



## MANOR HOUSE SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY Incl. EYFS

Date of Issue: **November 2018**

Date of Review: **October 2019**

Responsibility: **SENCO**

### **References:**

Children and Families Act 2014

Equality Act 2010

Independent School Standard Regulations 2014

SEN Code of Practice 2014

Special Educational Needs and Disability Regulations 2014

Statutory guidance on Supporting Pupils with Medical Conditions 2014

[DfE: KCSIE 2018](#)

### **Inclusion Statement & School Values**

Our aim at Manor House School is to develop happy young women who love coming to school and believe in their abilities to learn and succeed yet, when the time is right, are eager to enter the real world to apply the skills and knowledge that they have learned.

We pride ourselves on our 'individual approach to academic success' which is brought to life by ensuring that every girl can fulfil her potential in which ever subject areas or activities they lie.

### **Equal Opportunities**

Manor House is committed to the promotion of equality and an understanding of individual rights and responsibilities. We will ensure that all members of our school community have equal access to the education provided by our school. We celebrate the different experiences all members of the school community bring to our school, and recognise that these experiences, interests and strengths affect the ways in which people learn, and we aim to harness this diversity to enable all members of our school community to thrive and enjoy their time at school.

## Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of how we identify and support pupils with Special Educational Needs (SEN),
- All governors, teaching and non-teaching staff, pupils and parents are aware of who to contact if they are concerned that a child may have SEN,
- All governors and teaching and non-teaching staff should know what the school policy is on SEN, and adhere to it in their respective roles and responsibilities

## Definition of Special Educational Needs and Disabilities

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

(SEN Code of Practice 2014, p15)

SEN provision is therefore educational training or provision that is **additional to or different from** that which is generally available to others of the same age.

## Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 which describes disability as 'a physical or mental impairment which has a long-term and substantial adverse effect in their ability to carry out normal day to day activities'. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'

(SEN Code of Practice 2014, p16)

## Four Areas of Need

The SEN Code of Practice works on the principle of there being four broad areas of need, which are defined as:

- **Communication and Interaction** needs; speech, language and communication needs including autistic spectrum disorder (ASD)
- **Cognition and Learning** needs; including specific learning difficulties (SpLD) such as dyslexia and dyspraxia
- **Social, Emotional and Mental Health** difficulties including Attention Deficit Disorder (ADD)

and

- **Sensory and/or Physical** needs; including visual or hearing impairment.

It is important to be aware that a pupil with a specific learning difficulty, medical diagnosis, sensory impairment or disability does not necessarily have SEN status and will not require being named on the SEN register. Similarly, not all pupils who have a learning difficulty or SEN are disabled.

### **SEN, Learning Difficulties and Disability at Manor House School**

In the context of Manor House School, pupils defined as having learning difficulties fall into the four broad areas of need such as:

- Specific learning difficulties e.g. dyslexia, dyspraxia
- Known or suspected to be on the Autistic Spectrum
- Suffering emotional or psychological difficulties
- Physical impairment
- Girls with an Education, Health and Care Plan

There are other kinds of special educational need, which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met within the context of our admissions policy.

Overall, girls experiencing such learning difficulties are supported through the high quality educational provision and differentiation within the classroom environment as well as through the pastoral systems in place at the school (i.e. Head of Key stages).

Manor House School places high importance on the requirements in the SEND Code of Practice that:

“Teachers are responsible and accountable for the progress and development of the pupils in their class”, and that

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN”.

### **Roles & responsibilities**

Provision for girls with SEN is a whole school responsibility.

The Head, Ms Tracey Fantham, has responsibility for the day-to-day management of all aspects of the school and duly keeps the governing body informed. The Head works closely with the SLT, the SENCO and the Academic Advancement Department.

The SENCO at Manor House School is Mrs Michelle Hinkley, Head of Academic Advancement. This role covers all children at Manor House, including those in Early Years. Mrs Charlotte Wilson works within the Academic Advancement Department as a Specialist Teacher.

### **Graduated Approach to Support**

Subject teachers are responsible and accountable for the progress and development of all the pupils in their class including those with SEND. High Quality Teaching with appropriate differentiation for individual pupils with SEND is the first step in meeting a pupil's learning needs. Any pupil identified as SEND and/or vulnerable is highlighted on the class provision map.

Where a pupil is making less than expected progress a range of strategies will be employed with the pupil receiving in-class targeted support. This is the next stage in the schools graduated support. Such support is tracked and monitored through the class provision map, detailing the interventions a pupil is accessing and their entry and exit points. This stage in support is time limited with specific outcomes being worked towards and monitored.

If, in consultation with class teachers, parents and the SENCO, it is felt that further specialist support is required, the pupil may be offered 1:1 specialist teaching sessions that take place during the school day. These carry an additional charge.

### **Identification**

At Manor House we formally monitor the progress of all pupils at least six times a year to review their academic progress. The school currently uses the following formal assessments: Reception Baseline, Year 1 Phonics Check, CATs,

MIDYIS and YELLIS. These scores, combined with teacher assessment forms the pupils attainment results and targets.

Where progress is not adequate, even if a special educational need has not been identified, extra support is put in place to enable the pupil to catch up. Examples of extra support include additional phonics groups, writing/reading booster groups, maths booster groups and SOS spelling.

Some pupils may continue to make inadequate progress despite high quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. Manor House School currently uses the following assessment tools:

- Comprehensive Test of Phonological Processing
- Test of Memory and Learning
- Gray Silent Reading Tests
- Test of Word Reading Efficiency
- Test of Mathematical Ability
- Phonics Assessment Battery
- Lucid Specific Learning Difficulty Assessments
- Wide Range Achievement Test
- Detailed Assessment of Speed of Handwriting
- Diagnostic Reading Analysis
- The British Picture Vocabulary Scale
- Automated Working Memory Assessment
- Test for Dyscalculia
- The Dyscalculia Assessment
- Language for Learning Observations
- Development Test of Visual and Motor Integration
- Wechsler Individual Achievement Test
- Wide Range Intelligence Test
- Visual Stress Assessment Pack

If a pupil requires further investigation and/or diagnosis, parents will need to seek advice and assessment from external professionals such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Physiotherapist or Paediatrician.

### **Referral System**

If a teacher is concerned about the progress of a pupil within their class that they feel may be due to a special educational need they will follow the following referral procedure:

1. Concern raised with Head of Key Stage and Parents
2. Provision and support put in place and monitored on class/subject provision map
3. If progress is still not adequate, teacher discusses concern with parents and completes 'Referral to Academic Advancement' Form
4. School SENCO observes pupil and undertakes any assessments necessary. Next steps are considered with the teacher and parents. These may include the pupil receiving 1:1 tuition or further investigation may be needed by an external professional i.e. Speech and Language Therapist, Educational psychologist etc.

### **Tracking and Monitoring Progress**

The progress of all pupils is tracked and monitored by their class teachers and subject teachers.

The progress of pupils who have been identified as receiving additional support within the classroom (those on second level of graduated support) is monitored and tracked through the class/subject provision map. The provision map details the support being received, the period of time, the frequency of intervention, the current data available, the outcome of the support/intervention and an evaluation of progress. These are reviewed half-termly. Progress is shared with parents at least three times a year through parent meetings and grade cards.

In addition to whole school observation practices, the Head of Academic Advancement also observes lessons in order to review teaching strategies, pupil engagement and promote inclusion. Follow up discussions are held to review teaching strategies and adjustments.

Pupils who have Education, Health and Care Plans will have targets that have been set at their Annual Review and these will be reviewed every term.

### **SEN Register**

Where a pupil continues to receive longer-term support, parents will be informed that their child has been placed on the SEN register. The SENCO in consultation with subject leaders, pastoral, medical staff, parents and pupil will

outline the specific provisions or strategies that will be used via the class provision map.

A termly audit of the SEN register is undertaken by the SENCO and the Heads of Key Stages. If it is determined that a girl no longer meets the criteria of requiring 'additional to' or 'different from' provision, parents will be contacted to discuss the pupils removal from the register.

## **Admissions**

All prospective entrants will follow the standard Manor House School admission procedures. Entrance into the school is dependent on each prospective girl meeting the School's entrance criteria, which is detailed under the Admissions policy.

Girls with SEND are admitted to the school if they meet the required criteria in line with our Admissions Policy. Entrants must be able to fully access the academic curriculum, with a reasonable amount of additional support (including reasonable adjustments under the Equality Act where appropriate) where necessary. Overall, it is important that the girls can be successful and happy at school.

## **Promoting Social, Emotional and Mental Health**

At Manor House School, we firmly believe that every girl should feel valued, respected, confident and secure in order to achieve their potential. The school is therefore committed to promoting and providing a range of activities to this end:

- Every pupil is part of a class or tutor group and takes part in the PHSCE programme.
- Every pupil belongs to a House.
- The school has a dedicated 'Wellbeing Centre' staffed by a school counsellor and the school nurse.
- There is a full assembly programme including head teacher assemblies, class assemblies, house assemblies, church and key stage assemblies.
- A full and comprehensive extra-curricular programme
- A safeguarding trained team
- School buddy system – 'supportive friends'
- Frequent opportunities to take on leadership roles

## **Resource Allocation**

The needs of the majority of pupils will be met from within the schools own resources but some children will have a higher level of need. For example, the school does not fund individual lessons in the Academic Advancement Department. These lessons are charged each term and will appear on the child's invoice. In times of financial hardship parents can apply for a bursary to assist with school fees which may include the Academic Advancement lessons. Parents sign a written agreement to fund Academic Advancement lessons before they begin.

Additional funding from the Local Authority including access to external agency services can support girls with EHCPs.

### **Charges**

Charges for additional 1:1 lessons can be found in the School fees section of our website. These charges are reviewed annually and are invoiced termly.

### **Electronic Aids**

Electronic aids (such as laptops/tablets) may be used in school on the recommendation from an Educational Psychologist and approval from the Awarding Bodies. The rules and regulations relating to the use of such devices must be complied with.

### **Training & Resources**

In-service training needs related to provision for pupils with SEND are identified by the Academic Advancement Department and Senior Leadership Team and will be incorporated into the staff development plan.

The training needs of staff, including support staff are regularly reviewed to ensure that all staff are best equipped to identify solutions to the most common barriers to learning.

The SENCO is a member of Surrey's SENCO forum and keeps up to date with local and national reforms, developments and best practice regarding SEND. The SENCO holds the National Award for SEN Coordination and is working towards a Post-Graduate Certificate in Specific Learning Difficulties with an Assessment Teaching Certificate and Associate Membership of the British Dyslexia Association.

### **Internal and External Examinations Access Arrangements**

The Equality Act (2010) requires an awarding body to make 'reasonable adjustments' for candidates, based on evidence, need and normal methods of working. Manor House School actively follows the recommendations of the Joint Council for Qualifications (JCQ) when deciding on appropriate exam concessions. The underlying principle behind Access Arrangements is to remove a disadvantage caused by a Special Educational Need and/or disability.

- Pupils with Specific Learning Difficulties will be allowed to use a word processor in internal examinations as long as this represents the pupils' normal method of working and is detailed in their report.
- Candidates will be allowed **extra time** for examinations, as long as this has been detailed in an Educational Psychologist's, or specialist's teachers report produced within 2 years of sitting the examination. Extra time should be explicitly recommended because of at least *one below average score* (Standard score 85 or below) for processing working memory, reading speed or writing speed or in rare cases a cluster of low average scores (standard scores 85-89). Extra time **must** represent the candidate's normal method of working.
- A candidate will be allowed **a reader** for any examination not testing reading skills, as long as this has been detailed in an Educational Psychologist's, or specialist's teachers report produced within 2 years of sitting the examination. A reader should *be explicitly recommended* because of *below average scores* (Standard score 85 or below) in reading or processing speeds. Having a reader **must** represent the candidates normal method of working.
- A candidate will be allowed **a scribe** for any examination as long as this has been detailed in an Educational Psychologist's, or specialist's teachers report produced within 2 years of sitting the examination and there is evidence of *below average scores* (standard score 85 or below) in processing or writing skills. This **must** represent the candidate's normal method of working.

If you believe that your daughter requires any of the above then please contact the SENCO providing evidence.

### **Alternative Arrangements**

The school reserves the right to review cases of girls with SEN who, despite all reasonable adjustments and supporting strategies being applied, do not appear to be flourishing in the educational environment provided by Manor House School. For example:

- The pupil is in need of a formal assessment, learning support or medication which the parents are unhappy to consent to;

- The parents have not shared information with the school which, had the information been provided, would have made a significant difference to the School's management of the pupils learning difficulties and/or admission of that pupil;
- The pupil's learning difficulties require a level of support or medication which the school is unable to provide, manage or arrange;
- The pupil has Special Educational Needs that make it unlikely she will benefit sufficiently from the mainstream education and facilities which manor house school provides.

This may result in the school asking or requesting that the pupil be removed from the School. In these circumstances, the School will work with the parents to suggest suitable alternatives that will offer the level of support required.

This policy should be read in conjunction with the following policies:

Admissions Policy

Safeguarding Policy

Disability & Accessibility Policy

Behaviour Policy

Anti-Bullying Policy

Curriculum Policy

Teaching & Learning Policy

Gifted, Able and Talented Policy

**Michelle Hinkley, Head of Academic Advancement**

**Reviewed and Updated: November 2018**