



Special Educational Needs and Disability Policy.

The School in Context

Rookwood School is an Independent School with entry from 2 to 18 years. Entry is not determined by an entrance examination and as such is open to all pupils for whom their educational needs can be met by reasonable adjustment. Parents are asked to inform the school, at the time of entry, if their child has any history of learning or disability difficulty and to supply copies of any formal assessments. With this information, the Head of Learning Support can establish the level of reasonable adjustments necessary to support that pupil and to assess whether the school has the resources and expertise to do so. In addition, a baseline assessment will take place to provide the most up to date picture of an individual's needs. All this evidence will be used to ascertain the extent of support required to support the pupil.

Definition of Special Educational Needs and Disability

The Code of Practice 2014 Section 1.8 provides a definition of Special Educational Needs and Disability.

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory age or a young person has a learning difficulty or disability if they:

(a) have a slightly greater difficulty in learning than the majority of others of the same age;

or

(b) have a disability which hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child has special educational needs if they fall within a definition of (a) or (b) or would do so if special educational provision was not made for them.

Where a child has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

“Disabled children and young people without SEN are not covered by the Code of Practice but provisions are covered by the Children's Act 1989, Equality Act 2010 and Health and Social Care Act 2012. Furthermore, the Equality Act of 2010 states that “Everyone covered by this Code has duties in relation to disabled children and young people under the Equality Act 2010. They must not discriminate and they must make reasonable adjustments for disabled children and young people.”

A pupil is not regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught.

Underachievement is not necessarily SEND and we had a clear process to address the needs of pupils whom we feel are or are at risk of underachievement in the form of our academic monitoring system. *“Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as SEND.”* SEND Code of Practice 0-25 (2014)

Aims and Objectives of the Learning Support Department

The aims of the Learning Support Department are:

- To enable pupils to reach their full potential.
- To ensure the identification of all pupils requiring learning support provision as early as possible and provide support for them in order to support progression and good mental health and wellbeing.
- To enable all pupils with SEND access to the curriculum in collaboration with all staff from Rookwood School by providing differentiated teaching and learning opportunities, extra support or additional resources where appropriate and available.

The objectives of the Learning Support Department are:

- To ensure early identification, assessment and graduated provision is available for all pupils causing concern.
- To continually monitor pupil progress to aid identification and that the continued progress of pupils with SEND is the responsibility of all staff.
- To regularly monitor and evaluate provision in place.
- To work in partnership with parents/carers to enable them to take an active role in their child's education.
- To involve pupils in the decision making progress regarding their education.
- To work with outside agencies to meet the needs of pupils with SEND.
- To ensure support and regular professional development opportunities to enable staff to fulfil their responsibilities.
- To ensure that pastoral care and support is available for all pupils so that they may develop in all areas and build a strong sense of self-esteem.

Responsibility for Co-ordinating SEND provision

Staff Responsible for SEND

The Head of Learning Support (SENCO) is Mr Adam Pearson.

The Deputy Head (Academic) is Mrs Jennifer Jellard.

The Headmaster is Mr Anthony Kirk-Burgess.

Governor Responsible for SEND

The governor with responsibility for SEND is Mrs Kelly Wilkie.

Identification and Assessment of SEND

In order to provide provision, pupils with SEND need to be identified. This may be completed in a number of ways:

- Staff to follow the concern procedure to raise a concern about an individual pupil, parental concerns, poor assessment or examination results resulting in staff feeling there is a discrepancy between ability and achievement.
- Discrepancy in range of baseline or other academic scores.
- Dyslexia Early Screening Test for Reception Class pupils.

The following needs may be identified:

- Cognition and Learning Difficulties
- Emotional, Social and Mental Health Difficulties
- Communication and Interaction Difficulties
- Sensory and/or Physical Difficulties

Identification of prospective new pupils from Year 1 onwards may begin when they come into school for a taster day. When they come into school for that taster day the recent school report they bring with them, their parents or Rookwood staff, may indicate there is a learning difficulty and ask the Head of Learning Support to assess that pupil. The result of any testing is discussed with the Headmaster to decide if we can meet the individual's needs.

If a child has already been admitted to school once a concern has been voiced, identification of a learning difficulty can be established by using recommended up to date assessments. Some of these assessments may also be used to track progress. Additional assessments will be purchased as budgets allow.

Occasionally assessing a pupil's difficulties requires the assessment to be completed by an outside agency. This will be discussed with parents and referrals sought to Speech and Language, Paediatricians, CAMHS, Occupational Therapy, Audiologists, Opticians, Behavioural Optometrists, Clinical or Educational Psychologists. Independent specialists can be sought and the Head of Learning Support can provide details for how to source an appropriately qualified professional. However, it remains a parental responsibility to check the individuals' accreditation. Often these assessments will occur in-school by prior arrangement with the professional.

Assessment results are explained to parents and the action to be taken is discussed and agreed to ensure there are reasonable adjustments made for that pupil. At this point the pupil will be added to the Provision Map and staff will be made aware of the pupils learning difficulties.

A summary of any outside agency's involvement with a pupil is circulated by e-mail to staff and placed electronically on the "SEN whole school" folder and MIS system, so that staff can refer to the information at a later date.

Whilst the school will act with reasonable care and attention in identifying, supporting and monitoring pupils with SEND needs, we do not undertake to diagnose dyslexia, ADHD, autism or other such conditions. Such diagnoses can only be made by medical professionals.

SEND and additional needs Register

The SEND register will be kept electronically in the “SEN whole school folder” and gives an overview of those pupils who are receiving SEND support and those who have additional needs but do not require SEND support.

Provision Map

The Provision map will be kept electronically in the whole school SEN folder and give a more details overview of the graduated response for each pupil receiving significant SEND support.

Pupil Passports

Pupil passports are kept electronically in the “SEN whole school folder” and gives an overview of the pupil with suggestions for classroom differentiation so that any member of staff can access it and refresh their memory. This document will indicate if external agencies are involved and if access arrangements for examinations are required.

Individual Education Plans

An IEP is given if that pupil has an EHCP or a level of need significant enough to warrant one. The targets on this will be determined by teachers, learning support assistants, parents and pupils collectively and reviewed and circulated to the parent once a term. These are stored electronically so that all teachers may access them. Occasionally pupils may not be given an IEP. This may be down to a parental decision to not have support for their child or because the pupil is being monitored to establish if support is required. The targets should be small steps to achieve the main aim of the support. They should be measureable and determine the work or strategies that are different for that child. Copies of the IEPs will be placed in the pupil’s SEND file, kept centrally on the school computer system for staff to access and sent to new schools when they transfer.

Pupils with SEND who have CEAS funding will have their IEPs sent with their SENA funding application.

Allocation of Resources for Pupils with SEND

The allocation of resources is at the discretion of the Head of Learning Support. The amount of resources are limited therefore the SEND Graduated Response is used to aid decisions on a school wide basis. The resources can be changed during the academic year and endeavour to reflect pupil’s changing needs.

There are two types of resources – personnel and physical resources.

Personnel resources are allocated on a specific need basis. LSAs are also used to provide interventions where small groups of pupils are withdrawn for specific teaching. Membership of the intervention groups is by invitation only for pupils with a specific need. New intervention groups can be set up if there is a need for it.

The SEN budget is used to provide low-cost resources, such as pencil grips, specialist pencils, reading rulers, wobble cushions, to pupils. Some resources are not expected to be

returned, for example pencil grips. However, some items are lent to the pupil to use for the academic year.

Electronic gadgets, such as laptops, reading pens or dictaphones, are the pupil's own resource so that they can be used at home or at school and are provided by the parent. Ownership makes the pupil more careful of the item. For those without a laptop staff can allow the pupil to use a PC in-school if available. Access to PCs for examinations are available for those with Access Arrangements. School machines are used.

Arrangements for Coordinating SEND Provision

The Deputy Head (Academic) has overall responsibility for teaching, learning and academic monitoring across the school.

The Head of Learning Support has overall responsibility for coordinating SEND provision across the school.

In the Senior School, Heads of Department have responsibility for teaching, learning and academic monitoring within their subject area, under the direction of the Deputy Head (Academic). In the Lower School, the Head of Lower School has responsibility for teaching, learning and academic monitoring, supported by the Deputy Head (Academic).

The SEND Policy document is located electronically in the Policies folder and the SEN Whole School folder so that staff are able to access it. In addition, parents are able to request a paper copy of the Policy.

All staff are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from LSAs or specialist help.

When a member of staff becomes concerned that a pupil requires additional learning support intervention, concerns should be escalated through the following pathway:

- Classroom teacher > Head of Department/Lower School > Head of Learning Support > Deputy Head (Academic)

Teaching and learning support staff regularly communicate through staff meetings, e-mails and conversations. This enhances the support that a pupil with learning difficulties receives.

Staff are given information about individual needs at the beginning of each academic term. These needs are updated termly. The Head of Learning Support will also speak about specific pupils needs in Learning Support Department meetings and staff meetings therefore disseminating relevant up-to-date information.

Admissions Arrangements

Full details can be found in the Admissions Policy, which should be read in conjunction with the following:

As part of the admissions process, parents should advise the school of any disability or difficulty their child is experiencing and on the taster day the pupil is then assessed to see if their

individual needs can be met. This is fed back to parents at the end of the day. Where there are more complex needs we may ask a pupil to come into school for a few days.

Parents of pupils with an Education Health Care Plan are asked to discuss their child's needs with the Headmaster and Head of Learning Support in advance of booking a taster day. On occasion, the Head of Learning Support will visit the pupil in their setting in order to assess how they are functioning, before inviting them into Rookwood School for a taster day and assessment here.

Offers are made to all children who meet the entrance criteria, irrespective of sex, race, sexuality, gender identity, religion or disability. For those with diagnosed learning needs or disabilities, including EHCPs, an offer will be made provided that the school believes that, with reasonable adjustment and appropriate support, the pupil is able to access the curriculum and meet the school's behaviour expectations.

Specialist SEND provision

Rookwood School is a mainstream independent school. There are currently two teachers with dyslexia qualifications who teach mild to moderate dyslexic pupils on a 1:1 basis. This is by withdrawal from class and at additional cost to the parent.

Records of SEND

Where possible all records are kept electronically so that all staff can access them. Paper copies of past assessments are also kept for reference in a filing cabinet in the Learning Support room. Copies of outside agency assessments additionally have a copy kept in the pupil's Office file.

Annual reviews are held for pupils with Education Health Care Plans. Evidence for the review is collected throughout the year.

On transfer to another school the pupil's paper file is up-dated with all electronic paperwork plus a letter from the Head of Learning Support including IEPs and any additional information. This is then transferred by the Office. For transfer to College the relevant College Access form is completed and returned.

Access and Inclusion to the Curriculum

All pupils have access to the full curriculum; this is matched to the child's level of ability through differentiated work. Pupils with SEND are an integral part of the school and adaptations and modifications will be made where necessary, in discussion with the pupil, parents and Learning Support teachers.

Evaluating the Success of Provision

Regular reading and spelling tests give feedback to staff and parents on the success of learning these subjects. These are tracked over a number of years for pupils with these difficulties. Failure to progress results in a meeting with parents and a change of approach. The school undertakes regular baseline assessments during the course of a child's education, including INCAS, MIDYIS, Yellis and Alis. These are used to produce tracking for all individuals. Tracking is discussed in staff meetings normally twice a term. Reports are generated three times a year

and these can give indicators of success, particularly for those with sensory, social and emotional targets. Not all targets are measurable.

When learning support provision has been withdrawn from a pupil, for example when it is no longer considered necessary due to the success of the provision, the Deputy Head (Academic) should be informed. The Deputy Head (Academic) will continue to monitor the academic progress of the pupil after the withdrawal of the provision and will be mindful of the potential need to reintroduce learning support provision, should the pupil not make the expected progress.

In-service Training (CPD)

In-service training is a necessary part of the department's professional development. Access to courses will be determined on the basis of assessed need and the availability of funding from the School CPD budget. There are possibilities for all members of Rookwood staff to participate when the INSET days are used to provide training with a SEND theme.

Most recently, teaching and support staff received training on supporting pupils with ADHD and neurodiversity. (Training provided by the ADHD Foundation, January 2023).

Involving Pupils in their Learning

Wherever possible and depending on the age of the child, pupils are involved in setting targets for their own learning. Pupil involvement in target setting is encouraged in the Lower School and is expected from Year 7.

Partnership with Parents

It is important that parents develop a working relationship with the Learning Support Department. They have the opportunity to contact the Head of Learning Support, preferably by e-mail due to his teaching commitment. E-mail replies are generated as soon as possible. Parents are invited to meet with their Learning Support teacher during parent consultation evening, though further meeting can be requested by parents or the teacher if thought necessary. In addition, teaching target are reviewed and updated on a termly basis and this review is communicated to parents. However, many parents request a meeting to discuss their child, even if they are not taught by the Head of Learning Support.

Links with Other Schools

The Head of Learning Support has built up a number of links with other schools in the area. Transition information is sought from all feeder schools. If deemed necessary, the Head of Learning Support or Head of School will visit a setting to observe a prospective pupil and seek feedback to support transition.

Links to Support and Other Services

CAMHS <http://www.camh.org.uk/> or via a GP.

To find a speech therapist, occupational therapist, educational psychologist, clinical psychologist, counsellor or psychotherapist parents are advised to contact their GP for referral. There are often long waiting lists via the NHS. The Head of Learning Support can also make referrals to some agencies.

The Head of Learning Support also has a list of independent specialists used previously or alternatively consult: <http://www.hcpc-uk.co.uk/>

Dyslexia

Dyslexia Action www.dyslexiaaction.org.uk/

British Dyslexia Association www.bdadyslexia.org.uk/

Dyslexia Association www.dyslexia.uk.net/

Autism/Aspergers

The National Autistic Society (NAS) www.autism.org.uk

Autism Speaks www.autismspeaks.org/

Autism UK Independent <http://www.autismuk.com/>