

Special Educational Needs and Disabilities Policy

incorporating:

Everybody Included: Special Educational Needs and Disabilities Code of Practice: 0 to 25 years published by the Department of Education and the Department of Health, July, 2014.

The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice, together with the Equality Act 2010. It applies to all pupils, including those in the Early Years Foundation Stage and Boarding Pupils. The policy should be read in conjunction with the Twyford School Policies:

Able Gifted and Talented Policy; Equal Opportunities; Reasonable Adjustments Policy including the Accessibility Plan; RSHE Scheme of Work and Policy; EAL Policy; Vision, Aims and Curriculum Policy; Safeguarding/ Child Protection Policy and Behaviour policy.

Twyford is a School:

- Where we promote an enduring love of learning.
- Where each child is respected as an individual.
- Where we engender a clear appreciation of the traditional ethical and spiritual precepts of our Christian foundation.
- Where children feel safe and unconditionally valued.
- Where excellence is identified and where each child may extend themselves.
- Where staff are our most cherished resource.
- Where pupils engage with technology as a means of extending systematic enquiry.
- Where there is a partnership between staff, pupils, parents and governors.

Written By:	Jo McCusker	April 2023
Reviewed By:	Jude Ramshaw Abbey Fecher	May 2023
Approved By:	Fiona Kelly	June 2023

Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
EYFS	Early Years Foundation Setting

This Policy is for the whole School, Early Years Foundation Stage and Boarding

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1. Introduction

Twyford School believes that all of its pupils should have the opportunity to thrive and endeavours to support those who at some stage in their schooling need additional support to do so.

Our SENDCO is Mrs Jo McCusker and she can be contacted via the school office. The SENDCO has day to day responsibility for co-ordinating arrangements with the class teacher regarding those pupils with SEN and disabilities. She is responsible for overseeing the running of the Hub where any child can seek additional support and where some children will have specific support for any difficulties they may be having.

The Hub (referred to as Squirrels within the Pre-Prep) is an integral part of Twyford School. Hub staff work with children and teachers throughout the school. The emphasis is on identifying and supporting children with Special Educational Needs (SEN) in partnership with subject teachers, class teachers, tutors, support assistants, parents and outside agencies where appropriate.

2. Aim of the Policy

The aim of the policy is to detail the provision that the school makes for children with special educational needs, in order for such children to reach their full potential. The policy makes it clear that the provision for SEND pupils is the responsibility of all staff at the school and that, in order to maximise the provision, it is essential that there is good liaison between staff, parents, outside agencies and the children themselves.

3. Definition of SEND in Relation to Twyford School

At Twyford, we use the definition of SEN and of disability from the revised SEND Code of Practice (2015).

A child at Twyford is defined as having a Special Educational Need or Disability if he or she requires some educational provision that is additional to, or different from, the educational provision made generally for other children in the school in the same year group. These needs could take the form of speech, language and communication needs, cognition and learning needs, sensory needs such as hearing, visual or physical impairments or social emotional and mental health needs. However not all children's needs will clearly fit into one category and so the emphasis must be on meeting needs rather than trying to allocate a label. Children may have special educational needs either throughout their time at Twyford, or for only part of the time they attend the School.

4. School's Objectives

The school's objectives in relation to SEND are:

- To have high expectations of all children to meet their individual needs, in order that they have full and equal access to a broad and balanced curriculum and make progress which compares well with the progress made by other children in school.
- To enable each child to become an effective learner, increase their self-esteem and self-image and ensure that they achieve their full potential. Children who are gifted are also recognised as having an additional need. The identification and provision for able, gifted and talented pupils is the responsibility of Mr Olaf Mathar and in the Pre-Prep Mrs Sarah Tinsley (Pre-Prep Deputy Lead Academic) For further information see able, gifted and talented policy.
- To satisfy the requirements of the Education Reform Act 1988 and subsequent amendments to this Act, that all children should have equal access to the National Curriculum (or the Twyford Curriculum where the National Curriculum is not followed by the school), taking into account children's strengths and weaknesses. This means that teachers may be required to differentiate by task or outcome for children with SEND. It is the responsibility of teachers to respond to children's diverse learning needs with quality first teaching.
- To involve the parents, class teachers, subject teachers, Hub staff, outside agencies (where appropriate) and children, in decisions about the provision.
- To make the best use of the available resources (both human and material) for helping children with SEND.
- To have regard to the Special Educational Needs and Disability Code of Practice (DfE and DFH, 2014).
- To have regard to the Disability Discrimination Act (DDA), 1995 – this Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have SEND, but may still have rights under the DDA. We will assess each child on an individual basis and make the appropriate provision, based on identified needs. We have regard to the Equality Act 2010.

5. General Admissions Policy

There is no discrimination on the grounds of race, creed or gender. A child will only be refused entry if there are no spaces in the appropriate year group or if the assessment prior to entry indicates that Twyford cannot make the appropriate provision for a particular child, although the school recognises that it must be prepared to make reasonable adjustment to accommodate the needs of any prospective pupil. The school has a Hub with some specialist resources for children with SEND, as detailed in this policy.

The school buildings have not been fully adapted for wheelchair users but all recent new buildings have wheelchair access. For pupils with an Educational Health and Care Plan we will endeavour to provide an education which meets their needs as specified by their EHCP. It is likely that some pupils in possession of an EHCP cannot be accommodated at Twyford School due to their needs being beyond the resources available, requiring greater readjustment than is reasonable. Where possible, this will form part of discussions during the admissions process.

6. Special Needs Provision

6.1 Teacher Staffing

All staff at Twyford are responsible for teaching children with special educational needs. All of our teachers are trained to work with children with SEND. All staff have access to advice, information, resources and training to enable them to teach all children effectively.

Class teachers are responsible for:

- Providing high quality, inclusive teaching for all pupils
- Assessing pupil's needs and planning appropriate adjustments to match the outcomes identified for the pupil (in liaison with the SENDCO, Pre-Prep Learning Support Teacher, parents, carers and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum and scaffolding the learning to support all pupils
- Retaining responsibility for all the pupils, including working with the pupils daily
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- Directly liaising with parents and carers of pupils with SEND

The co-ordination of that provision and specialist teaching for some of the children is undertaken by the Hub for the Prep School and Squirrels for the Pre-Prep. The Head of the Hub (SENDCo) is Mrs Jo McCusker. She is responsible for coordinating all special needs provision within the whole school and liaises with the Pre-Prep Learning Support Teacher, Mrs Gabby Burke regarding Pre-Prep provision.

The Head of Hub has the following responsibilities, in addition to the normal duties of a Head of Department at Twyford School:

- Managing the day-to-day operation and application of the SEND policy;
- Liaising closely with parents and carers of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process

- Carrying out assessments and observations of pupils with additional needs
- Supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- Overseeing and maintaining the SEND register and the records of all children with SEND
- Coordinating communication with parents (together with other Hub staff)
- Acting as the School's link with external agencies and other support agencies and providing a link between these agencies, class teachers and parents
- Monitoring and evaluating the SEND provision, and reporting to the Headmaster and governing body (including advising on SEND pupils access to RSE and how to facilitate equality of opportunity and understanding)
- Managing a range of resources both human and material, to enable appropriate provision to be made for children with special educational needs
- Contributing to the professional development of all staff, including in-service training
- Identifying pupils who might need special access arrangements in internal and external exams and taking the necessary action to ensure these arrangements are put in place
- Assisting in the monitoring and evaluation of progress of pupils with SEND using existing school assessment information, e.g. class-based assessments/records, end of year assessments
- Working in close liaison with the Pre-Prep Learning Support Teacher (Squirrels) to ensure opportunities for early intervention within the Pre-Prep

Specialist teachers:

In the Prep: Specialist Teacher: Mrs Jo McCusker;

In the Pre-Prep: Mrs Gabby Burke

Miss Pippa Higham, Head of Pastoral Care

Higher Level Teaching Assistant: Mrs Julie Green

Emotional Literacy Support Assistants: Ms Lorena Ross (Prep), Miss Katrina Goodchild, Mrs Antonia Bristowe and Mrs Marisa Pike (Pre-Prep)

A number of other trained Teaching Assistants and Early Years Practitioners work either in The Hub or Pre-Prep in small support groups, or support with individuals in class and out on visits.

6.2 Support

When supporting SEND pupils, Teaching Assistants (TAs) are responsible for:

- Supporting groups or individual pupils in accessing the curriculum under the direction of the class teacher and/or the SENDCO
- Providing feedback to the class teacher regarding pupils' progress in class lessons
- Providing feedback to the class teacher and/or the SENDCO as appropriate, regarding pupils' progress in achieving individual targets
- Keeping records of their work with individuals or groups as appropriate
- Delivering (and reporting back on) specific intervention programs under the direction of the SENDCO and/or class teacher
- Contribute toward ILPs / EHCPs as part of the school team

6.3 External Professionals

We occasionally involve suitably qualified external professionals to come into school to offer support to individual children whose needs are such that they cannot be met by the staffing resources of the school. This additional provision is likely to follow advice from an Educational Psychologist or Specialist Teacher, and could include Occupational Therapist, Play and Behavioural Therapist, Speech and Language Therapist and Dietician. Such staff are employed by parents based on private arrangement. If granted use of school premises, external staff will operate within our security clearance procedures (with regard to Child Protection and Safer Recruitment Policies).

7. Aims of the Hub (Prep) and Pre-Prep

The aims are:

- a. To ensure those children with Special Educational Needs and Disabilities have identified at the earliest opportunity barriers to learning and participation for pupils with SEND;
- b. To ensure that every child experiences success in their learning and achieves to the highest possible standard
- c. To initiate assessments of children's Special Educational Needs and Disabilities when it is considered appropriate. Some assessments based on class teacher's concerns are done by suitably qualified members of the Hub. A concern *could* if necessary, result in a referral for external assessment by outside agency professionals.
- d. To enable all children to participate in lessons fully and effectively
- e. To provide individual or small group sessions where necessary to enable a child to progress. This could be in the Hub/Squirrels or based in the classroom.

- f. To value and encourage the contribution of all children to the life of the school.
- g. To identify a child's strengths and needs from the assessment and ensure all involved with the child are aware of these and how best to support the child.
- h. In the prep school to provide a place where any child, regardless of ability can come to seek support.
- i. To work with the Governing Board to enable them to fulfil their statutory monitoring role.
- j. To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- k. To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

8. Identification of Children with Special Educational Needs/Disabilities

8.1 Twyford aims to identify children with Special Educational Needs and Disabilities as early as possible so that if necessary, extra provision can be initiated.

Initial screening of children on the school waiting list to join the School may take place during the admissions process as part of an Assessment/Taster Day. If we have concerns about a child before he or she starts at Twyford, as a result of our assessment procedures, the parents are informed. A number of children will join us with their needs already assessed. The Parent Contract and Assessment/Taster Day Questionnaire requires parents to inform the School of any assessments and/or provision made for SEND in previous schooling or childcare setting.

The information provided by all these assessments, as well as information from the class and subject teachers, and or the parents, can alert the Hub staff to a child who has SEND.

8.2 Pupils participate in reading, writing, spelling and Mathematics assessments so that progress can be monitored by teachers, and any concerns are regularly passed on to the Hub staff. Individuals who may require extra provision can then be assessed by the Hub team..

8.3 Pupils for whom English is an additional Language. At Twyford we take all reasonable steps to provide opportunities for children whose first language is not English. The children are encouraged to speak their first language at home and are supported to reach a good standard in English at school. The Head of Hub, Mrs Jo McCusker communicates closely with form teachers, tutors, subject teachers and parents. Individual decisions about specific support for EAL issues are made in each case. It is unusual for the School to have children who are not fluent in English regardless of other language abilities and backgrounds. In the case that a pupil is unable to access the curriculum comfortably in English a specific support programme is put in place. The creation of such a plan will be supported by opinion and advice from the specialist teachers, class teacher, the Head of Hub/Head of Pre-Prep and parents of those pupils. Please also see EAL Policy, Aims and Curriculum Policy, and Equal Opportunities Policy.

9. SEND Register

Category of Needs

9.1 Communication and Interaction

Children with communication and interaction needs may struggle to communicate with others and/or struggle to understand what others are trying to communicate to them. Examples of SEND needs that fall under this category include Speech, Language, and Communication Needs and autistic spectrum disorders (ASD).

Children with communication and interaction needs may struggle to say what they want or understand what is being said to them. Body language, emotional cues, and the social rules of language can be a particular challenge to some children, such as those with ASD.

Where children have communication and interaction needs, they may become frustrated as they struggle to communicate with others or understand what others mean.

9.2 Cognition and Learning

‘Cognition and learning’ refers to a wide range of SEND needs. They are divided into two broad categories. The first is ‘learning difficulties’, which means that children learn at a slower pace than their peers. This usually means a child with learning difficulties will be at least 2-3 years behind the typical learning profile of a child the same age.

The second broad category is specific learning difficulties (SpLD) which affect more specific aspects of learning. SpLD needs are more common and include examples such as dyslexia and dyscalculia.

Although there are individual variations for specific types of SpLD, common difficulties also exist. These include weaker working memory (the ability to hold information temporarily for use in completing a task) and challenges with practical aspects of life, such as time management and personal organisation. Despite these difficulties, children (and adults) who have SpLD needs may also have areas of comparative strength, such as creativity.

9.3 Social and emotional mental health difficulties (SEMH)

Children with SEMH difficulties typically struggle with social skills and/or managing their emotions, which may affect their ability to develop and maintain healthy relationships with others. This, therefore, affects their experience of education.

There are also medically diagnosed conditions associated with SEMH difficulties. Attention Deficit Hyperactivity Disorder (ADHD) is perhaps the most well-known and is a lifelong condition. Children with ADHD may appear less mature than their peers and struggle with keeping still, behaving impulsively, and remaining focused on a task.

9.4 Sensory and/or physical needs

Children with these needs have a sensory need or disability that means they need additional support and perhaps equipment to access education. There are five categories within this final group:

1. Visual impairments
2. Hearing impairments
3. Multi-sensory impairments.
4. Sensory processing difficulties.
5. Physical disability.

Visual and hearing impairments occur where children have a partial or complete loss of their sight or hearing. Where these occur together, a child is said to have a multi-sensory impairment. Sensory processing difficulties are where a child is over and under-sensitive to the different senses, such as touch, sound, or smell. As a result, they can become distressed due to over or under-stimulation. Sensory processing difficulties may also occur alongside other SEND needs.

Finally, there are some children with physical disabilities, which may have occurred from birth, because of a degenerative condition or a physical injury. As with all other SEND needs, sensory and physical needs vary in their severity and the level of support required as a result.

The School follows the guidelines in the SEND Code of Practice 2014 and has a register for pupils with Special Educational Needs and Disabilities. The SEND Register is stored in iSAMS, using the following categories:

- Blue star - Child's progress is being monitored, by class teachers and Hub staff, because concerns have been expressed or because the child has just finished an intervention.
- Yellow star - The child is having some form of support – this may be in-class support, or a number of hub lessons will be allocated according to need. When the intervention has ended

the child will be moved to a blue star for a term and then off the register if there are no further concerns.

- Red star - Pastoral concerns. This list is maintained by Miss Pippa Higham, Head of Pastoral Care.
- Grey star - The child has English as an Additional Language. A child may or may not be having support to develop English.

A pupil will exit the register when they have been monitored on a blue star for at least a term and no further concerns have been raised.

10. A Graduated Approach to SEND Support

At Twyford we adopt a graduated approach to SEND support. An initial informal conversation may be held between a teacher and the SENDCO/Prep-Prep Learning Support Teacher, or parent and SENDCO/Pre-Prep Learning Support Teacher, at this stage initial advice will be given.

If concerns continue because the child has still not made progress, the teacher will fill in a concerns form stating what actions have already been taken, who has already been consulted and the level of success and provide samples of the child's work to the SENDCO /Pre-Prep Learning Support Teacher.

The SENDCO /Pre-Prep Learning Support Teacher will then make contact with the parents and invite them in to meet with the SENDCO and any appropriate teaching staff. At this meeting action points will be agreed which could take the form of- actions to be carried out by class teacher and parents, further assessment by Hub staff, additional support in class or within the Hub (Prep) Squirrels (Pre-Prep), or if necessary referral to an external agency such as Optometrist or Educational Psychologist. In the case of the Pre-Prep Mrs G Burke will take this action, but if it is thought that an external agency needs to be involved then the SENDCO will be consulted and involved as necessary. If Hub staff carry out an assessment, then a further meeting with parents will be arranged where the implications of the assessment can be discussed.

At all stages close communication between parents, class teachers and the Hub/Squirrels is vital.

If it is decided that Twyford School had done all it can to meet a child's needs and the child is still not making the personal progress required, then a discussion would be held with parents and any other appropriate professionals as to the next step. The Headmaster or Head of Pre-Prep would advise on any other schools which might be appropriate and if necessary, we would follow the statutory assessment process in applying for an Education Health Care Plan.

11. Children who Require Special Provision due to Physical and Medial Reasons

The school recognises that children with medical conditions should be properly supported so that they have full access to education including trips and PE. Twyford Prep School has a full-time Senior Matron who closely monitors the well-being of all pupils in the school. Since she keeps an up-to-date Register, clearly displayed in staff rooms of all children who might need special provision due to an allergy or a medical or physical difficulty, it is not felt necessary to include all these children on the school's SEND Register. These children, however, will be included on the school's SEND Register if the medical or physical condition of the child is affecting the learning of that child. Where a child has a medical condition which means they are disabled the school will comply with its duties under the Equality Act (2010).

12. Provision for Children with Behavioural Issues

If children show a pattern of inappropriate behaviour, to the extent it affects the child's or others' learning, then consideration will be given to the reasons behind this pattern. If there is a barrier to learning, then steps will be taken to address this barrier and it may be decided that the child will be placed on the SEND Register. Reference will always be made to the Policy on Behaviour. Some children with behavioural issues will have an Individual Behaviour Management Plan (IBMP).

Where a pupil is placed on the SEND Register due to an additional need, due regard will be shown to their specific difficulties when managing disciplinary incidents. For Prep pupils, Miss Pippa Higham, Head of Pastoral Care and for Pre-Prep, Miss Claire Smith, Deputy Lead Pastoral will always be involved, together with the Senior Matron, where applicable and Head of Hub.

13. Liaison with Other Schools

Prior to entrance exams the SENDCO will ensure senior schools are aware of any access arrangements to which children are entitled and will discuss individual needs as necessary.

14. Record Keeping and Communication with Staff

14.1 The SEND register is maintained on iSAMS and regularly (at least termly) updated by Hub staff. It contains the names and needs of all the children on the register as well as the flag colour.

14.2 All children who are on the hub register will have an Individual Learning Plan (ILP). This is an important document that gives a picture of strengths, indicators of potential learning needs, a checklist of strategies and the support the child is currently receiving.

14.3 All staff are expected to check the register to ensure they know which children are on it and then to further familiarise themselves with the needs of those they teach. This is done by checking the child's Individual Learning Plan (if they have one- which can be found on the school's portal under 'the Hub') and any reports on iSAMS. Confidential paper files such as results and reports of assessments, are also kept in the Hub office.

14.4 If an Educational Psychologist or other external professional report is received, the guidance contained within will be transferred onto an Individual Learning Plan and staff who teach that child will be informed via iSAMS email that they should read this. Such documents are the property of parents who have paid for the assessments, but they are encouraged to give their permission for the school to upload them to iSAMS and share key points with staff to enable them to support the child appropriately.

15. Policy on SEND Resource Allocation

The Head of the Hub bids annually for funds. The Bursar, Headmaster and governors make a decision as to the allocation of funds, and Department Heads are then informed as to the amount that each Department has been allocated.

16 In-Service Training for SEND

16.1 Hub staff can request, or be directed as professional development to attend training which is relevant for their role.

16.2 The head of the Hub contributes to the in-service training of all staff, including updating staff on new legislation, changes in practices within the Department and individual pupils' needs.

16.3 Training for the Learning Assistants: This is the responsibility of the Head of the Hub in conjunction with the Head of Teaching and Learning and Head of Pre-Prep.

17. Internal Complaints Procedure for SEND

If parents have a complaint about SEND provision they can contact the Head of the Hub, the Deputy Head, the Head of the Pre-Prep or the Headmaster. The parents will either be invited into school to talk over the complaint or be contacted by email or telephone. Once the matter has been dealt with, a summary of the complaint and the resolution of the matter will be documented in the particular child's file. All complaints should follow the published Twyford School Complaints Policy.

18. Departmental Review and Future Developments

A review is conducted each year by the Head of Hub and this is discussed with the Headmaster and the targets that evolve from this process then form the basis for any changes that are made to the Department in the following year. These are listed in the Hub Development Plan. We endeavour to continue to improve resources and facilities for the provision of Hub in accordance with the School Development Plan.