



Special educational needs and disability

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1 Policy statement

1.1 As part of the EMBLEY commitment to equal opportunities and to help achieve the school's aim of focusing on the individual there are procedures for students with SEN/neurodiversity differences in place across the school from Early Years to Sixth Form.

1.2 From time to time there may be students with Educational Health Care Plans (EHCPs) as defined by the Code of Practice and there may well be liaison with the local authority or specialist agencies with an annual review process. SEN/neurodiversity differences at EMBLEY also includes students with physical disabilities such as Developmental co-ordination disorder (dyspraxia) or students who are wheelchair bound, and those with learning differences such as dyslexia.

1.3 Students who have EHCPs have an annual review in line with Hampshire County Council or other LA procedures and the school undertakes to supply information to the LA as required. The school has regard to the SEN and Disability Code of Practice 0-25 Years 2014 (SEND Code 2014), including for Early Years children and the Children and Families Act 2014.

1.4 EMBLEY is committed to providing a curriculum and teaching which effectively provides subject matter appropriate to the ages and aptitudes of the students, including those with EHCPs. It is also committed to providing a curriculum and teaching through which all students, including those with special educational needs and neurodiversity differences, have the opportunity to learn and make good progress.

1.5 The SENCOs work with outside agencies and Educational Psychologists reports to provide the "best for everyone". The school is also committed to ensuring that the physical space, furniture and fittings are appropriate to the age and needs of the pupil.

1.6 The school recognises its responsibilities under the Special Educational Needs and Disabilities Act (SENDA) in that it undertakes to:

1.6.1 Ensure that disabled students (current and prospective) are not treated less favourably

1.6.2 Take reasonable steps to avoid putting disabled students at a substantial disadvantage (the reasonable adjustment duty) in matters of admission and education.

1.6.3 Have a 3-year plan (2018/2021) which sets out to:

1.6.3.1 Increase the extent to which disabled students (including those with additional learning needs) can participate in the whole curriculum.

1.6.3.2 Improve the provision to disabled students of information which is already in writing for students who are not disabled.

1.6.3.3 Improve the physical environment of the school in order to increase the extent to which disabled students are able to take advantage of education and associated services offered by the school.

1.7 This policy applies to all members of our school community, including boarders and those in our EYFS setting.

1.8 Embley is fully committed to ensuring that the application of this Special Educational Needs Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

1.9 Embley seeks to implement this policy through adherence to the procedures set out in the rest of this document.

1.10 This document is available to all interested parties on our website and on request from the Senior or Prep School offices and should be read in conjunction with the following documents:

Equal Opportunities

Curriculum Policy

Provision for Highly Able Pupils Policy

SEND 3-year plan

Premises and Accommodation Statement

Admissions Policy Statement and procedures

English as an Additional Language

2 Definition of SEN

2.1 A pupil has special educational needs if s/he has significantly greater difficulty in learning than the majority of students within the school.

2.2 Examples of special educational or neurodiversity differences include:

2.2.1 Those students who have EHC plans

2.2.2 Identified specific learning difference e.g. Dyslexia.

2.2.2.1 Communication and Interaction

2.2.2.2 Cognition and Learning

2.2.2.3 Social, Emotional and Mental Health

2.2.2.4 Sensory and Physical Needs

2.2.3 Significant gap between ability and achievement

2.2.4 Inability to make reasonable progress

2.2.5 A disability that prevents the pupil's full use of the school's educational facilities.

(NB: Not all students with special educational needs will have a disability; and not all disabled students will have special educational needs.)

2.3 In the Prep School the SENCO is Mrs Denise Griffiths.

Learning Support Assistants: - Beth Holdaway, Judith Smith, Claire Harvey, Becky Alford, Trudi Collins, Victoria Frazer, Lucy Phillips and Marian Corlass

2.4 In the Senior School the SENCO is Mrs Julie Hodge.

In addition, there are **2 Learning Support teachers**:- Susan Rowe and Lorraine Swann.

4 Learning Support Assistants: - Zena Coat, Lisa Hamnett, Catherine McGhee and Alison Lamb

2.5 The particulars of educational and welfare provision for students with EHC plans are made available to parents of current students and those students who have been admitted to the school and are soon to arrive.

3 Recommendations and Guidance

3.1 All students at EMBLEY are entitled to have their particular needs recognised and met within the resources available at EMBLEY.

3.2 All students will be enabled, as far as possible, to achieve success.

Students with SEN/neurodiversity differences will be taught together with their peers for as much time as is possible to address their needs.

3.3 All staff have a responsibility for meeting the needs of students with SEN/ neurodiversity differences and for distinguishing between a learning need and a behavioural need, and catering for both.

3.4 All teachers, in every curriculum area, are responsible for making their curricula accessible to all students and for engaging students with SEN/ neurodiversity differences by deploying appropriate strategies from a wide variety of teaching styles, within the courses available.

3.5 In determining strategies for individual students with SEN/ neurodiversity differences, the views of the students and parents will be sought by the Learning Support team and taken into account. (However, these must comply with JCQ regulations.)

3.6 In the Prep School each pupil on additional needs list will have an Individual Education Plan (IEP) which is updated termly. The IEP is shared with the students, the parents, the SENCO and teachers.

3.7 In the Senior School each student receiving learning support will have an Individual Education Plan (IEP) that is updated twice yearly. The plan will be known by the student's teachers as well as by the student.

3.8 Where a child who has SEN/ neurodiversity differences are being educated at EMBLEY, the school will make appropriate provision, at a cost to parents, so far as is reasonably practicable, and is compatible with:

3.8.1 the child receiving the provision within the resources available,

3.8.2 the provision of efficient education for the students with whom he/she will be educated

3.8.3 the efficient use of resources

4 Procedures

4.1 The school has regard to the SEND Code 2014 and has adopted a graduated response to the identification of, and provision for, students who may need extra support for learning.

4.2 In the Prep School, students are assessed on taster days to the school. If at this point concerns are raised by staff or indeed parents and staff from the pupil's current school, further, more detailed assessments are undertaken with the Prep School SENCO. In the Prep School, students with special educational needs have an IEP.

4.3 Students are assessed on entry to the Senior School and also on transfer from Year 6 to Year 7 and are given an IEP if appropriate. In the Senior School, those students on the Additional Needs List, who have 1:1 lessons in school, also have an IEP. Parents are asked on entry to give details of any special educational needs and provide the school with any relevant reports or statements.

5 The Additional Needs List

5.1 This is essentially a list of students for whom extra learning support has been provided, or students who are monitored. It records:

- 5.1.1 Student's name and date of birth
- 5.1.2 The learning difference
- 5.1.3 SEN code
- 5.1.4 Access arrangements
- 5.1.5 Contact with outside agencies

6 EYFS

6.1 Children and parents in EYFS are at the centre of decision making regarding SEN and we ensure parents are fully informed and involved with their children's progress.

6.2 There is regular review of core teaching and wider policies so all our EYFS staff meet the requirements of the SENDA Code 2014

7 IEP Review Cycle- Prep School

7.1 IEPs are an overview of a student's strengths, difficulties, assessments and classroom support ideas as well as the student's own feelings and thoughts on their Learning.

7.2 These IEPs will be updated termly or as needed if a student's needs change. For students receiving 1:1 support.

8 IEP Review Cycle - Senior School

8.2 While the setting and reviewing of short-term targets within IEPs is a continuous process, the plans are reviewed formally at least twice a year and more frequently if necessary.

8.3 Teachers and the pupil are consulted and a new plan is drawn up if necessary.

9 Roles and Responsibilities

9.1 **The LGB** will review the implementation of EMBLEY 's SEN policy and ensure that information is reported to the LGB.

9.2 ***The Headmaster has responsibility to ensure that:***

9.2.1 resources for supporting students with SEN/ neurodiversity differences are deployed fairly, appropriately and efficiently,

9.2.2. appropriate training is provided for Learning Support staff,

9.2.3 there is systematic monitoring of the policy's implementation and that the findings are reported to the LGB on an annual basis.

9.3 ***The SENCO in both schools has responsibility for:***

9.3.1 day-to-day operation of the SEN arrangements and for co-ordinating the provision for students through

‘SEN Support and SEN Support plus ‘and ‘EHCPs’

9.3.2 annually reviewing of the statements of all students with EHCPs

9.3.3 The particulars of educational and welfare provision for students with statements are made available to parents of current students and those students who have been admitted to the school and are soon to arrive

9.3.4 Ensuring that where a pupil with an EHCP is registered at the school, the school will supply such information to the responsible Local Authority as may reasonably be required for the annual review process

9.3.5 leading and managing the SEN Team

9.3.6 implementing the system for the identification of students with Additional Learning Needs

9.3.7 devising IEPs (in the Prep School) IEPs (in the Senior School) for students taught by the SENCO or learning support teacher, receiving learning support in school.

9.3.8 recording of interventions and actions at the various stages in meeting a student's SEN/ neurodiversity differences.

9.3.8 maintaining the Additional Needs List

9.3.9 overseeing the records of all students on the Additional Needs List

9.3.10 working as consultant to class and subject teachers throughout the school in matters relating to students with special needs

9.3.11 liaising with other agencies (i.e. Educational Psychologists, Occupational Therapists, Speech Therapists etc.)

9.3.12 ensuring that the Teaching Programme/ IEP review cycle is maintained

9.3.13 providing structured, individual teaching to those students identified as needing additional teaching outside the classroom

9.3.14 assessment of specified, individual students' special needs.

9.4 **The SEN Teacher** is responsible for:

- 9.4.1 assessment of specified, individual students' special needs.
- 9.4.2 providing structured teaching to specific students identified as needing additional teaching outside the classroom.
- 9.4.3 keeping records of planning, provision and assessment for those students, liaison about those students with teachers and parents.
- 9.4.4 regular reviews of IEPs
- 9.4.5 devising IEPs for students taught by the SENCO receiving learning support in school.

10 Identification

10.1 The school recognises the importance of early detection of additional learning needs. In order to identify students who may need extra support the following will be taken into account:

- 10.1.1 Evidence from teacher observation and assessment.
- 10.1.2 Information from a pupil's previous school/s.
- 10.1.3 Outcomes from a range of screening and assessment tools.
- 10.1.4 Reports from outside agencies such as Educational Psychologists, Occupational Therapists, Physiotherapists or Speech and Language Therapists.
- 10.1.5 Students' concerns and views
- 10.1.6 Parents' concerns and views

10.2 However, special consideration in Senior School public examinations is determined solely by the rules of JCQ.

10.3 The triggers for informing the SENCO of concerns by teacher or others, underpinned by evidence, about a young person who, despite receiving differentiated learning opportunities are as follows:

10.4 The student:

- 10.4.1 makes little or no progress even when teaching approaches are targeted particularly to that student's identified areas of weakness,
- 10.4.2 shows signs of difficulty in developing literacy or mathematical skills that result in poor attainment in some curriculum areas,
- 10.4.3 has sensory or physical problems and continues to make little or no progress,
- 10.4.4 has communication and/or interaction difficulties and continues to make little or no progress, despite the provision of a differentiated curriculum.

10.5 The continuous monitoring of students during their time at EMBLEY will identify those with potential additional learning needs for whom careful diagnosis will be required.

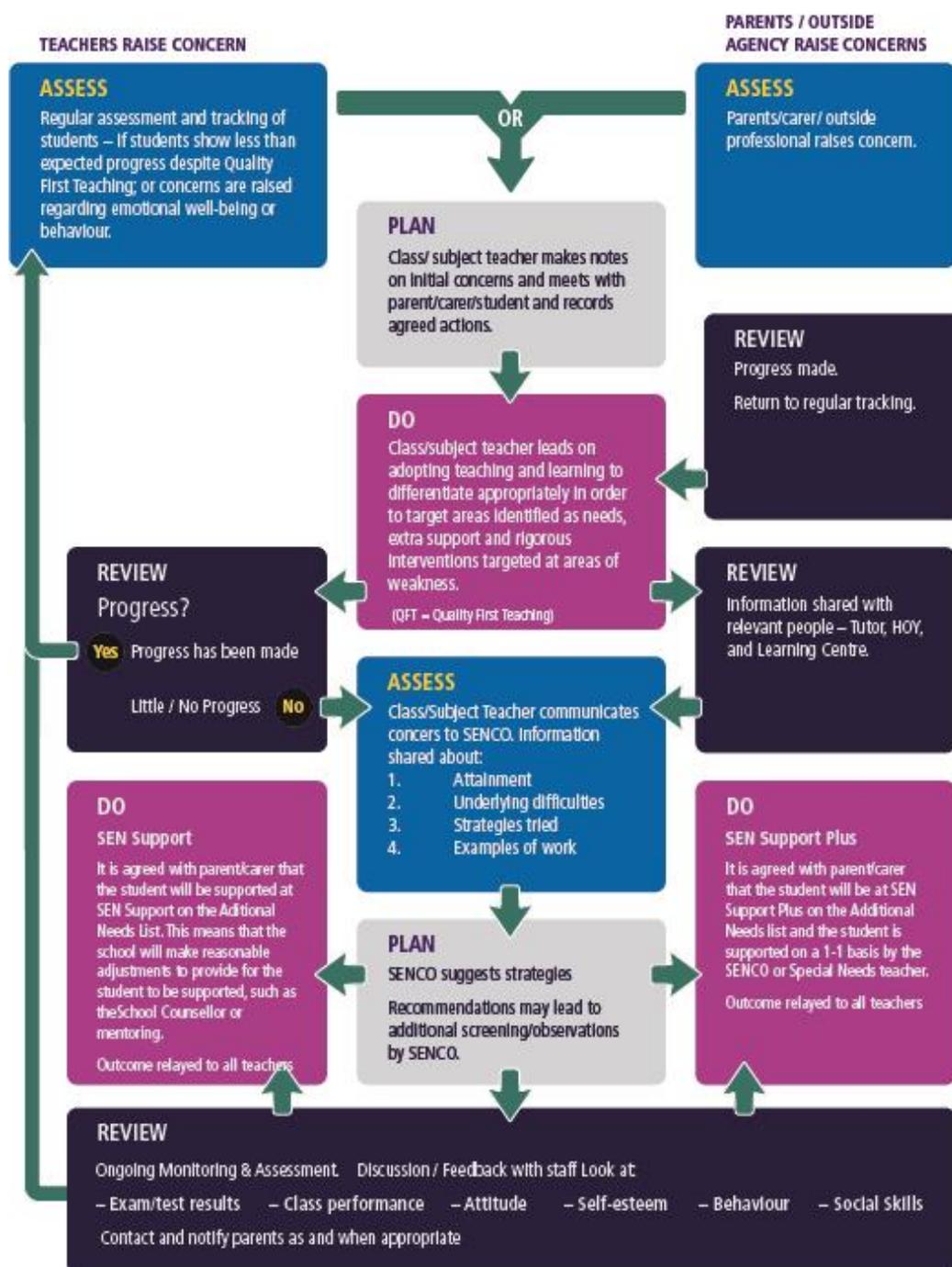
10.6 In addition to the above, there is a commitment at Embley to ensuring that emergency evacuations can be accomplished safely for all students, including those with special needs.



10.7 The school allows students, including those with special needs, to enter and leave the school in safety and comfort.

10.8 The school has regard to the number, age and needs (including any special needs), when allocating classrooms so that they are an appropriate size to allow effective teaching, that furniture and fittings are appropriately designed for the age and needs (including any special needs) of students registered at the school.

Appendix 1. Raising an initial concern



Document Information

Version Number	2.5
Reason for Version Change	Staff changes
Name of owner/author	José Picardo
Name of individual/department responsible	Julie Hodge (Senior School SENCO) Denise Griffiths (Prep School SENCO)
Target Audience	Public
Date issued	21 September 2021
Where available	United Learning Hub, Network, school web-site
Review Date	August 2022 or as events and legislation require