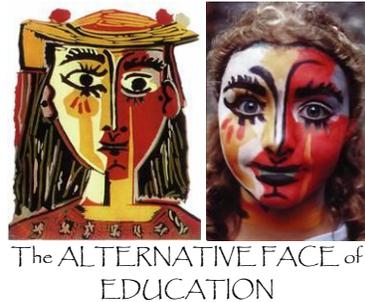


Sands School



Special Education needs and Disabilities policy

Special educational needs and disabilities are addressed by all the staff in the school. As we have small classes and a very student-centred approach to each student, there is no clear distinction between students with special needs who get extra support and everyone else; there is a gradual transition. Likewise, in different subjects and on different days students will need varying amounts of extra support and, as far as possible, the staff try to provide that support both in and out of class.

This policy is written with reference to the SEND Code of Practice: 0 to 25 years (DfE, May 2015) which details legal requirements and statutory guidance.

The SENCo

Overall responsibility for Special Educational Needs and Disabilities in the school is down to the SENCo, Ceri Baker. The SENCo will make sure the following formal processes are met for each student, where necessary.

Types of extra provision.

In general the provision from within the regular school budget is a balance level of need and the resources available. Where possible special needs will be met through:

- i) Extra attention in class from the normal class teachers. This is made possible by our small classes.
- ii) Extra support outside class. This is not formal extra lessons, but most teachers make time for certain students when they are having difficulty.
- iii) Having a classroom assistant in class.
- iv) Having extra lessons in very small groups or one to one sessions with Ceri or other appropriate staff.
- v) Having a flexible timetable, tailored to work around difficulties in accessing the normal subject provision.

Students with emotional problems, which can present as barriers to learning, also have access to the school's counsellors, Kate and Susan.

Obviously our level of support is restricted by our resources and staff time. When the LEA will provide extra funding we are able to resource a student better. Likewise, in the case of parents who can afford pay for the resources we can hire in further help.

The school special needs register.

Ceri is currently compiling a detailed list based on new assessments and observations of all students in the school, and this will be updated as new students enter, and on a regular basis. Once completed it will be made available to all staff in a suitable, secure manner. This will also link into DAF, and some information may also be relevant to CPOMS.

A confidential list of the needs of each student is currently available to the staff in Nathan's Group List and as part of the Student Database. The Student Database shows:

- Academic needs
- Emotion, social, developmental needs
- Flexible time table agreement
- Access arrangements for exams
- Learning support in place

Though the list is available to all the staff there may be further confidential matters known only to the Safeguarding team.

The register also identifies other factors that are thought to be important issues in students' academic or social progress. These included the following and are based on opinions formed through the open relationships that students have with staff, in particular with their tutors.

LPB: lack of parental boundaries

DM: Drug misuse

OCSL: Out of control social life.

NSSDS: Non specific social disparity syndrome

English as a second language.

One specific special need that needs consideration is the incorporation of foreign language speaking students. At Sands is quite common for foreign nationals to join the school with poor English skills. By integration in the school community language skills progress extremely fast. The school does not offer specific ESOL support beyond the normal sorts of extra support available to all students, but it will be offered as a private option to all those joining with ESOL, or may be a condition of joining the school.

Admissions

It is a condition of being considered for a place at Sands that all paperwork from previous schools for consideration by the staff. A trial week will only be offered if the staff feel there is a reasonable prospect of the school being able to meet the prospective

student's needs. Often a student with special needs comes to the school precisely because of those needs, so the problem is already well known and both parents and other professionals are eager to provide a full diagnosis.

During the trial week they are assessed for any difficulties that might present, both academic and social, as well as being informally assessed in lessons by subject-teachers. This further informs the decision about whether or not the school can meet the student's needs.

Original assessment.

All new students are routinely assessed shortly after arrival in reading, handwriting, spelling and comprehension and this information is a standing item on the weekly staff meeting agenda. A less formal assessment is made in maths as part of the academic reporting process. A more general assessment of each student as a learner is done through the Barriers to Learning questionnaire. This explores if and why students are feeling unsuccessful in class and can identify issues that can be addressed through SEN provision.

On-going assessment.

All staff are aware of the special needs of each student and with regular feedback, any necessary changes in provision are quickly implemented. The school is implementing follow-up assessments in Y3 and O3 and will, in time, be able to better monitor progression in basic skills as Ceri integrates her work into all lessons.

Communication amongst staff about students.

One of the most important parts of our assessment and support of students comes from the constant communication between staff. Tutors feed back to subject teachers, subject teachers feed back to the SENCo and staff discuss individual students. This is done both informally and during our weekly staff meetings. A SEN support report will be included in the Academic Tutorial Forms.

Tutorial support.

Each student has a tutor who is responsible for keeping an overview of the student's needs within the school. This is the person a student will go to if he has a problem and also the person who will be approached by other staff if they see problems from their point of view. This support is on-going and informal but is supplemented by termly tutorials where each member of staff feeds back to the tutor how a student is doing and this is discussed, at length, with the student.

Students with EHCPs and legacy Statements of SEN

Even though we are an independent school we can have a number of students with Local Education Authority (LEA) EHCPs (and legacy Statements) and even a few students who have been placed at Sands by the LEA. Maintaining LEA statements is an important part of the support for these students. Not only does this allow the student cost-free access to additional professional help it also provides a good opportunity to discuss the student and the help he is getting with an impartial external professional. Maintaining a statement also ensures continued support when they leave Sands.

More generally we try to foster a good relationship with the LEA as their support through educational psychologists and other professionals is invaluable. For each student with a statement there will be an annual statement review meeting with the student, their parents or carers, an educational psychologist and the school's SENCO. These meetings can also be attended by other relevant professionals, for example a careers adviser. A record of the annual review is sent to all present and the county special education team (C.SET). Because of the individual education planning and support given to all students at Sands we do not do formal Individual Education Plans (IEPs) for statemented students.

Special consideration in exams.

To obtain special consideration for exam students it is necessary for Ceri to carry out assessments, which are then entered onto the appropriate website for a decision to be made. Donald will then record this confidentially as Exams Officer.

Policy log

Last reviewed	September 2016
Agreed by	Ceri, Martin, Donald + staff meeting
Review frequency	Annual
Comments	SEND practice is under review following the creation of the specific SENCo role and Ceri's appointment
Links	Admissions Policy
	Group List
	Student Database
	Academic Tutorial form
	Barriers to Learning questionnaire