

VILLA SCHOOL SEND POLICY

Our vision for Special Educational Needs, Disability, EAL and More Able support and provision at The Villa

At The Villa, we are committed to enabling each and every child to access our full curriculum offer and to thrive at our school.

To achieve this, learning opportunities must be provided to meet individual learning needs. This applies to both children who have additional support needs and those children who are more able. We believe that all children have a right to experience and develop alongside their peers no matter what their individual needs.

For children with an Education Health and Care Plan (EHCP) we will endeavour to meet the needs of the child within the terms of the plan. We believe it is vital to involve parents at every stage for consultation, discussion and sharing of their child's current challenges and their successes. We liaise and consult with external support agencies where necessary to provide further professional support for pupils with special needs.

We aim to:

- recognise any additional support needs a child may have and ensure all staff are aware of the DfE code of practice on identification and assessment of special educational needs or disability;
- assess each child's specific support needs and adapt our facilities as appropriate;
- work in partnership with parents/carers at all stages;
- liaise with other agencies including the health and education authorities and seek advice, support and training where required
- develop and maintain a core team of staff who are experienced in the care of children with additional support needs;
- ensure that all children are treated with equality and equity and are encouraged to take part in every aspect of the day;
- promote positive images of those with additional support needs and/or disability as well as ensuring a strength based neuroaffirming narrative is embedded throughout the school;

- understand that each child's needs are unique, therefore any attempt to categorise children is inappropriate;
- ensure we are providing a safe, nurturing and supportive environment that meets the differing emotional, sensory and support needs of all our children.
- To facilitate early identification of any pupil with special educational, or individual, needs.
- To provide appropriate levels of intervention for individual children's level of need.
- To provide pastoral care for all children, supporting them to develop self confidence and resilience.
- To ensure that appropriate records are maintained and shared with all relevant school staff, so that they are aware of individual children's needs in the classroom, and in the wider school environment.
- To support staff and provide appropriate INSET and / or professional development opportunities.

Definition of Terms.

'Special Educational Needs':

According to the SEND CoP, January 2015, a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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.

'Special Educational Provision':

(a) For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in their area.

(Section 312, The Education Act 1996)

'Disability':

An individual is defined as disabled if they have “a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.” (Equality Act 2010).

Children may have a disability and / or SEN, depending on the extent of their needs. No children are treated less favourably for a reason related to his or her disability. Whilst Rosemead will attempt to make ‘reasonable adjustments’ to our curriculum, learning opportunities or environment, we recognize that some parts of our building prevent full access to disabled pupils. Our first aid co-ordinator and SENCO are readily available to support pupils with physical disabilities or health problems.

[See our Disability Policy and Accessibility Plan for more details](#)

‘Disability’:

An individual is defined as disabled if they have “a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.” (Equality Act 2010).

Children may have a disability and / or SEN, depending on the extent of their needs. No children are treated less favourably for a reason related to his or her disability. Whilst The Villa will attempt to make ‘reasonable adjustments’ to our curriculum, learning opportunities or environment, we recognize that some parts of our building prevent full access to disabled pupils. Our Headteacher and SENCO are readily available to support pupils with physical disabilities or health problems.

[See our Disability Policy and Accessibility Plan for more details](#)

EAL

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. (Special Educational Needs Code of Practice, DfES, 2015). At The Villa, EAL children may, however, receive language support from the Learning Enrichment Department to develop their English Language skills.

See EAL Statement

‘Learning Enrichment’ at The Villa

The Villa is a broadly selective preparatory school. We have a relatively small number of pupils with an Education, Health and Care Plan, and do not purport to provide specialist provision of the intensity and breadth that is offered by more specialist independent schools.

The Learning Enrichment Department supports children who require individual provision to access the full curriculum and fulfil their personal potential, within possible limitations. The Learning Enrichment Department also supports children who do not have a SEN but who are not making expected progress, by providing small group and in class support. At The Villa, we value close partnerships with parents, supporting children holistically to develop confidence, independence, and realise their strengths to overcome weaknesses. Children may have SEN either throughout or at any time during their school career, and may receive support in one or many areas of the curriculum.

Difficulties may include:

- specific learning difficulties such as dyslexia, dyscalculia etc
- emotional, behavioural and social difficulties, e.g. ADHD
- communication and interaction difficulties, e.g. ASC, speech and language difficulties
- gross or fine motor difficulties, or dyspraxia
- sensory processing or concentration difficulties

Our Enrichment Department also supports children when other issues, not covered by SEN, impact on progress and attainment. These may include:

- Extension required beyond usual class differentiation
- Continued lack of expected progress
- Disability (Disability alone does not constitute SEN)
- Poor attendance / punctuality
- Poor health / emotional welfare
- EAL
- Being a looked after child, or a child with a challenging home life.

Legislation

The Villa is committed to a policy of inclusion and equal opportunity and will follow statutory guidelines on special education needs, in particular the SEND (0 – 25 years) Code of Practice 2014 and the Children and Families Act 2014.

All pupils have a right to be able to access and gain fully from the curriculum. In certain cases, for this to be possible, pupils may need a greater degree of differentiation and support to achieve their potential.

The individual needs of all pupils cover a wide spectrum; disabilities and specific learning difficulties exist across the ability range. The Villa sees the provision for special educational needs and disabilities as a whole school responsibility.

We welcome children from all ethnic groups and backgrounds and do not discriminate on the grounds of sex, race, religion, or belief. If a child has additional support needs, we will firstly gather all of the information on the presentation of their need and/or disability, provide accommodations and adaptations where we are able, and consider how they are able to access our full curriculum. If on these grounds we feel we are not able to accommodate their child's needs that will enable them to thrive at our school, we will have a full and transparent conversation with parents/carers to determine the next steps, which may include a discussion on an alternative provision.

Progression through the school is usually automatic unless, as above, it is felt that we are not able to meet learning or access needs for that child. In such cases, there would have been consultations with the Headteacher well in advance and the parents would have been given advice regarding their child's needs.

We will do all that we can to accommodate the needs of children with disabilities/additional support needs as set out in our Admissions Policy.

At the time of registration, if known, we ask parents for the details of any disability or additional support needs and keep the school updated thereafter. This information will allow us to assess how we can accommodate the child's needs and make any reasonable adjustments required to enable them to thrive in our school. If any additional need or disability becomes apparent after admission, we will consult with the child's parents and will work in partnership with them throughout this time. Please refer to the Admissions Policy for further information.

ROLES AND RESPONSIBILITIES

Role of the SENCo

Ensure that parents are closely involved throughout, and their views inform action taken by the setting.

Liaise with other professionals in respect of children with SEND prior to their transition to The Villa, during their time at the setting and at times of the transition to other settings.

Adhere to the legislation and remain up to date with training and professional development.

Advise and support teachers and support staff within the setting and ensure that they understand their responsibilities to children with SEND.

Ensure that appropriate individual plans are in place, that the provision is supporting the child effectively and relevant information is collected and kept up to date.

The Special Needs Coordinator for the school is Christina Blair-Oliphant and Catherine Garbutt

Role of the class teacher

Monitor progress against agreed targets for all pupils.

Ensure all support needs are met with reference to the provision of support outlined in each child's Support Plan.

Be prepared to meet with the SENCo in order to formally review Support Plans/provision.

Inform parents when their child is receiving extra support and ensure that they are kept informed of progress.

Ensure the environment meets the accessibility, sensory and cognitive needs of all pupils.

Plan and deliver a flexible and supportive curriculum that provides required and effective adaptations and accommodations to ensure all children can thrive

Role of all staff

Be aware of pupils' Support Plans/provision and take their needs into account when planning, teaching and marking work.

Be prepared to meet with the SENCo and to take part in the review of Support Plans/provision when appropriate.

Work in effective collaboration with everyone at The Villa, to ensure all children are able to access our full curriculum offer.

Partnership with Parents

Partnership with parents plays a key role in promoting a culture of effective support and collaboration. They hold key information and have a critical role to play in their child's education. This is important to enable children to thrive and meet their potential. Parents have unique knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them.

It is therefore essential that we actively seek to work with parents and value the contribution that they can make. The work of professionals can be more effective when parents are involved, and account is taken of their wishes, feelings and perspectives of their child's development.

Adjustments for Special Educational Needs and Disability

The school is committed to improving access for pupils with additional support needs and will strive to make all reasonable adjustments where required. The Accessibility Plan is available from the school office.

Where a pupil has an Education, Health and Care Plan (EHCP), the school will provide, and implement effectively, education which fulfils its requirements in liaison with the Local Authority (LA) where possible. The school recognises the importance of early identification of special educational needs and disabilities.

Identification

In order to identify pupils who may need extra support the following may be taken into account:

- Information from a pupil's previous school/nursery
- Evidence from teacher observation and assessment
- Outcomes from a range of screening and assessment tools

- Reports from outside agencies such as Educational Psychologists, Occupational Therapists, Physiotherapists or Speech and Language Therapists
- Discussion with pupils
- Meeting with parents.

During a child's first term in Reception they are assessed with a baseline assessment. Teachers also assess children's progress against the Early Learning Goals for Reception, to determine if they are working at an emerging, expected or exceeded level of attainment. This has a focus on a child's holistic development, including their social, emotional and communication development.

Transitional meetings take place with Reception staff and Year One staff where this information is shared in order to aid the transition from Reception to Year One.

In Key Stage One, information is collected from standardised tests to monitor progress. The Learning Support teacher can also advise teachers of indicators that can show specific challenges such as dyslexia or dyscalculia. All children take the end of KS1 assessments in Year Two.

Teachers continue to assess children regularly within the daily classroom situation and alert the SENCo of any additional support need requirements.

Our provision of support

The cycle of planning, teaching and assessing that is central to every class in the school takes into account the wide range of abilities and aptitudes that the pupils bring to the school. The majority of pupils will learn and progress within these arrangements.

For the small number of pupils identified as having additional support needs, some extra provision may be provided in small groups or individually. Special Education provision means provision, which is a reasonable adjustment and additional to, or otherwise different from, the educational provision made generally for pupils of their age as part of the school's usual differentiated curriculum and strategies.

This provision may include:

Small focus groups, Lego Therapy, Language for Thinking, ELSA sessions (emotional literacy support), use of the colourful semantics for speech and language, The Zones of Regulation and The Alert Program, Growth Mindset, Drawing and Talking, regular movement breaks and sensory circuits.

Medical Conditions

The Villa endeavours to give every support possible to pupils with serious, ongoing medical conditions and keeps its facilities and provision under review. Regular planning and review meetings are scheduled with parents, the pupil, the pastoral team and any additional advice or support from external professionals is sought where required.

Emotional Wellbeing

The Villa provides a caring environment where emotional wellbeing is of the highest importance. Any issues which may affect this, such as bullying and discrimination, are not tolerated.

All members of teaching staff will do their utmost to identify concerns and provide appropriate support to pupils in school with emotional health needs. The SENCo, will put in place any reasonable advice given by the relevant medical consultant or therapist to support the pupil in school.

Adjustment for Special Education Needs and/or disability

The school is committed to improving access for pupils with special needs and/or disability and will strive to make reasonable adjustments. However, we do recognise that there may be instances where alternative provision may be in the best interests of the child; this will be discussed with parents/carers and will involve the whole team around the child. The Accessibility Plan is available from the school office. Where a pupil has an EHCP, the school will aim to provide, and implement effectively, education which fulfils its requirements.

Children with English as an additional language

Children who are deemed to have English as a second or additional language, will be offered support provided by the staff as appropriate. Pupils 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. Parents/carers will also be provided with support and

alternative forms of communication that ensure understanding and clarity of information.

PROCEDURES

In the light of Government guidelines within the Special Educational Needs Code of Practice (SEND Code 2014) the school procedures reflect the graduated approach to the identification of, and provision for, pupils who may need extra support for learning, identified in the following cycle:

Assess, Plan, Do, Review

Assess

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. As part of the assessment process, we have formative and summative procedures which help to assess children's individual needs. These procedures include:

- ongoing and regular observation of children's learning and development;
- close monitoring of progress against precise Specific, Measurable, Achievable, Realistic and Time Bound targets (SMART);
- staff consultation with the SENCo and their observations of children;
- review meetings;
- consultation with parents and children;
- appropriate marking criteria; and
- input from external sources (e.g. previous school, Educational Psychologist, Counsellor)

Plan

Teachers are expected to show planned differentiation within their lessons, reflecting individual pupils' needs as identified from the assessment processes above. Support Plans are established for those pupils identified with SEND in liaison with the SENCo and parents, taking the child's view into account.

Do

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Through discussion with the SENCo, pupils may be invited for support in a small group or individually for specific learning programmes/precision teaching.

Through involving all relevant staff, the pupils themselves and their parents in the target setting process, there may follow a recommendation that parents seek assessment by an external specialist (most likely an Educational Psychologist or Speech Therapist).

Review

Informal review of individual progress and provision happens constantly within the cycle. This is supported by formal regular review meetings of academic progress and regular review of Support Plans and provision maps (see below) with the input from parents and external agencies when possible. The overall impact of support is reviewed, and plans are revised in light of outcomes.

Provision Maps

Teaching staff and the SENCo discuss how differentiation is planned and implemented within each year group. This is recorded on a Provision map.

Wave 1: Quality First Teaching

Wave 2: Wave 1 plus additional, time-limited, tailored intervention support programme

Wave 3: Wave 1 and Wave 2 plus increasingly individualised programmes.

The Provision Maps and Support Plans are a record of the provision planned to enable the pupil to make progress towards specific targets. The Support Plan will identify:

The child's particular challenges

Overall aims (longer term targets)

Short term-targets

Success criteria

Planned provision/strategies

Monitoring arrangements

Parental Involvement

Review date

Outcomes (to be recorded as targets are achieved or at the review)

Review Cycle

While the setting and reviewing of short-term targets within Support Plans is a continuous process, the plans are reviewed formally termly (this can vary depending on individual need and involvement/advice from external professionals)

Parents are invited to consultation meetings and new plans are drawn up.

Referral process

Challenges faced that impact a child's progress, or any specific needs of an individual child, can be raised by parents and teachers and discussed informally with the teacher, SENCo or Head Teacher at any time. If a child continues to face challenges with high quality, differentiated teaching already in place within the classroom, teachers will liaise with the SENCo, looking at the most appropriate support going forward (see Wave 1, 2 and 3 above).

If we still feel the child requires more targeted or specialist support, we may seek advice from other professionals, with parents' consent, using Southwark's Early Help Form. The SENCo and parents will carry out analysis of the child's needs using this form.

The aim of Early Help is to help to identify the needs of the child and promote a coordinated service provision. This is sent to Southwark who will decide which professionals may then be involved.

When other professional and outside agencies are involved a Team Around Child will be formed (TAC) to consolidate and coordinate the delivery of support to the child by all practitioners and professionals involved. As a result, the family and practitioners have a clear assessment and record of needs, strengths and actions that are shared, build on and reviewed recorded in a Delivery Plan. The identified person (SENCo) will be responsible for co-ordination of the service delivery.

With support from the SENCo all teachers are responsible for implementation of plans and programmes agreed as part of SEN support. The support should

be reviewed regularly in line with the agreed date with parents and other professionals involved. We are aware that many families may wish to pursue assessments privately from professionals such as Speech and Language Therapists, Educational Psychologists and Paediatricians.

Education Health and Care Plan (EHCP)

The majority of children with SEN will have their needs met within the school. Some children who have more complex needs and continue to face challenges in any area of their development, may require co-ordinated assessment of their needs in the form of an Education, Health and Care plan.

An EHCP is a legal document describing all child's needs within education, health and care, the provision to meet those needs and the suitable education placement. Where a child has an EHCP, the local authority must review the plan minimum every twelve months.

Local Offer

Local Offer consolidates information, services and provision available for children and young people with SEN and Disability in the local area. You can view the local offer at <http://localoffer.southwark.gov.uk>

Transition

The school will support the transition of children with SEND on admission, moving on to the next class or key stage and in preparation for a new school or setting. To support the transition, we share the information about the child with the receiving setting or school and we organise transition meetings or/and home/school visits. Specific records such as support plans, reports will be shared with the next school via the parents. The Villa keeps a record of any SEN records in accordance with our data retention schedule.

Concerns and Complaints

It is hoped that any difficulty can be sensitively and efficiently handled at an early stage. However, if parents do not believe that their concerns have been dealt with to their satisfaction, the Complaints Procedure, which is available via the school office, explains how to pursue the matter further.