



Special Educational Needs and Inclusion Policy

Prepared by:	CD
Reviewed by:	RW (Inclusion Manager)
Review Date:	June 2017
Next Review Date:	June 2018

In line with our school motto, 'Hic Feliciter Laboramus' (Here we work happily) and also in accordance with the United Learning SEN and Inclusion Policy, at Rowan Preparatory School we work to ensure that every girl receives the support that she needs to learn and make progress. In so doing, we make due regard to the UK Equality Act (2010), the Children and Families Act (2014) and the SEN and Disability Code of Practice, 0-25 years (SEND, 2014). We aim to have a flexible approach which accommodates changes in the needs of pupils and updated legislation. At Rowan we have an underpinning belief that every teacher or TA is a teacher of every child, including those with special educational needs or disabilities.

Rowan Preparatory School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity policy document. Rowan Preparatory School seeks to implement this policy through adherence to the procedures set out in the rest of this document. In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the school office. It should be read in conjunction with the Equality Policy, Health & Safety Policy and Accessibility Plan.

Definition of SEND

At Rowan, we use the following definition for special educational needs from the SEND Code of practice (2014):

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for (him or) her"

Aims of SEND Provision at Rowan

- 1) We aim to meet the needs of all children with special needs and disabilities whenever necessary during their time at school.
- 2) We aim to ensure that all pupils are included and have access to a broad, balanced and differentiated curriculum, irrespective of any personal, educational, social, physical or other difficulty. This may include a pupil with an Education Health Care plan (EHCP) in which case Rowan Preparatory School will work with the Local Authority to make assessments and support Education Health Care Plans which set out the child's needs, objectives and targets to be met, provisions to be made and the arrangements for monitoring and review.

- 3) We aim to foster a strong partnership with parents and other professionals in supporting the education, including additional learning needs, of every pupil.
- 4) We aim to involve the pupils in the process of identifying and addressing any additional educational needs.
- 5) When we consider the needs of each individual pupil we consider the whole child, focusing on their strengths and positive attributes, rather than just their special educational need.

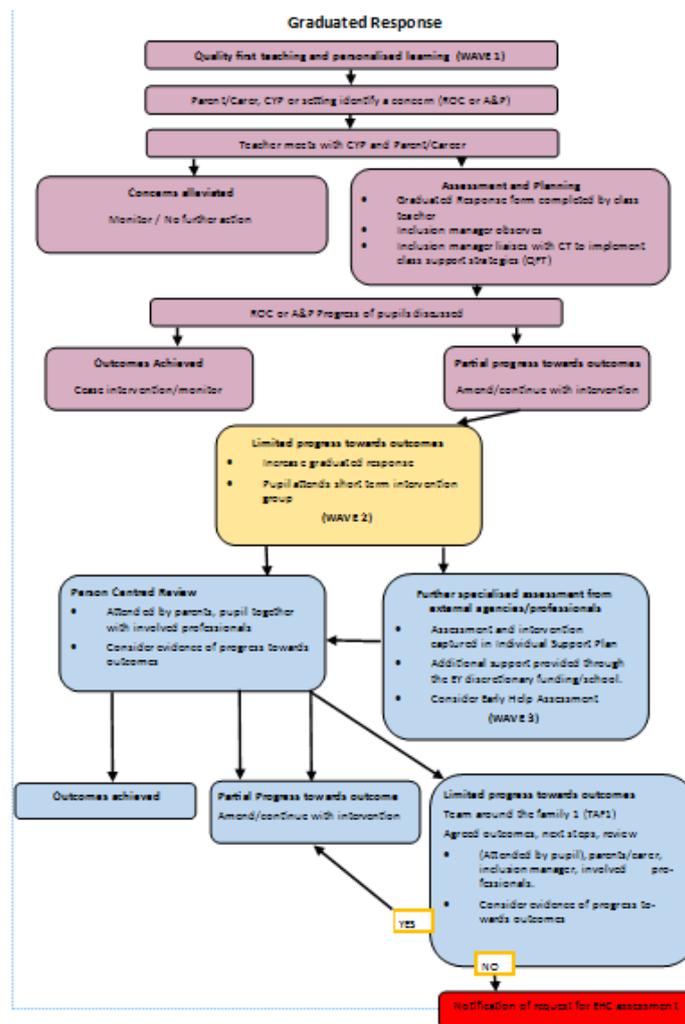
Roles and Responsibilities within Learning Support Department

- Rosie White is the Inclusion Manager with responsibility for leading and developing the Inclusion Department. She is the SENCO across the school and is responsible for the day to day operation of SEN and Inclusion policy and co-ordination of specific provision made to support pupils with SEND.
- The Inclusion manager observes individual girls in class, assesses pupils' needs, teaches small groups and individuals and liaises with parents and staff. She prepares ISPs and holds termly meetings with parents and class teachers to review and set targets. She updates the Provision List and Inclusion Overview and works closely with classroom staff in delivering Quality First Teaching.
- Sally Padget is an Inclusion Teacher with specific responsibility for assessing and teaching individual girls for 1:1 support lessons and group interventions.
- Sarah Meadows is an Inclusion Teacher who teaches across the curriculum, including lower attaining English sets. She also teaches individual girls in 1:1 support lessons and group interventions.
- Classroom Teachers are responsible for differentiating the curriculum to ensure that all pupils are able to learn and make progress.
- The Teaching Assistants/Learning Support Assistants help classroom staff with teaching, preparation & adaption of materials and support pupils in their learning, especially with differentiation within the curriculum. They also play a pastoral role with the pupils.
- Educational Learning Support Assistants support our pupils with a Statement of SEN/EHCP in accessing the fullness of the curriculum and adapting their learning materials.
- The SEND governor is Isobel Griffiths.

Identification of Need

At Rowan we aim to identify any additional area of need as early as possible. 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. The procedures that we follow at Rowan are laid out in the following flow chart diagram:

Procedures at Rowan Identification of Special Educational Need and Graduated Response to these Needs



Our graduated response to individual needs is carried out in a three wave response system.

Wave 1: At Rowan we aim to provide a personalised curriculum and classroom staff make reasonable adjustments to meet the needs of every individual girl. Differentiation embedded in planning, practice and progress is monitored through observation in every lesson and through more formal assessments. Where a Graduated Response form is completed, the Inclusion Manager carries out an observation, parents are consulted and specific strategies for in-class support are added to the Inclusion Overview.

Wave 2: Where further concerns are raised about an individual pupil, parents are further consulted and observations and assessments take place in order to establish appropriate support strategies. This may include short term interventions through small groups or reading club support. It is recorded in the Group Provision document and on the Provision List. Progress is formally monitored termly through school assessments and Attainment and Progress meetings.

Wave 3: Where there is a need for greater support, one to one support can be put into place. In discussion with parents an Individual Support Plan (ISP) is drawn up to detail desired outcomes, strategies and resources needed to achieve these. These are reviewed termly with parents to discuss progress against these aims and continuing support for the following term. When a child moves into Wave 3, further details are recorded on the Provision List. Pupils receiving support at this level are supported following this Assess, Plan, Do and Review cycle as laid out in the SEND Code of Practice (2014). Class teachers are responsible for meeting the child's needs on a daily basis, following the ISP and monitoring progress towards outcomes. Close liaison is maintained between the learning support team and classroom teachers, providing guidance and advice.

Where it is deemed helpful we will refer to outside agencies including, Surrey Early Years and Childcare improvement advisors, Local Authority Advisory Teams, Physical and Sensory Support, Physiotherapy, Speech and Language Therapists, Occupational Therapists, Behavioural Optometrists and Educational Psychologists, some of whom work in private practice.

Work with Outside Agencies

We provide intervention using specialist teaching techniques within school, however when a pupil presents with an issue that needs to be addressed by an external expert, we refer on. Where agreed by Rowan, appropriate therapy may take place on school premises. This fosters a strong partnership between other professionals and school staff and enables us to benefit from their expertise. We reserve the right to review any such arrangements. Any costs involved with consulting these specialists are met by parents.

If a parent has a report for their child then it is important that this report is made available to the school, either on acceptance of an offer or once the report is completed. This enables the school to develop a greater understanding of the child's individual needs and support these needs. The Inclusion Manager will summarise these reports and their recommendations and share them with all classroom staff to ensure that the child's individual needs are considered throughout their time at school. We also arrange a meeting with parents to discuss the findings of the report.

The SEND Code of Practice (2014) outlines four main areas of need:

Communication & Interaction: covering speech, language & communication needs (SLCN) and Autistic Spectrum Conditions (ASC) including Asperger's Syndrome & Autism.

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.

Social, Emotional and Mental Health Difficulties: covering girls who may be withdrawn and isolated, those displaying challenging, disruptive or disturbing behaviours, it also covers girls with attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

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.

At Rowan we aim to treat every girl as an individual and meet her needs as such. Provision is put in place through a graduated response of in class support, small group provision and one to one teaching but our underpinning thought is that every teacher is teacher of every pupil, whatever her need.

Medical conditions

At Rowan 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. This may mean an Individual Care Plan (ICP) and we seek to make any reasonable adjustment to enable the pupil to fully access school opportunities. Any child with medical needs may also have SEND in which case the Inclusion Team will assist classroom staff in making sure that their needs are met.

Gifted and Talented

We recognise that some pupils have additional needs because they demonstrate high achievement in one or more areas. Details of provision for these pupils can be found in the Gifted and Talented policy document.

Accessibility, Health and Safety and SENDA

The school is committed to ensuring reasonable access to all areas of the site for pupils with physical disabilities, including safe and comfortable entry and departure from the school site.

Emergency evacuation policies are reviewed half-termly to ensure that they can be accomplished safely for all pupils, including those with special needs.

The management of the timetable and room deployment takes into account appropriate allocation of classrooms to meet the age and needs of all pupils (including SEND pupils), and appropriate furniture and fittings.

Pupils in the EYFS setting

The EYFS setting at Rowan Preparatory School reflects the SEND Code 2014 in its practices through:

- Putting pupils and parents at the centre of decision making including making sure parents are fully informed and involved with how their daughter is progressing.
- A plan for the four areas of need (Communication, Cognition, Mental Health and Physical Need).
- A clear approach to identifying and responding to SEND.
- Discussion with parents to decide if involvement of external specialists will help their daughter's development.
- A continual review of core teaching and wider policies to ensure that all Early Years staff meet the requirements.

Provision for Pupils with EAL

We aim to embrace diversity and to provide a comprehensive, stimulating and enjoyable educational environment. We strive to produce happy, well-balanced students prepared for the demands of our ever-changing society. Pupils through their respect for languages and cultural diversity are prepared to take seriously their role in our global society.

We cater for pupils who are from non-English speaking backgrounds, who do not have sufficient English language proficiency to maximise their potential. This is done through specific interventions to adapt their learning material to access the fullness of the curriculum and additional support from teaching staff. If relevant we help parents organise private additional one to one EAL tuition.

We believe in adventurous learning and use a variety of teaching methods and approaches. Careful attention is paid to ensure that language is presented through active and meaningful contexts. Whenever possible, links are made to mainstream subjects and to the personal interests and experiences of the pupils. Our main aim is to provide a balance between fluency, accuracy and complexity and to develop happy, confident pupils. We believe that in doing this we are enabling all pupils to reach their full potential.

This document is annually reviewed by The Inclusion Manager as events or legislation change requires. The next scheduled date for review is June 2018.