

# Special Educational Needs and Disabilities Policy

incorporating:

Everybody Included: Special Educational Needs and Disabilities Code of Practice: 0 to 25 years published by the Department of Education and the Department of Health, July, 2014.

The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice, together with the Equality Act 2010. It applies to all pupils, including those in the Early Years Foundation Stage and Boarding Pupils. The policy should be read in conjunction with the Twyford School Policies:

Able Gifted and Talented Policy; Equal Opportunities; Reasonable Adjustments Policy including the Accessibility Plan; RSHE Scheme of Work and Policy; EAL Policy; Vision, Aims and Curriculum Policy; Safeguarding/ Child Protection Policy and Behaviour policy.

Twyford is a School:

- Where we promote an enduring love of learning.
- Where each child is respected as an individual.
- Where we engender a clear appreciation of the traditional ethical and spiritual precepts of our Christian foundation.
- Where children feel safe and unconditionally valued.
- Where excellence is identified and where each child may extend themselves.
- Where staff are our most cherished resource.
- Where pupils engage with technology as a means of extending systematic enquiry.
- Where there is a partnership between staff, pupils, parents and governors.

Written By:	Jo McCusker	NOVEMBER 2024
Reviewed By:	Jude Ramshaw Abbey Fecher	December 2024
Approved By:	Olaf Mathar	Autumn 2024

	Governors A&PC Comm	February 2025
--	---------------------	---------------

### Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
EYFS	Early Years Foundation Setting

This Policy is for the whole School, Early Years Foundation Stage and Boarding

## Contents

1. Introduction and Aims .....	4
2. School's Objectives .....	4
3. General Admissions Policy .....	4
4. Special Needs Provision .....	5
5. Aims of the Hub (Prep) and Squirrels (Pre-Prep) .....	7
6. Identification of Children with Special Educational Needs/Disabilities .....	7
7. SEND Register .....	8
8. A Graduated Approach to SEND Support .....	10
9. Children who Require Special Provision due to Physical and Medical Reasons .....	10
10. Provision for Children with Behavioural Issues .....	11
11. Liaison with Other Schools .....	11
12. Record Keeping and Communication with Staff .....	11
13. Policy on SEND Resource Allocation .....	11
14. In-Service Training for SEND .....	11
15. Internal Complaints Procedure for SEND .....	12
16. Departmental Review and Future Developments .....	12

## 1. Introduction and Aims

The aim of the policy is to detail the provision that the school makes for children with special educational needs, in order for such children to reach their full potential. The policy makes it clear that the provision for SEND pupils is the responsibility of all staff at the school and that, in order to maximise the provision, it is essential that there is good liaison between staff, parents, outside agencies and the children themselves.

Twyford School believes that all of its pupils should have the opportunity to thrive and endeavours to support those who at some stage in their schooling need additional support to do so.

The Hub (referred to as Squirrels within the Pre-Prep) is an integral part of Twyford School. Hub staff work with children and teachers throughout the school. The emphasis is on identifying and supporting children with Special Educational Needs (SEN) in partnership with subject teachers, class teachers, tutors, support assistants, parents and outside agencies where appropriate.

## 2. School's Objectives

The school's objectives in relation to SEND are:

- To have high expectations of all children to meet their individual needs, in order that they have full and equal access to a broad and balanced curriculum and make progress which compares well with the progress made by other children in school.
- To enable each child to become an effective learner, increase their self-esteem and self-image and ensure that they achieve their full potential.
- To involve the parents, class teachers, subject teachers, Hub staff, outside agencies (where appropriate) and children, in decisions about the provision.
- To make the best use of the available resources (both human and material) for helping children with SEND.

## 3. General Admissions Policy

Initial screening of prospective pupils may take place during the admissions process as part of an Assessment/Taster Day. If we have concerns about a child before he or she starts at Twyford, as a result of our assessment procedures, the parents are informed. A number of children will join us with their needs already assessed. The Parent Contract and Assessment/Taster Day Questionnaire requires parents to

inform the School of any assessments and/or provision made for SEND in previous schooling or childcare setting.

There is no discrimination on the grounds of race, creed or gender. A child will only be refused entry if there are no spaces in the appropriate year group or if the assessment prior to entry indicates that Twyford cannot make the appropriate provision for a particular child. The school recognises that it must be prepared to make reasonable adjustment to accommodate the needs of any prospective pupil.

The school buildings have not been fully adapted for wheelchair users but all recent new buildings have wheelchair access. For pupils with an Educational Health and Care Plan we will endeavour to provide an education which meets their needs as specified by their EHCP. It is likely that some pupils in possession of an EHCP cannot be accommodated at Twyford School due to their needs being beyond the resources available, requiring greater readjustment than is reasonable. Where possible, this will form part of discussions during the admissions process.

## 4. Special Needs Provision

### 4.1 Teacher Staffing

All staff at Twyford are responsible for teaching children with special educational needs. All of our teachers are trained to work with children with SEND. All staff have access to advice, information, resources and training to enable them to teach all children effectively.

Class teachers are responsible for:

- Providing high quality, inclusive teaching for all pupils
- Assessing pupil's needs and planning appropriate adjustments to match the outcomes identified for the pupil (in liaison with the SENDCO, Pre-Prep Learning Support Teacher, parents, carers and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum and scaffolding the learning to support all pupils
- Retaining responsibility for all the pupils, including working with the pupils daily
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- Directly liaising with parents and carers of pupils with SEND

The co-ordination of that provision and specialist teaching for some of the children is undertaken by the Hub for the Prep School and Squirrels for the Pre-Prep.

Mrs. Jo McCusker is the Head of Hub and Prep SENDCO. She has the day-to-day responsibility for coordinating support for students with special educational needs (SEN) and disabilities in the Prep School. This includes working closely with class teachers, parents and outside agencies to ensure that the needs of these pupils are met effectively. She is also responsible for maintaining the SEND register. The SENDCO Supports class teachers and oversees the development of Individual Learning Plans in devising strategies, implementing targeted interventions and setting targets appropriate to the needs of the pupils. She contributes to staff development, arranges special exam accommodations, and collaborates with the Pre-Prep SENDCO. The SENDCO works in closely with the Pre-Prep SENCo (Squirrels) to ensure opportunities for early intervention within the Pre-Prep.

Mrs Gabby Burke is the Pre-Prep and EYFS SENDCO. As we recognise the importance of early intervention, Mrs Burke works closely with teachers, parents and external professionals to ensure early identification of pupils with potential SEND needs. She advises the Pre-Prep team on effective strategies for working with children with SEND, develops and oversees individual learning plans and ensures appropriate interventions are implemented. The Pre-Prep SENCO works closely with and under the direction of the Head of Hub to set strategic direction and development of SEND for Pre-Prep and EYFS pupils.

#### 4.2 Specialist teachers:

In the Prep: Mrs Jo McCusker;

In the Pre-Prep: Mrs Gabby Burke

Assistant Head, Wellbeing Miss Pippa Higham,

Higher Level Teaching Assistant: Mrs Julie Green

Emotional Literacy Support Assistants: Ms Lorena Ross (Prep), Mrs Louisa Baker, Mrs Cheryl Morgan - Sagar, Mrs Antonia Bristowe, Mrs Kim Merry and Mrs Marisa Pike (Pre-Prep).

A number of other trained Teaching Assistants and Early Years Practitioners work either in The Hub or Pre-Prep in small support groups, or support with individuals in class and out on visits.

#### 4.3 External Professionals

We occasionally involve suitably qualified external professionals to come into school to offer support to individual children whose needs are such that they cannot be met by the staffing resources of the school. This additional provision is likely to follow advice from an Educational Psychologist or Specialist Teacher, and could include Occupational Therapist, Play and Behavioural Therapist, Speech and Language Therapist and Dietician. Such staff are employed by parents based on private arrangement. If

granted use of school premises, external staff will operate within our security clearance procedures (with regard to Child Protection and Safer Recruitment Policies).

## 5. Aims of the Hub (Prep) and Squirrels (Pre-Prep)

The aims are:

- a. To ensure those children with Special Educational Needs and Disabilities have identified at the earliest opportunity barriers to learning and participation for pupils with SEND;
- b. To ensure that every child experiences success in their learning and achieves to the highest possible standard
- c. To initiate assessments of children's Special Educational Needs and Disabilities when it is considered appropriate. Some assessments based on class teacher's concerns are done by suitably qualified members of the Hub. A concern *could* if necessary, result in a referral for external assessment by outside agency professionals.
- d. To enable all children to participate in lessons fully and effectively
- e. To provide small group sessions where necessary to enable a child to progress. This could be in the Hub/Squirrels or based in the classroom.
- f. To value and encourage the contribution of all children to the life of the school.
- g. To identify a child's strengths and needs from the assessment and ensure all involved with the child are aware of these and how best to support the child.
- h. To work with the Governing Board to enable them to fulfil their statutory monitoring role.
- i. To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- j. To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

## 6. Identification of Children with Special Educational Needs/Disabilities

6.1 Twyford aims to identify children with Special Educational Needs and Disabilities as early as possible so that if necessary, extra provision can be initiated.

6.2 Pupils participate in reading, writing, spelling and Mathematics assessments so that progress can be monitored by teachers, and any concerns are regularly passed on to the Hub staff. Individuals who may require extra provision can then be assessed by the Hub team.

6.3 Pupils for whom English is an additional Language. At Twyford we take all reasonable steps to provide opportunities for children whose first language is not English. The children are encouraged to speak their first language at home and are supported to reach a good standard in English at school. The Head of Hub,

Mrs Jo McCusker communicates closely with form teachers, tutors, subject teachers and parents. Individual decisions about specific support for EAL issues are made in each case. It is unusual for the School to have children who are not fluent in English regardless of other language abilities and backgrounds. In the case that a pupil is unable to access the curriculum comfortably in English a specific support programme is put in place. The creation of such a plan will be supported by opinion and advice from the specialist teachers, class teacher, the Head of Hub/Head of Pre-Prep and parents of those pupils. Please also see EAL Policy, Aims and Curriculum Policy, and Equal Opportunities Policy.

## 7. SEND Register

### Category of Needs

#### 7.1 Communication and Interaction

Children with communication and interaction needs may struggle to communicate with others and/or struggle to understand what others are trying to communicate to them. Examples of SEND needs that fall under this category include Speech, Language, and Communication Needs and autistic spectrum disorders (ASD).

Where children have communication and interaction needs, they may become frustrated as they struggle to communicate with others or understand what others mean.

#### 7.2 Cognition and Learning

‘Cognition and learning’ refers to a wide range of SEND needs. They are divided into two broad categories. The first is ‘learning difficulties’, which means that children learn at a slower pace than their peers. This usually means a child with learning difficulties will be at least 2-3 years behind the typical learning profile of a child the same age.

The second broad category is specific learning difficulties (SpLD) which affect more specific aspects of learning. SpLD needs are more common and include examples such as dyslexia and dyscalculia.

Although there are individual variations for specific types of SpLD, common difficulties also exist. These include weaker working memory (the ability to hold information temporarily for use in completing a task) and challenges with practical aspects of life, such as time management and personal organisation. Despite these difficulties, children (and adults) who have SpLD needs may also have areas of comparative strength, such as creativity.



### 7.3 Social and emotional mental health difficulties (SEMH)

Children with SEMH difficulties typically struggle with social skills and/or managing their emotions, which may affect their ability to develop and maintain healthy relationships with others. This, therefore, affects their experience of education.

There are also medically diagnosed conditions associated with SEMH difficulties. Attention Deficit Hyperactivity Disorder (ADHD) is perhaps the most well-known and is a lifelong condition.

### 7.4 Sensory and/or physical needs

Children with these needs have a sensory need or disability that means they need additional support and perhaps equipment to access education. There are five categories within this final group:

1. Visual impairments
2. Hearing impairments
3. Multi-sensory impairments.
4. Sensory processing difficulties.
5. Physical disability.

The School follows the guidelines in the SEND Code of Practice 2014 and has a register for pupils with Special Educational Needs and Disabilities. The SEND Register is stored in iSAMS, using the following categories:

- Blue star - Child's progress is being monitored, by class teachers and Hub staff, because concerns have been expressed or because the child has just finished an intervention.
- Yellow star - The child is having some form of support – this may be in-class support, or a number of hub lessons will be allocated according to need. When the intervention has ended the child will be moved to a blue star for a term and then off the register if there are no further concerns.
- Red star - Pastoral concerns. This list is maintained by Miss Pippa Higham, Head of Pastoral Care.
- Grey star - The child has English as an Additional Language. A child may or may not be having support to develop English.

A pupil will exit the register when they have been monitored on a blue star for at least a term and no further concerns have been raised.

## 8. A Graduated Approach to SEND Support

- a) An initial informal conversation may be held between a teacher and the SENDCO/Prep-Prep Learning Support Teacher, or parent and SENDCO/Pre-Prep Learning Support Teacher and at this stage initial advice will be given.
- b) The pupil's teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. They will inform parents of any concerns regarding progress and attainment.
- d) If progress continues to be a concern, a decision may be made to carry out some diagnostic assessments at this stage, either by the SENDCO or specialist assessor. If a SEND is identified, the pupil will be added to the Learning Support register, information about their needs shared with staff and targets identified for specific attention.
- e) Pupils in Years 1- 8 who have had an assessment with a specialist assessor may also have an Individual Learning Plan Passport (depending on complexity of needs). This document summarises the specialist's findings in a way that is easily accessible to both parents and staff. Parents are asked to contribute to this document to give a well rounded view of the child. This should be used by teachers to inform and review planning, and assess curriculum delivery.
- f) Parents will be informed of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

If it is decided that Twyford School had done all it can to meet a child's needs and the child is still not making the personal progress required, then a discussion would be held with parents and any other appropriate professionals as to the next step.

## 9. Children who Require Special Provision due to Physical and Medical Reasons

The school recognises that children with medical conditions should be properly supported so that they have full access to education including trips and PE. Twyford Prep School has a full-time Senior Matron who closely monitors the well-being of all pupils in the school. These children will be included on the school's SEND Register if the medical or physical condition of the child is affecting the learning of that child. Where a child has a medical condition which means they are disabled the school will comply with its duties under the Equality Act (2010).

## 10. Provision for Children with Behavioural Issues

Where a pupil is placed on the SEND Register due to an additional need, due regard will be shown to their specific difficulties when managing disciplinary incidents. For Prep pupils, Miss Pippa Higham, Head of Pastoral Care and for Pre-Prep, Miss Claire Smith, Deputy Lead Pastoral will always be involved, together with the Senior Matron, where applicable and Head of Hub.

## 11. Liaison with Other Schools

Prior to entrance exams the SENDCO will ensure senior schools are aware of any access arrangements to which children are entitled and will discuss individual needs as necessary.

## 12. Record Keeping and Communication with Staff

12.1 The SEND register is maintained on iSAMS and regularly (at least termly) updated by Hub staff. It contains the names and needs of all the children on the register as well as the flag colour.

12.2 All children who are on the hub register will have an Individual Learning Plan (ILP). This is an important document that gives a picture of strengths, indicators of potential learning needs, a checklist of strategies and the support the child is currently receiving.

12.3 If an Educational Psychologist or other external professional report is received, the guidance contained within will be transferred onto an Individual Learning Plan. Such documents are the property of parents who have paid for the assessments, but they are encouraged to give their permission for the school to upload them to iSAMS and share key points with staff to enable them to support the child appropriately.

## 13. Policy on SEND Resource Allocation

The Head of the Hub bids annually for funds. The Bursar, Headmaster and governors make a decision as to the allocation of funds, and Department Heads are then informed as to the amount that each Department has been allocated.

## 14. In-Service Training for SEND

14.1 Hub staff can request, or be directed as professional development to attend training which is relevant for their role.

14.2 The head of the Hub contributes to the in-service training of all staff, including updating staff on new legislation, changes in practices within the Department and individual pupils' needs.

14.3 Training for the Learning Assistants: This is the responsibility of the Head of the Hub in conjunction with the Head of Teaching and Learning and Head of Pre-Prep.

## 15. Internal Complaints Procedure for SEND

If parents have a complaint about SEND provision they can contact the Head of the Hub, the Deputy Head, the Head of the Pre-Prep or the Headmaster. The parents will either be invited into school to talk over the complaint or be contacted by email or telephone. Once the matter has been dealt with, a summary of the complaint and the resolution of the matter will be documented in the particular child's file. All complaints should follow the published Twyford School Complaints Policy.

## 16. Departmental Review and Future Developments

A review is conducted each year by the Head of Hub and this is discussed with the Headmaster and the targets that evolve from this process then form the basis for any changes that are made to the Department in the following year. These are listed in the Hub Development Plan. We endeavour to continue to improve resources and facilities for the provision of Hub in accordance with the School Development Plan.