Emotional targets are set by the class teacher in conjunction with the Well-being mentor and the SENDCO.

Involvement of an Educational Psychologist or other external agencies

Where the involvement of external agencies or additional provision is required, the SENDCO takes the lead in contacting parents (informing them of any costs involved) and the outside agency and arranges the visit. When a report on this visit is received, the SENDCO will share this with the Assistant Head Pastoral/Head of Prep School and pertinent information will be shared where appropriate in the weekly staff meetings and by distributing a new and/or updated Pupil Passport. Whilst the SENDCO will usually take the lead in implementing any recommendations, day-to-day provision continues to be the responsibility of the class/subject or form teacher.

EHC Plan

Very occasionally the needs of an individual cannot be met effectively through the provision of school alone. If this is the case then either parents or school can request a formal (statutory) assessment which may be carried out by the Local Education Authority (LEA). Following a multi-agency assessment, an Educational Health Care Plan may be prepared for the child describing the provision that is required for that pupil which will be reviewed annually. A new PP or ESP will be devised at this point with appropriate intervention strategies and targets.

Documentation

In Senior School an overview of screening results, SEND, access arrangements and if intervention is in place for children for each year group can be accessed by teaching staff on the google classroom LS Information/Overview of pupils in all year groups. Children with SEND who have a pupil profile are highlighted in yellow and if their needs are met through a universal, targeted or specialist approach. All pupil profiles can be found on the W: Learning Support Department/Information for Teaching Staff/Pupil Profiles.

In the Prep School, all children receiving targeted and specialist support in intervention sessions are listed on the SEND register. The information aims to give a quick overview of the child's essential data such as date of birth, year group, class teacher, EHC Plan, access arrangements, any assessments conducted and the nature of their special need. These children are generally a year or more behind age expectation in either Literacy or Maths. An additional document, the Monitoring Register, records information on children who have additional support in class or who have identified needs but who do not currently warrant intervention lessons outside of the classroom. This document again lists the child's essential data as per the SEND register.

Access arrangements

A candidate's access arrangement requirements are determined through their needs being assessed by an Educational Psychologist, Lucy Brown (Deputy SENDCo), or the Senior SENDCo Kerstin Sorensen who hold the relevant qualifications to assess pupils appropriately (see whole school assessment process). The results of these will be kept electronically on the Google classroom 'Learning Support Information' under Overview of pupils in all year groups and also forwarded to the Examinations Officer as evidence of need, and submitted to the awarding bodies accordingly.

It is the responsibility of the SENDCo or Deputy SENDCo to inform staff of any special arrangements that individual candidates can be granted during the course of exams and assessments.

The allocation of rooms for invigilation and the appropriate support for access arrangement candidates will be considered between the exam officer, the Assistant Head Operations, the Deputy Head and SENDCo.

Teacher's responsibilities and procedures

- Teachers must inform the SENDCo when there is a concern about an individual student. The SENDCo gathers information regarding concerns and strategies already implemented. If all appropriate unilateral strategies have been attempted and further intervention is necessary, parents are contacted to discuss this and whether the school can continue to meet the child's needs. If necessary an Educational Learning Plan/Pupil Profile will be devised for the pupil.
- Attention must be given to devise strategies and identify appropriate methods for ensuring access to the curriculum including strategies for providing differentiated teaching and differentiated homework. The volume of homework should be judged sensitively.
- Teachers must liaise regularly with the SENDCO to provide feedback on the pupil's progress and be aware of pupil needs and the objectives of the Educational Learning Plan/Pupil Profile.
- Teachers need to set SMART targets for each SEND pupil.
- Teachers need to keep themselves informed about pupils' SEND through the relevant documentation and inform the SENDCO of strategies and teaching methods that have been successful with individual students in order to update the relevant documentation.
- The teacher must be aware of access arrangements for all pupils and ensure that they are put in place during tests and exams.
- Teachers might be asked to attend meetings arranged by the SENDCO with parents of individual students to discuss individual student's progress or difficulties if necessary.
- Teachers need to ensure the LSA's supporting specific students know and understand their roles as well as the objectives, targets, strategies and teaching approaches for the session.
- Teachers are responsible for the overall learning, behaviour and marking of work of students with SEN even if the student is supported by a LSA.
- Teachers should ensure that the child's achievements are recognised and celebrated in order to nurture self esteem and confidence.

Publishing Information

The SEN Information report is published on the school's website as required by the Special educational needs and disability code of practice: 0 to 25 years Jan 2015 and updated as required throughout the year.

English as an Additional Language (EAL)

These pupils are not considered to have special educational needs and their needs are met by the Head of Department for EAL. However, some EAL children might have Special Educational Needs and the Learning Support Department and EAL Department will work closely together to identify those children's needs, provide additional support and monitor the provision.

Code of Practice

The school's SEND policy is freely available to staff, parents and governors. The school welcomes parental involvement. Parents are encouraged to meet the class/subject teachers, SENDCO, Deputy Head, the Head of Prep School or the Executive Head to share their concerns at any mutually agreeable time. At review meetings with parents the child's strengths as well as weaknesses are discussed and suggestions are made as to how the parents can help at home. The focus is on jointly tackling shared concerns, monitoring outcomes and reviewing progress together.

Implementation

The SENDCOs will work with parents, pupils and staff to evaluate the school's effectiveness in meeting Special Educational Needs and Disabilities.

Evaluation

The SEND Policy will be evaluated annually and an assessment of the effectiveness of the school's implementation of its SEND Policy will be given as part of the Executive Head's report to governors.