



GREAT WALSTEAD
SCHOOL

**Special Educational Needs
& Disabilities Policy**

Last Revision Date	September 2018
This policy is Reviewed by	Director of Learning Development
Group	Academic
ISI Reference	
Next Review Date	September 2019

Tick which category this document refers to:

ISI requirement to be made available	<input checked="" type="checkbox"/>
ISI requirement to be on website	<input type="checkbox"/>
Internal staff only	<input type="checkbox"/>
Internal students only	<input type="checkbox"/>
Internal staff and students	<input type="checkbox"/>
Statutory requirement to have on website (non ISI)	<input type="checkbox"/>

Key Contacts:

Designated Safeguarding Lead (DSL):	Julia Sutherland
Safeguarding Lead EYFS and PrePrep and Deputy Designated Safeguard Lead:	Karin Green
Safeguard Lead for the Keep:	Becky Bradshaw
Lead Governor for Child Protection:	Chris Sutton
West Sussex Children's Services - Multi-Agency Safeguarding Hub (MASH):	Tel: 01403 229900 (Out of Hours – 0330 222 6664) MASH@westsussex.gcsx.gov.uk
Local Authority Designated Officer (LADO):	0330 222 3339 (Please refer to MASH first)



Special Educational Needs & Disabilities Policy

Introduction

Great Walstead School maintains a strong academic and supportive Christian tradition in preparing children for the demands of the Common Entrance Exam at 13+. The School welcomes children who have the ability and aptitude to access the academic curriculum, including those with Special Educational Needs & Disabilities (SEND) and learning difficulties, provided that the School can reasonably make available the help and support required.

The Learning Development Department

The Learning Development department is staffed by qualified specialists who, at an additional cost, are able to offer supplementary support for pupils with mild specific learning difficulties in areas such as dyslexia and dyspraxia.

Special Educational Provision: A Graduated Response

The School recognises that special educational provision is underpinned by high quality and differentiated class-based teaching and regards all teachers as teachers of SEND. Slow progress and low attainment do not necessarily mean a child has SEND. The School does not assume that attainment in line with chronological age means that there is no learning difficulty or disability recognising that some learning difficulties and disabilities occur across the range of cognitive ability: for these reasons a graduated response is taken for a child experiencing barriers to learning comprising

- **Differentiated Class-based Teaching**
Teachers focus on tailoring instruction, activities and the learning environment to meet a child's individual needs
- **Wave 1 Support**
A Wave 1 plan targeting further support of learning may be developed and reviewed by teachers in consultation with parents and the child.
- **Wave 2 Support**
Guidance for teaching provided by outside specialists such as educational psychologists and/or specialist teachers, and learning support provided through the Learning Development department and offered outside the regular curriculum

There are no special educational needs classes at the School.

English as an Additional Language



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In order to manage the academic and social demands of Great Walstead, pupils need to be fluent English speakers. The School may recommend that some children, whose first language is not English, receive tuition, at parents' expense, in English as an additional language. A lack of progress and difficulties related solely to limitations in English as an additional language are not regarded as SEND.

The Role of the SENCO

The Director of the Learning Development department has a lead SEND role as Great Walstead's SEND Co-ordinator (SENCO). Working closely with the Leadership Team, Management Team and Learning Development staff the Director of Learning Development plays a key role in determining the strategic development of the SEND policy and the individual needs of pupils with SEN. The Director of Learning Development will liaise closely with the pupil's teaching and learning support staff, family and, where appropriate, with the School's medical staff and external agencies.

Partnership with Parents

The School's hope is that parents will feel able to share concerns regarding their child with staff in order that a healthy partnership for the care of their child can be developed. In the Learning Development department parents, the child and teacher meet and work together to plan and review a child's Individual Educational Plan (IEP) and curriculum adjustments.

Partnership with Outside Agencies

The School works closely with a number of educational psychologists, speech & language, and occupational therapists who are able to offer advice and assessment for those children requiring further investigation. The School may also liaise with other outside agencies, for example: Social Services, Local Educational Authorities and National Health Services. In working with outside agencies the School aims to work in partnership with a child's parents.

When there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm the incident will be addressed as a child protection concern under the Children Act (1989). Where this is the case, the School staff will discuss with the School's designated safeguarding lead (DSL) who will report their concerns to the Multi-Agency Safeguarding Hub (MASH).

Complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the Director of Learning Development, who will try to resolve the situation. If the issue cannot be resolved, the parent can submit a formal complaint to the Headmaster in writing (or any other accessible format). The Headmaster will in turn follow the School's complaints policy. This policy is available, on request, from the School Office. Additionally, all



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parents of children with SEN or disabilities have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has been discriminated against.

Charging Policy

Whether or not it is appropriate to levy any further fees for additional support for individual pupils will be considered on a case-by-case basis, according to what is reasonable.

Implementation and Evaluation of the Disability Inclusion, SEN and Learning Support Policy

The Governors in co-operation with the Headmaster are responsible for policy determination, establishment of appropriate staffing and monitoring the work of the Director of Learning Development. The Headmaster is responsible for day to day management and keeping the Governors informed. The Director of Learning Development is responsible for the day to day operation of SEND & Learning Development policy and co-ordination of specific provision to support children with SEND. See Appendix 1 for further details of roles and responsibilities for implementing SEND and Learning Support Policy. Monitoring of differentiation and support provision is by the School's leadership and management team through the professional development and appraisal cycle.

Each year, the School analyses children's progress data to help plan support provision. The Governors and leadership team also review the SEND and Learning Development Policy each year unless an earlier review is required.

Appendix 1

Roles and Responsibilities for Implementing SEND Policy

The assigned responsibilities to meet the needs of children who experience barriers to their learning are:

Class and Subject Teachers are responsible for:

- Being aware of a SEND pupil's individual needs
- Ensuring they have the appropriate knowledge regarding the range of barriers to learning
- Implementing appropriate strategies in their teaching environment to positively remove learning barriers
- Planning and referring where appropriate to advice from the Learning Development department for differentiation and participation of pupils
- Making regular assessments and tracking the progress of all children including those with SEND
- Identifying pupils making less than expected progress given their age and individual circumstances.
- Implementing and monitoring, in response to less than expected progress, high quality teaching targeted at a child's area of need
- Referring continued less than expected progress to the Learning Development department and working with the teachers to assess whether the child has SEND
- Working positively with teaching assistants and specialist staff to plan and assess the impact of interventions.

The Director of Learning Development is responsible for:

- Working with the Headmaster and Governors to ensure that the School meets its responsibilities with regard to reasonable adjustments and access arrangements
- Professional guidance to colleagues
- Advising on the graduated approach to SEND support in the School
- Being a key point of contact with external agencies
- Ensuring the School keeps the records of pupils with SEND up to date
- Liaison with staff, parents, professionals and other agencies to provide children with SEND appropriate support and high quality teaching
- Co-ordination of Learning Development referrals and provision for children in Years 4 to 8

The Years 1 – 3 Learning Support Co-ordinator is responsible for:

- Co-ordination of Learning Development referrals and provision for children in Years 1 to 3

The Learning Support Maths Co-ordinator Years 1 – 8 is responsible for:

- Co-ordination of Learning Development Maths referrals and assessment for children in Years 1 to 8



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The Head of EYFS is responsible for:

- Co-ordination of Learning Development referrals and provision for children in EYFS

Leadership Team and Heads of Sections are responsible for:

- Supporting class and subject teachers in making regular assessments and tracking progress of all children including those with SEND
- Regularly reviewing the quality of teaching for all children including those at risk of underachievement