

# Durston House

## Special Educational Needs and Disability Policy

### Aim

- to support pupils identified as having special educational needs or a disability
- to state the school's approach to Special Educational Needs and Disability (SEND)

### Objectives

- to outline the structures that exist to provide for pupils within the context of Durston House
- to explain the provision that is made for pupils with SEND
- to complement all relevant school policies and procedures found on the Durston House Operations Tree, including the **Pastoral Care** and **Safeguarding Policies**

### Introduction

At Durston House, we strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos, with high expectations, a broad and balanced curriculum for all pupils, and systems for early identification of barriers to learning and emotional well-being. Pupils with SEND are treated in line with the school's Admissions Policy and are fully integrated into the life of the school. We recognise the strengths of every boy as well as any areas for development. We believe in equal opportunities and aim to meet the physical, emotional and academic needs of all our boys. All pupils should be able to contribute to all areas of school life.

Pupils are not regarded as having a learning difficulty solely because the language or form of language spoken at home is different from the language in which they are taught.

This policy outlines a framework used to identify any pupils with SEND, to understand the nature of their needs and to plan how they can best be supported.

This policy applies to all pupils in the school, including those in the EYFS.

### The Governance and Management of SEND

The school's governing body has an overall responsibility for SEND. It ensures that Learning Support is provided for pupils who have SEND and that the requirements of existing statements of special educational need and Education, Health and Care Plans (EHC plans) are met. It reviews and approves the school's SEND Policy and ensures that its provision and development is part of the School's Strategic Plan.

Although staff in the Learning Support Department have a key role in the support given to pupils with SEND, all staff have a responsibility for supporting these boys.

## Context

Durston House considers that the guidance in the current SEN and Disability Code of Practice: 0 to 25 (CoP), January 2015, reflects good practice for pupils with SEND. Durston House makes use of, and has regard to the guidance in the code, where appropriate, as well as other legislation and documentation, including the Equality Act 2010 and the Children and Families Act 2014.

**High Quality Teaching (HQT)** that is differentiated and personalised meets the individual needs of the majority of pupils at Durston House. Access to the curriculum is facilitated by all teachers, taking account of the key elements of the inclusion as detailed in the National Curriculum September 2014. These are to set suitable challenges and to respond to pupils' needs and to overcome potential barriers for individuals and groups of pupils.

## SEND Definition and Support

The SEN and Disability Code of Practice states that:

“A child or young person has **SEN** if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

A pupil may have special educational needs if he is making less than expected progress given his age and circumstances. This can be characterised by progress which:

- is significantly slower than that of his peers starting from the same baseline.
- fails to match or better the pupil's previous rate of progress.
- widens the attainment gap.

Therefore, some pupils need educational provision that is additional to or different from the educational provision made generally for boys of their age in school. This is special educational provision under Section 21 of the Children and Families Act 2014 (CoP 1.24). At Durston House, it is organised through **Learning Support**. The term **Learning Support (LS)** is applied to the department which oversees the SEND provision at the school. The **Head of Learning Support** fills the role of Special Educational Needs Coordinator (SENCO), and is a qualified SENCO. A detailed breakdown of the roles and responsibilities of each member of the Learning Support Department (LS Department) is given in Appendix A.

## The Areas of Need

In order to meet the needs of all pupils, it is vital that pupils who may have SEND are identified as early as possible. All boys are monitored to gauge who is not making adequate progress in the four broad areas of need specified in the SEN Code of Practice: communication and interaction, cognition and learning, social, emotional and mental health difficulties, and sensory and/or physical needs.

Areas of Need	Description and Examples
<p>Communication and Interaction</p> <p>CoP 6.28-6.29</p>	<p>Pupils may have difficulty</p> <ul style="list-style-type: none"> <li>• expressing themselves.</li> <li>• understanding what is being said.</li> <li>• understanding or using social rules of communication.</li> </ul> <p>Young people with Autistic Spectrum Disorder are likely to have particular difficulties with social interaction.</p>
<p>Cognition and learning</p> <p>CoP 6.30-6.31</p>	<p>Pupils may learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>Learning difficulties cover a wide range of needs, from moderate to severe learning difficulties through to multiple or profound learning difficulties.</p>
<p>Social, emotional and mental health difficulties</p> <p>CoP 6.32-6.33</p>	<p>Pupils may</p> <ul style="list-style-type: none"> <li>• become withdrawn or isolated</li> <li>• display challenging, disruptive or disturbing behaviour</li> </ul> <p>These behaviours may indicate an underlying mental health difficulty such as anxiety or depression, self-harming, eating disorders or medically unexplained physical symptoms. Pupils may suffer from diagnosed disorders such as attention deficit (hyperactive) disorder or attachment disorder.</p>
<p>Sensory and/or physical</p> <p>CoP 6.34-6.35</p>	<p>Pupils may have a physical disability or suffer from a condition such as</p> <ul style="list-style-type: none"> <li>• vision impairment (VI),</li> <li>• hearing impairment (HI),</li> <li>• multi-sensory impairment (MSI).</li> </ul>

## Identification of Pupils with SEND

Every effort is made to identify pupils with SEND relating to any of the four areas of need as soon as possible. Identification may come about as a result of observations by teachers, tests or general monitoring of pupil behaviour throughout the year. Concerns may also be raised by parents, external agencies, a previous school or the pupil himself.

In terms of cognition and learning, pupils are assessed in all subject areas throughout the year and, in addition, relevant year groups sit examinations. Standardised tests, assessments and end-of-year examination results are analysed to highlight pupils whose performance is a cause for concern. Heads of Department and Subject Coordinators write evaluations of assessments and examinations and highlight pupils who are a cause for concern. In the EYFS, the Early Years Foundation Stage Profile (EYFSP) is used for the purpose of identifying boys with cognition and learning difficulties.

The first response to concerns about progress should be **high quality teaching**, targeted at the pupil's area(s) of weakness.

## The Graduated Approach to Support

Where progress in any of the four areas of need is less than expected, the Form or Subject Teacher, working with the Head of LS or the Pre-Prep LS teacher, assesses whether the child is in need of additional support. The process takes the form of a four-part-cycle (**Assess, Plan, Do, Review**), known as the graduated approach. This cycle will vary in length and type of intervention, depending on the needs of the pupil.

### Assess

The Form or Subject Teacher liaises with the Head of LS or the Pre-Prep LS Teacher to carry out an analysis of the pupil's needs. This analysis draws on the teacher's assessment, school records, test results and advice from outside professionals from health or social services, if appropriate. Concerns raised by parents are taken seriously and the pupil's own views are sought. Other teachers of the pupil are informed, if necessary.

If, after a period of time, adequate progress is not observed, the Head of LS or the Pre-Prep LS Teacher completes a **Learning Concern** form with the Form or Subject Teacher, as appropriate. In consultation with the Director of Studies, the Head of Junior School or the Head of Pre-Prep, it may be decided to carry out a screening test, to which parents are asked to consent. If the results show an area for concern, the school decides which level of support is offered to the pupil. This is discussed with the boy's parents and, in some cases, it will be recommended and expected that the pupil visit an Educational Psychologist for a consultation. In the event of an Educational Psychologist providing a report, it is expected that the results be shared with the Head of LS, who can then disseminate these to the Form Teacher or Subject Teachers, as appropriate.

## **Plan**

In consultation with the Director of Studies, the Head of Junior School or the Head of Pre-Prep, the Head of LS or the Pre-Prep LS Teacher agrees with the Form or Subject Teacher the suggested adjustments, interventions and support. Further input may be sought from teachers of other subjects, Heads of Department or SMT. The expected impact on progress, development or behaviour is formulated, usually in the form of an **Individual Progress Plan (IPP)**, and a date set for review. Parents are made aware of the planned intervention and parental involvement is sought to reinforce concepts or contribute to progress at home.

## **Do**

The planned adjustments, interventions and support are put in place. The Form or Subject Teacher remains responsible for working with the pupil on a daily basis, even when the intervention involves group or one-to-one teaching, separate from the whole teaching group. The Head of LS or Pre-Prep LS Teacher advises the boy's teachers on the effective implementation of support and in the further assessment of a pupil's strengths and weaknesses.

## **Review**

The effectiveness of the support and intervention is evaluated in line with the agreed date, usually termly, led by the Head of LS or the Pre-Prep LS Teacher in consultation with the boy's teachers, the Director of Studies, the Head of Junior School or the Head of Pre-Prep. The views of the parents and pupils are sought. This analysis feeds back to the start of the cycle, needs are reviewed and changes to the support are planned and implemented.

Where a pupil has an EHC plan, the school reviews this plan following the guidelines from the local authority. This happens, as a minimum, every twelve months and the Head of LS ensures the school's involvement in this review and cooperation with the local authority.

## Levels of Intervention

In relation to learning support intervention, pupils are categorised into one of four levels, based on the degree to which the pupil's SEN has been formalised. These are Learning Concern, Boost, Action and EHC plan.

Levels of Intervention	Who	What
Learning Concern	Pupils who have been noted as not making the expected progress in at least one of the four areas of need.	Specific attention is given to quality first teaching, targeted at the pupil. A summary of needs is issued to the boy's teachers and the pupil is monitored closely.
Boost	Pupils who are not making adequate progress after being monitored at a Learning Concern level.	The pupil may receive a higher level of in-class support or from the LS Department. He may be asked to attend one-to-one support or booster classes outside of the normal class timetable. A summary of needs is issued to the boy's teachers; an IPP may be issued, too.
Action	Pupils with a diagnosed SEN, informed by school evidence over a period of time and/or a diagnosis from an external agency.	Specific support is put in place. A summary of needs and an IPP are issued. A pupil may be asked to attend one-to-one support or booster classes outside of the normal class timetable.
EHC plan (Education, Health and Care plan issued by the Local Authority)	Pupils with a significant learning need and learning disability, for whom an EHC plan has been issued.	The pupil is given support to meet the educational needs identified in the EHC plan, for example <ul style="list-style-type: none"> <li>• extra guidance for specific subject teachers.</li> <li>• in-class support.</li> <li>• individual or group out-of-class support.</li> <li>• provision of special equipment.</li> <li>• involvement of external agencies</li> </ul>

## Organisation of Support

In order to support the pupils effectively, a **Summary of Needs** and, in many cases an **Individual Progress Plan**, are produced. The Local Education Authority (LEA) may be involved and an **Education, Health and Care Plan** may be applied for. Pupil progress is **monitored** regularly and the input of pupils and parents is sought. The school cooperates with **outside agencies**, where appropriate and communicates with **other schools** from, and to which a pupil may be transferring.

### Summary of Needs

At the start of each term, the Head of LS or the LS Teacher in Pre-Prep issues a Summary of Needs to all the teachers of any pupil who has been raised as a Learning Concern. This provides up-to-date information about the boy's needs and current intervention.

### Individual Progress Plan (IPP)

Pupils who have been identified as having a special educational need or disability or who have an existing Statement or an EHC plan may be given an Individual Progress Plan, which is drawn up by the Head of LS or the Pre-Prep LS Teacher, usually in the Autumn term. The IPP highlights the progress targets, strategies and guidance for addressing a pupil's area(s) of need. All teachers of a boy with an IPP are provided with copies of the document and are asked to implement recommended strategies to support the pupil and help him overcome his barriers to learning. Parents are informed and invited to express their views each following term.

### Education, Health and Care Plans (EHC plans)

Education, Health and Care Plans (EHC plans) have replaced Statements.

If a pupil's special educational needs are so severe that neither the school nor the pupil's parents can resource further provision, the Local Education Authority (LEA) can be approached for statutory assessment and funding to support learning. Written information is submitted by the LS Department to give reasons for the request and to provide evidence. This includes:

- the school's assessments of the pupil's progress over time.
- action taken by the school.
- the IPP and the outcome of reviews.
- reports from external specialists, such as Educational Psychologists or Occupational Therapists.
- the views of the pupil and his parents.

For a pupil who is subject to an EHC plan, the LEA is responsible for determining the provision that should be made to meet the needs of the pupil as outlined in the EHC plan. The school endeavours to meet the specific provision outlined in the EHC plan.

The Head of LS is responsible for ensuring that the boy's teachers are aware of the provision, that the allocation of resources for the pupil in question is properly managed and maintained, and that individual targets are addressed.

It is possible that the parents of a pupil whose needs cannot be met by the school may be advised, in the best interest of their child's future, and in reference to the school's Egression Policy, to seek to continue his education at a school better suited to the boy's needs.

### **Pupil Progress Monitoring (PPM)**

IPPs are reviewed termly. The Head of LS or the Pre-Prep LS Teacher evaluate progress in specific learning support programmes and the pupil's results in Standardised Tests, assessments and examinations. They gather feedback relating to behavioural, emotional, social or sensory needs. Form or Subject teachers are invited to contribute to the reviews in the Spring and Summer Terms.

### **Pupil Participation**

Pupils with SEND are encouraged to express an opinion about the progress that they are making. If appropriate, a boy completes a **pupil passport** where he describes his strengths and weaknesses, evaluates his progress towards set targets and proposes new targets. The pupil passport may be completed with the help of a member of the LS team, and age-appropriate templates are made available. The pupil may be invited to contribute to his IPP. His views are given due weight according to his age, maturity and capability.

### **Liaison with Parents**

Parental involvement and support is vital to the success of the education of all pupils, especially those with SEND. Therefore, the LS Department works closely with parents to discuss issues and concerns, to build up a picture of the pupil's previous experiences, knowledge and understanding and to inform them of any additional or different provision being given. Parental consent must be given in writing before one-to-one tests are carried out. Parents receive copies of their son's IPP and reviews and are invited to add their comments. Parents are encouraged to support their sons in working towards their targets, if possible.

### **Liaison with Outside Agencies**

In order to ensure that the school's provision meets the needs of all pupils, and particularly those with SEND, we liaise, where necessary, with other agencies. These include agencies such as speech and language therapists, Education Psychologists, Applied Behaviour Analysis (ABA) consultants, occupational therapists, Child and Adolescent Mental Health Services (CAMHS) and local authority advisers.

### **Transfer Arrangements to and from Other Schools**

Where possible, a boy's previous school is contacted with the view to obtain all information related to his learning. When a pupil is planning to move on to a new school, information about his particular learning needs, and any support that he receives, is passed on to enable a seamless transition.



## Communication and Staff Development

All members of staff have access to appropriate training in relation to supporting pupils with SEND. This includes attending courses, conferences and INSET training delivered by external providers or participating in sessions set up by the LS Department. Training is normally focused on areas for development identified in the departmental Development Plan for the LS Department, but can also relate to particular needs of individual boys.

Regular LS Department meetings are held where SEND issues are discussed, including the needs of specific pupils as well as the latest information and guidance. Issues related to SEND and Learning Support are also raised in Staff Briefings, where necessary.

### *Evaluation of this Policy*

*This policy will be evaluated annually by the school, amended where necessary and approved by SMT.*

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<i>Next Revision</i>	<i>January 2021</i>		

## Appendix A to SEND Policy - Staff Roles and Responsibilities

<b>Position</b>	<b>Areas of responsibility</b>
Head of Learning Support (SENCO)	<ul style="list-style-type: none"> <li>• Overseeing the day-to-day operation of the SEND Policy and LS Department</li> <li>• Screening all pupils with potential difficulties</li> <li>• Providing out-of-class and in-class support for pupils</li> <li>• Preparing the summary of needs for pupils in Years 3-8</li> <li>• Ensuring that appropriate IPPs are in place, that relevant background information about children with SEND is collected, recorded and updated</li> <li>• Maintaining the Learning Support record</li> <li>• Co-ordinating learning support for children with SEND</li> <li>• Ensuring there is liaison with parents and other professionals in respect of children with SEND</li> <li>• Conducting termly review meetings with Form Teachers and parents, for each pupil on the Learning Support Record, and writing comments for their reports</li> <li>• Advising and supporting other staff in the school</li> <li>• Contributing to the continuing professional development of the staff</li> <li>• Liaising with external agencies including the LEAs and educational psychology services, health and social services, and voluntary bodies</li> <li>• Instigating review and formulation of the SEND Policy</li> <li>• Managing the departmental budget</li> </ul>
Learning Support Teacher (PrP)	<ul style="list-style-type: none"> <li>• Writing IPPs for pupils being supported in Pre-Prep</li> <li>• Assessing pupils in Pre-Prep when their Form Teachers express concerns about progress</li> <li>• Providing appropriate support outside class to pupils who need learning support, or in-class support when agreed with the Form Teacher</li> <li>• Preparing the Summary of Needs for boys in Pre-Prep</li> <li>• Providing information for the Head of LS for the Learning Support Record</li> <li>• Conducting termly review meetings with Form Teachers and parents, for each pupil on the Learning Support Record, and writing comments for their reports</li> <li>• Writing notes and observations on the progress of each pupil for the use of the Form Teacher and the Head of LS</li> <li>• Assisting the Head of LS when he/she is liaising with outside agencies</li> <li>• Assisting the Head of LS when he/she is submitting the departmental budget bid</li> </ul>
Learning Support Assistant (JSc)	<ul style="list-style-type: none"> <li>• Providing out-of-class support where directed</li> <li>• Providing in-class support where directed</li> </ul>