

Redcliffe Gardens School

Special Educational Needs and Disabilities Policy

(inc. Gifted and Talented and EAL)



Reviewed: SEG/AS/CL January 2023
Prep School Committee: February 2023

Next review by: July 2024

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, by focusing on outcomes, not simply on hours of provision.
 - 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 by removing the barriers to learning.
 - Once a pupil has been identified as having special educational needs, the aim is to provide targeted 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 high quality class 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, apply for EHC (Education, Health and Care) assessments 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 and resources 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. Identification will be through formal and informal assessment in school. Formal assessment scores may be consistently low over time despite good quality class teaching. Teachers will notice pupils who may require additional different support and will alert them to the Learning Support Teacher. Parents may also indicate to the school if they notice their child is showing difficulties or signs of SEND. 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, by implementing reasonable adjustments within a broad and balanced curriculum. All teachers will be responsible for meeting the needs of a SEND pupil through appropriate planning and resources, including additional training where needed.

- 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 Plans (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. The IEPs will indicate targets for the pupil to work towards and any Reasonable Adjustments needed in school to help the pupil achieve.
- 4.4. Teachers and staff will undertake the appropriate SEND training in order to meet the needs of the pupil.
- 4.5. 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.
- 4.6. A SEND Register will be kept of all pupils who require additional support. This will indicate their area of need. It will be accessible for all staff on the shared drive.
- 4.7. Redcliffe will use the 'Assess, Plan, Do, Review' method for pupils with SEND.
- 4.8. The procedures that we follow are laid out in the flow chart diagram at Appendix 1.
- 4.9. 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.
- 4.10. The SEND Code of Practice outlines four main areas of need:
 - 4.10.1. **Communication & Interaction:** covering speech, language & communication needs (SLCN) and Autistic Spectrum Disorders (ASD) including Asperger's Syndrome & Autism
 - 4.10.2. **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.
 - 4.10.3. **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.
 - 4.10.4. **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 Lead 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.

6. Admissions

- 6.1. We welcome all children who can make the most of the opportunities offered and can flourish in our caring school environment. We will treat every application from a pupil with SEN and/or disabled pupil in a fair, open-minded way. However, we will assess all pupils for admission on the basis of the school's standard selection criteria from time to time.
- 6.2. The school endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with disabilities, SEN or learning difficulties are advised to discuss their child's requirements with us before we consider the application for a place. Before an offer of a place is made, we will assess whether we are able to adequately cater for and meet any SEN and disabilities (if known) through discussion and meetings with parents, consideration of any professional reports and references from previous schools and/or assessment of the pupil as appropriate.
- 6.3. Parents should disclose to the school any known or suspected circumstances relating to their child's development. Any reports and information should be shared with the school prior to a place being offered. This allows the school to make an informed decision about meeting the needs of the pupil with the appropriate resources.
- 6.4. An offer of a place may not be made if the school determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The school will always consider its obligations under the Equality Act 2010.
- 6.5. Our Admissions Policy is available on our website.

7. Withdrawal

- 7.1. Where, after all reasonable adjustments have been made or considered, the school feels that it is unable to accommodate a disabled pupil or meet their needs, the school may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances.

8. Pupils with an Education Health Care Plan ('EHC Plan')

- 8.1. The needs of the majority of pupils with SEN will be met effectively through the school's SEN support. However, where the child or young person has not made expected progress despite the SEN support in place, parents and the school have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the school before exercising this right. We will always consult with parents before exercising this right.
- 8.2. If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.
- 8.3. Where a prospective pupil has an EHC Plan, we will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the school. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the school is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to the school's obligations under the Equality Act 2010. We co-operate with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

9. Concerns

- 9.1. We will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's form teacher or the Learning Support Lead if their child's progress or behaviour gives cause for concern.

10. Review

- 10.1. We will review this policy on an annual basis.

MORE ABLE, GIFTED AND TALENTED PROVISION.

11. Aims and Objectives

- 11.1. 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.
- 11.2. We aim to ensure that we recognise and support those pupils who have been identified as 'more able', 'gifted' and 'talented'.
- 11.3. The term 'gifted' refers to a pupil who has a natural ability to work at a higher cognitive level in one or more subjects. They often have very well developed academic and learning skills.
- 11.4. 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.
- 11.5. The term 'more able' refers to a pupil who demonstrates a consistent ability to achieve at a level higher than their peers.
- 11.6. 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.
- 11.7. 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 'More Able, gifted & '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.
- 11.8. The Senior Leadership Team will make the decision as to whether highlighted pupils should be included. Staff are encouraged to report regularly examples of exceptional achievement in any field by 'More able', '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 'More able', 'gifted' and 'talented' pupils and are encouraged to deal with these sensitively and positively. They may experience difficulties with socialising and emotions and require additional pastoral care.
- 11.9. As far as possible, pupils identified as 'More able', 'gifted' or 'talented' are supported and challenged within the class and school environment. They may be offered extension work to aid their learning, to reach their potential.
- 11.10. The Learning Support Lead is responsible for maintaining the register of all children with additional needs including EAL and those identified as 'More able, gifted and talented'.

12. Criteria for Identifying More Able, Gifted and Talented Pupils

- 12.1. Identifying some of the criteria listed below may 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 jumps steps when problem solving
 - May show signs of dissatisfaction with routine tasks
 - Show exceptional performance across the whole range of school examinations and NFER standardised tests
 - Demonstrates an eagerness to challenge themselves
 - Sometimes be seen by peers to be natural leaders
 - Sometimes be seen by peers to be sources of information or guidance
- 12.2. A More Able, Gifted and Talented Register is accessible to all members of staff after discussion in staff meetings.
- 12.3. Appropriate opportunities will be sought to challenge and extend the learning for these pupils, including additional enrichment within lessons.

ENGLISH AS AN ADDITIONAL LANGUAGE

13. Aims and Objectives

- 13.1. 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 through appropriate provision of teaching and resources.
- 13.2. The school will identify individual pupil's needs ensuring equality of access to the school's curriculum.
- 13.3. 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.
- 13.4. A distinction is made between EAL and SEN.

14. Teaching and Learning Style

- 14.1. 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:
- All Pupils will benefit from hearing English read to them each day.

- Throughout the school, but especially in the Lower School, there is a day to day focus on phonics and reading.
- The English phonetic system will be taught to pupils who need to learn it.
- 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 of languages and this skill set is used to support EAL pupils of all ages.

15. Curriculum

- 15.1. 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. Teachers are responsible for producing resources and supporting appropriately in class to help the pupil learn and access the learning.
- 15.2. 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.
- 15.3. 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.

APPENDIX 1

