



UT VOCE ITA VITA

## EXETER CATHEDRAL SCHOOL

Nursery | Pre-Prep | Prep

# Learning Support and Special Educational Needs and/or Disabilities (SEND) Policy

**Last reviewed:** February 2019

**Next review:** February 2020

**Governor oversight:** Academic Board

---

### Linked Policies:

- Curriculum Policy
- Admissions Policy
- Disability Policy and Accessibility Plan (SENDA)
- Equal opportunities Policy (pupils)
- Policy on provision for pupils with particular religious, dietary, language or cultural needs

Exeter Cathedral School is committed to securing the best educational outcomes for every child, regardless of any barriers to learning. As a community, we work together to provide a broad and balanced curriculum that is continually reviewed to making learning accessible to all our pupils.

This policy acknowledges the requirements of the Equality Act 2010, Part 3 of the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice 0-25 years, January 2015, which requires schools to identify and make provision for children who have special educational needs.

### Aims:

- To look to make reasonable adjustments to support the academic and holistic wellbeing for all our children.
- To ensure that all pupils who have SEND have their needs identified as early as possible in order to support academic progress and continued good physical and mental health and wellbeing.
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and develop independently.
- To ensure that all children can access a broad and balanced curriculum, differentiated where appropriate and can take as full a part as possible in school activities.
- To regularly review and evaluate each child's progress and to involve parents and children in the decision-making process.
- To enable all children to develop self-esteem, confidence and independence.

- To work with parents so that they gain an understanding of their child's needs and involve parents in all stages of their child's education.
- To work with and in support of outside agencies when the child's needs cannot be met by the School alone.
- To apply a whole school policy to meeting each child's individual needs following the guidance in the Disability Discrimination Act 2005, Equality Act 2010, part 3 of the Children and Families Act 2014, Special Educational Needs and Disability Code of Practice January 2015.
- To safeguard and support all children through prevention, protection and support.
- To provide an environment in which children feel secure, their viewpoints are valued, they are encouraged to talk and are listened to.
- To encourage mutual respect and tolerance for others, regardless of race, faith, gender or capability, paying attention to the characteristics set out in the Equality Act 2010.

### **Identification of Special Education Needs and/or disabilities:**

The Special Educational Needs and Disability Code of Practice, January 2015 defines a child as having a special educational need (SEN) if they have:

- a learning difficulty or disability which calls for special educational provision to be made for him or her;
- a significantly greater difficulty in learning than most others of the same age;
- 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.

Children's learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious, requiring more long-term intervention and greater support.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Some children who have SEN may have a disability under the Equality Act 2010, "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 includes sensory impairments such as those affecting sight or hearing, and long-term conditions such as asthma, diabetes, epilepsy and cancer. A child can have a disability without having SEN but there is often an overlap.

SEN areas of need and support are:

- **Communication and interaction** - Speech, language and communication needs (SLCN), including those with social interaction difficulties.
- **Cognition and learning** - Those that need to learn at a slower pace than their peers and those with a specific learning difficulty such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health** - These may include withdrawn or isolated behaviour or present as challenging and disruptive, others may have ADD or ADHD or attachment disorder.
- **Sensory and/or physical needs** - These may be age related and fluctuate over time.

If a child has a Statement of SEN or an Education, Health & Care Plan, this will be reviewed appropriately, with reference to the Special Educational Needs and Disability Code of Practice, January 2015.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Senior Deputy Head oversees and acts as lead in all matters pertaining to educational needs within the school. The Head of Pre-Prep oversees provision for EYFS, Years 1 and 2.

## **Provision**

Provision for children who have special educational needs is a matter for the whole school and it is a whole school responsibility. Identification of learning needs are mostly by observation of behaviour, assessment of written work, whole school tracking of achievement outcomes and discussion with teachers and parents together with results of CAT4 and PTE and PTM testing.

A graduated response to the child's need is provided:

### 1. Level 1

These are children about whom a concern has been raised, but do not have an assessment or report indicating an officially labelled difficulty. They are monitored closely by staff in order to gauge their level of learning and possible difficulties. They will be provided with high quality teaching that is differentiated where appropriate to meet their needs and advice will be given by the Head of Learning Support where necessary. Their progress will be monitored by class teachers and in some cases, they will have one to one learning support lessons. These children may have a Pupil Passport (a curriculum support educational plan, see Appendix A) to detail their needs and recommendations for curriculum support.

At Pre-Prep, where possible a Teaching Assistant may provide additional support.

The Head of Learning Support meets regularly with the Head of Pre-Prep, Heads of Upper and Lower, Heads of Departments, pupils and parents to ensure effective information gathering and sharing.

### 2. Level 2

These are children who have a specialist report and are being monitored by the Head of Learning Support and teaching staff. Some children may receive one to one support in School with our learning support teachers and/or support outside of school. They have a specialist assessment report e.g. Educational Psychologist, Occupational Therapist, Speech and Language, which has identified their needs. These children will have a Pupil Passport to detail their official needs and recommendations for curriculum support.

### 3. Level 3

An external specialist or team of specialists provide support to this child and to those working with him/her at school in terms of sessions, advice, observations and review meetings. Without this level of external support, the school would be unable to meet the child's needs effectively.

## **The SEND Process:**

The class teacher has primary responsibility for the identification of children who have special educational needs. The process encourages participation of children and their families, integrates the work of education, health and care providers if necessary and follows a cyclical, graduated approach.

- Step 1 – Assessment

Where a child's achievement or progress is cause for concerns throughout the school, teachers will share their concern with the Head of Learning Support or a Pre-Prep the Head of Pre-Prep. Parents will be informed. The Head of Learning Support may observe the child in class or meet with staff and then offer support strategies both to class teachers and the child. The teacher will devise intervention in addition to or different from that provided by the school's usual differentiated curriculum. The child's progress will be carefully monitored.

If concerns persist for a child, a Record of Concern (ROC) is completed and submitted to the Head of Learning Support.

Following permission from parents, information is gathered from all staff concerned and recorded on the child's ROC. The Head of Learning Support uses the information to decide the next steps and consults with parents. A recommendation of an internal or external assessment may be made.

- Step 2 – Plan

The outcome of any individual assessment is discussed with the child's tutor or class teacher and parents. A plan of action is made with all concerned. Plans will consider the views of the child. Where appropriate, the curriculum and learning environment will be further adapted by the teaching staff to reduce barriers to learning and enable them to access the curriculum more easily.

Some children enter the school with specialist reports and provision will be made to support their needs.

- Step 3 – Intervention

If specialist support is required, support is provided by a literacy and numeracy learning support teacher. Withdrawal from a class does not interfere with the child's access to the whole curriculum. Parents are made aware of intervention and consult with the learning support teacher directly. The learning support teacher works in consultation with the school but is self-employed and support is charged as an expense to the parents.

A Pupil Passport is written showing the child's strengths and weakness and appropriate classroom support strategies. These documents are stored on the School's shared areas for staff to access. Information and updates about children are regularly shared at staff meetings and training is held during INSET.

The progress of a child is regularly monitored by teachers (see Appendix B for monitoring form). Parents are consulted and advised of any updates or changes as part of this process.

When a child's needs are considerable and there is a little progress following interventions and support from professional agencies the decision may be taken to request an Educational Health and Care Plan. This process will involve presenting to the local county council detailed records of our provision and its impact for their consideration. Parents and carers will be fully involved in the process.

- Step 4 – Review

Throughout the year, the child is assessed informally to monitor their learning and the effectiveness of intervention. This information is recorded in teacher's lesson notes, meetings and the child's Pupil Passport. Pupil Passports are reviewed twice a year and discussed with parents. Where a child has an EHC plan, this will be reviewed with the local authority.

A formal assessment takes place in the Trinity Term in the form of a Progress in English and Maths test. Children in Years 2, 5 and 7 sit a CAT4 paper and results are recorded on the Pupil Passport and school database.

### **Supporting Pupils and Families:**

Exeter Cathedral School firmly believes in developing a strong partnership with pupils and parents and that this will enable children and young people with SEND to develop their potential. The school recognises that parents have a unique overview of the child's needs and this makes them valued partners in the process of deciding provision. Plans are always discussed with parents and reviewed formally twice a year. Learning Support teachers are frequently in contact with parents and complete formal reports twice a year.

When a child transfers into or out of Exeter Cathedral School, every effort is made to share information and support a child's transition.

### **Provision for pupils with EAL:**

Children for whom English is a second language and converse in a native language at home are provided with extra support in all lessons. Information is disseminated to staff and when needed regular meeting with parents are held to discuss support and intervention strategies. Children may be offered one to one support with a Learning Support teacher if deemed necessary.

### **Staff Training:**

All staff are encouraged to attend courses that help them acquire the skills needed to work with those children who have special educational needs. The Head of Learning Support provides training as need to develop awareness of responsibilities and understanding of these children. Practical ideas are suggested, and reminders given about key information. Resources are available via the shared area for all staff.

### **ICT:**

The school has several children who are permitted to use a laptop to support their learning in response to recommendations in an assessment. Pupils need to have a reasonable typing speed in order to make it a useful tool for them and this is taken into consideration before approval.

### **Complaints:**

All complaints are taken seriously and dealt with in line with the School's Complaints Policy.

Appendix A:

Blank Pupil Passport

<b>Name</b>		<h1 style="margin: 0;">PUPIL PASSPORT</h1> <p style="margin: 0;"><i>Curriculum Support</i></p>	 <small>UT VOCE ITA VITA</small>						
<b>D.O.B</b>	Photo		<b>Reports:</b>	<b>Reviewed: Term</b>					
<b>Year/Teacher</b>			<b>I would like you to know that:</b>	<b>I find it difficult to:</b>					
<b>Data &amp; Access</b>			<b>This means that:</b>	<b>Did you know that:</b>					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="font-size: small;">CAT4</td><td style="width: 50px;"></td></tr> <tr><td style="font-size: small;">PTE</td><td></td></tr> <tr><td style="font-size: small;">PTM</td><td></td></tr> </table>	CAT4		PTE		PTM			<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
CAT4									
PTE									
PTM									
<b>It would support me if you could:</b>		<b>I will support myself by:</b>	<b>My parents would like you to know:</b>						
<b>LEARNING SUPPORT NOTES</b>		<b>SMART TARGETS</b>							
		<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>							

<b>MONITORED BY:</b> Pupil Passport Meetings, Annual Reviews, Pupil Rader, Half term & End of Term Reports and Passport Monitoring Forms	
<b>SCHEDULE</b>	
Michaelmas HT1	Pupil Passport shared with all staff and parents during INSET
Michaelmas HT2	AB meeting with parents
Lent HT1	Pupil Passport Review 1 – monitoring form completed by all relevant teachers and updates completed and shared with staff
Lent HT2	AB meeting with parents and specialists if required
Trinity HT1	AB meeting with Form Tutor
Trinity HT2	Pupil Passport Review 2 – monitoring form completed by all relevant teachers and transition meeting with next teacher if applicable

Appendix B:

Monitoring Form



UT VOCE ITA VITA

ECS LEARNING SUPPORT: Monitoring Form

+

Student	
Date	

Please initial to indicate answer.

		No concerns	Requires occasional support	Requires continuous support	Not applicable
<b>Concentration:</b> Staying on task, ignoring distractions, focusing on the teacher, remembering instructions etc.					
<b>Organisational Skills:</b> Physical organisation of self and equipment, planning ahead with work, thinking about consequences before actions etc.					
<b>Speech and Language:</b> Understanding their first spoken language, acquiring new vocabulary, ability to express themselves clearly in sentences					
<b>English / Literacy</b>	<b>Reading:</b> Ability to read a paragraph or more with ease and fluency.				
	<b>Spelling:</b> Ability to consistently spell common words and make a good attempt at unfamiliar words.				
	<b>Extended Writing:</b> Ability to write a correctly punctuated paragraph or more with ease and fluency.				
	<b>Handwriting:</b> Ability to write legibly, with ease and at a pace equivalent to peers.				
<b>English as a Second Language:</b> Understanding English as a second language, acquiring new vocab etc.					
<b>Numeracy/Maths:</b> Demonstrating a basic grasp of number, algebra, data, shape / space and measure etc.					
<b>Physical/Hearing/Visual:</b> Ability to access all activities despite physical, hearing or visual difficulty etc.					
<b>Social:</b> Forming and maintaining positive relationships,					

conforming to social norms etc.				
<b>Emotional:</b> Showing awareness of own feelings and that of others, managing feelings, confidence etc.				
<b>Prep:</b> Ability to study independently, to produce work to deadlines etc.				
<b>Exams:</b> Ability to prepare for and sit an exam without close adult support.				

+

Overall, how well is this student progressing in your lesson/s? Please ensure you start your comment with your initials.

Thank you for your feedback.