



GRACE DIEU

MANOR SCHOOL

Learning Support Policy Special Educational Needs

School Mission Statement:

**“Learning and growing in
the light of the gospel”**

WITHIN THE POLICY:

- **Statement of Intent**
 - **A Definition**
 - **Aims and Objectives**
 - **Management of Learning Support within School**
 - **Identification and Assessment**
 - **Learning Support Register**
 - **Statemented Children**
 - **Partnership with Parents/Guardians/Carers**
 - **Involvement of Pupils**
 - **Educational Links**
 - **Monitoring of the Learning Support Department**
 - **Disability Discrimination Act 2003**
 - **Evaluation and Success Criteria**
 - **Resources**
 - **Curriculum Access**
 - **In-Service Training**
 - **Complaints Procedure**
 - **A Statement concerning English as a second language**
- SPECIAL EDUCATIONAL NEEDS POLICY**

Statement of Intent

Grace Dieu Manor School welcomes children with a wide range of abilities including those with learning difficulties. We recognise each child as a unique part of God's creation, nurture a sense of value and self-image and foster supportive and caring relationships.

This Policy will ensure that Grace Dieu Manor School is an educationally inclusive school where the teaching and learning, achievements, attitudes and well-being of every pupil matter. This School provides an inclusive curriculum, which is designed to meet the needs of all its pupils including those with disabilities (within the physical constraints of our environment), those with special educational needs, those from all cultural backgrounds and pupils with English as an additional language.

All pupils may have special educational needs at different times and therefore a wide variety of strategies are used to meet these needs as they arise. The Headmistress ensures that there is sufficient funding for special educational provision including the necessary staffing. Learning diversity is recognised and planned for, any barriers to learning and participation will be challenged and removed and all pupils will be provided with equality of opportunity.

Parents will be fully informed when special educational provision is made for their pupil.

A Definition

According to the SEND Code of Practice (2014)

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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

- a) have significantly greater difficulty in learning than the majority of children of the same age; or*
- b) have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others in mainstream schools or mainstream post-16 institutions.*

Where a child has a disability or health condition which requires special educational provision to be made, they are covered by this definition.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught.”

Disabled children and young people without SEND are provided for in Legislation from the Children Act 1989, the Equality Act 2010, and the Health and Social Care Act 2012.

Aims and Objectives

Grace Dieu Manor School adopts principles to develop good practice in the early identification of pupils with learning difficulties.

Addressing the needs of pupils with special educational needs is the responsibility of every member of Staff and they should be aware of the importance of identifying and providing for those pupils. These needs should be addressed in the classroom as far as possible with the support of the Learning Development Department.

The Learning Support Department follows the principles embodied in the Disability Discrimination Act 1995, the 2014 SEN Code of Practice: 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

We believe that our pupils have the right to an education that is appropriate to their individual needs. It is our aim to provide learning experiences that are differentiated to take account of the needs and attainments of the individual pupil. In doing this, we intend to minimise the difficulties that some pupils will experience. However, some children will need special consideration and provision.

We adhere to the legal requirements of pupils who attend our School with a 'Statement of Special Educational Needs' or 'Education, Health and Care Plan', co-operating with outside agencies, putting in place special requirements and paying due attention to all their welfare and educational provision.

Learning difficulties can be demonstrated across the ability spectrum. Our objective is to help all pupils achieve their potential, by improving their learning opportunities, and to provide a safe and secure 'inclusive' environment where support is considered as a School response to a pupil's diversity. This should enable all children to participate in the life and activities of the School to the best of their abilities whatever their needs.

The Learning Support Department will support the Grace Dieu teachers in their role as 'every teacher being a special needs teacher' and help them with identifying and differentiating for pupils with SEND within the classroom.

We consider parents to be partners with the School in their children's educational progress, and recognise that they have a crucial bearing on the child's learning and on the effectiveness of School action. We aim to keep them informed about their children's progress during parents' evenings, Learning Support meetings and at any other necessary time.

We believe that there are many reasons, apart from a long-term learning difficulty, that can cause a pupil at some stage of his or her School life to require support for learning. The Learning Support Department works with class and subject teachers to put in place the appropriate support.

In summary, our Policy objectives are:

- To ensure that students with Special Educational Needs will be given the opportunity for access to a broad and balanced curriculum. We also aim to provide the flexibility to

develop a tailored programme to suit their individual requirements so that all pupils have an equal opportunity to receive an education that is appropriate to their needs.

- For all pupils to achieve their full potential across the whole curriculum.
- To provide a supportive, caring environment where they can gain in self-esteem and confidence.
- That pupils are respected as individuals whatever their race, gender, religion, culture, disability or ability.
- To screen pupils for SEND when they join the School and to identify and assess students needing other forms of learning support using information from all possible sources.
- To use the Learning Support budget to provide appropriate resources to support the individual requirements of all those pupils needing learning support.
- To develop a partnership with parents in order that their knowledge, views and experience can assist us in assessing and providing for their children, thereby encouraging positive and active parental involvement.
- To consider the views of the pupils concerned (mindful of age) in order to provide more effectively for them.
- To liaise and collaborate with outside agencies where appropriate, keeping parents informed at all times.
- To ensure that all staff are aware of their responsibilities towards pupils with learning difficulties and are supported by training, information and advice to enable them to provide Quality First Teaching and to differentiate effectively within the classroom.
- To continue to develop a system of recording and communicating information so that all staff, agencies and parents of children receiving Learning Support are informed of changes and progress.
- To monitor our effectiveness in achieving the above objectives.
- The day-to-day co-ordination of SEND is delegated to the Head of Learning Support/SENDCO.

Management of Learning Support within School

We recognise that *all teachers are teachers of special educational needs and they need to be aware of their responsibilities* towards all pupils who require Learning Support.

Teachers provide learning opportunities for all pupils and provide materials appropriate to pupils' interests, abilities and learning styles. In adopting a positive and sensible approach to pupils who require Learning Support, it is ensured that all pupils have access to the curriculum provided.

In line with the recommendations in the *revised Code of Practice*, the SENDCO supported by the Curriculum Manager / Deputy Head, is responsible for:

- Overseeing the day-to-day implementation of this policy
- Co-coordinating the formation of Pupil Passports and provision for children with Special Educational Needs
- Liaising with and advising teachers
- Overseeing and maintaining the records on all children on the Learning Support Register
- Liaising with parents of children on the Learning Support Register
- Advising on and contributing to the in-service training of staff
- Liaising with external agencies such as educational psychologists and speech/language therapists.

The SENDCO maintains a record of pupils identified as having need for additional Learning Support and reviews this at least termly in consultation with all relevant teachers.

Identification and Assessment

At Grace Dieu Manor School, if a child experiences greater difficulties with appropriately differentiated activities than the majority of its peers, we adopt the principle that the individual pupil's Special Educational Needs should be identified and met as early as possible.

The needs of children who have a learning difficulty as a result of a disability which prevents or hinders them from accessing the full curriculum are also included in this policy.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which s/he will be taught.

The School recognises that, were it to occur, it has to provide details of the education and welfare provision for pupils with statements and pupils for whom English is an additional language.

Special educational needs may relate to one or more of the following areas of need:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development

- Sensory and/or physical needs
- Medical needs

Learning Support Register

The SENDCO will update and maintain the Learning Support Register, ensure that all staff have access to the information of those pupils who are on the Learning Support Register and to liaise with parents and any outside agencies.

We adopt the principle that an individual pupil's Special Needs should be identified and met as early as possible. In order to do this, we adopt the following procedures, in line with the *Code of Practice for SEND 2014*:

Initial Concerns

In the first instance, for a pupil experiencing problems in accessing the curriculum, the class teacher may well take initial action to address the identified needs within the classroom by further differentiation in:

- a) activities
- b) groupings
- c) support
- d) material

The class teacher liaises with the SENDCO, colleagues or classroom assistants to identify any further materials and/or expertise which may be available to help support the child. If, after an agreed period of time, progress is not as might be expected/hoped and some additional or different strategy needs to be adopted to enable the pupil to learn more effectively, the following procedure is followed by the class teacher:

- Gather information such as including baseline assessment, standardised test results, reading ages, spelling ages.

And then fill out:

- A 'Cause for Concern' form, available from the SENDCO. This is completed by the class teacher and given to the SENDCO.

Cause for Concern

At this stage, the SENDCO will discuss the child in more detail with the relevant member of staff and ascertain if the parents have been informed (even informally) through parents' evenings, staff discussions of any difficulties or indeed if parents themselves have expressed a concern about their child's learning. Further discussions would normally include the Deputy Head.

Depending on the outcome of this discussion, parents will be informed that the School has a 'Cause for Concern' expressed either by the SENDCO or the class teacher. There may be various outcomes from these discussions with parents, these could include:

- Continued monitoring of the child
- Small group work
- Schemes such as Toe-by-Toe may be started (initially to be used in school and then parents will monitor)
- In-school support (individual or paired lessons)
- An external tutor may be sought by parents
- Agencies such as Kumon may be used

The School may feel that at this stage additional support is required. However, parents may not choose to follow the advice of the School for the child to have additional support; in which case, the child will remain at 'Cause for Concern' and a formal note is kept on file of this situation.

Any teacher, of course, is encouraged to speak with the SENDCO or Deputy Head at any time if they have any concerns about a child's progress or learning.

SEN SUPPORT

If it has been agreed with parents that additional support is the best way forward, the following will take place:

1. The child is registered as receiving Learning Support;
2. The SENDCO will update the Learning Support Register accordingly and issue all relevant staff with an 'About Me' document (as part of the individual's Pupil Passport) which will briefly highlight the nature of the perceived difficulty and give some helpful advice. **These must be kept confidential at all times and stored in each teacher's Class File.**
3. If children are to receive 'In-school support'; the SENDCO will set targets for the individual/group lesson.
4. Review cycle commences.

Should a child need additional one-to-one, or group support, the School offers a 30 minute intervention session at no additional cost. Where needs are greater than this allocated time, additional costs are charged.

On occasions, parents have decided to withdraw their child unilaterally from additional in-school support. If this is the case, a formal note is kept on file of this situation. A full term's notice is required by parents and in writing, in accordance with School procedures.

Opportunities for further discussion with parents will be provided by the SENDCO or the Deputy Head either by appointment, informally or at Parents' Evenings, and with the child, where appropriate.

If a child's progress is minimal after two reviews of additional support (if there is increased concern, for example, from the parents or staff) the parents are informed and recommendations may be made by the School for:

- An in-house assessment, with parental consent.
- An Educational Psychologist's diagnostic test. (The purpose of these tests is to detect a specific learning difficulty and the cost of the formal external assessment will be borne by parents).
- Speech and Language Therapy.
- The Services for the Hearing Impaired
- Clinical Psychologists
- A GP referral
- Behavioural Optometrists appointment
- A consultation with the School Nurse (initial sight/hearing test)

Again, the parents may not follow the advice of the School and may decline the suggestion for the child to have an Educational Psychologists' assessment carried out; in which case, the child will continue to be monitored and a formal note is kept on file of this situation.

Educational Psychologist's Report or Other Formal Recommendations/Support:

If the School recommends that a child is referred by parents to an outside agency, and it is taken up, parents are informed of the new status by the SENDCO and Deputy Head.

In addition, a child who enters the School with an Educational Psychologist's report or who has had previous involvement with an outside agency will automatically be registered on the School's Learning Support Register.

1. The child is registered on the Learning Support Register and a central file opened and all future information is recorded in this file/ or the Learning Support Register is updated to reflect this new status.
2. The SENDCO will update the Learning Support Register and issue all relevant staff with an 'About Me' document which will highlight the nature of the difficulty and specific advice as recommended by the outside agency. **These must be kept confidential at all times and stored in each teacher's Class File.**
3. Upon receipt of an Educational Psychologist's report or the feedback obtained from an in-house assessment, the Deputy Head will liaise with the Headmistress to consider what provision is most appropriate and the parents will be consulted.
4. If a course of extra support lessons is recommended, beyond the inclusive 30 minute intervention in accordance with School policy, parents will be asked to agree to that and then to bear the cost of this tuition. Fees are published annually by the Finance

Department of the School and are available at any time from the Finance & Administration Manager (caroline.harvey@gracedieu.com)

5. At this stage, all children who receive 'In-school support' will receive targets from the Class Teacher/relevant teaching staff (Swans-Year 6). In addition, the SENDCO will also issue targets for the individual/group lesson.
6. The SENDCO or Deputy Head will liaise with any future schools about the transfer of pupils with Learning Support needs.

On rare occasions, it may be deemed appropriate by the SENDCO in conjunction with the Deputy Head that a Pupil Passport is not required for general class lessons and this will be indicated on the Learning Support Register.

Monitoring Stage

From time to time, a child, after discussion with parents, may cease additional in-school support because good progress has been made. This usually occurs after a long period of support and/or as the child enters Years 5-6. If the child holds an Educational Psychologist's Report or if they have a Statement of SEN, they will remain on the register and any decisions regarding support will be duly noted.

Statemented Children/Children with an Education Health and Care Plan

Children with a Statement of Special Educational Needs/EHCP may be admitted into the School after detailed consultation with parents and in accordance with the Admissions and Assessment Policies.

Decisions about admission of pupils with or without statements/EHCPs are based on the ability of the School to provide the necessary resources so that the prospective pupil is likely to flourish at Grace Dieu. The School feels strongly that it should not offer a place when there is a serious risk that the pupil may not benefit from the educational package available at Grace Dieu.

Regarding the review of statements of pupils with special educational needs, it is the responsibility of the Local Authority to review the statement and not the School, but it is good practice for the School to check that the annual review takes place.

If a child with a Statement already in place seeks a place at Grace Dieu, advice will be sought about the necessary strategy and a copy of the statement/EHCP for the child will be requested from the Leicestershire County Council Special Educational Needs Assessment Team: (0116 3056600). On the basis of the information received, a decision will be taken as to whether an assessment/potential offer will be in the best and long-term interests of the child.

Advice will be sought from any outside agency that may have been involved with the formulation of the statement. Advice from the Local Authority may be sought as that body still "has a duty to maintain the child's statement and to review it annually, following the procedures set out in the Code of Practice".

EHCPs will be reviewed annually in accordance with local government guidelines.

Partnership with Parents/Guardians/Carers

Parents bear the overall responsibility for taking decisions about the management of their child's learning difficulties. If a child has a formal assessment by an outside agency, parents must ensure School is given copies of all advice and reports.

The School aims to work in partnership with parents/guardians by:

- Establishing and maintaining good communication.
- Making them feel welcome.
- Recognising the active and valued role they have in their child's education
- Encouraging them to inform the school of any concerns they have regarding their child. These concerns should be first made known to the class teacher, who will inform the SENDCO.
- Instilling confidence that the School will listen and act appropriately.
- Sharing ways in which they and the School can help their child.
- Keeping parents informed of targets set, encouraging them to participate fully in their child's education at all stages, including any decision making about the additional provision for their child.
- Staff being available for meeting by appointment at a mutually convenient time.
- Learning Support staff attending parent/staff meetings or arranging a mutually convenient alternative appointment.
- Writing reports on individual pupils issued twice yearly, at the end of Autumn and Summer Terms.
- Informal exchange of ideas and views, as appropriate.
- Arranging, as appropriate, interviews with parents which will be recorded and kept on file with the SENDCO and the Deputy Head.

Involvement of Pupils

We endeavour to involve pupils wherever possible and appropriate in identifying their own needs and learning styles.

Pupil Passport targets are shared with pupils, where appropriate, by Learning Support staff.

Educational Links

We are bound by the rules of confidentiality but aim to provide reports and information when a pupil transfers to a new school, in order to maintain continuity and progression.

Any enquiries made by other schools on past pupils are answered and any relevant information shared, after consultation with the parents.

Monitoring of the Learning Support Department

The effectiveness of provision for pupils identified as requiring Learning Support is monitored in the following ways:

- Classroom observation (Class teacher, SENDCO or SLT).
- Work sampling
- Scrutiny of planning (by SENDCO or SLT) including differentiation.
- Teacher consultation
- Informal and formal feedback on Pupil Passports by all staff.
- Accurate record keeping.
- Review meetings and progress reviews.
- Monitoring Pupil Passports and targets.
- Attendance record.
- Testing, using the established school Standardised testing system, school examinations/tests and the National Curriculum tests.

Disability Discrimination Act 2005.

Grace Dieu Manor School is committed to ensuring that pupils with disabilities, including those with learning disabilities, are supported in accessing opportunities for learning. Reasonable adjustments will be made to this end, for example in the field of sport/swimming. The School undertakes not to treat disabled pupils less favourably in any way.

Again, decisions about admission will be based on the ability of School to provide the necessary learning experience and resources for the prospective pupil to benefit from the provision.

- We must take all 'reasonable' steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education.
- Schools may select on ability and aptitude but as long as this is not done as a way of excluding those with a disability.

The SENDCO in conjunction with the Deputy Head will establish which children may be eligible for additional time and special facilities in order to undertake test procedures.

Evaluation and Success criteria

The following success criteria may be used to evaluate the effectiveness of the policy:

- The SENDCO, in conjunction with the Deputy Head, writes a report for the Headmistress and governors on request.
- The register is updated at least termly.
- The register is up to date and accessible.
- There is identifiable movement of pupils on the register.

- All concerns are acted upon within a minimum of two weeks, excluding School holidays.
- Parents are informed of their child's progress.
- All pupils with Pupil Passports have their targets reviewed at least twice a year and are made aware of their new targets where appropriate by the class teacher/form tutor.
- All appropriate staff are informed of pupil targets and specific Educational Psychologist's tips/guidance/recommendations.
- Consolidation of Special Needs in the School Development Plan.
- All teachers and classroom assistants are aware of procedures.
- All teachers' weekly plans show evidence of differentiation.
- Day to day concerns are written and passed onto the Deputy Head for further consideration.

Resources

The provision for Learning Support is supported by:

- An allocation of at least £200 for resources, but discretionary funds are available as need demands;
- A wide range of books, materials and media to suit pupils' differing needs and abilities.
- Library provision which reflects the needs of pupils with SEND
- The Learning Support department which may offer individual or paired lessons for children diagnosed as having dyslexia. (Years 2-6 inc.). This is by arrangement with parents after consultation with the Headmistress and the SENDCO, following analysis of in-house testing.
- The Learning Support department may offer teaching to small groups, following discussion with the Deputy Head or the Headmistress.
- Individual support for specific individuals where appropriate and feasible at the discretion of the Deputy Head.
- A range of ICT facilities.
- Trained nursing staff.
- Some wheel chair access and toilet facilities for the disabled.

Grace Dieu Manor School has:

- Fitted carpets in classrooms to enable hearing-impaired children with radio hearing aids to gain the maximum benefit from their equipment.

Curriculum Access

All lessons are on a rolling programme. The SENDCO, along with the Deputy Head, has overall responsibility for the timetabling of SEND lessons.

Pupils are not usually withdrawn from Core Subjects.

In-Service Training

In order to maintain and develop the quality of our provision, all staff are encouraged to undertake training.

This may be given both by in-house training and external courses.

At the beginning of each academic year all staff are given an up-date of recent developments in the Department and a list of individual pupils needs and reported recommendations.

Complaints Procedure

In partnership and with the full exchange of information from all concerned and external agencies, it is envisaged that the needs of the great majority of pupils with additional learning needs will be met.

If, however, it is felt that a child's needs are not being met, the following are the arrangements for raising and then considering the complaint:

- Discuss the concern with the class teacher and/or the Learning Support teacher responsible for the SEND provision for the child.
- If the difficulty is not resolved, discuss it with the Deputy Head or the Headmistress.
- If the difficulty is still unresolved, an interview with the Headmistress should be sought.
- A record of all interviews pertaining to the complaint will be made and circulated to the SENDCO, the Deputy Head and the Headmistress. A copy of the report will be kept in the child's file.
- If a parent feels that his/her complaint has not received a fair/just hearing, then reference to the Parental Complaints Policy will clarify the next step.

A STATEMENT CONCERNING ENGLISH AS AN ADDITIONAL LANGUAGE

Children for whom English is not their first language whilst they may not have a specific learning difficulty, their access to the curriculum may need to be aided by the Learning Support Department.

The educational provision will be dependent on the areas that will have been identified on admission. Admission will be at the discretion of the Headmistress and each case will be taken on its own merits.

Once established in School, various options are available and two different types of pupils who may enter Grace Dieu have been identified.

- I. Children with EAL-whose academic progress is at a slower rate than that of their peers because of the difficulties of the language.

PROVISION may include:

- Flexible teaching techniques
- Help in acquiring, comprehending and using language
- Help in acquiring literacy skills
- Help in organising and coordinating oral and written language

2. Children whose primary language used at home is not English.

If these children are identified at Grace Dieu and their rate of progress is deemed to be slower than that of their peers, then the above strategies may be followed. If subsequently, through our usual screening as laid out in this document, the child is found to have a 'learning difficulty' then the child will be placed on the Learning Support Register in the usual way.

Reviewed MK & ST (September 2019)