



EAGLE HOUSE
SCHOOL

Academic Year 2023 - 2024

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EAGLE HOUSE
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES
and
ENGLISH AS AN ADDITIONAL LANGUAGE
POLICY DOCUMENT

Vision

For all children at Eagle House to have access to the right tools at the right time to enable them to flourish and be their best, through staff that are well trained, knowledgeable, skilled and confident to deliver high quality teaching and learning for all.

Eagle House supports pupils with a range of special educational needs and disabilities (SEND) to enable them to access the curriculum. In helping children with such difficulties, Eagle House implements an approach to support their learning, broadly following the Government's Special Educational Needs and Disability Code of Practice 2015.

This policy refers to and is guided by:

- The Children and Families Act 2014
- The Equality Act 2010
- The Special Educational Needs and Disability Code of Practice, 0-25 years, 1 January 2015 (SEND Code 2015).
- Handbook for the Inspection of Schools Regulatory Requirements (ISI – September 2023)
- The Early Years Foundation Stage: Statutory Framework (Sept 2017)
- Keeping Children Safe in Education September 2023

Aims

Our aim is to support the needs of every child; our inclusive approach requires careful, differentiated planning by teachers to ensure that all children access the curriculum effectively. Whilst Quality First Teaching is our priority, with every teacher being a teacher of SEND, the importance of support from family and external professionals cannot be overstated.

Objectives

At Eagle House, we are committed to providing an education that enables all children, including those with SEND or EAL, to make progress. Therefore, our aims are as follows:

- To be committed to inclusive, high quality teaching.
- To ensure that every teacher is responsible for each child's Special Educational Needs, with support from the Learning Support Department.
- To teach all children in an environment which promotes positive attitudes and high expectations, and where they are equally valued by staff and peers, regardless of their Special Educational Need or Disability.
- To ensure that children with a Special Educational Needs or Disability are identified and thoroughly assessed at the earliest opportunity.

- To provide a graduated response: to assess, to plan, to do, to review.
- To liaise and collaborate closely with parents, external specialists, members of staff and the children themselves.
- To ensure that all staff understand fully the diversity of children's needs and respond to them through flexible and varied provision.
- To give support to staff so that the children's needs can be met in the mainstream classroom.
- To provide a clear differentiation of the curriculum, enabling all children to experience success and develop their self-esteem.
- To endeavour to ensure that each child with a Special Educational Need or Disability progresses to a suitable Secondary school where his/her current needs will be met.

Definitions

"Special Educational Needs" and "Learning Difficulty" as defined by the Education Act 1996 Section 312 are:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) 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
- (c) he or she is under compulsory school age and is, or would be if special educational provision were not made for him, likely to fall within paragraph (a) or (b) above"

"A child is not to be taken as having a learning difficulty solely because the language (or form of the language) in which he or she is, or will be, taught is different from a language which has at any time been spoken in his home."

As defined by the Equality Act 2010 Section 6 a person has a disability if he or she:

- (a) has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."

Special Educational provision is 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 LA, other than special schools, in the area. A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression. There will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen. The school provides subject matter which is appropriate for the ages and aptitudes of pupils so that all pupils, whatever their ability and need, have the opportunity to learn and make progress.

Learning difficulties may affect children of any academic ability and may become apparent for the first time at any stage of education, particularly when curriculum pace and pressures increase. Although we acknowledge that not all children with a disability have a special educational need in line with the above definition, we understand our statutory duty and will make reasonable adjustments to include all children and their families, where appropriate.

Admissions and SEND

Eagle House welcomes children with special educational needs and disabilities, providing that we can offer the level of support that they require. To this effect, parents with pupils with SEND or suspected learning difficulty must share relevant professional reports at this time to inform us of any potential need for support. This is set out in the school's admissions process. Every child is given due consideration and are discussed thoroughly so that it is clear as to what reasonable adjustments can be made to support the child.

Eagle House's Learning Support department is staffed by specialists who are able to support children with mild learning difficulties such as dyslexia and ADHD. However, we do not have the facilities to offer highly specialised and intensive treatments.

Identification and Assessment

If there is a concern from a parent or teacher regarding a child's academic attainment or progress during a child's time at Eagle House, the following areas will be looked at:

- Teacher observations and discussions
- Parent observations and views
- CAT testing in years 1 to 8
- English and Maths assessments from Year 1 onwards
- Exam results
- Evidence from class work
- Any available screeners
- Proficiency in English (Department for Education descriptors)
- Pre-existing assessments from Specialist Teachers, Educational Psychologists, Clinical Psychologists, Occupational Therapists, Behavioural Optometrists, Speech and Language therapists or paediatricians.

Graduated Response

If staff observe that a child, as specified by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. Lack of progress can be characterised by:

- progress which is significantly slower than that of a child's peers, starting from the same baseline
- progress which fails to match or better the child's previous rate of progress
- progress which fails to close the attainment gap between the child and peers

Quality First Teaching (QFT)	Quality First Teaching for all pupils makes up the daily repertoire of teaching strategies and techniques that ensures pupils' progression in learning. It includes high quality planning, teaching and guided work that is pitched at appropriate levels for differing groups within the class. This is called differentiation and each child is challenged to reach their full potential.
Monitoring	If children are identified as falling behind age related expectations, they are monitored and intervention work may be put in place. The support is put in place for these children to meet National Expectations and is reviewed after 6-8 weeks. These groups tend to be smaller clusters of children with similar needs. Interventions are discussed with parents and extra interventions are recorded on our One Page Profile
SEN Register	If early interventions prove unsuccessful and the child continues to struggle, the Head of Learning Support may undertake some general assessments to help identify any specific traits. From this a child may be identified as having a Special Educational Need. Group Work may continue at a smaller ratio and in some cases the interventions may be 1:1. At this point parents or school may discuss exploring an assessment by an external professional such as Speech and Language Therapist, Educational Psychologist, Occupational Therapist. The cycle of assess, plan, do, review continues and a child having individual support will have a Individual Support Plan (ISP) which is reviewed a minimum of twice a year.
EHCP Education Health Care Plan	For a very small minority of pupils, progress through school interventions or reasonable adjustments do not provide adequate or appropriate support. After consultation with parents, all the relevant staff and involved outside agencies may decide to make a request for an Education Health Care Needs Assessment. This is lead by the school SENCO and is applied for through the child's home Local Authority.
Disability	If a child has a disability that does not impact on capacity to learn, he or she is recorded as having a disability on the SEND register. However, if a child has a disability which does have an impact on learning he or she would be given additional support. Both cases are monitored closely. Relevant training would always be given to the staff working with such a child. This could be diabetes or a physical disability.

- Additional support is provided in varying degrees from the pre-Nursery through to Year 4. Beyond Year 4 children are expected to work in class and to be able to cope with a long and busy day.

- Regular training for all staff and assistants is provided, together with ongoing in-service training based on current needs. Topical information from websites and the media is passed to all staff from the Head of Learning Support regularly.

Other Support

- Social and Executive Skills sessions are available through the Learning Support department where the school believes a child may benefit from some additional support. The Learning Support staff work closely with the child's tutor and teachers to identify specific areas to work on. In some cases, an Individual Support Plan may be drawn up to monitor and evaluate progress in these areas.
- Social, Emotional and Mental Health development of all pupils are closely monitored and supported through the Pastoral Care Group, Form tutors and ELSA trained staff. If deemed appropriate, referral to the school Counsellor or Play therapist can be made.
- Speech & Language and Occupational Therapy sessions can be organised at school by visiting therapists. Parents liaise directly with these therapists regarding their fees and terms. The Head of Learning Support organises the timetabling of the lessons and keeps in close contact with the visiting therapists on the child's progress.

Exam Concessions

- As children progress through the school, they may be eligible for some concessions or accommodations in school exams such as the use of extra time, a laptop or coloured paper.
- Any concession is decided upon by the Head of Learning Support and may require specific evidence from a specialist report such as an Educational Psychologist or Occupational Therapist. The school follows the Joint Council for Qualifications (JCQ) guidelines for access arrangements.
- Exam concessions can be granted for the ISEB pre-tests, this is decided by the Secondary School and parents are responsible for providing relevant documentation. Eagle House are unable to provide any additional documents than those readily available for the level of need of the child.

Facilities

- Specially adapted toilets for disabled children and adults are situated in the main school building, the Malan building, and the Golden Eagle Centre.
- There are lifts in the Malan building to enable access to the upper floor, and in the main school building to the surgery and sick bay.
- A ramp provides access to the upper floor of the Wotton building.
- Ramps can be put in place upstairs in the main school building to allow access to dormitories, and the school complies with the Accessibility Plan.
- Exterior ramps have handrails and non-slip surfaces.
- All outdoor playing fields and indoor sports facilities are accessible by wheelchair.

- Changing for girls into games kit can be accommodated in the disabled toilet. The boys' changing room is on the ground floor.

Evaluation

The effectiveness of the SEND provision is monitored through:

- General class and subject assessments and exams,
- Annual spelling and reading tests for pupils who receive one to one support,
- Progress achieved through targets on termly Individual Support Plans,
- Observation of classwork by the Learning Support team,
- School exams and assessments,
- Feedback and evidence from class teachers

Consultation with parents

We will do all that is reasonable to report and consult with parents about their child's SEND and learning needs. We will ensure that all of a pupil's teachers are given necessary information about a child's strengths and difficulties so that their teaching practices are appropriate. All members of staff are aware of the school's procedures for identifying, assessing and making provision for pupils with SEND and recognise that it is their responsibility to seek out and share information with parents, colleagues (as appropriate) and the SENDCo. Parents may discuss any concerns which they have with a pupil's teacher at any point during a term but also have the opportunity formally at Parent-Teacher Meetings. Parents of pupils who are receiving support from the Learning Support Department are invited to meet the relevant Learning Support teacher each term to discuss the pupil's progress towards the agreed targets. The Learning Support Department operates an open-door policy and the SENDCo is available to meet with the parents of any pupil to help with any concerns regarding learning at any time with prior arrangement.

The Teaching and Learning Committee meet to discuss academic matters and the Pastoral Care Group meet to discuss the well-being of the children, on a weekly basis. The Head of Learning Support attends these meetings where children who are of concern are raised and discussed. Minutes are circulated to all staff to ensure dissemination of information and that any appropriate action or intervention is implemented.

Eagle House Learning Support Department

Eagle House Learning Support comprises of staff split across the Junior and Middle school. The head of department is Emma Stacey. The Junior school (N to Year 4) is supported by 2 qualified teachers who has specialism in Dyscalculia and and one has Level 5 in SpLD. Teaching assistants and class teachers plan and deliver tailored support including ELKLAN (communication), Forest School, Fine Motor, Sensory development as well as academic support.

Learning support in Middle school is supported by 2 qualified Dyslexia teachers (Dip SpLD Level 5), qualified teacher with Dyscalculia specialism as well as specialist subject teachers who run Core Skills groups. The Head of Learning Support is qualified teacher and holds National Certificate for Special Educational Needs Coordinator. 4 Members of the Learning Support team are also undertaking training in coaching students with Executive Function difficulties.

Charging and remissions

Additional learning support and early intervention is provided within the universal school offer in year Nursery to Year 2.

If a child requires more specific interventions or specialist teacher support beyond Year 2, this is charged. The current charges for 1:1 are £25 per 30 mins, 2 sessions a week are usually recommended. Small group work within Learning Support are not charged. The charges for the sessions are set and reviewed by the Finance Department and are reviewed regularly. Parents will be notified of any changes to the charges. Fees are charged termly and invoiced at the end of the term. Parents are only charged for sessions the child attends.

Review

This policy is reviewed and ratified at least Annually.