

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY
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Date	Review Date	Contact
01.09.18	01.09.19	Operations Lead

This policy aims to ensure that all students of Newbury Hall are given the best possible care and education. It has been written with the following documents and policies in mind.

- Safeguarding Policy
- Teachers Standards 2012
- Keeping Children Safe in Education (KCSIE)

Newbury Hall School believes that every child is different and has individual special needs; we aim to support the individual needs of each student.

We strive to ensure the school meets the needs of all taking into account gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

It is important to state that Newbury Hall will do everything it can to provide a safe and welcoming environment to all children. However, we recognise that some students may not be suited to the school; if this is the case, we will always advise the parents/agents of our suitability during the admissions process so that the best educational outcomes for the child will be reached.

Please consult us well in advance if you have special learning needs. We can sometimes help students with difficulties with their sight or their hearing but our courses are not suitable for those who are completely blind or the very deaf. Please tell us in advance if you are dyslexic. For examinations we may be able to make special arrangements.

We aim to:

- Raise the aspirations of and expectations for all pupils with SEND
- Respond to and respect the views of the child
- Work in partnership with parent/carers
- Identify SEND and additional needs early
- Create an environment that meets the needs of every child
- Enable all children to have full access to all elements of the curriculum through reasonable adjustments
- To work in partnership with outside agencies and with other settings
- To work within the guidance provided in the code of Practice 2014

What are special educational needs?

Definition of SEND

- A child has special educational needs if he or she has a learning difficulty or disability which calls for special provision.
- A learning difficulty or disability is a significant greater difficulty than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to and different from that provided within the normal differentiated mainstream curriculum.
- Health care provision or social care provision which educates or trains a child is treated as special educational provision.

Why do we identify special educational needs?

At Newbury Hall School we aim to identify the needs of pupils by considering the needs of the whole child. The purpose of identification is to work out which action we need to take. The benefits of early identification are widely recognised - identifying needs at the earliest point and then making effective provision improves the long-term outcomes of the child.

Identifying Areas of Special Educational Needs

We recognise the four areas of SEND identified in the new Code of Practice (September 2014)

- Cognition and Learning
- Social, mental and emotional health
- Communication and interaction
- Sensory/Physical

We are also mindful that other factors may impact on progress and attainment that are not SEND

- Disability (disability alone does not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL Pupils must not be regarded as having a learning difficulty solely because of the language or form of language is different from the language in which they will be taught.
- Behaviour (Behaviour alone without an identifiable cause is not SEND)

Early Concerns and Recording

The progress made by all pupils is regularly monitored and reviewed. Initially concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom. This can be then used in later discussions if concerns persist.

We use the assessment process to identify any learning difficulty and barrier to achievement

and this is used to form the basis for planning the next steps of the child's learning.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Intervention programmes are put in place and concerns will be addressed with the Inclusions Officer and Lead Educator. If a child does not make adequate progress once they have had good quality personalised teaching and all the interventions and reasonable adjustments have been made the conclusion may be reached the child requires help over and above that which is normally available and the school will look into providing extra provision in collaboration with agents and parents.

How do we support pupils with medical conditions?

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Arrangements are put in place in school to support pupils at school with medical conditions.

How do we monitor and evaluate SEND?

The school regularly and carefully monitors and evaluates the quality of provision we offer to all pupils. The evaluation and monitoring arrangements promote an active process of continual review and improvement for all pupils. The quality of teaching and the progress made by pupils is a core part of the school's performance management. Students we believe have a Special Educational Need will be monitored through a Needs Assessment form - actions that have been implemented will be reviewed and changed if necessary. SLT meetings will also be used to identify gaps in attainment - although this is done on a weekly basis through SLT meetings, a more thorough evaluation is performed every 6 weeks. Regular audits of records are carried out.

GIFTED AND TALENTED STUDENTS

This policy is underpinned by the core values of Newbury Hall which influence the vision and culture of the school, these are:

- Independence of thought and learning.
- Commitment to furthering the educational development of all its students.
- Confidence in performance and language.
- Collaboration across cultures.
- The importance of internationalism in society.

Aims

- Create a curriculum where students are not simply expected to move at the average pace for their age.
- Ensure the more special needs of able and talented students are met as an entitlement.

- Identify students who are achieving or have the potential to achieve above the average for their age.
- Provide additional learning opportunities for outside the lessons.
- To have the highest expectations for all students.
- Encourage inclusion and an environment in which every student strives for the highest levels.
- Raise aspirations.

Encourage independence.

How

- Ensure staff aware of the gifted and talented students in their classes.
- Hold a central register of gifted and talented students to enable them to be targeted and monitored.

Definition

This typically refers to the top 5 – 10% of students in a school's cohort. These will be students whose current or previously measured levels of performance (from such sources as the CATS tests or GCSE points scores) vastly surpass those of their peers. At Newbury Hall we are rarely in possession of such data as the students arrive from a variety of International backgrounds where translating previous achievement levels is not yet always possible. Additionally, many of our students come from Asian backgrounds where their level of mathematics is far superior than their age in a British Educational context.

Gifted and Talented students can be:

- A good all-rounder
- High achievers in one area
- Have high ability but poor writing skills
- Demonstrate above average achievement in any academic or extra-curricular area, including: Arts, music, drama, sports.

Show:

- intellectual curiosity
- a high level of motivation, initiative, risk taking, self-confidence, independence
- imagination, vision, originality
- independent/critical/challenging thinking
- analytical/ evaluative/ incisive skills
- Emotional Intelligence and awareness/mature social and/or leadership skills
- Breadth and depth of understanding.

Identification

The gifted and talented student list is distributed to all staff in the second half of the first term. This enables the school to identify and test students for whom we have little educational information pre enrolment. Alongside their names will be assessment scores and data to exemplify the student's talent or ability.

Main ways to identify students:

- Standardised, national test and assessment scores/levels: CATS scores, KS2 SATs levels, GCSE average point scores, reading ages.
- Feeder school information and data
- Teacher nomination

Concerns can be raised by all staff about gifted and talented progress. Interventions are then put in place by teachers. The Inclusions Officer and Lead Educator will be engaged to check that progress is brought back on track should a student fall below expected levels.

Action

Once the list of students has been distributed, teachers are expected to highlight a gifted and talented student's name on their class list and support them to achieve highly. Regular stretch and challenge by the teacher will be expected, for example through extension work, faculty activities etc. This information is collated by the Inclusions Officer (Lead Educator) and the Examinations Officer and is made available to all staff on the google drive.

Important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups
- Mentoring and additional provision for pupils of exceptional ability
- The provision of enrichment/extension activities and tasks
- Differentiation within subject areas
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Schemes of work should incorporate gifted and talented student provision.

Classroom strategies include:

- Take leading roles in discussions, debates and group work.
- Undertake extension work in lessons, in addition or instead of the work completed by other class members
- Complete research on a regular basis to consolidate and extend subject knowledge
- Plan lesson tasks and activities, for example quizzes
- Prepare resources which will help the class in future lessons, e.g. a PowerPoint presentation on a topic covered in a unit of work, revision materials, or hand-outs.
- Alternative tasks/provision
- Past papers
- Early GCSE and A Level practice.
- Extra-curricular provision and master classes.

Monitoring

The Operations Lead has overall responsibility for the following with support from the Lead Educator:

- (i) ensuring that the policy is implemented
- (ii) co-ordinating the monitoring of progress
- (iii) ensuring that gifted and talented students have adequate provision.

The success of this policy is ultimately monitored by the progression and achievement of the identified students throughout the year through their school reports, and at the end of the year in their qualifications.

Inclusions Officer

Our Inclusions Officer is the Operations Lead. He is responsible for advising our teachers of any learning disabilities and you can always contact him if you wish to discuss any issues prior to booking a course.

Teachers may also speak to the Inclusion Officer or Lead Educator if they believe a student has learning difficulties that we were not informed about. In these circumstances the matter will be dealt with sensitively.

The Inclusions Officer may then contact the Director of Education at Head Office to receive advice, and if necessary, appropriate training or consultation.

We cannot guarantee to offer a course that is suitable for all special learning needs, but the more information we have, the more we can do our best to help.

What are the roles and responsibilities?

Ben Crompton (Operations Lead & Inclusions Officer) is the advocate for SEND on the SLT.

The Designated Teacher (also Ben Crompton) has specific safeguarding responsibility.

It is the school's responsibility for meeting the medical needs of pupils and this is overseen by the Principal.

The Inclusions Officer's responsibilities include:

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers and contributing to the in-service training of staff
- Overseeing the records of all children with SEND
- Liaising with parents (agents) of children with SEND
- Liaising with external agencies including the LA's support and educational psychology services health and social services and voluntary bodies.
- Monitor the progress of children

The responsibilities of teaching and non-teaching staff include:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the Inclusions

Officer to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.

How do we store and manage information?

The management of information forms part of our e safety policy. All electronic information is password protected. All confidential safeguarding information is stored centrally and is shared on a need to know basis. A transfer of information record is completed if these are sent to another school. Copies of advice from the outside agencies are copied and shared with staff and kept in the SEND folder. All SEND records are passed onto the transferring school. Medical records are shared only with parental permission. Parents wishing to raise concerns about their child should make an appointment with the Inclusions Officer or Lead Educator.

Mental health issues

We are unable to accept those with significant mental health problems and if in doubt please consult us before enrolling yourself or others with any history of mental health problems so that we can advise.

Physical disability

Our school is partially accessible for wheelchair users, but we do have stairs.

Signed:



Date: 01/09/18

Mr Jon Crocker
Principal