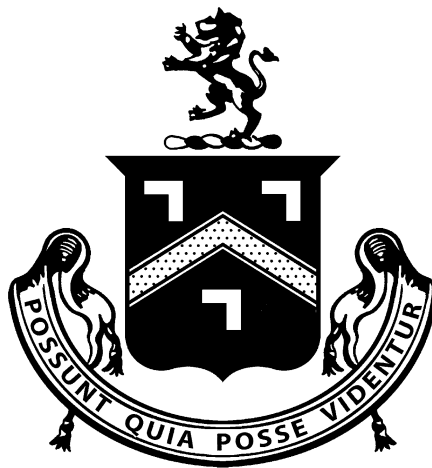


# DUMPTON SCHOOL



## Policy on Special Educational Needs and Disability (SEND)

## **Policy on Special Educational Needs and Disability**

### **‘Every Teacher is a Teacher of SEND’**

#### **1 Aims**

- 1.1 The aims of this policy is to promote good practice in special educational needs and disability (SEND). It outlines the support we can provide for children who have SEND.
- 1.2 All staff are required to identify the needs of pupils with SEND.
- 1.3 This policy can be made available in large print or other accessible format, if required.

#### **2 Code of Practice**

- 2.1 This policy has been written with reference to the Children and Families Act 2014 and the *Special educational needs and disability code of practice: 0 to 25 years (DFE-00205-2013)*, July 2014
- 2.2 A copy of the Code of Practice is available  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

#### **3 "Special educational needs and disability (SEND)"**

- 3.1 Children have SEND if they have a learning difficulty/disability which calls for special educational provision to be made for them.
- 3.2 Children have a learning difficulty/disability if they:
  - 3.2.1 have a significantly greater difficulty in learning than the majority of children of the same age; or
  - 3.2.2 have a disability which prevents or hinders the pupil from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (if your pupil has a disability, please ask to see our Disability Policy); or
- 3.3 A pupil must not be regarded as having a learning difficulty/disability solely because the *language or medium of communication of the home is different from the language in which he or she is or will be taught* (Section 6.24 CoP 2015). However, children for whom English is an additional language (EAL) may be provided with appropriate support (for a maximum of 2 years as per DfE criteria) provided they meet the School's academic criteria.
- 3.4 A pupil who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen.
- 3.5 The expression "learning difficulty/disability" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, developmental co-ordination disorder including dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from emotional or mental

disorders. The expression may also include those who have problems with their eyesight or hearing or who have an autistic spectrum condition.

- 3.6 Learning difficulties/disability may affect children who have a high academic ability as well as those of lower ability. Sometimes a pupil's learning difficulty/disability becomes apparent for the first time at the age of 11+ or older, when educational pressures tend to increase.

## 4 Policy statement

4.1 **The School:** Dumpton School is a mainstream independent school which accepts boys and girls from the age of 2 years. Dumpton School welcomes all children who can make the most of the opportunities we offer both within the classroom and outside of it. The school welcomes children with Special Educational Needs and/or Disabilities, providing we feel that they will be able to flourish in the caring environment of the school and meet the demands of our curriculum either with or without support.

4.2 **Provision:** The provision which we may make for children who appear to have a learning difficulty/disability includes: teacher and/or (student) teaching assistant support in the classroom; 1:1 tutoring (at an additional cost); and/or a referral to an educational psychologist or other outside agency for a formal assessment, which other than NHS is at an additional cost.

4.3 **Consultation:** We will do all that is reasonable to report and consult with parents about their pupil's learning difficulties/disability, and to inform teachers of necessary information about a pupil's learning difficulties/disability.

## 5 Identification, and procedures

### 5.1 Identification:

5.1.1 If a pupil is not achieving their expected academic performance, their progress may be monitored to see if the attainment gap widens (Section 6.17 *CoP 2015*).

5.1.2 If a pupil has been identified by staff as *possibly* having SEND, they may be closely monitored in order to gauge their level of learning and possible difficulties.

5.1.3 If a concern is raised by their parents, a pupil will be monitored

5.2 **Continuous assessment:** Staff members will monitor the progress of all pupils in order to aid the identification of pupils with SEND.

5.3 **Dyslexia Screening test:** The school will carry out a blanket screening test, usually in Year 3 or 4. If there is a possibility of a learning difficulty, the results will be communicated to the parent. The cost of screening test is included in the tuition fees.

5.4 **Outcome of any tests:** If the outcome of any test or any other circumstance gives us reason to think that a pupil may have a learning difficulty/disability, we will report and consult with the parent as necessary, and make recommendations.

5.5 **Formal assessment:** If the test results indicate that a pupil may have a specific learning difficulty/disability which ought to be assessed, we will ask the parent to

agree to their child being formally assessed by a specialist and to follow his/her recommendations. The cost is covered by the parents.

- 5.6 **SEND Support:** Where it is determined that a pupil does have SEND, the individual will be included on the School SEND List. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning.
- 5.7 **Support within the classroom:** All staff members make appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the curriculum.
- 5.8 **Learning support:** In addition to or as an alternative, we may offer a course of learning support by a qualified specialist teacher on a 1:1 basis in school. This will be at an additional cost to the parents.
- 5.9 **Term's notice in writing** (or payment of a term's fees in lieu of notice) is required to terminate learning support with the qualified specialist.
- 5.10 **Code of Practice (CoP):** The school's approach to the detection and management of learning difficulties will be guided by the *Special educational needs and disability code of practice: 0 to 25 years (DFE-00205-2013)*, July 2014, or any substituting or amending Code of Practice issued from time to time by the Department for Education (DfE).
- 5.11 **Educational, Health and Care (EHC) Plans:**

Relevant legislation : Section 36 of the Children and Families Act 2014

- 5.11.1 If a pupil has lifelong or significant difficulties/disability they may undergo a Statutory Assessment Process. Currently, parents have the right under (Section 9.8 *CoP 2015*) to ask the Local Authority to make an EHC needs assessment with a view to drawing up an EHC Plan. The School also has the right under Section 9.8 (*CoP 2015*) to ask the Local Authority to arrange an assessment. The School will always consult with parents before exercising this right.
- 5.11.2 Currently, where a prospective pupil has an EHC Plan, we will consult the parents and, where appropriate, the Local Authority to ensure that the provision specified in the Plan can be delivered by the School.
- 5.11.3 Currently any additional services that are needed to meet the requirements of the EHC Plan will need to be charged to the Local Authority if the Authority is responsible for the fees and our school is named in the EHC Plan (Section 9.78 *CoP 2015*).
- 5.12 **Disability:** The School recognises that some pupils with SEND may have a disability. Pupils and parents are referred to the School's Disability Policy. The School will make all reasonable adjustments in order to afford opportunity to disabled pupils. However if, despite such adjustments, the School is unable to provide adequately for the pupil's needs, the School may decline to offer a place to a pupil or request you withdraw your pupil from the School (see 6.1 below).

- 5.13 **The SEND (EdX) Department** has responsibility for:
- 5.13.1 facilitating liaison with parents and other professionals in respect of a pupil's special educational needs;
  - 5.13.2 advising and supporting all staff in the School;
  - 5.13.3 if appropriate, putting Learning Plans in place;
  - 5.13.4 co-ordinating support for children with EHC Plans and their annual review
  - 5.13.5 collating relevant background information about individual children with SEND;
  - 5.13.6 undertaking any other appropriate duties in accordance with the Code of Practice on special educational needs.
- 5.14 **Information:** Because dyslexia and some other learning difficulties are often inherited, we need to know at the outset if either parent or other siblings or close relations have been affected by SEND at any time. Confidential information of this kind will only be communicated on a "need to know" basis. The parent must also provide us with a copy of any report or recommendations which have been made in relation to SEND at the pupil's previous school or elsewhere within the last 24 months.
- 5.15 **Concerns:** The school should be informed if a pupil's progress causes parental concern, so that it can be discussed further.
- 5.16 **Examinations:** Children who have been diagnosed as SEND may be eligible for access arrangements such as extra time or other concessions to complete internal examinations. Access arrangements in public examinations are at the discretion of the examining body, and in the case of CE, the receiving Senior School.
- 5.17 **Use of Computers/Assisted Technology in the Prep School:** The school recognises the importance of computers/iPads and other such technological equipment as a tool to assist learning and the special benefits it can provide for pupils with special needs.
- 5.17.1 All staff are asked to aid pupils with SEND in the organisation of their work.

## **6 Alternative arrangements**

- 6.1 **Withdrawal:** The school reserves the right, following consultation with parents, to ask or require parents to withdraw their pupil from the School if, in our opinion after making all reasonable adjustments and exhausting appropriate strategies:
- 6.1.1 their child is in need of a formal assessment, learning support or medication to which the parents do not consent; and/or
  - 6.1.2 parents have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of their pupil's SEND; and/or
  - 6.1.3 the pupil's SEND require a level of support or medication which, in the professional judgment of the Head, the School is unable to provide, manage or arrange; and/or

6.1.4 the pupil has SEND that make it unlikely he/she will be able to benefit sufficiently from the mainstream education and facilities which we provide.

6.2 **Alternative placement:** In any of these circumstances, we will do what is reasonable to help parents to find an alternative placement which will provide their child with the necessary level of teaching and support.

6.3 **Financial:** Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice.

## 7 **Outside Agencies**

7.1 Individuals from external organisations complete safeguarding checks overseen by the school bursar.

<b>Authorised by</b>	The Board of Governors
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<b>Date</b>	20 <sup>th</sup> June 2022
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<b>Effective date of the policy</b>	1 <sup>st</sup> September 2022
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<b>Circulation</b>	Governors / teaching staff / all staff Parents / pupils on request Parents section on the school website
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