



**DISABILITY INCLUSION, SPECIAL EDUCATIONAL
NEEDS AND LEARNING SUPPORT POLICY**

- SEND

(Including EYFS)

(June 2017)

The School Mission Statement

To live and learn in harmony,
Caring for each other;
Treating everybody as a sister and a brother;
Reflecting Christ's actions and His message too,
By striving for excellence in all that we do

Date policy adopted: September 2016

Date of next review: Summer 2018

Persons Responsible: SENDCO & Learning support staff

We aim to ensure pupils achieve their potential by helping them develop and use their gifts and talents given to them by God, within a loving and supportive community.

DEFINITION OF LEARNING DIFFICULTY

The DfE website (www.education.gov.uk) offers DCSF guidance 'Special Educational Needs (SEN) - A Guide for Parents and Carers' (2009) which defines a learning difficulty as follows: "Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age. Children with special educational needs may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and behavioural difficulties, or difficulties with speech and language or how they relate to and behave with other people.

ADMISSIONS AND PUPILS WITH DISABILITIES, SEN AND LEARNING DIFFICULTIES

The Ursuline Prep School Ilford welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life. Treating every child as an individual is important, and pupils with physical disabilities are welcome. Pupils, whose Special Educational Needs and Disability (SEND) and learning difficulties are suited to the curriculum, are also welcome, provided that the Learning Support Department can provide them with the help and support that they require, subject to any budgetary constraints. **Our SEND coordinator, Miss Halton has thorough experience of working with and supporting children with SEND.**

THE SELECTION PROCESS

The school's selection policy is described in its admissions procedure. Applications from all who have the ability and aptitude to access an academic curriculum and whose parent's value and embrace the school ethos are welcome. However, parents of children with SEND or learning difficulties are advised to discuss their child's requirements with the school's head teacher at the

entrance interview. Parents are asked to provide a copy of a medical report or educational psychologist's report.

BEFORE ENTRY

Each pupil with SEND requires special consideration and treatment. If appropriate adjustments need to be put in place, they will be discussed thoroughly with parents and their medical advisers, including adjustments that can reasonably be made to the curricular and extra-curricular activities before their child becomes a pupil at the school. The school currently uses One Page Profiles to ensure teachers recognise the needs of individual pupils and the nature of the support required. These are to be updated every half term by class teachers, and reviewed, to ensure each child is making adequate progress. These are to be kept on each Teachers desk so that all adults can access each child's needs. Miss Halton works closely with staff members to support these children and with Mrs P. McLaren with her one to one support.

BARRIERS TO LEARNING

The school recognises that social, emotional and behavioural barriers to learning can be associated with some disabilities. Mental illness or learning difficulties can cause behavioural issues. The school aims to work together with families to overcome or minimise these as far as is possible.

Since pupils with SEND have very different needs, the school recognises the importance of communicating closely with parents with regards to learning assessments for their child/ren and related targets for improvement. The school shares targets with pupils and parents through formal and informal meetings with parents with the aim of enabling improvements to be achieved. As well as annual in-class INCAS (Years 1+) and SATs (Y2+) the learning support department conducts the following assessments where appropriate: Aston Index test, Raven progressive matrices and Alpha to Omega assessment test. In addition samples of work and other formative and summative assessments can be used. The SENCO, EY SENCO and/or head teacher will undertake observations as required.

The school aims to create a positive climate where self-esteem and confidence of all pupils can flourish, with particular emphasis on co-operative learning among pupils. The school also promotes the wider personal and social development of pupils with SEND through opportunities such as serving on the School Council, Eco-committee, being a liturgy rep, or a junior road safety officer.

PHYSICAL ACCESSIBILITY

Parents of current and prospective pupils with disabilities may wish to obtain copies of the school's accessibility plan from the school office. This shows the ways in which the governor's plan to make the buildings progressively more accessible to disabled pupils, disabled parents and visitors. The school has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its buildings, site and resources.

OTHER ADJUSTMENTS

Depending upon need, children can use laptop computers in class, and can be given large print or documents printed on coloured paper if required.

Menus can be devised to cater for special dietary requirements.

PUPILS WITH STATEMENTS AND CARERS

Pupils with statements (or Education, Health and Care plan [EHC plan]) from their local authorities who are suited to the school's educational offer are welcome. If a pupil with a statement requires their dedicated carer in school, for example, to assist with personal care, writing, etc this can be accommodated provided that the carer has an enhanced DBS check arranged by the school and complies with the child protection regulations in force at the time. The school would require a carer (like a new member of staff) to sign a written agreement undertaking to comply with the school's child protection policies and to attend the child protection induction briefing that is given to all new members of staff before working unsupervised on site.

A pupil's dedicated carer is not a school employee and the pupil's parents would be asked to provide the school with a written undertaking indemnifying it from any legal responsibility or cost connected with the provision of their services to their child.

THE LEARNING SUPPORT DEPARTMENT

The learning support department has staff who are able to support each pupil with a specific learning difficulty in the following areas (see above):

Dyslexia, dyscalculia, ADHD, global delay and delayed learning.

Some disabled pupils may also require specialist support from the learning support department. This would normally be discussed with parents before their child enters the school. Pupils with identified, or suspected, learning difficulties will be assessed at their parents' expense by a specialist so that the areas that require support can be identified. *Specialist one-to-one lessons and help with study skills are offered when required outside the normal curriculum, though our school policy is for most support to be offered in the normal classroom.* The school works closely with the child and their parents and to help them to overcome the barriers that their difficulties present.

The class teacher, supported by the learning support department, will prepare a One Page Profile for each child, setting achievable targets. This is also completed with the child to talk about their own targets and thoughts. The child, together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets.

ENGLISH AS AN ADDITIONAL LANGUAGE

In order to cope with the high academic and social demands of The Ursuline Prep School Ilford, pupils must be fluent English speakers. A child will never be regarded as having a learning difficulty, solely because the language at home is different from the language in which he/she will be taught. The school may recommend that some children, whose first language at home is not English, receive tuition in English as an additional language.

ROLE OF THE SENCO

The head of the learning support department has an important role as The Ursuline Prep School Ilford's SEN co-ordinator (SENCO) along with the Early Years SENCO (for children in nursery and reception classes). Working closely with the Senior Leadership Team, she plays a key role in determining the strategic development of the SEND policy and provision in the school in order to cater for the individual needs of pupils with SEND. She will liaise closely with the pupil's teaching staff, family and where appropriate, with the SENCO of the Ursuline Academy and with external agencies. The head of the learning support department attends regular external training in order to remain current with latest her duties as SENCO.

GOVERNORS

Our school governors:

- Ensure that the school has a policy on SEND including early identification and monitoring procedures, appropriate staffing and INSET arrangements, and provision for SEND to be reviewed annually;
- Ensure that pupils with SEND are integrated and not discriminated against;
- Ensure that parents are informed regarding school procedures.

Our school has a designated school governor (Mr Bird), especially responsible for coordinating SEND issues.

EARLY YEARS

The EY SENCO will additionally liaise with LB Redbridge's support services for children in the nursery (and reception) where appropriate, such as Pre-School Liaison Group (PSLG), Early Years Advisory and Support Service (EYASS), Educational Psychology Service (EPS), Children with Disabilities Team (CWDT), Redbridge Child Development Centre, Special Educational Resource Centre (SERC), Speech and Language Therapy Service (NELFT) and Physiotherapy Service (NELFT).

STAFF TRAINING

All staff (including teaching and support staff) are given regular annual training on working with SEND by the SENCO. This training focuses on helping each child to reach their maximum

potential, the appropriate adjustments (such as large print or using coloured paper) that can give full access to the curriculum and facilities of the school to the greatest extent possible.

The school trains its teachers to differentiate within the curriculum and to take into account pupils' learning difficulties (as well as the needs of gifted and talented pupils). The SENCO liaises with the teaching staff about the most appropriate means of meeting the needs of pupils with SEND and learning difficulties. The SENCO has an important role in ensuring consistency of approach by all teachers in providing, for example, access to learning materials that are easier to read and understand, or extra time in exams.

SCHOOL BEHAVIOUR AND DISCIPLINE

The school takes pride in its well-developed system of pastoral care for social interaction amongst pupils. All pupils, from the youngest in the nursery upwards, are taught that victimisation and bullying is prohibited and will not be tolerated. The school's objective is to ensure that a pupil with SEND, or other protected characteristic, does not suffer less favourable treatment as a result of discrimination. Pupils are taught through the curriculum and other activities the importance of respecting each other and behaving towards each other with courtesy and consideration. The school's behaviour policies/school rules make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated homophobic, disabled and cyber, in causing serious psychological damage and even suicide. Considerable teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All pupils understand that the school has a zero tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

PARTNERSHIP WITH PARENTS

The school's hope is that all parents will feel able to share any concerns about their child with the school staff in order that a healthy partnership for the care of their child can be developed. The SENCO, class teachers, and other teaching staff who are involved with their child are always happy to discuss any parental concerns. A member of staff will always ask to see a parent if they felt that an adjustment to the curriculum or individual education plan followed by their child might be in their best interests, or if there was a specific concern.

COMPLAINTS

The school naturally hopes that a parent will not feel that they have cause to complain but its complaints policy is published on the website for any parent who wishes to use it. Additionally, all parents of children with SEND have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has been discriminated against.

CHARGING POLICY

Whether or not it is appropriate to levy any further fees for additional support for individual pupils this will be considered on a case-by-case basis, on the basis of what is reasonable.

URSPSI SEN guidance for teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress, given their age and starting point, they should be given extra support.

Where pupils continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the SEN support that is required to support the child. Specific forms are used as guidance and to be able to follow the pathway for the child.

Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.

Once a potential special educational need is identified, four types of action should be taken to put effective support in place.

Assess, Plan, Do, Review (this is the graduated approach called SEN Support)

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the school should consider involving specialists, including those from outside agencies. A cause for concern form is used by all staff to highlight the areas of difficulties. These are put into four categories. Once an observation has taken place, the SENDco will then work with the class teacher and parents to put a plan in to place. Resources are consistently updated for support for both teachers and parents/carers.

Where a pupil is receiving SEN support, schools should meet parents at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school.

The provision made for pupils with SEN should be accurately recorded and kept up to date. ISI will expect to see evidence of the support that is in place for pupils and the impact of that support on their progress as part of any school inspection.

URSPSI SEND forms

See appendix



One Page Profile

Date Completed:

Completed by:

Review Date:

Pupil Information

Name:

DOB:

Year:

Key Staff:

SEND Action: SEND Support

Category of Need:

Cognition and Learning

Communication and Interaction

Social, Mental, Emotional Health

Sensory/Physical

Photo of
child

I would like you to
know that:

I find it difficult
to:

People
admire and
like me
because:

I hope to achieve the following:

The best way to support me is:

I can do this by:

Update: (To be completed at the end of
every term)

Medical information

Additional Support I have access to:

Redbridge Child Development Centre, Kenwood Gardens, Barkingside, Ilford, Essex IG2 6YG
Tel: (020) 8924 6111 Fax: (020) 8924 6110

Redbridge Child Development Centre is a centre for assessment of any child considered to have developmental needs. Children qualify for referral when there are two or more areas of developmental delay or concern and are resident in Redbridge. Referral will not be accepted without signed parental consent.

REFERRAL TO REDBRIDGE CHILD DEVELOPMENT CENTRE

First name:		Last name:	
Dob:	Male/female:	NHS number:	
Address			Postcode:
Telephone No (Home):		Mobile:	
GP		Pre School / School:	
POST CODE:			
Health Visitor / School Health Advisor:		Clinic / HC:	
First language / dialect:		Is an interpreter needed?	Yes / No

PARENT/CARER DETAILS

Full Names	
Address (if different from above)	POSTCODE:
Tel No:	Work/mobile No:

BACKGROUND INFORMATION

BIRTH HISTORY/MILESTONES/HOSPITALS ATTENDED/IMMUNISATIONS

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CHILD'S CURRENT DEVELOPMENT

Reason for referral (please include child's behaviour)

General Health:

Speech & Language:

Fine Motor:

Gross Motor:

Vision:

Hearing:

Emotional / Behaviour:

Self-help Skills:

Attention:

Social / Environment:

MEDICAL HISTORY / RELEVANT FAMILY HISTORY

Is the child known to any of the following: Please give details.
REFERRER – please enclose copies of reports and results if available.

	NAME	SITE
GP		
SN / HEALTH VISITOR		
HOSPITALS / OTHER DOCTORS		
OCCUPATIONAL THERAPIST		
PHYSIOTHERAPIST		
SPEECH & LANG THERAPIST		
AUDIOLOGY / ENT		
ORTHOPTIST		
CHILD & FAMILY CONS SERVICE		
EDUCATION SERVICES		
EQUAL CHANCES		
SOCIAL SERVICES		
OTHERS		

SIGNED DESIGNATION

REFERRER
 PRINT NAME DATE

ADDRESS TEL

I HAVE READ THIS REFERRAL AND AGREE FOR MY CHILD
 TO BE REFERRED TO REDBRIDGE CHILD
 DEVELOPMENT CENTRE. I GIVE PERMISSION FOR INFORMATION TO BE SOUGHT FROM /
 SHARED WITH THE PROFESSIONALS LISTED WHO MAY KNOW MY CHILD.

PARENT / CARER'S SIGNATURE

NAME DATE

.....(please print
 ETHNIC GROUPING

WHITE:

BLACK OR BLACK BRITISH:

- | | | | |
|---------------------------------|--------------------------|---------------------------------|--------------------------|
| A BRITISH | <input type="checkbox"/> | M CARIBBEAN | <input type="checkbox"/> |
| B IRISH | <input type="checkbox"/> | N AFRICAN | <input type="checkbox"/> |
| C ANY OTHER WHITE
BACKGROUND | <input type="checkbox"/> | P ANY OTHER BLACK
BACKGROUND | <input type="checkbox"/> |

MIXED CATEGORIES:

OTHER ETHNIC:

- | | | | |
|---------------------------------|--------------------------|-----------------------------|--------------------------|
| D WHITE AND BLACK
CARIBBEAN | <input type="checkbox"/> | R CHINESE | <input type="checkbox"/> |
| E WHITE AND BLACK AFRICAN | <input type="checkbox"/> | S ANY OTHER ETHNIC CATEGORY | <input type="checkbox"/> |
| F WHITE AND ASIAN | <input type="checkbox"/> | | |
| G ANY OTHER MIXED
BACKGROUND | <input type="checkbox"/> | | |

ASIAN OR ASIAN BRITISH:

- | | | | |
|---------------|--------------------------|------------------------------|--------------------------|
| H INDIAN | <input type="checkbox"/> | J PAKISTANI | <input type="checkbox"/> |
| K BANGLADESHI | <input type="checkbox"/> | L ANY OTHER ASIAN BACKGROUND | <input type="checkbox"/> |

REFUGEE FAMILY Yes / No

This information is being collected in order to effect appropriate service planning to meet the needs of the local population and will be treated with the strictest confidence. Please note that you have the right not to provide this information if you do not wish to do so.

Please return to: REDBRIDGE CHILD DEVELOPMENT CENTRE, KENWOOD GARDENS,
 BARKINGSIDE IG2 6YG Tel: (020) 8924 6111 Fax: (020) 8924 6110

CHILD DEVELOPMENT CENTRE USE ONLY

DATE RECEIVED:	APPOINTED	NOT APPOINTED
INTAKE MEETING DATE:	RETURNED TO REFERRER	<u>OR</u>
TO SEE:	PAEDIATRICIAN	CON:
STAFF GRADE PAED	PLAY BASED ASSESSMENT	DATE

HV contacted: Labels: Returns Form:

ICD	Developmental Categories	Parental Concern	Level of Concern	
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GM	Gross Motor		0	1	2	3	N	0 – No concern
FM	Fine Motor		0	1	2	3	N	
GD	General Developmental Delay		0	1	2	3	N	1 – Suspected
BE	Behavioural/Emotional		0	1	2	3	N	
SM	Specific Medical Concerns		0	1	2	3	N	2 – Moderate
HE	Hearing Concerns		0	1	2	3	N	
VI	Visual Concerns		0	1	2	3	N	3 – Severe
CR	Case Conference Referrals		0	1	2	3	N	
SL	Speech & Language		0	1	2	3	N	N – Not tested

REFERRAL FORM SPEECH & LANGUAGE THERAPY SERVICE

North East London



NHS Foundation Trust

North East London Community Services

Please complete in **CAPITALS**. Please complete **ALL SECTIONS**. We regret that we may need to send referral forms back to the referrer if all details are not completed.

Child Details

SURNAME: _____ FIRST NAME: _____

D.O.B. _____ SEX: MALE FEMALE

NHS NUMBER:

ADDRESS:

POST CODE: _____

HOME TEL NO: _____ WORK
NO/MOB: _____

IS THIS CHILD A LOOKED-AFTER CHILD? YES NO

FIRST LANGUAGE: _____ Is an interpreter required? YES NO

HOW LONG HAS THE CHILD BEEN EXPOSED TO ENGLISH?:

GP Name & ADDRESS:

Referral Information

HAS THE SCHOOL DISCUSSED THIS CHILD WITH A MEMBER OF THE SLT TEAM?:

Yes. Please attach a copy of the **Universally Speaking Checklist**. If you received a therapist's **Advice Form** please attach this also.

No.

REASON FOR REFERRAL:

Talking: No words Few words Short sentences No concerns

Understanding: Following instructions Understanding meanings of words No concerns

Voice: Husky Loss of voice Hoarse No concerns about vocal quality

Speech sounds: Misses out sounds or substitutes No concerns: says all sounds in words
(e.g. 'tat' instead of "cat", "lellow" instead of "yellow")

Stammering/Stuttering: Repeats sounds / syllables words Gets 'stuck' on certain words
 No concerns

Social interaction: Has difficulties interacting with others No concerns: interacts well

Feeding/Swallowing: PLEASE USE FEEDING REFERRAL FORM INSTEAD

DEVELOPMENTAL MILESTONES:

Babble _____ First Word _____ Two words together _____

Using a sentence _____ Sitting _____ Walking _____

HAS HEARING BEEN TESTED?:

Yes. Date & Outcome: _____ No

BIRTH HISTORY AND GENERAL HEALTH INFORMATION (please include information regarding any diagnoses):

OTHER PROFESSIONALS INVOLVED WITH THE CHILD: _____

Educational Details

SCHOOL/NURSERY/PLAYGROUP ADDRESS: _____ Year Group: _____

SCHOOL TO COMPLETE THE FOLLOWING EDUCATIONAL INFORMATION:

NATIONAL CURRICULUM / FOUNDATION STAGE LEVELS:

Speaking & Listening _____ Reading _____

Writing _____ Maths _____

SEN CODE OF PRACTICE:

None School Action School Action + Statement

Please attach a copy of the **child's most recent IEP**.

WHAT SUPPORT DOES THE CHILD CURRENTLY HAVE IN PLACE?:

Referrer Details

Referred by: _____ Signature: _____

Designation: _____ Date: _____

Address of Referring Agent: _____

Parent Consent

Please discuss this referral and the reasons for referring with a person who has parental responsibility for the child. Please ask this person to complete below:

I _____ (parent name) agree:

*to my child _____ (child name) being seen by a Speech & Language Therapist.

*For the Speech and Language Therapist to share and gather information from other professionals involved in my child's care (please contact us on 020 8822 4116 if you would like further information regarding this).

Parent Signature

Date

Please send form to: Speech & Language Therapy Service, Children's Resource Centre, North Central, Manford Way, Chigwell, Essex IG7 4DA

NOTE: AN INITIAL ASSESSMENT APPOINTMENT WILL BE OFFERED WITHIN 12 WEEKS OF RECEIPT OF THIS REFERRAL – PLEASE TELL PARENTS

Pupil Cause for Concern Form – SEN

Please complete with as much information as possible and then discuss and pass to the SENCo.

Name of pupil:	Class/Year group:	Date of Birth:
Any existing SEN: (Y/N) give details/areas of need:	Form completed by:	

Main areas of concern:

- Communication and interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and / or physical

<p>Main concerns (please detail): How are they having difficulty accessing the curriculum?</p>
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Briefly explain what you have put in place to support them (differentiation, how you have adapted the planning/curriculum, personalised learning etc.):

Please detail any other information about the child:

Please detail any conversations you have held with parents or other outside agencies:

Action to be taken by SENCo: