



Merchant Taylors'  
School

# STANFIELD PREPARATORY, MERCHANT TAYLORS' SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

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This Special Needs Policy takes into account:

- The Special Educational Needs and Disability Code of Practice: for 0-25yrs (2015)
- The SEN Regulations (2014)
- The Children and Family Act (2014)
- The Equality Act 2010
- Teachers Standards 2012 Section 5
- Stanfield, Merchant Taylors' Accessibility Policy
- Stanfield, Merchant Taylors' Mental Health Policy
- JCQ (Joint Council for Qualifications) Access Arrangements and Reasonable Adjustment Guidelines
- Stanfield, Merchant Taylors' Safeguarding Policy

## **1. OVERVIEW**

- 1.1. At Stanfield, Merchant Taylors' School we welcome all pupils who can make the most of the opportunities that we offer and can flourish in our caring environment. We provide all our pupils with a school career that promotes intellectual, emotional, social and physical development, allowing them to grow as confident, well-educated and well-rounded pupils. We celebrate all successes both academic and non-academic.
- 1.2. Stanfield recognises pupils of all abilities may experience obstacles to learning and our aim is to treat each child as an individual and welcome children with special educational needs and disabilities, providing we can support their needs.
- 1.3. Stanfield aims to ensure full entitlement and access for pupils with special educational needs to high quality education within a broad, balanced and relevant curriculum, so that they can reach their full potential and enhance their self-esteem.
- 1.4. Stanfield aims to educate pupils with special educational needs alongside their peers, whenever possible, within the normal curriculum, after giving due consideration to the appropriate wishes of the pupils and their needs. In keeping with the Equality Act (2015; updated 2020) and the Children and Family Act (2014), Stanfield will strive to make reasonable adjustments to support pupils with SEND.

## **2. DEFINITION OF SPECIAL EDUCATIONAL NEED**

- 2.1 A pupil is said to have special educational needs if their learning difficulty or disability calls for special educational provision to be made.
- 2.2 A pupil has a learning difficulty or disability if they:
- a) has a significantly greater difficulty in learning than the majority of their peers or
  - b) has a physical or mental impairment which has a substantial and long-term adverse effect on her ability to carry out normal day-to-day activities.

(Section 6, Equality Act 2010)

2.3 The above definition includes sensory impairments such as those affecting sight or hearing, long term health conditions such as asthma, diabetes, epilepsy, cancer and mental health concerns.

2.4 It should be noted that under the Equalities Act 2010 'hidden' impairments such as Dyslexia, Autism, ADHD may qualify as a disability and are therefore subject to reasonable adjustment duties.

2.5 The SEND Code of Practice identifies 4 areas of need:

- **Communication and interaction**  
This includes pupils who are on the Autistic Spectrum, and/or pupils with speech, language and communication needs (SLCN).
- **Cognition and Learning**  
This includes pupil with specific learning difficulties, including Dyslexia, Dyspraxia and Dyscalculia.
- **Social, Emotional and Mental Health Difficulties**  
This may include pupils who have a wide range of social and emotional and/or mental health difficulties which can manifest themselves in a variety of ways including self-harm, eating disorders, depression and/or anxiety and substance misuse. Attention Deficit Hyperactivity Disorder (ADHD) is also included under this area.
- **Physical and/or Sensory**  
This includes pupils who have visual and/or hearing impairments, or a physical need that means they require additional on-going support and equipment.

Note: a pupil may fall into one or more of the categories listed above.

- 2.6 Stanfield will make best endeavours to meet the requirements of any individual within the context of 'reasonable adjustments' as required by the Equality Act 2010.

### **3. EARLY YEARS FOUNDATION STAGE (EYFS) & SEND**

- 3.1 The Head of EYFS liaises closely with the Head of Infants, Head of School, Deputy Head and the school SENDCo. Pupils at EYFS are monitored and assessed in relation to their expected levels.

### **4. IDENTIFICATION OF PUPILS WITH SEND**

- 4.1 The school will admit pupils who satisfied the school's entry requirements but may have special needs. Parents/Guardians of candidates who know in advance of the entrance assessments that their child has been diagnosed with a specific difficulty or is receiving additional support must inform the school's admissions office and provide copies of all reports and other relevant information. Parents/Guardians will be asked to withdraw the pupil, without being charged fee in lieu, in the professional judgement of the Head and after consultation with the parents/guardians and the pupil (where appropriate), if the School cannot provide adequately for the pupil's educational needs.
- 4.2 EYFS – in addition to the two specific points for EYFS formal assessment, there is continued monitoring and review of pupil progress throughout their early years. Where a pupil is considered to be behind expected levels, the graduated response is implemented to support and assess their needs. The school SENDCo is informed, and the school work with the parents and pupils to support the pupil's needs and seek any external specialist help.
- 4.3 The SENDCo works closely with class teachers to identify pupils with SEND. Quantitative and qualitative data is collated termly to track the progress of pupils and support in the identification of SEND. Where a pupil is identified as potentially having SEND, the school's SEND Cause for Concern process is followed.

#### 4.2 Transition - Entry to Senior School 11+

3.2.1 Examination access arrangements (e.g. extra time, use of a reader, scribe or laptop) will be awarded to candidates during the examination/admissions process if they provide MTGS with a recommendation from the pupil's School SENDCO confirming the history of need and the pupil's normal way of working within the classroom and assessments/examinations.

### 5. **OBJECTIVES FOR STANFIELD IN RELATION TO SEND**

When a pupil has been identified as having Special Educational Needs the school will endeavour to:

- 5.1 Ensure full entitlement and access for pupils with SEN who are otherwise of high academic ability, to high quality teaching within a broad, balanced curriculum so that they can reach their full potential and enhance their self-esteem.
- 5.2 Identify those pupils who have difficulties with learning, which are significantly greater than the majority of pupils within the same age group and academic level.
- 5.3 Supply information to the pupil and their parents/guardians outlining the support required and to take into consideration the views and feelings of the pupil and their parents/guardians.
- 5.4 Meet the needs of pupils with SEND with appropriate provision and resources. Where possible this will be completed within the school, but on occasions it may be necessary to advise parents to seek specialist assessment and/or teaching outside of school.
- 5.5 Advise and liaise with staff and parents/guardians on the identification of SEND and provide strategies for in class support. Where necessary the SENDCO may recommend further external assessments.

### 6. **RESPONSIBILITY FOR PUPILS AT STANFIELD WITH SEND**

- 6.1 All teachers at Stanfield are responsible and accountable for the progress and development of all pupils in their classes, including those that need additional SEND support from specialist staff. Inclusive

quality teaching, differentiated for individual pupils where necessary, is the first step in responding to pupils who have or may have SEND.

- 6.2 Stanfield will regularly review the quality of teaching for all pupils. This includes reviewing teachers' understanding of strategies to identify and support pupils with SEND.
- 6.3 Class and subject teachers supported by the SENDCO and Deputy Head carry out regular monitoring of pupils' progress. These seek to identify pupils making less than expected progress. This can be characterised by progress which:
  - 6.3.1 is significantly slower than that of their peers starting from the same baseline.
  - 6.3.2 fails to match or better the pupil's previous rate of progress.
  - 6.3.3 fails to close the attainment gap between the child and their peers.
  - 6.3.4 widens the attainment gap.

Note: This may include progress in areas other than attainment, e.g. social needs.

## **7. CONSULTING AND INVOLVING PUPILS AND PARENTS/GUARDIANS**

- 7.1 Stanfield recognise the need and importance for an effective partnership with parents/guardians and the promotion of a pupil centred approach.
- 7.2 When identified as potentially needing special educational provision, the school will have discussions with the pupil and their parents/guardians.

These conversations will promote a pupil centred approach, whereby:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
  - Parents/guardians will be able to raise their concerns
  - All parties understand the agreed outcome sought for the pupil
  - All parties are clear on what the next steps are
- 7.3 Where parents/guardians have sought external agencies/professionals, any professional reports should be shared with the school, in order to establish and agree support in school.

Note: when parents/guardians are advised or seek assessments or services by an outside professional or agency to assist their child beyond the scope of the extra support available from the school, any charges will be borne by the parent/guardians and not by the school

## **8. IN-SCHOOL SUPPORT FOR SEND**

- 8.1 When a pupil has been identified as having SEND, the school will support the removal barriers to learning and make reasonable adjustment provision(s). Support provision is revised and refined with a growing understanding for the pupil's needs as they progress through the school.
- 8.2 Stanfield use best endeavours and implement reasonable adjustments to meet the needs of the individual needs of the pupil.

Stanfield aim to:

- Liaise closely with the pupil, their parents/guardians and staff to support the needs of the pupil
- Adopt a pupil-centred approach
- Liaise with outside agencies/professionals, as appropriate, to support the pupils needs
- Collaborate with staff to support the social and emotional well-being of the pupil
- Collaborate with staff to ensure the needs of the pupils are met within the classroom
- Monitor and review the progress of pupils in line with the school's tracking and reporting procedures
- Support and develop pupils' academic achievements but also non-academic and personal qualities, developing self-esteem and self-worth
- Provide staff with pupils' individual Pupil Profiles (PP) detailing relevant and accurate descriptions of pupils' needs and teaching strategies to support their learning in the classroom. PPs are



prepared in collaboration with the pupil and relevant diagnostic reports or assessments

- Provide Individual Learning Plans (ILP) for pupils attending Learning Support lessons. ILP are produced in collaboration with the pupil and parent/guardians, and are reviewed three times a year
- Provide ongoing CPD for staff
- Liaise closely with external agencies/professionals

### 8.3 ADDITIONAL SEN SUPPORT

If it is decided that further intervention is required which is additional to or different from the differentiated curriculum on offer, the class or subject teachers, working with the SENDCO, should consider all the relevant information and after a clear analysis, outline the pupil's needs. This should draw on thoughts and recommendations from all staff who teach the pupil and address the thoughts and experience of the pupil's parents/guardians and the pupil's own views

## 9. **EDUCATIONAL, HEALTH AND CARE PLANS (EHCP)**

9.1 The SENDCO will work closely with the relevant Local Authority to support the needs of the individual pupil, as stated in their EHCP.

As per the Children and Families Act (2014), it is the legal responsibility of the pupil's Local Authority to arrange the provision specified in their EHCP.

## 10. **SAFEGUARDING AND SEND PUPILS**

10.1 The increased vulnerabilities of children with SEND mean that safeguarding must remain a constant focus for all school staff. Stanfield recognise 'the welfare of the child is paramount, and this underlies all our work with our pupils, including pupils with SEND.

10.2 Stanfield recognise pupils with SEND may experience the following vulnerabilities:

- Communication barriers and difficulties in managing and reporting.
- More prone to peer group pressure or bullying.
- Assumptions that indicators of possible abuse as behaviour, mood and injury relate to the child's condition without further explanation.
- Disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.

(Keeping Children Safe in Education (DfE, 2021))

10.3 Stanfield follow the School's Safeguarding Policy.

## 11. **THE ROLE OF THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENDCO)**

11.1 The SENDCO at Stanfield oversees SEND at Stanfield and works as part of the MTGS Learning Support team, working closely with all staff. The key responsibilities of the SENDCO include:

- 11.1.1 Overseeing the day-to-day operation of the school's SEND policy
- 11.1.2 Liaising with all the relevant staff who teach a pupil with SEND
- 11.1.3 Advise on the graduated approach to provide a pupil with SEND
- 11.1.4 To liaise and keep Deputy Head / Head informed of a pupil's progress.
- 11.1.5 To manage the school's SEN budget and other resources to meet pupils' needs effectively.
- 11.1.6 To liaise with parents/guardians and facilitate meetings with parents/guardians when necessary.
- 11.1.7 To contact other schools within the corporation and liaise with their SENDCOs.
- 11.1.8 To be a key point of contact for any external professionals e.g. educational psychologists, doctors, speech and language therapists etc.

- 11.1.9 To liaise with MT Schools and other Secondary Schools to ensure a smooth transition.
- 11.1.10 To work with SMT and the Headmistress to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- 11.1.11 To provide support and training for staff to ensure they have the ability to identify SEN and adapt their teaching if necessary, to provide high quality teaching.
- 11.1.12 To attend regular training and INSET sessions relevant to the role.

## **12. MEDICAL CONDITIONS**

- 12.1 The school Pastoral Team and School Nurse are involved in the care of pupils with any medical condition. Please refer to our policy 'Supporting Pupils with long term and/or serious medical conditions' for further information.

## **13. MENTAL HEALTH**

- 13.1 The school has specific legal responsibilities towards pupils whose mental condition falls within the definition of disability under the law. This requires us to ensure that pupils with a well-recognised mental illness are not disadvantaged and that reasonable adjustments are put in place to support their learning. Please refer to our policy 'Pupil Mental Health' for further information.

## **14. RESOURCES**

- 14.1 The Learning Support Department has a range of resources to develop the skills of pupils and it is the role of the Learning Support Department to keep informed of any new resources that will be beneficial to the school.

## **15. EXAM ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS**

- 15.1 The school SENDCO is authorised to award pupils with SEN and/or disabilities access arrangements and reasonable adjustments e.g. extra time, rest breaks, use of a laptop for both internal and external examinations providing that their criteria meet the guidelines set out by the JCQ (Joint Council for Qualifications) and is the pupil's 'Normal Way of Working' within their day-to-day school life AND in assessments / examinations.
- 15.2 For medical concerns a recent covering note from a recognised medical practitioner will be required.
- 15.3 Once a pupil has been given access arrangements it does not automatically qualify them for access arrangements and/or reasonable adjustments the subsequent year and they may need to be tested accordingly, AND the access arrangement must reflect their normal way of working in their day-to-day school life and assessments/examinations.
- 15.4 Testing required for access arrangements will be completed by the Learning Support Department, after the views of the pupil, their parents/guardians and subject teachers as well as evidence of performance within the school have been collated to demonstrate a clear picture of need and their normal way of working. Should any further external testing be required, the cost is the responsibility of the parents/guardians.
- 15.5 External assessments or educational psychologist reports may not be used as evidence for access arrangements unless there is an established working relationship between the external assessor and the school. In addition to this, prior to the external assessment the school must have provided background information to the external assessor to ensure Stanfield and the assessor are working together in a joined up and consistent approach.
- 15.6 The final decision regarding exam Access Arrangements for internal and public examinations rest entirely with the school in its capacity as an examination centre.

## **16. EVALUATION OF SEND PROVISION**

- 16.1 The school's SENDCO liaises regularly with the Deputy Head, Headmistress of Stanfield, Class Teachers, Head of EYFS, the School Nurse and the Learning Support Teams at MTGS and MTBS.
- 16.2 The school's SEN Policy and Development Plan are updated regularly, and adjustments made when necessary.
- 16.3 The importance of target setting for individuals needing support is an important part of the New Code of Practice. It is the aim that any support is monitored, adjusted and reviewed and parents/guardians, staff and pupil are all familiar with it. A focus on outcomes is important if a graduated response is going to work.
- 16.4 Currently SEN support is measured in the following ways:
- Subject assessments and experience of the pupil
  - End of term reports
  - Views of parents/guardians
  - Views of the pupil
  - Individual Education Plans
  - Diagnostic testing
  - Book reviews
  - Learning Walks
  - Teacher feedback
  - Whole year group testing of reading and Mathematics each term

All teaching and support staff will be made aware of the pupil's needs, the support provided, and any teaching strategies or approaches that are required. The effectiveness of the support and interventions and their impact on the pupil's progress will be regularly reviewed. Regular updates in staff meetings will ensure this information is communicated to the pupil's teachers and support staff.

## 17. **ENGLISH AS AN ADDITIONAL LANGUAGE**

- 17.1 See Stanfield English as an Additional Language Policy

## 18. **PLANNING THE TRANSITION INTO SECONDARY SCHOOL**

- 18.1 The SENDCO will work with Learning Support teams at MTGS and MTBS to ensure the successful transition of pupils into MTS secondary education. For those pupils attending a non-Merchant Taylors' secondary school, the SENDCO will liaise with the relevant school's representative to ensure a smooth transition into the pupil's new school.

**19. ARRANGEMENTS FOR DEALING WITH COMPLAINTS**

- 19.1 Complaints will follow Stanfield, Merchant Taylors' School Complaints Procedure

**20. Your LOCAL OFFER**

- 20.1 Each Local Authority has a Local Offer, which provides information on the support available to children and young adults with Special Needs and Disabilities. For your Local Offer search the internet for the Local Offer for your home address.

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