



The Banda School

SEND POLICY



SECTION A – SCHOOL ARRANGEMENTS

Introduction:

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and / or Disabilities at The Banda.

The DfES Special Needs and Disability Code of Practice: 0 – 25 years (2015 – Updated April 2020) has been taken into consideration in the formulation of this policy.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational needs provision to be made for them. This provision is in addition to the educational provision made generally to children at The Banda. This covers all children at the school including those in Pegasus Early Years.

- a) A child has a learning difficulty if they have greater difficulty in learning than the majority of children of his or her age. He or she needs additional support to achieve learning targets or they have an Educational Assessment showing that they have Specific Learning Difficulties or below average scores in Literacy, Numeracy, processing speed or working memory. The Banda recognises that children with these difficulties will need additional educational support to help develop their study skills.
- b) A child will be considered to have a disability if he or she has a physical or mental impairment. They will be affected if the impairment has long term effects on their ability to carry out day-to-day activities.

At The Banda we are committed to offering a curriculum that can meet the individual needs of all its pupils including those with SEND.

Aims:

- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social communication or cognitive development.
- To ensure that the identified children are given appropriate support to allow full access to The Banda curriculum.
- To ensure that the identified children are included in all school activities in order to promote the highest levels of enjoyment and self-esteem.
- To ensure we are committed to safeguarding and promoting the safety and welfare of every child at the school.
- To involve parents, children, learning mentors and assistants in developing a partnership of support, ensuring that they have full confidence in the school's provision.
- Include children in making decisions about the types of intervention and target setting.

Objectives:

- To nurture the whole child's emotional, mental, social, physical and cognitive development
- To implement good practice in compliance with current legislation
- To provide a broad, balanced and suitably differentiated curriculum relevant to the child
- To demonstrate that meeting the needs of children's learning and behaviour is part of high quality education
- To plan for any child who may have SEND
- To conduct regular reviews of the children's progress
- To promote self-esteem and enthusiasm by encouraging independent learning at all levels
- To give every child the entitlement to a sense of achievement
- To identify, monitor and support children who need extra help and teaching resources as early as possible
- To work in collaboration with the child's parents and teachers
- Provide INSETS for teachers on inclusive education
- To help the child towards the best possible results in exams
- To regularly review the policy and practical arrangements to achieve the above

Roles and Responsibilities:

All members of the school community work towards the school's aims and objectives by using school procedures for identifying pupils with SEND and by partnership provision for pupils (see Section B Identification, Assessment and Provision). This is based on the recommendations of the Special Education Needs and Disability Code of Practice: 0-25 years January 2015.

The Head has strategic responsibility for overseeing the provision for pupils with SEND. The Head of Learning Development works closely with the specialist teachers in the Learning Development team, regarding all provision. The Deputy Head Academics, Head of Lower School and Head of Pegasus Early Years are also closely involved in the process. The Head of Learning Development is responsible for coordinating and managing provision within the Learning Development Centers for pupils with SEND. The Learning Development Centre consists of six full time and one part-time specialist teachers. We offer 1:1 lessons, group lessons and in-class intervention and parental guidance..

Coordinating and Managing Provision:

The Head of Learning Development is responsible for:

- The daily implementation of the school's SEND policy
- Liaising with and advising staff on SEND matters, maintaining the school database related to Learning Development received and the needs of children on the SEND register

- Updating staff on new information regarding children on the SEND register
- Coordinating the assessment of pupils with SEND
- Coordinating the provision for pupils with SEND
- Ensuring that children's targets and, in the case of children with Education Psychologist statements, Individual Educational Plans (IEPs) are implemented
- Liaison with parents and external agencies
- Attending appropriate INSETs
- Monitoring the progress of pupils with SEND through class observation, class assessments and standardised assessments
- Organising, overseeing and delivering of Learning Development on a daily basis
- Contribute to the school's INSET programme
- Administer individual assessments and reports
- Liaison with Director of Teaching and Learning to monitor those in need of Learning Development
- Liaison with future schools to provide information on children with SEND
- Encouraging an open door policy should teachers or parents wish to discuss their children
- Ensuring access arrangements for examinations are carried out – children requiring extra time and/or word processing, scribes, readers and prompts

Admission Arrangements for Pupils with SEND:

The Banda strives to be a fully inclusive school. All children are welcome, including those with SEND, so long as the school can give adequate provision to meet their needs and provided they can access the curriculum. We encourage and advise parents of children with SEN to discuss their child's requirements with the School at registration or during the admissions process so that we can ensure we are able to make adequate provision for them.

The child will be seen by one of the specialist teachers in the Learning Development team during a visit to The Banda so that they can undergo initial screening assessments. The results from these assessments will inform the decision with regards to whether or not their needs can be met by the Learning Development Centre. Children presenting with more severe SEND needs such as Neurocognitive Disorders or Neurodevelopmental Disorders will be required to have further assessment and support from a Learning Mentor.

The assessments and employment of a Learning Mentor will need to be carried out privately and at the parents' expense. The Banda will assist parents with contact details and recommendations of suitably qualified professionals and learning mentors. The needs of all pupils will be catered for within an inclusive environment.

SECTION B – IDENTIFICATION, ASSESSMENT AND PROVISION

Allocation of resources:

The Head of Learning Development is responsible for an allocated resource budget covering materials and resources needed to support children with SEND. The Learning Development Centre has hubs in the Upper School, Lower School and Pegasus Early Years. We are equipped with teaching and assessment resources designed to support children with SEND.

Identification, Assessment and Monitoring:

This follows a graduated approach, as required by the 2015 SEND Code of Practice.

Identification of Learning Difficulties:

- 1. Screening and Assessment.** All new entrants undergo a screening process, including standardised testing (Wide Range Achievement Test – WRAT - 5), to assess their learning profile. Those children whose screening results indicate that there may be an underlying learning challenge will be further assessed. These assessments will be administered by the specialist teachers in the Learning Development Centre and in some cases by external professionals.

Whole-school screening of reading and spelling takes place on a six monthly basis, every November and May (Years 1 – 4) and once per year in May (Year 5 - 8). Also taken into consideration are the results of whole school GL assessments,

- 2. Teacher Concerns.** If a teacher is concerned about the progress or behaviour of a child in his or her class, he or she should:
 - Discuss the issues with colleagues and informally with the Head of Learning Development if desired.
 - Discuss the issue more formally at year group or relevant staff meeting level as well as with either the Head of Pegasus Early Years, Head of Lower School or Director of Teaching and Learning.
 - Try to address the issue within the normal support system and through differentiation in the classroom.

If the issue is not resolved or is a major or urgent concern:

- The teacher should fill in a Teacher's Concern Form (available on the school network) which asks for information about the difficulties and the actions taken by the teacher to address these.
- Parents should be advised and consent given for the referral to Learning Development.

- The Head of Learning Development will assess further whether the child's needs are best catered for within the normal resources of the classroom and a discussion will take place and advice will be given.
- If further assessment is required, the Head of Learning Development will contact the teacher and parents to organise the assessment of the child. This would focus on the specific issue that has been raised but may also involve gaining more background information via formal testing. The assessment will usually be carried out by one of the specialist teachers in the Learning Development Centre.

Parent Concerns. If a parent is concerned about the progress of their child, they are encouraged to contact:

- Their child's subject teacher, Deputy Head Academics, Head of Lower School, Head of Pegasus Early Years or Head of Learning Development for academic concerns.
- Their child's Form Tutor or Class Teacher or the Director Pastoral for pastoral concerns.
- The Head for more serious concerns.

Levels of Educational Support

Non-Statemented Learning Development Pupils:

Children are put on the Learning Development Register when they need support that is "different and extra". Classrooms have children of a wide range of abilities, teachers are expected to differentiate so that the school curriculum is accessible to all the children.

When a child's needs appear to fall outside this broad 'Average' we give specialist advice and create a Personalised Learning Profile (PLP). New targets will be set, and reviewed, termly. This process will involve; subject teacher(s), Special Educational Needs teacher(s) and the child.

Statemented Learning Development Pupils:

A child will be on the Learning Development Register as 'Statemented' if the pupil needs intervention from an external specialist (Occupational Therapist, Speech and Language Therapist, Educational Psychologist, etc.). We will draw up an Individual Education Plan (IEP). New targets will be set, and reviewed every six months. This process will involve: subject teacher(s), Special Educational Needs teacher(s) and the pupil.

Personalised Learning Plans (PLPs for non-statemented pupils):

The purpose of the PLP is to:

- Help the teachers focus on the needs of the child
- Involve the child in his or her learning
- Enable the tracking of a child's progress

The Banda PLP will include:

- Basic information about the child, including SEN level and the specialist support that is being given
- Targets – these are Short, Measurable, Achievable, Relevant and Timed (SMART)
- Teaching strategies - this section shows how the targets may be obtained
- Outcomes - this section will be completed by the Special Educational Needs teacher at the end of each term to see what progress has been made towards the targets. (Targets will not always be completely met.)
- PLPs are available to all staff in Google Docs in the Banda Progress Document on the Pupil Profiles. Targets and teaching strategies are included here.
- PLPs are reviewed termly, resulting in new or continued targets being set.

Individual Education Plans (IEPs for statemented pupils):

The purpose of the IEP is to:

- Help the professionals focus on the needs of the child as recommended from their educational assessment by a professional
- Involve the child in his or her learning
- Enable the tracking of a child's progress
- Advise on any access arrangements for classroom assessments or examinations

The Banda IEP will include:

- Basic information about the child, including SEN level and the specialist support that is being given
- Examination access arrangements
- Targets will be set based on the recommendations from the educational assessment – these are Short, Measurable, Achievable, Relevant and Timed (SMART)
- Teaching strategies - this section shows how the targets may be obtained
- Success Criteria - this section will be completed by the Special Educational Needs teacher and class or subject teachers every six months to see what progress has been made towards the targets. (Targets will not always be completely met.)
- IEP's are available to all staff in the Google Doc Banda Profile. SMART Targets and teaching strategies are included here.

The PLP's and IEP's should be discussed with the child at the start of each term so that he or she knows what his or her targets are. Teachers should keep PLP's and IEP's in mind when planning, and be constantly mindful of the needs of each child.

A child's PLP or IEP is a confidential document and should not be seen by other children, or adults who are not involved in the child's education or welfare.

Providing Curriculum Access and Inclusion:

The Banda enables all children to access the curriculum through differentiation, grouping into sets and group or individual in-class support. The Learning Development teachers may withdraw a child to reinforce work on the PLP or IEP targets to enable speedier progress.

The Banda strives to be an inclusive school engendering a sense of belonging through (a) its inclusive ethos; (b) a broad and balanced curriculum for all children; (c) systems for early identification of barriers to learning and (d) participation, high expectations and suitable targets for all children.

Inclusion:

At the Banda we recognize individual differences. We respect that all children have different educational and behavioural needs and may require different strategies for learning. Children learn at different rates and they benefit from a range of different teaching approaches and experiences.

Teachers:

- Plan to develop children's understanding through the use of all available senses and experiences
- Help children to manage their behaviour and take part in learning safely and effectively
- Help the children manage their emotions in order to take part in learning
- Encourage children to develop insight towards their strengths and challenges.

SEN Support Staff:

- Attend planning meetings and share information on the assessment of needs
- Assist with differentiated activities with small groups or individuals as specified by the class or subject teacher.
- Use suitable resources and activities to help meet specific objectives

Evaluating Success:

The success of the school's SEND Policy and Provision is evaluated through:

- Results of PLP and IEP reviews
- Analysis of pupil tracking data, in-class or topic tests and exam results

- Comparison of exam results before and after Learning Development intervention
- Assessment tests of reading and spelling ability carried out six monthly in the Lower School and once per year in the Upper School
- Standardised testing across the school such as CAT4, PTM and PTE
- Feedback from parents, staff and outside agencies
- Progress meetings with the Lower School teachers to discuss assessments
- Progress meetings with Upper School teachers to discuss progress assessments and examination results.

English as an Additional Language (EAL) within the Learning Development Centre:

Teaching the English language to the small number of EAL students who join The Banda falls under the 'umbrella' of Learning Development. Very young students for whom English is an Additional Language (and with little exposure) tend to be immersed in the language from very early schooling and pick the language up very quickly, prior to formal teaching. The policy on any student from Reception through to Year 8 who may join The Banda with little or no English, is immersion with some support from Learning Development, and the option to use a private peripatetic teacher of English as a Foreign Language (TEFL) at an additional cost to the parents. In this instance a meeting with parents and the respective Head of Pegasus Early Years, Lower School and/or the Director of Teaching and Learning (and Learning Development, if required) takes place prior to the parents making a decision. See EAL Policy for further information.

SECTION C – PARTNERSHIP WITHIN THE SCHOOL AND BEYOND

Staff Development:

Learning Development staff are encouraged to attend courses on aspects of SEND deemed useful to them to enable efficient support of children. Whole staff INSET is also arranged for relevant training. The specialist teachers in the Learning Development Centre provide advice and information to staff, where applicable. Peer observation provides feedback to the department on new teaching and learning strategies. New coaching mentor programme is due to start in 2023/2024.

Working in Partnership with Other Agencies:

The Banda welcomes other professionals to the school and works with them in supporting pupils. Parents are always informed prior to an outside agency's visit (e.g. Occupational Therapist or Speech and Language Therapist). The Head of Learning Development is usually involved in the assessment process and during the post-assessment meeting with parents. We work together with these agencies in providing a suitable programme of work for the pupil.

External Assessments:

After assessments carried out by the school, to determine and confirm the exact nature of a child's difficulties, there may be the need for further assessment by an Educational Psychologist and parents will be advised of this. This assessment will need to be carried out privately and at the parents' expense. The Banda will provide parents with contact details for suitably qualified personnel.

Once the assessment has been carried out the Educational Psychologist will speak with the parents concerning the results. A meeting will also (with parental permission) be arranged with the Head of Learning Development to discuss the outcome and plan a way forward based on the recommendations. A written report will be sent to the parents a few weeks after the assessment and a copy to the school, if the parents agree. A summary of the Educational Assessment and teaching recommendations will be available on the School Network, as well as on the Banda Progress Document in their Pupil Profile.

In addition to specialised support the psychologist might recommend that the pupil sees a Medical Doctor, Speech and Language Therapist or Occupational Therapist, depending on the nature of the child's difficulties. Examination concessions such as extra time in examinations may be recommended and sometimes the services of a scribe and/or reader, word processor or prompter in exams. The Head of Learning Development will arrange all of this.

Other outside agencies may be consulted, depending on the nature of the child's difficulties (e.g. dyspraxia or ASD). In these cases, the child is usually referred to their doctor, who can then recommend suitable specialists who will further assess the child. Regular communication between the parents and the Head of Learning Development is essential here to plan the way forward according to the specialist's recommendations.

Partnership with Parents:

We aim to provide a culture of co-operation with parents through:

- Informing parents of any concerns
- Meeting parents to discuss a plan of action and progress
- Providing access to the Head of Learning Development and Learning Development Team to discuss the child's needs and approaches and how to best address them
- Providing access to the child's PLP or IEP, should the parent request it
- Encouraging support at home, suggest strategies and recommend resources to the parents
- Supporting parents' understanding of external agency advice and support
- Encouraging the use of the VLE (Virtual Learning Environment).

The Voice of the Child:

“Children have a right to be involved in making decisions and exercising choices” - SEND Code of Practice 2015.

We encourage pupils to participate in their learning by:

- Listening to their views
- Encouraging independence.
- Involving them in identifying teaching and learning strategies that work for them
- Discussing their PLP or IEP with them

Links with Other Schools and Transfer Arrangements:

- We contact the previous school of any child with SEND transferring to The Banda to enable us to benefit from previous knowledge of the child and to ensure prompt transfer of records.
- The Head of Learning Development speaks to the parents of new pupils requiring support to discuss their child's needs.
- In supporting the transfer of our pupils to their next school, the Head of Learning Development liaises with the SENCO there, transfers records and advises on needs prior to transfer.

SECTION D – CONCLUSION

At The Banda we aim to provide the best possible Learning Development facilities for children who may need this service. Every child is an individual and each one will require help tailored to their particular needs, which will be adapted accordingly as these needs evolve and progress is made. All children who come to Learning Development benefit in their own way and, as this happens, their confidence will improve.

The Banda Learning Development Centre is an integral part of the school, providing the much needed and specialist back-up for all children who experience learning difficulties.

Date of next review: September 2024