

SPECIAL EDUCATIONAL NEEDS POLICY



Blundell's

FOUNDED 1604

Special Educational Needs and Disabilities Policy

This policy complies with the statutory requirements laid out in the
SEND Code of Practice 0-25 (2014)

- SENCO:** Mrs Sara-Jane Soutar
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- SLT:** Mr Charles List
Deputy Head (Academic)
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- Governor:** Father Richard Maudsley
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Philosophy:

Blundell's is committed to securing the best educational outcome for every student, regardless of any barriers to learning. As a community, we work together to provide a broad and balanced curriculum that is continually reviewed to make learning accessible to *all* of our pupils.

Aim:

Our aim is to support pupils with SEND to raise their aspirations and their achievement. We use a planning and delivery cycle that includes the views of the pupils and their parents to ensure that the evidenced-based approaches we employ are an effective and positive experience. Through the use of whole school and individual assessment and monitoring we are able to celebrate the strengths and support the weaker skills that our learners possess. Our whole school approach to SEND provision means that all members of staff share equal responsibility for the progress of pupils.

Identifying SEND at Blundell's

We have a clear and consistent approach to the recognition and response to SEND that is based on the following:

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. SEND Code of Practice 0-25 (2014)

Underachievement is not a SEND and we have a clear process to address the needs of pupils whom we feel are or are at risk of underachievement in the form of our academic monitoring system.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as SEND. SEND Code of Practice 0-25 (2014)

There are four broad areas of SEND as detailed on the SEND Code of Practice, 2014:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

These give an overview of the areas of need that should be met within the school setting, however students may well have needs in more than one area. Assessment at Blundell's takes into account the needs of the 'whole child' not just their presenting SEND.

The following, whilst not being SEND, may well impact on progress and attainment and will therefore be considered:

- Disability (as met under the Disability Equality Legislation)
- Attendance and punctuality
- Health and welfare
- English as a Second Language (EAL)
- Being a Looked After Child (LAC)

A GRADUATED APPROACH TO SEND SUPPORT AT BLUNDELL'S

Initial Response

- Students enter Blundell's at a variety of points: 11+, 13+ and Sixth Form are the largest entry points. At Year 7, a significant number of our students transfer from Blundell's Preparatory School, we have an established system of information transfer involving; SENCo visits in Year 6, regular Prep School LS teacher liaison and a 'moving up' meeting between Senior staff.
- For students joining us from outside, and at other points, we always seek to gain any previous reports or SEND information from parents prior to entry. In addition to this, all external potential students sit a series of 'entrance tests' which enable us to raise any areas of concern with parents or current schools. In some cases, where SEND has already been identified, the SENCo will meet with the potential student as part of their school visit.
- Student performance is constantly monitored by teaching staff, with concerns being raised via the Academic Monitoring system. Twice termly across the school a 'Data point' results in staff feeding back to the tutor how a student is performing. MIDYIS, YELLIS and ALIS testing is undertaken at the start of each school year, as well as the STAR Reading Test (Accelerated Reader) with year 7 and 8 being administered throughout the year.
- Teaching staff are responsible and accountable for the progress and development of pupils in their class, even those who access additional support. High quality teaching, differentiated for individual pupils, is our first step in responding to pupils who have or may have SEND. Our Academic Monitoring system formalises the 'departmental response'. A student's tutor and houseparent oversee this 4-week period. At the end of this period, if the concern remains the pupil will be referred to the SENCo. On some occasions, a student will be brought to the attention of the SENCo before the academic monitoring cycle has been undertaken. In this instance the SENCo will liaise with the Subject Teachers and Tutor to establish the concerns that warrant immediate LS involvement.
- Pupils and parents are welcome to contact Learning Support (LS) directly with concerns. This will be discussed with the pupil's tutor

When and how do we assess?

- When a student is identified as requiring an initial assessment, the LS department will undertake a range of standardised tests to establish their strengths, difficulties and needs. This information will be used alongside background information (see below) to establish if SEND is indicated or Underachievement (UA) is the likely cause of the concern, (see fig.1) in conjunction with their Tutor
- As part of the SENCo's assessment, parents will be contacted and asked to provide any previous reports or information alongside their view of their child's educational progress.

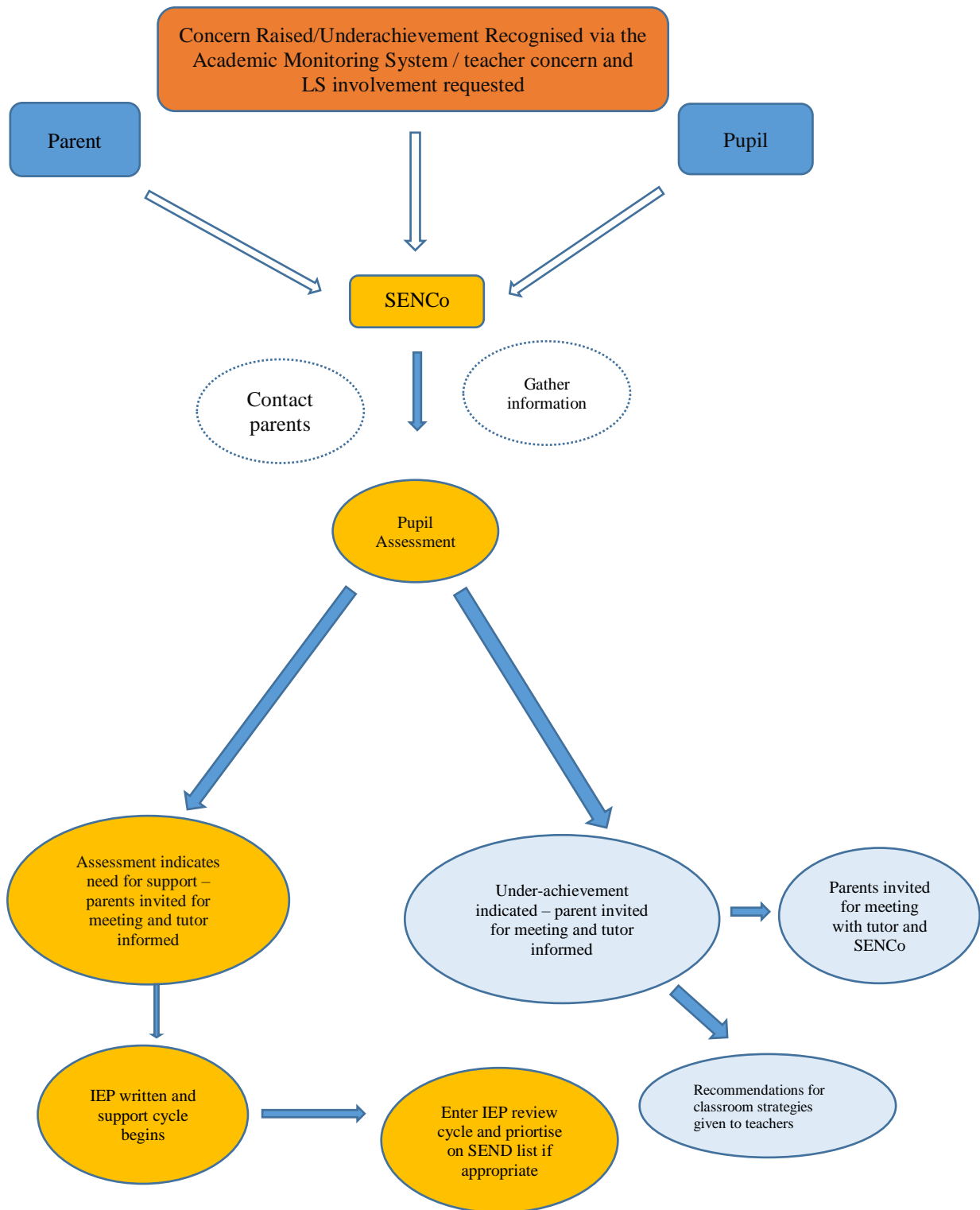
- Background information held at school on the pupil will be gathered. This may include:
 - MidYis/Yellis/Alis/ STAR test scores
 - Exam results/Data Points
 - Previous school reports
 - Anecdotal comment from all subject teachers via e-mail
 - Observations
- An initial assessment session for a pupil may include:
 - standardised reading & spelling assessment
 - reading aloud (fluency and accuracy)
 - writing assessment (DASH)

It could also include:

- reading comprehension assessment
 - phonological processing assessment
 - memory assessment
 - receptive/expressive/listening assessment
 - concentration profile
 - processing Speed
- Throughout the process, information is gathered from, and shared with the tutor. A decision will be made whether to identify the pupil as being appropriate to place on the Learning Support list or whether underachievement should be identified. Parents will be invited to a meeting, to plan the next steps in support. If underachievement is identified, the Learning Support department will suggest classroom strategies.
 - If the outcome of the SENCo assessment is inconclusive, an external professional assessment may be requested and undertaken in agreement with parents. This may involve:
 - Educational Psychologist
 - Speech and Language Therapist
 - Occupational Therapist
 - Child and Adolescent Mental Health Service professionals
 - The following criteria will need to be met in order for Blundell's student to be identified as having SEND:
 - Pupils have a significantly greater difficulty in learning than the majority of children their age
 - Pupils have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age
 - Pupils require provision which is additional to, or otherwise different from educational provision made generally for children of their age

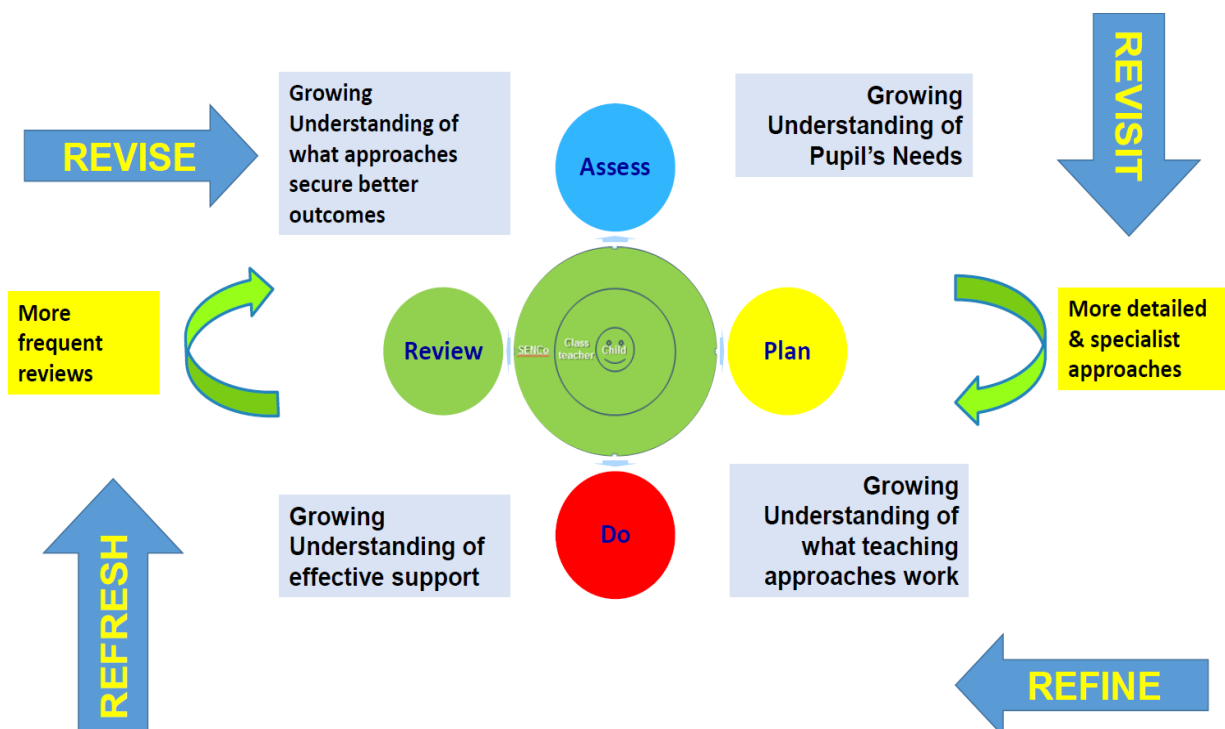
Figure 1

Identifying and Assessing SEND



Provision for Students with SEND

- Once a student has been identified as having SEND and this has been discussed with the student and their parents, SEND Support will commence. At Blundell's this is an 'Assess- Plan- Do- Review' process (see below) which is monitored by the SENCo in conjunction with the student's tutor



- The initial plan to support a student identified with SEND, an Individual Education Plan (IEP) is drawn up at the meeting with the parents, student and tutor following the initial assessment. The IEP will then be fully reviewed termly and sent to parents for comment, although amendments may be incorporated during the term as the student makes progress

Exiting the SEND Cycle

A student will exit the SEND cycle as a result of a review meeting with parents and their tutor at the end of a term, which shows sustained progress in closing the gap with their peers. As a result of this, they may enter the Blundell's IEP cycle to ensure that their progress is sustained and monitored. It is the responsibility of the SENCo to gather and collate the evidence to demonstrate sustained and accelerated progress at the review meeting.

Supporting Pupils and Families

- Blundell's has a clear and consistent Admissions policy, which states that pupils with SEND are welcome. The policy is available on the School website. It encourages parents to discuss their child's possible needs with the Registrar when visiting to ensure the school can make adequate provision. At this point the SENCo may be asked to meet with the potential student and/or review their SEND information. For students who sit our entrance tests with no previously identified SEND, the SENCo may be made aware of their impending entry into the school if their performance raises a concern. In some cases, an offer of a place is 'conditional' meaning that the expectation will be that a student will access LS immediately to ascertain their level of need

- Pupils with SEND will automatically be considered and assessed, as appropriate, if any exam arrangements are indicated. External reports will be considered but the final decision rests with the school, according to JCQ Regulations (2015). It is the school's responsibility to 'paint a picture of need' for each student that is awarded exam arrangements. This evidence is inspected annually to ensure compliance
- Once exam arrangements are awarded, all teaching staff are informed and asked to make appropriate arrangements when timed tasks or tests take place in class. LS will provide a reader/scribe for class based assessment where possible
- When a student transfers into or out of Blundell's, every effort will be made to secure/provide any previous information relating to SEND or underachievement. The SENCo has established links with Blundell's Preparatory School and a number of other feeder schools. Where possible information is gathered/sent prior to the student's transition point

Supporting Pupils with Medical Conditions

- Blundell's recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010
- Some pupils may also have SEND and may have a statement or Education and Healthcare Plan (EHC) which brings together their special education provision and the SEND Code of Practice (2014) is followed
- Blundell's Medical Centre is responsible for supporting pupils with medical conditions within our school community

Monitoring and Evaluation of SEND

- Pupils with SEND will be more closely monitored than other pupils due to the SEND cycle of 'Assess, Plan, Do, Review'. Information will be gathered in preparation for the termly meeting with parents.
- The SENCo will collate this information annually in order to prepare a report for the Deputy Head (Academic) at the end of each school year.
- Learning Support staff will maintain their own assessment records on the pupils they work with. These will feed into regular reviews
- The SENCo will give parents, pupils and staff the opportunity to comment on their experience of LS towards the end of the Summer term each year. This will be part of the SENCo's annual communication with parents recommending a particular level of support for the following year

Training and Resources

- Quality first teaching and the Initial Response Cycle is provided as part of the day to day curriculum at Blundell's
- The provision of small group and individual SEND support at Blundell's is usually paid for termly in arrears by parents. The cost is made clear to parents when a consent form is completed

- A budget is designated to the SENCo at the start of each academic year to purchase resources. A separate CPD budget is held by the Senior Mistress. All staff are encouraged to attend external courses and undertake training that supports either the School Development Plan (SDP) or the Departmental Development Plan (DDP)
- All staff receive an induction session on the SEND approach within the school. At least once a year part of a staff INSET session will be delivered by the SENCo on an aspect of SEND within the school. The SENCo and other members of the LS department are available each break time in the Common Room for staff to approach and seek advice or raise early concerns

Roles and Responsibilities

- Special Educational Needs Co-ordinator – Mrs Sara-Jane Soutar
- SEND Link Governor – Father Richard Maudsley
- Designated Safeguarding Lead – Mrs N.J Klinkenberg
- Member of staff managing the school’s responsibility for meeting the medical needs of pupils – Blundell’s School Medical Centre

Storing and Managing Information

We store information according to the School’s ‘Data Protection Policy’ which is available on request.

Reviewing the Policy

This policy will be reviewed annually each year by the SENCo. Changes will take account of any updated legislation as well as any change in the school’s provision for students with SEND.

Accessibility

Blundell’s has an Accessibility Policy, which is available on request from the Bursary.

Dealing with Complaints

- Complaints regarding the SEND provision should in the first instance be raised with the SENCo. Failing this, the line manager for SEND (Deputy Head – Academic) should be contacted. Any complaint will be dealt with according to the school Complaints Policy that can be found on the School website.

Bullying

Blundell’s has an Anti-Bullying Policy. The school believes that:

Bullying, be it physical, verbal or emotional, is a Serious Offence. This includes direct or indirect bullying for example cyber-bullying (social websites, mobile phones, text messages, photographs and emails). This includes any abuse or harassment against groups or individuals on grounds of race, religion, culture, sex, gender, homophobia, special educational needs or disability.

Reviewed by Head of Learning Support/Spring 2021

Spring 2021 – policy reviewed – no changes

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