

Redcliffe Gardens School

Special Educational Needs and Disabilities Policy

(inc. Gifted and Talented and EAL)



Reviewed: SEG/KSZ April 2021
Prep School Committee: May 2021
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This policy applies to the whole school including the EYFS. It is available to parents and prospective parents on our website and a paper copy can be viewed in the School Office.

1. Introduction

- 1.1. Godolphin and Latymer Redcliffe Gardens School provides a broad and balanced curriculum for all children. The National Curriculum and EYFS seven areas of learning are our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.
- 1.2. We recognise that a range of learning support needs, learning difficulties, behavioural problems, physical or sensory disabilities exist in this school. For some pupils the difficulties might be mild and short term, but for others they may be long term and more complex. We recognise that there is a continuum of learning support and Special Educational Needs and Disabilities (SEND) and that the needs of the majority of our pupils are at the learning support level, below the SEND level. We are committed to ensuring that all pupils can achieve well in their early years at school and go on to lead happy and fulfilled lives.
- 1.3. This policy includes those procedures to be adopted in order that children with specific learning difficulties, those considered gifted and talented and those with English as an additional language may access the broad and balanced curriculum available to all pupils at Redcliffe Gardens School.
- 1.4. Our Learning Support Lead provides support and guidance for all staff regarding additional educational needs. Based in the Upper School, the Learning Support Lead provides support in early identification of children with additional needs from the EYFS onwards and liaises with outside agencies as appropriate.
- 1.5. This policy has regard to the Special Educational Needs and the Disability Code of Practice 2015. The School is aware of its duties under the Equality Act 2010, including issues related to pupils and staff with additional needs and makes reasonable adjustments for all.

2. Aims and Objectives

- 2.1. The aims of this policy are:
 - To create an environment that meets the special educational needs of each child.
 - To ensure that the special educational needs of children are identified, assessed and provided for.
 - To enable all children to have full access to all elements of the school curriculum.
 - Once a pupil has been identified as having special educational needs, the aim is to provide the necessary amount of intervention to allow the pupil to reach his/her full potential, but without stigma and with the least possible disruption to the normal school routine.
- 2.2. The school seeks to uphold these fundamental principles, in line with the SEND Code of Practice (January 2015):
 - To enable all children to have full access to all elements of a broad, balanced and relevant education and extra-curricular activities.
 - To educate pupils with SEND alongside their peers within the normal curriculum.
 - To provide quality teaching that is differentiated, inclusive and personalised appropriately so that barriers to learning can be removed and pupils can reach their full potential, experience success and enhance their self-esteem in an environment which accepts and

values them as individuals.

- To offer an educational provision that is additional and different where needed, either classroom based or through individual or small group sessions, deploying staff and resources flexibly to meet identified needs.
- To ensure that each child receives an equal opportunity (see Equal Opportunities policy).
- To have high ambitions and set stretching targets, tracking and reviewing children's progress towards these goals.
- To ensure that pupils and their parents have a voice in this process and are involved in decision-making regarding the pupil's education, including target setting and reviewing.
- To monitor the pupils' needs and review progress using best practice and evidence-based material, provided by classroom teachers and the Learning Support Lead.
- To ensure early identification of needs and early intervention to support them.
- To promote positive outcomes in the wider areas of personal and social development.
- To make clear the expectations of all partners in the process – Learning Support Lead, staff, parents and pupils: the continued progress of pupils with SEND is the responsibility of all staff.
- Where appropriate, to work in close liaison with the local authority, to improve outcomes for children with SEND or disabilities, and in a very small minority of cases, developing EHC (Education, Health and Care) plans for pupils where necessary.

3. Educational Inclusion

3.1. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

3.2. Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

4. Procedure for Pupils with Special Educational Needs and Disabilities

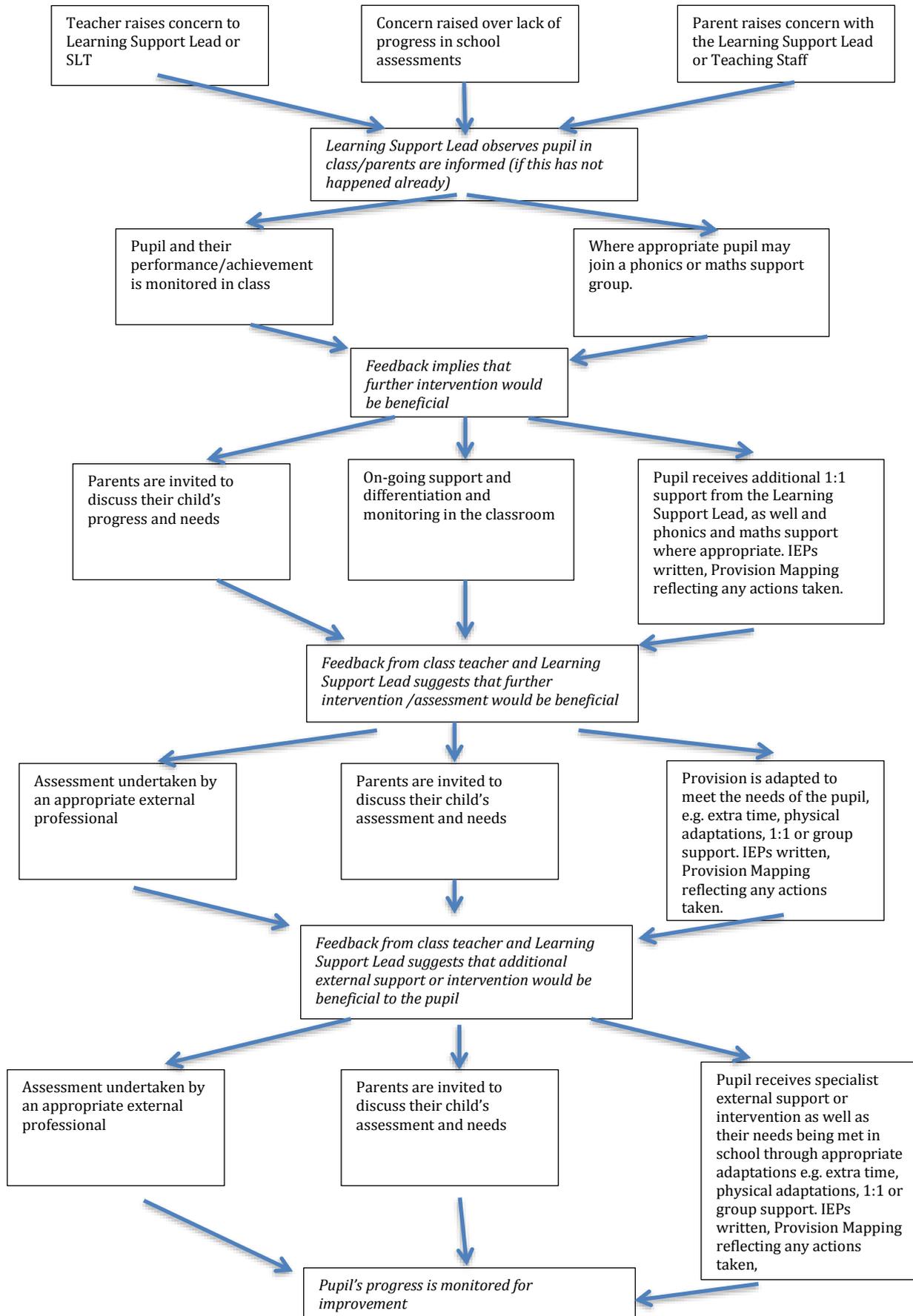
4.1. We aim to identify any additional area of need as early as possible. A pupil has SEND when their learning difficulty or disability requires provision which is different from or additional to that of their peers. Some additional needs become more apparent as a pupil becomes older.

4.2. All pupils with SEND must have those needs addressed, via a broad and balanced curriculum. In most cases, it is the pupil's form teacher that will make this provision.

4.3. Teachers and staff should ensure that pupils with SEND engage in all the regular activities of the school, so far as is reasonably practical. Individual Education Programs (IEPs) are to be completed by the Learning Support teacher in conjunction with form teachers and made accessible to all staff teaching the pupil via the school server.

4.4. Any provision made within and outside of the school is to be tracked via the Provision Mapping Document by the Learning Support teacher, in conjunction with form teachers and learning support staff. The document is to be reviewed termly and made accessible to staff members via the school server.

4.5. The procedures that we follow are laid out in the following flow chart diagram:



- 4.6. Pupils will be monitored throughout the stages of intervention (with the help of the Provision Mapping Document) and where it is deemed that sufficient progress has been made, support will be reduced or withdrawn in consultation with the class teacher, Learning Support Lead and parents.
- 4.7. The SEND Code of Practice outlines four main areas of need:
- 4.7.1. **Communication & Interaction:** covering speech, language & communication needs (SLCN) and Autistic Spectrum Disorders (ASD) including Asperger's Syndrome & Autism
 - 4.7.2. **Cognition & Learning:** covering a wide range of needs and including moderate learning difficulties (MLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
 - 4.7.3. **Social, Emotional and Mental Health Difficulties:** covering pupils who may be withdrawn and isolated, those displaying challenging, disruptive or disturbing behaviours, it also covers pupils with attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.
 - 4.7.4. **Sensory and/ or physical need:** covering children who may have a disability that requires special educational provision to help them access the educational opportunities available. This includes pupils with a visual, hearing or multi-sensory impairment.

5. Medical conditions

- 5.1. We aim to fully support any pupil with a medical condition so that they have full access to the curriculum and school life. Where a medical need is identified the class teacher will meet with parents and medical staff in order to discuss how to best support the pupil. We seek to make any reasonable adjustment to enable the pupil to fully access school opportunities.
- 5.2. Any child with medical needs may also have SEND in which case the Learning Support Leads will assist classroom staff in making sure that their needs are met.
- 5.3. At all stages of the learning enrichment process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

GIFTED AND TALENTED POLICY

6. Aims and Objectives

- 6.1. We aim to provide a curriculum that is appropriate to the needs and abilities of all our pupils. Our teaching and learning is planned in such a way that we enable each pupil to reach their highest level of personal achievement. This policy helps to ensure that we recognise and support those pupils who have been identified as 'gifted' and 'talented'.
- 6.2. The term 'gifted' refers to a pupil who has a broad range of achievement at a very high level. They often have very well developed academic and learning skills.
- 6.3. The term 'talented' refers to a pupil who excels in one or more specific fields, such as sport or music or writing, but who does not necessarily perform at a high level across other areas of learning.

- 6.4. Through this policy we aim to ensure that we recognise and support the needs of all gifted and talented pupils by enabling all pupils to develop their full potential by offering them the opportunities to develop their own learning. We will challenge and extend the pupils through the work that we set them and encourage all pupils to think and work independently.
- 6.5. A range of strategies will be used to identify 'gifted' and 'talented' pupils. The identification process is on-going, through formal assessment and by classroom observation. The names of pupils who have been identified as being 'gifted' and 'talented' are stored on the school server and all staff are therefore informed of any pupils they may be teaching. Any member of staff may indicate to SLT any particular pupil who may fit in to this category using the criteria set out in this policy.
- 6.6. The Senior Leadership Team who will make the decision as to whether this pupil should be included. Staff are encouraged to report regularly examples of exceptional achievement in any field by 'gifted' and 'talented' pupils to the SLT. These will be noted in each pupil's personal files. Teachers are also made aware of potential problems or difficulties experienced by 'gifted' and 'talented' pupils and are encouraged to deal with these sensitively and positively.
- 6.7. As far as possible, pupils identified as 'gifted' or 'talented' are supported and challenged within the classroom environment. Where deemed necessary, gifted and talented pupils will be extended through the formation of specific groups, through extra-curricular activities or pupils may partake in lessons in other year groups as appropriate.
- 6.8. The Learning Support Lead is responsible for maintaining the register of all children with additional needs including EAL and those identified as 'gifted and talented'.

7. Criteria for Identifying Gifted Pupils

- 7.1. Identifying three or more of the criteria listed below should indicate to a teacher that the pupil being considered may be gifted. The pupil's name should then be passed to the Head or SLT together with all the supporting evidence.
 - Demonstrate a high level of originality in thinking
 - Demonstrate a sophisticated use of language
 - Show an advanced level of responses to a range of sources of information
 - Able to see more than one solution to a given problem
 - Able to use research effectively to synthesize information
 - Intuitively jump steps when problem solving
 - May show signs of dissatisfaction with routine tasks
 - Show exceptional performance across the whole range of school examinations and NFER standardized tests
 - Sometimes show a preference for working alone
 - Sometimes be uncooperative in a group situation
 - Sometimes be seen by peers to be natural leaders
 - Sometimes be seen by peers to be sources of information or guidance

- 7.2. Further information in identification of gifted and talented pupils is available from the Learning Support Lead. A Gifted and Talented Register is accessible to all members of staff via the school server.
- 7.3. Appropriate opportunities will be sought to challenge and extend the learning for these pupils, including additional 'enrichment' sessions with the Learning Support Lead.

ENGLISH AS AN ADDITIONAL LANGUAGE

8. Aims and Objectives

- 8.1. A child may have particular learning needs which are linked to their progress in learning English as an additional language. All children are given the opportunity to develop their knowledge, understanding and skills across all areas of the English curriculum.
- 8.2. The aim of this policy is to help ensure that we meet the full range of needs of those children who would be learning English as an additional language.

9. Teaching and Learning Style

- 9.1. In our school we would expect teachers to take action to help children who are learning English as an additional language by various means such as developing their spoken and written English by:
 - Throughout the school, but especially in the Lower School, there is a day to day focus on phonics and reading.
 - At Redcliffe we celebrate diversity and bilingualism is seen as a terrific asset.
 - Children are taught in small classes and teachers are very aware of the individual needs of pupils in particular to ensure that EAL pupils understand tasks they are undertaking.
 - Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words.
 - Explaining how speaking and writing in English are structured for different purposes across a range of subjects.
 - Providing a range of reading materials that highlight the different ways in which English is used.
 - Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
 - Encouraging children to transfer their knowledge, skills and understanding of one language to another.
 - Building on children's experiences of language at home and in the wider community, so their use of English and other languages support one another.
 - Ensuring access to the curriculum and to assessment by using accessible texts and materials that suit children's ages and levels of learning and providing support through ICT, video or audio materials, dictionaries and, readers.
 - At Redcliffe we benefit from staff who are fluent in a good range languages and this skill set is used to support EAL pupils of all ages.

10. Curriculum

- 10.1. All children in our school follow the curricular requirements of the EYFS and the National Curriculum. Children with English as an additional language would not generally produce separate work, although it may well need to be differentiated to ensure access. Where deemed advantageous, children, from Reception upwards, may be withdrawn for additional support on a one to one basis with a specialist EAL teacher. This would normally be for a maximum time of two half hour sessions per week. The EAL teacher monitors progress through ongoing assessment and provides a termly written report to parents.
- 10.2. Our school carries out on-going recording of attainment and progress in line with agreed school procedures. Where necessary and practical, special arrangements are made for children who are learning English as an additional language, during formal internal and external examinations, as necessary.