



Twyford School

SEND Policy

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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.

Dr Steve Bailey
Headmaster
Reviewed June 2019

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This policy should be read in conjunction with the Twyford School Policies:

Able Gifted and Talented Policy

Equal Opportunities

Accessibility Plan

PSHE Scheme of Work and Policy

EAL Policy

Vision Aims and Curriculum Policy

Behaviour policy

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1. INTRODUCTION

Twyford School believes that all 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.

Our SENDCO is Mrs Kathleen Digby BEd Adv Dip SEN and she can be contacted via the school office. She is responsible for overseeing the running of the Hub where any child can seek additional support and where some children will have specific support for any difficulties they may be having.

This policy was reviewed in November 2014 to take into account the Special Educational Needs and Disabilities Code of Practice (SEND): 0 to 25 years published by the Department of Education and the Department of Health, July, 2014. It was further updated in June 2016 and again in December 2018

The Hub is an integral part of Twyford School. Hub teachers work with children and staff 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. AIM OF THE POLICY

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.

3. DEFINITION OF SEND IN RELATION TO TWYFORD SCHOOL

A child at Twyford is defined as having a Special Educational Need or Disability if he or she requires some educational provision that is additional to, or different from, the educational provision made generally for other children in the school in the same year group. These needs could take the form of speech, language and communication needs, cognition and learning needs, sensory needs such as hearing, visual or physical impairments or social emotional and mental health needs. However not all children's needs will clearly fit into one category and so the emphasis must be on meeting needs rather than trying to allocate a label. Children may have special educational needs either throughout their time at Twyford or for only part of the time they attend the school.

4. SCHOOL'S OBJECTIVES

The school's objectives in relation to SEND are:

- To meet the individual needs of all children in order that they have full and equal access to a broad and balanced curriculum. By doing this we aim to enable each child to become an effective learner, increase their self-esteem and self-image and ensure that they achieve their full potential. Children who are gifted are also recognised as having an additional need. The identification and provision for able, gifted and talented pupils is the responsibility of the Assistant Head (Teaching and Learning), Mr Tom Parsons and in the Pre-Prep Mrs Karen Rogers (Head of Pre-Prep). For further information see able, gifted and talented policy.
- To satisfy the requirements of the Education Reform Act 1988 and subsequent amendments to this Act, that all children should have equal access to the National Curriculum (or the Twyford Curriculum where the National Curriculum is not followed by the school), taking into account children's strengths and weaknesses. This means that teachers may be required to differentiate by task or outcome for children with SEND. It is the responsibility of teachers to respond to children's diverse learning needs with quality first teaching.
- To involve the parents, class teachers, subject teachers, Hub staff, outside agencies (where appropriate) and children, in decisions about the provision.

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- To make the best use of the available resources (both human and material) for helping children with SEND.
- To have regard to the Special Educational Needs and Disability Code of Practice (DfE and DFH, 2014).
- To have regard to the Disability Discrimination Act (DDA), 1995 – this Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have SEND, but may still have rights under the DDA. We will assess each child on an individual basis and make the appropriate provision, based on identified needs. We have regard to the Equality Act 2010.

5. GENERAL ADMISSIONS POLICY

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, although the school recognises that it must be prepared to make reasonable adjustment to accommodate the needs of any prospective pupil. The school has a Hub with some specialist resources for children with SEND, as detailed in this policy. 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.

6. SPECIAL NEEDS PROVISION

6.1 Teacher Staffing

Although all staff at Twyford are responsible for teaching children with special educational needs, the co-ordination of that provision and specialist teaching of some of the children is undertaken by the Hub. The Head of the Hub is Mrs Kathleen Digby. She is responsible for coordinating all special needs provision within the whole school. She has the following responsibilities, in addition to the normal duties of a Head of Department at Twyford School:

- managing the day-to-day operation and application of the SEND policy;
- liaising with Mrs Paula Bailey, Head of EAL, who has responsibility for coordinating the provision for and supporting the children for whom English is an Additional Language (EAL);
- supporting and advising colleagues;
- overseeing the records of all children with SEND;
- coordinating communication with parents (together with other Hub staff);
- acting as the School's link with external agencies and other support agencies;
- monitoring and evaluating the SEND provision, and reporting to the Headmaster and governing body;
- managing a range of resources both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributing to the professional development of all staff, including in-service training;
- identifying pupils who might need special access arrangements in internal and external exams and taking the necessary action to ensure these arrangements are put in place.
- monitoring, together with the other Hub staff, Head of English, Heads of Years, Head of Paired Years and Head of Pre-Prep, the annual progress of all children in the school with regard to reading and spelling and monitoring in more detail the progress of all children on the Special Educational Needs and Disabilities Register.

The Hub has the following part-time members:

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Specialist teachers:

In the Prep: Mrs Paula Bailey (also Head of EAL)

In the Pre-Prep: Mrs Joanne Copley.

Support assistant: Mrs Jenny Fowles

The professional responsibilities of teaching staff in the Hub are the same as for those of teachers in the school in general. The Hub staff liaise with the Senior Deputy Head, Mr. Alistair Gibb; Deputy Head, Mrs. Fiona Kelly; Assistant Head (Teaching and Learning), Mr Tom Parsons, Head of Pre-Prep, Mrs. Karen Rogers.

6.2 Support

Classroom Assistants work under the direction of the Heads of Department and Class Teachers, although the Hub staff are also consulted as and when appropriate. The Classroom Assistant will work with all children but the provision of such staff ensures that Class Teachers or the Classroom Assistant will have more time to work with children who might require additional support within the classroom.

6.3 External Professionals

We occasionally make school premises available for 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. 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).

7. AIMS OF THE HUB

7.1 The aims of the Hub are:

- a. To ensure those children with Special Educational Needs and Disabilities are identified as early as possible and action taken to meet their needs.
- b. 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.
- c. To identify a child's strengths and weaknesses from the assessment and ensure all involved with the child are aware of these and how best to support the child.
- d. To provide individual or small group sessions where necessary to enable a child to progress. This could be in the Hub/Squirrels or based in the classroom.
- e. In the prep school to provide a place where any child, regardless of ability can come to seek support.

8. IDENTIFICATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/DISABILITIES

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

Initial screening of children on the school waiting list to join the School may take place. 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 requires parents to inform the School of any assessments and/or provision made for SEND in previous schooling.

Various forms of testing and assessment are employed in the normal course of teaching. The information provided by all these assessments, as well as information from the class and subject teachers, and or the parents, can alert the Hub staff to a child who has SEND.

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Children will have reading and spelling tests 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 Hub teachers.

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 Kathleen Digby, liaises with Mrs Paula Bailey, Head of EAL, who is responsible for coordinating the assessment of pupils with EAL and who monitors their progress. Mrs Bailey 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.

9. SEND REGISTER

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 intervention – the number of 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 Mrs Sally Johnson.
- 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.

10. A GRADUATED APPROACH TO SEND SUPPORT

At Twyford we adopt a graduated approach to SEND support. An initial informal conversation may be held between a teacher and the SENDCO or parent and SENDCO, at this stage initial advice will be given.

If concerns continue because the child has still not made progress, the teacher will fill in a concerns form stating what actions have already been taken, who has already been consulted and the level of success and provide samples of the child's work to the SENDCO. The SENDCO will then make contact with the parents and invite them in to meet with the SENDCO and any appropriate teaching staff. At this meeting action points will be agreed which could take the form of- actions to be carried out by class teacher and parents, further assessment by Hub staff, additional support in class or within the Hub, or if necessary referral to an external agency such as Optometrist or Educational Psychologist. In the case of the Pre-Prep Mrs J Copley will take this action but if it is thought that an external agency needs to be involved then the SENDCO will be consulted and involved as necessary. If Hub staff carry out an assessment, then a further meeting with parents will be arranged where the implications of the assessment can be discussed.

At all stages close communication between parents, class teachers and the Hub is vital.

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If it was decided that Twyford School had done all it could to meet a child's needs and the child was still not making progress then a discussion would be held with parents and any other appropriate professionals as to the next step. The Headmaster or Head of Pre-Prep would advise on any other schools which might be appropriate and if necessary we would follow the statutory assessment process in applying for an Education Health Care Plan.

11. 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 has a full-time Senior Matron who closely monitors the well-being of all pupils in the school. Since she keeps an up-to-date Register, clearly displayed in both staff rooms of all children who might need special provision due to an allergy or a medical or physical difficulty, it is not felt necessary to include all these children on the school's SEND Register. These children, however, 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)

12. PROVISION FOR CHILDREN WITH BEHAVIOURAL ISSUES

If children show a pattern of inappropriate behaviour, to the extent it affects the child's or others' learning, then consideration will be given to the reasons behind this pattern. If there is a barrier to learning then steps will be taken to address this barrier and it may be decided that the child will be placed on the SEND Register. Reference will always be made to the Policy on Behaviour. Some children with behavioural issues will have an Individual Behaviour Management Plan (IBMP). 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. Mrs Sally Johnston, Head of Pastoral Care, will always be involved, together with the Senior Matron and Head of Hub.

13. 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 where necessary

14. RECORD KEEPING AND COMMUNICATION WITH STAFF

14.1 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 and which member of the Hub staff work with them if they have additional lessons.

14.2 All staff are expected to check the register to ensure they know which children are on it and then to further familiarise themselves with the needs of those they teach. This is done by checking the child's Individual Learning Plan (if they have one- which can be found on the school's portal under 'the Hub') and any reports on iSAMS. Confidential paper files such as results and reports of assessments, are also kept in the Hub office but it would be rare for a member of staff to need to see these.

14.3 If an Educational Psychologist or other external professional report is received, the guidance contained within will be transferred onto an Individual Learning Plan and staff who teach that child will be informed via iSAMS email that they should read this. 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.

15. POLICY ON SEND RESOURCE ALLOCATION

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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.

16. IN-SERVICE TRAINING FOR SEND

16.1 Hub staff can request to attend training which is relevant for their role

16.2 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.

16.3 Training for the Classroom Assistants: This is the responsibility of the Head of the Hub in conjunction with the Head of Teaching and Learning, Head of Pre-Prep and the Head of Middle School.

17. INTERNAL COMPLAINTS PROCEDURE FOR SEND

If parents have a complaint about SEND provision they can contact the Head of the Hub, the Director of Studies, the Head of the Pre-Prep or Middle School or the Headmaster. The parents will either be invited in to school to talk over the complaint or be contacted by letter 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.

18. 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.