



BELMONT GROSVENOR *School*

POLICY ON LEARNING SUPPORT AND SPECIAL EDUCATIONAL NEEDS/ DISABILITY POLICY

LAST REVIEWED: September 2017

This Policy is also based on information from the following documents which can be found on the website www.education.gov.uk

The Special Educational Needs and Disability Code of Practice: 0-25 Years 2014 (last updated May 2015)

The Children and Families Act 2014

The Equality Act 2010

The Special Educational Needs and Disability Regulations 2014

Statutory Guidance on Supporting Pupils with Medical Conditions 2014

For the purposes of this policy 'School' means Magic Tree Nursery, Belmont Grosvenor School, Before/After School care and BGS Holiday Club.

At Belmont Grosvenor School we aim to provide a caring and supportive environment in which all children are valued equally and are given the opportunity to develop to their full potential.

There are children who need additional consideration and support in order to achieve. Some of these children may have Special Educational Needs or a disability.

Definitions of SEN and Disability (taken from the 'Special Educational Needs and Disability Code of Practice 0-25 Years – 2014')

Special educational needs (SEN)

xiii. 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.

xiv. 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.

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Disabled children and young people

xviii. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Learning Support Co-ordinator and Early Years' Special Educational Needs Co-ordinator.

The policies, plans and schemes of work in school, take into account the ages, aptitudes and needs of all pupils.

All teachers are teachers of children with special educational needs/disabilities (SEND)

Teaching children with SEND is therefore a whole school responsibility.

To ensure that provision is made for the children who need additional consideration or support, Mrs Rosemary Bird has the role of the Learning Support Co-ordinator for the school.

The nursery is open throughout the year and is part of the Early Years' Foundation Stage which includes children up to five years old. This setting necessitates some specific requirements so we also have a designated Special Educational Needs Co-ordinator (SENCO) specifically for the Early Years – Miss Helen Green.

Mrs Bird and Miss Green liaise to ensure provision and transition.

Identification of Needs and Early Intervention

At Belmont Grosvenor School we have a graduated approach in line with ‘The Special Educational Needs and disability Code of Practice’.

Parents/carers are informed and involved throughout the identification of needs. There is the opportunity to discuss children’s needs as part of the admission process. (Please refer to the school website, ‘About the school’ and ‘Admission Policy’).

Needs may be identified by the processes in school for assessment and tracking of progress.

When staff are aware of the indications of a particular need, a referral form is completed.

This form is available in the Learning Support section of the Central Resources Library for

any member of staff. Staff can also arrange to discuss needs with the Learning Support Co-ordinator or SENCO as appropriate.

Consideration of action is then made with the appropriate staff.

Children may be identified as requiring to be monitored or to have support. These children may not necessarily have Special Educational Needs or a disability as detailed in the definition. If a child is identified as having Special Educational Needs by the staff or an outside agency, the parents/carer will be informed by the Learning Support Co-ordinator or SENCO and further information will be given. This will include information about 'the Local Offer' which outlines provision made for children with Special Educational Needs/Disability (SEND) on the north Yorkshire county council website northyorks.gov.uk SEND local offer. There is also information about the EYFS provision on the school website.

Monitoring

Following referral a pupil may be closely monitored by the class teacher to check progress. Differentiated or adapted work, targets and further information may be involved at this stage. The children who are being monitored are checked at every half term by the Learning Support Co-ordinator for further consideration.

Learning Support

Some children need additional support in order to achieve their full potential. The nature of this support is to give strategies and enable children to become independent in their learning. For some children this will be a short term boost, for others provision will need to be longer term.

If it is decided that Learning Support would be appropriate, this is arranged by the L.S. Co-ordinator. There will be a plan which will include the needs and the provision put in place. (Provision Plan)

This plan is reviewed termly by the Learning Support co-ordinator and appropriate staff, or more often if appropriate.

Learning support may involve differentiation/ adaptations made in class, support in class by a TA or teacher, support in class by the L.S. Coordinator or individual or group support out of the classroom.

Objectives will be included in subject planning and additional targets may be set by the L.S. coordinator or outside agency such as a speech therapist.

Outside Agencies and Further Support

It may be considered at any stage that involvement from an outside agency or advice, such as the GP, speech therapy, occupational therapy, Dyslexia Action or others would be appropriate. This would be agreed by the LS coordinator or Early Years SENCO and Parents/carers.

Practitioners from these agencies may work with the children in school.

This includes Dyslexia Action where, by arrangement with staff and parents, tuition is provided in school for some children.

An external agency, specialist, or support in addition to the level of support provided by the school, may incur costs to the parent/carer. In such case this takes place after agreement by the school with the parent/carer.

Education, Health and Care Needs Assessments and Plans

If a child has more complex special educational needs that cannot be met by the provision arranged by school, the staff, parents/carers or medical staff can consider asking the local authority for an 'Education, Health and Care (EHC) Needs Assessment. This assessment could lead to a child EHC Plan. This plan brings the education, health and social care needs into a single document.

The Learning Support Co-ordinator or SENCO will follow the procedures for the EHC assessment and planning parents/carers will be guided through the process.

Educational Statements

Some children with Special Educational Needs have in the past had a plan called, 'A Statement of Educational Needs'. The new EHC plan is replacing this. If a child already has a Statement of Educational Needs, the Learning Support Co-ordinator will inform the parents about the E.H.C. and the transition from the Statement to the EHC.

Facilities, access and resources

The facilities are detailed in the school information and policies. This includes the Accessibility Plan which outlines provision for access. These are available by contacting school or on the school website.

Reasonable adjustments such as additional time in tests, adaptations in computer access and specific computer programmes are used to meet the needs of children with SEN.

We also have a range of curriculum resources suitable for Learning Support and SEN.

Assessments, Tracking and Home/School Participation.

Assessments are in place for all of the pupils and their progress is tracked throughout each year. A Dyslexia Screener is also included in a KS2 assessment.

Parents/carers are kept informed through parent/carer evenings, by termly reports, workshops and through meetings. Parents and carers are always welcome to arrange to see any member of staff.

If a pupil has a Statement or E.H.C. parents or carers are involved in the setting up and reviewing of targets for the child to achieve. There is also a yearly meeting with the parents/carers to review the provision in place.

Pupil Voice

All of the children are encouraged to talk to staff about any concerns. They have the opportunity to express themselves in lessons generally. Personal, social and health education lessons (PHSE), Religious Education and Philosophy lessons encourage all of the children to give their opinion.

Pupils can put forward ideas for school, to other children who are on the School Council. There is a questionnaire for each pupil to check how they feel about a variety of aspects of school life. The well-being of the children is assessed and monitored.

Achievement

Praise, positive language and rewards are used to reinforce all aspects of personal development. Parents are involved in celebrating success and achievement. Achievements may be recognised individually, as a class or as a whole school. Children are encouraged to strive and take pride in their own achievements.

Transition

All of the children are well prepared so that they are secure in moving each September into the following school year. When children transfer to secondary school, the Learning Support Co-ordinator liaises with the next school concerning any needs and to ensure a smooth transition.

Staff Training

All staff attend courses which include information concerning SEND.

The Learning Support Co-ordinator keeps up to date with national, local and specific information. This includes regular newsletters, Independent School SEND advice and relevant LEA/Independent School Courses. The nursery SENCO also attends courses specifically for the Early Years including the area SENCO network.

Staff are kept informed by the Learning Support Co-ordinator including general and school updates through insets and meetings. The staff liaise regularly concerning individual pupils.

Further Information for Parents

Wherever possible the Learning Support co-ordinator will help parents to access information to support their children. Parents can also discuss concerns and access advice from SENDIASS (Special Educational Needs/Disabilities Information and Support Service - previously Parent Partnership Services). The service provides information about health and social care provision, offers support to parents of young people up to twenty-five as well as individual support to young disabled people themselves who live in Yorkshire.

A guide for parents and carers, 'Special Educational Needs and Disability' is available on the government website www.education.gov.uk

Contact and Links

School Information and Contact

Website www.belmontgrosvenor.co.uk

E-mail admin@belmontgrosvenor.co.uk

Phone 01423 771029

Head teacher – Mrs Jane Merriman

Learning Support Co-ordinator – Mrs Rosemary Bird

Early Years' Special Educational Needs Co-ordinator – Miss Helen Green

Special Educational Needs Governor- Mr Gordon Milne

This policy is linked with other school policies including:

The Disability Policy

The Accessibility Plan

The Early Years' Policies

Equal Opportunities Policy

Child Protection Policy

Admission Guidelines

Complaints Procedures

The Anti-bullying Policy

The Gifted and Talented Policy

The Medical Policy

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Next review September 2018