

2.6 Special Education Needs, Learning Difficulties and Learning Support

This policy can be made available in large print or other accessible format if required.

2.6.1. Introduction

Sussex House is an inclusive school; we strive to support *all* children, including those with Special Educational Needs and Disabilities (SEND), to make the best possible progress. The school provides a high standard of teaching and learning, and we aim to ensure that all children access a rich and diverse curriculum and have the same opportunities for learning and social development. We aim for all children to become independent learners who acquire the skills that they will need for life both within school and in the local and wider environment.

We aim to identify, to the best of our ability, those areas where individual children have special educational needs and/or disabilities and to provide for them appropriately.

However, if we do not feel that we can offer appropriate provision to meet the needs of an individual child we will be open and transparent and share our concerns. In such rare cases, we shall always recommend alternative provision that will better meet the needs of the child.

We believe that:

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all pupils in their class including where pupils access support from games staff, peripatetic teachers and specialist staff.

Teaching and supporting pupils with SEND are therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved: school, parents/carers, pupils, external agencies and professionals.

This policy provides the framework for a pupil-centred process that engages pupils, family, school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the school.

This policy is based on the statutory [Special Educational Needs and Disabilities \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which set out school's responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out school's responsibilities for Education, Health and Care Plans (EHCPs) and SEND co-ordinators (SENDCOs).
- The [Equalities Act 2010](#) (section 20), which sets out the schools' duties to make reasonable adjustments for pupils with disabilities.

2.6.2 Definition of SEND

2.6.2.1. Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision which is **additional to** or **different from** that made generally for other children or young people of the same age by mainstream schools.

2.6.2.2. Disability

Pupils are considered to have a **disability** if they have physical or mental impairment that has a substantial disadvantage compared with their peers.

2.6.2.3. The Four Areas of Need

The needs of a pupils with SEND are grouped in four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties which impact on 1 or more specific aspects of learning such as: dyslexia, dyscalculia and developmental coordination disorder (DCD)• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties which is where pupils re likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none">• Mental health difficulties such as anxiety, depression or an eating disorder• Attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder• Suffered adverse childhood experiences

	These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision, hearing or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

2.6.3 Roles and Responsibilities

Provision for SEND is a matter for the whole school community. In addition to the Governing Body, Headteacher, Deputy Heads and SENDCO, all members of staff have important responsibilities.

2.6.3.1 Special Educational Needs and Disabilities Coordinator

The SENDCO at our school is Melissa Tsiligkeridis. Her email address is: mt@sussexhouseschool.co.uk

In collaboration with the Headteacher, Deputy Heads and governing body, the SENDCO determines the strategic development of the SEND policy and provision with the aim of raising the achievement of pupils with SEND.

They will:

- Work with the Headteacher, Deputy Heads and SEND governors to determine the strategic development of the SEND policy and provision in school.
- Have day-to-day responsibility for the operation of this SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance and relevant CPD to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Liaise with parents/carers of children with special educational needs.
- Advise on the graduated approach to providing SEND support- Assess, Plan, Do, Review.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- When a pupil moves to a different school or institution: make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

2.6.3.2 Governing Body and SEND Governor

The Governing Body endeavours to follow the guidelines as laid down by the SEND Code of Practice 2015 to:

- Use their best endeavours to make sure that a child with SEND gets the support they need- this means doing everything they can to meet children and young people's Special Educational Needs.
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Designate a teacher to be responsible for coordinating SEND provision- the SEND Coordinator or SENDCO.
- Inform parents/carers when they are making special educational provision for a child.
- Prepare arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

The SEND Governor will:

- Help raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the Headteacher and SENCO to determine strategic development of SEND policy and provision in the school.

2.6.3.3. The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND.

2.6.3.4. Leadership and Management Team

The Leadership and Management Team will work closely with the SENDCO and the SEND Governor to ensure that there is:

- Strategic and operational support for the SENDCO in the completion of their duties.
- Enough time for the SENDCO to carry out her duties.
- Reasonable adjustments and access arrangements made for pupils with SEND which meets the requirements stated under the Equalities Act 2010.
- Data and assessment driven identification of additional needs; the resourcing and delivery of a coherent inclusion intervention programmes; incorporating those targeting SEND; assessment and reporting of the impact of these programmes.
- A school Accessibility Plan that will ensure that key priorities are planned and implemented.

2.6.3.5. All Teaching and Non-Teaching Staff

All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND. Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Providing high quality teaching, differentiated for individual pupils, setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs to remove potential barriers to learning.
- Working closely with any teaching support staff or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

2.6.3.6. Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited twice a year to discuss and review the provision that is in place for their child.
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- Given an annual report on the pupil's progress.

2.6.3.7. The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about their support. This may involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

2.6.4 Management of SEND Provision

2.6.4.1 How we identify pupils with SEND

The school strongly adheres to the principle that pupils' needs should be identified and met as early as possible and strives to respond quickly to concerns raised from a range of sources: parents/carers; pupils' staff' professional or previous school settings.

All pupils are screened on entry into Sussex House to assess their current level of skill compared to their peers.

Pupil progress and attainment are carefully monitored by regular assessment weeks throughout the school year. Pupils are identified whose progress:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the pupil's previous rate of progress.
- fails to close the attainment gap between the pupil and their peers.
- and attainment gap widens.

This may include progress in other than attainment, for example, social needs. However, slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupils and their parents. We will use this to determine the support that is

needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN.
- They are known to external agencies.
- They have an education, health and care plan (EHCP).

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

2.6.4.2 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special educational provision, we will have an early discussion with the pupils and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account any concerns the parents have.
- Everyone understands the agreed outcomes sought by the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's records and given to the parents.

We shall formally notify parents if it is decided that a pupil will receive special educational provision.

2.6.4.3. The Graduated Approach to SEN Support

Once a pupil has been identified as having SEN, we shall take action to remove barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach (see figure 1).

1. Assess

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our information system in SharePoint and will be accessible to all staff as Individual Education Plans (IEPs).

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves 1-to-1 teaching away from the main class or subject teacher, they will retain responsibility for the pupil. They will work closely with specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem-solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We shall evaluate the impact and quality of the support and interventions. The evaluation will be based on:

- The views of the parents and pupils
- The levels of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

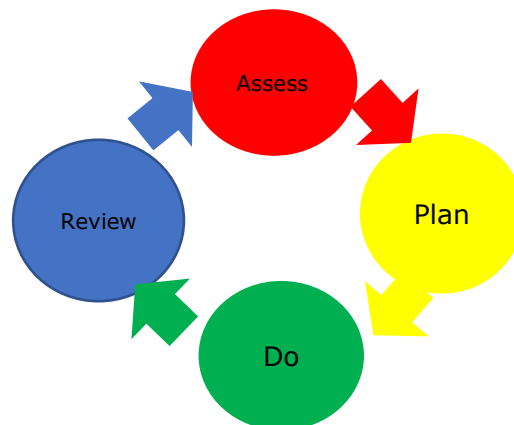


Figure 1: The four-part cycle that underpins The Graduated Approach

2.6.4.4. Levels of Support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision of these pupils is funded through the school's budget. However, if external specialist staff are needed to provide extra provision, this will be charged at an extra cost to the parents.

Education, health and care plan (EHCP)

Statutory assessment will be sought from the local authority where 'the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school' (Code of Practice, p75).

Parents and the school have the right under Section 36(1) of the *Children's and Families Act 2014* to ask the local authority to make an assessment with a view to drawing up an

EHC plan. The school will always consult with parents before exercising this right. If the LA refuses to make an assessment, the parents (but not the School) have a right to appeal to the First-tier Tribunal (Special Educational Needs and Disability).

Where a prospective pupil has an EHC plan, the School will consult the parents and, where appropriate, the LA to ensure that the provision specified in the EHC plan can be delivered by the School. The school will cooperate with the LA to ensure that relevant reviews are carried out annually.

The provision of these pupils will be funded through the school's budget, and potentially from the local authority.

The Local Offer provided by the LA to support parents and children with SEN can be found here: [SEND Local Offer | Royal Borough of Kensington and Chelsea \(rbkc.gov.uk\)](https://www.rbkc.gov.uk/SEND-Local-Offer)

2.6.4.5. How we adapt the curriculum and the environment

Where a pupil is identified as having SEND, we support pupil progress by removing barriers to learning and ensuring effective special educational provision is in place. The first step in supporting children with SEND is quality first teaching, differentiated for individual pupils. We have a high-quality universal provision which supports all learners to achieve their potential.

We make adaptations to the curriculum and the learning environment to ensure that all pupils' needs are met, such as:

- Differentiating access to our curriculum for all pupils, including some differentiation of activities, materials and questioning
- Flexible seating arrangements
- Adapting our resources
- Using recommended aids, such as laptops; coloured overlays; visual timetables; larger fonts; fidgets
- Providing visual support and visual aids for those that need it
- Consideration to pupil's learning style, such as the need for visual/kinaesthetic preferences
- Differentiating teaching styles, for example, giving longer processing times; pre-teaching key vocabulary or reading instructions out loud

2.6.4.6. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupil's progress using yearly baseline assessments and IEP's
- Getting feedback from pupils and parents
- Carrying out the review stage of the graduated approach in every SEN cycle
- Holding annual reviews for pupils with EHC plans

2.6.4.7. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The deputy head teachers and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

2.6.4.8. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists/physiotherapists

- Child and adolescent mental health service (CAMHS)
- Education welfare officers
- Social services

2.6.4.9. Complaints about SEND provision

Where parents have concerns about our SEND provision, they should first raise their concerns informally with the SENDCO. We shall try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the deputy head teacher, Mr Back, in the first instance. They will be handled in line with the school's complaints policy.

If the parent/carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupils themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 – 247 of the [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/411111/SEND_Code_of_Practice_January_2015.pdf)

To find out more about disagreement resolution and mediation services in our local area: [Disagreements process and procedure | Royal Borough of Kensington and Chelsea \(rbkc.gov.uk\)](https://www.rbkc.gov.uk/disagreements-process-and-procedure)