



Special Educational Needs and Disabilities Policy (SEND) Including EYFS

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1. Rationale

At Tower House School we aim to provide a stimulating, safe and happy environment that enables all our pupils to flourish whilst also learning to respect others, their environment and to promote self-esteem and happiness. We are committed to inclusion within the school and in all aspects of school life.

In doing so we recognise that:

- Each person has intrinsic value and is of equal worth
- There is one human race composed of the richness and diversity of many cultures, languages and traditions
- Everyone should be treated with dignity, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation

At Tower House School we believe passionately in equal opportunities and aim to provide access to a broad, balanced and relevant curriculum for all pupils including those with Special Educational Needs and Disabilities (SEND). We have a whole school approach to Special Educational Needs and Disability. All staff work together with the whole school community to ensure the inclusion of all pupils. We are committed to ensuring that our school is accessible and that no pupil is discriminated against, and thus enable pupils with Special Educational Needs and Disabilities to fulfil their potential, achieve optimal educational outcomes and contribute equally to all aspects of school life.

2. Definition of Special Educational Needs and/or Disabilities

Under Section 312 of the 1996 Education Act and the Special Educational Needs Code of Practice 2015:

“A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.”

The revised code of practice defines a learning difficulty as:

- a) A significantly greater difficulty in learning than the majority of children of the same age
- b) A disability which prevents or hinders the pupil when using educational facilities of a kind provided for children of the same age in a school
- c) A pupil who is of compulsory school age and falls within (a) or (b) above or would do if special educational provision was not made.

It is the intention of our school to identify all children who have Special Educational Needs and/or Disabilities and we will use our best endeavours to ensure that their individual needs are met.

3. Fundamental British Values

At Tower House School, all have a duty to actively promote the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Within the Learning Support Department, we firmly believe that all children including those with SEND have the right to be listened to and have their opinions and beliefs respected. We do all we can to foster mutual respect and tolerance of all with SEND within the school and have an inclusive approach to learning within our school.

4. Aims and Objectives

At Tower House School we aim to provide “An Opportunity for Every Boy.” We aim to provide every pupil with access to a broad and balanced curriculum in line with the Special Educational Needs Code of Practice,

2015.

Our aims are to:

- Have regard to the Special Educational Needs Code of Practice 2015
- Identify pupils with Special Educational Needs/Disabilities and to ensure that their needs are met
- Foster an atmosphere in which pupils feel valued and safe and can develop a sense of worth and achievement
- Encourage all pupils to reach their full potential
- Provide high standards of teaching and additional support for all children including those with Special Educational Needs/Disabilities
- Encourage pupils with Special Educational Needs/Disabilities to participate fully in our school community and take part in decisions about their education
- Involve all staff with the identification of pupils with Special Educational Needs/Disabilities and in helping to meet pupils' needs
- Ensure parents are informed of their child's Special Educational Needs/Disabilities and that communication between school and parents is effective
- Work with statutory and other bodies/organisations to provide support for pupils with Special Educational Needs/Disabilities

Our objectives are to ensure that the delivery of the curriculum will allow each child to experience success and to enable all pupils including those with Special Educational Needs/Disabilities to:

- Achieve to the highest standard of which they are capable
- Maximise pupil self-confidence and self esteem
- Acquire skills to make the best of their potential
- Achieve a good quality of life
- Fulfil their potential to play a meaningful and satisfying role in adult life.

5. Learning Support Provision

At Tower House school we are committed to the early identification of Special Educational Needs/Disabilities, which helps us to identify when a pupil needs additional support or extra provision.

We employ a range of strategies to achieve this including:

- Individual assessment
- Designing and implementing individual and group learning programmes
- Advising and working with colleagues
- Liaising with outside agencies such as Speech and Language Therapists, Occupational therapists and Educational Psychologists.
- Regular communication with parents

The SEND code of practice (2015) outlines how schools should carry out their statutory duties, to identify, assess and plan provision to meet the needs to pupils with Special Educational Needs/Disabilities. At Tower House we have a Learning Support Room. We have a full-time Special Educational Needs Co-ordinator who has an additional post graduate teaching qualification in specific learning difficulties and provides individual and group support for the whole school. We do not charge for Learning Support lessons at Tower House School. Information about pupils with SEND are stored securely on iSAMS.

At Tower House we have a whole school approach to the identification of potential Special Educational

Needs/Disabilities.

Identification can occur in the following ways:

- Information from the pupils' pre-school setting or previous school
- Parental concerns
- Classroom observations
- School assessments
- Individual assessments carried out by the Head of Learning Support
- Assessments carried out by external agencies (Educational Psychologists, Occupational Therapists and Speech and Language Therapists)
- Information from the school's data tracking which assesses the progress of each pupil at the end of each term
- Concerns of the teaching staff

6. Action and Intervention

Our model of action and intervention is designed to help pupils make the most of their abilities. In line with the SEND code of practice (2015) we have set out a graduated response to intervention.

Learning support (Monitoring)

When a pupil experiences a difficulty/delay in their learning which is significantly outside the expected range of academic achievement expected or displays emotional or behavioural difficulties, the Head of Year/Department or class teacher in the junior school and the learning support staff liaise with the pupil's parents and a record is made of that concern.

Actions can take any of the following forms:

- Gathering information about the pupil (contacting past schools, etc...)
- Pupil observations
- Suggestions on classroom management strategies, differentiation/reasonable adjustments
- Further screening and/or assessment
- Continued monitoring
- Inclusion in a Booster Group
- Small group work within the classroom
- Whole staff discussions and review at staff meetings
- Formal assessment by an outside agency.

School Support

If a pupil is still not making the expected progress, specialist Learning Support Lessons may be offered. The SENCO, together with the pupil, his parents and the head of the junior school/director of studies will set appropriate targets and make further provision for specific intervention in the following areas:

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

Or the seven areas of learning outlines in the EYFS curriculum:

- Communication and Language

- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding of the world
- Expressive art and design

All teachers will have responsibility for meeting the needs of pupils with Special Educational Needs and/or Disabilities. Strategies to help staff to do this are outlined in Individual Education Plans (IEP).

School support plus (+)

Pupils' progress will be monitored regularly. If it is felt that progress is still a cause for concern, the advice of an outside agency may be sought. The SENCO will liaise closely with the parents, pupil and outside agency to suggest the appropriate help required and an Individual Education Plan will be developed.

If Learning support plus intervention is successful, the pupil may revert to School Support.

Education, Health and Care Plans (EHC Plans)

Should a pupil still not be making adequate progress, the school, parents or the pupil themselves may consider it necessary to apply to their Local Authority for an EHC plan. Details of this process are available from the Learning Support Department.

In developing a strategy to meet Special Educational Needs and Disabilities, Tower House School will hold meetings with parents, class/subject teachers, the Head of Learning Support and, where appropriate, external agencies. This will ensure that the school is able to offer an appropriate level of support, information, advice and practical help to the pupil and his parents.

Following Identification, the SEND Code of Practice (2015) then outlines a model for intervention and monitoring of support for those pupils identified as having Special Educational Needs and/or disabilities. At Tower House we use the Assess, Plan, Do, Review model to guide our provision.

7. The Early Years Foundation Stage

At Tower House we have a full time SENCO who also has responsibility for the Early Years Foundation Stage. We have regard to the SEND Code of Practice 2015. This means:

- We plan for the four areas of need: Communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs.
- We have a clear approach to identifying and responding to SEND which is outlined above.
- In addition to the two specific points in the EYFS for formal assessment, we monitor and review the progress throughout the early years.
- Where a pupil appears to be behind expected levels, we follow the methodology outlined in the SEND Code of Practice 2015, for gathering information and seeking early help.
- The cycle outlined above of assess/plan/do/review, is used in the Yearly Years to ensure a graduated response to individual needs.
- As a school, we share our concerns with parents at the earliest opportunity and involve them in planning for any additional support within the school.
- Any decision to involve an outside agency is always taken in discussion with the parents.

8. Provision

Following assessment, an Individual Education Plan (IEP) may be drawn up by the Head of Learning Support, together with teaching staff, parents and the pupil. The IEP outlines the nature of any agreed

individual support and strategies for the classroom. IEPs are kept in pupil files on Engage.

Learning Support Lessons take place within the school day; the timetable for Learning Support Lessons running on a 5 week rotation. Pupils will not miss core curriculum subjects (English, Maths or Science) for Learning Support lessons.

Individual Education Plans (IEPs) - All pupils receiving withdrawn lessons have an IEP outlining learning targets. Targets are set and implemented until an agreed date after which they will be reviewed.

Within class – in some cases, learning support is provided in the course of ordinary lessons by staff alerted to the particular needs of the pupil. This can also take the form of supported group work where additional staff are available.

Before and after school Support – Additional support for reading is offered before school for years 2 and 3 and other support will be arranged as required.

9. Typing /Access Arrangements for Common Entrance

At Tower House School, pupils may use a laptop if it is recommended by their Educational Psychologist, medical practitioner or Occupational Therapist. Pupils will also need to be able to type at a speed of not less than 15 WPM.

For pupils to touch-type for CE, word processing must be their normal way of working for at least 6 months prior to the exam.

10. Roles and Responsibilities

The School

Tower House School should:

- Take the Code of Practice into consideration when carrying out our duties towards all pupils with SEND
- Set up appropriate staffing and funding arrangements
- Provide parents with the name of the Head of Learning Support.
- Provide a named person with responsibility for Learning Support
- Secure the provision necessary as far as possible for pupils within the school with SEND, ensuring that those who teach them know the pupils' individual needs
- Ensure that all teachers understand their role in identifying and providing for pupils with SEND
- Monitor the admission of pupils with SEND
- Ensure that the parents of pupils with SEND who have concerns about the way in which their child's needs are being met are able to discuss these concerns with the teachers concerned
- Ensure that any parents who feel dissatisfied with the way their child's needs are being met can make representation
- Plan, monitor, update and review provision for SEND pupils at Tower House School
- Secure appropriate training, advice and support for staff working with SEND pupils

The Special Educational Needs and Disabilities Coordinator

The Special Educational Needs and disabilities coordinator should:

- Liaise with teachers and learning support staff
- Liaise with parents regarding all matters relating to Special Educational Needs and Disabilities

- Organise and carryout individual internal assessments
- Disseminate information about specific pupils to staff
- Organise and timetable pupils requiring specialist learning support in school
- Assist staff where possible in the identification of pupils with SEND
- Assist staff where possible in accommodating pupils with SEND and on different strategies and approaches
- Communicating with outside agencies in relation to the needs of SEND pupils
- Keep an up-to-date list of pupils requiring Access Arrangements for internal and external examinations
- Ensure, together with the Head, that assessments are up-to-date
- Ensure adequate resources are available for SEND pupils
- Organise Individual Education Plans for pupils in receipt of individual support
- Arrange meetings with parents as required and write a report for each child in receipt of Learning Support at the end of the school year and at the usual school reporting times.

Class/Subject Teachers

Class and subject teachers should:

- Be aware of the individual needs and skills levels of all pupils
- Use the strategies outlines in a pupil's individual education plan to support the pupil in the classroom as far as possible
- Advise the parents and Head of Learning Support of any concerns
- Monitor and assess progress in their subject
- Differentiate where possible to allow pupils who require Learning Support to gain a progressively deeper understanding and competency in their subject as they move through the school

11. Partnership with Parents

The School recognises that parents can contribute key knowledge and experience to the shared view of their son's needs and the best ways of supporting them. All parents of pupils will be treated as partners and will be supported by the school to ensure they are able to play an effective and active role in their son's education.

12. Admissions

Pupils with Special Educational Needs and/or Disabilities are admitted to Tower House School according to the same criteria as other pupils, provided that admission is compatible with:

- The provision of sufficient resources for pupils with whom he will be educated
- The efficient use of resources
- The Disability and Discriminations policy

The School asks parents of pupils with SEND to discuss their son's learning needs with the Head before applying for entry so that consideration can be given as to what provision can be made for them. The school will endeavor to make necessary reasonable adjustments, but we do not have the facilities to offer highly specialised or intensive support.

Our admissions policy has further details and is available on the school website.

13. Complaints Procedures

If a parent wishes to complain about the Special Educational Need and/or Disability provision for their son, they should follow the standard procedures for raising a complaint within the school. If at any stage, parents feel that their concerns have not been addressed, they should refer to the Head of Learning Support or a member of the Senior Leadership Team. A copy of the school complaints procedure is available online.

14. Confidentiality

Tower House School respects parents' rights to confidentiality when supporting pupils with Special Educational Needs and Disabilities. Referrals to other services are only discussed with parents in confidence. All meetings with parents, other than the normal parent/staff contact will take place in private. Tower House School will always seek permission before sharing any information about a pupil with a third party.

15. Dissemination of the Policy and Review


This document is a statement of the aims, principles, and strategies for developing effective practice in the delivery of support for pupils with Special Educational Needs and/or Disabilities. It was developed in consultation with staff, the Head of Learning Support, and the Senior Leadership Team. This policy supports the following school policies:

- Admissions
- Curriculum policy
- Equal opportunities policy
- The School Accessibility Plan

Tower House School is committed to safe recruiting and to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Approved and Signed by Chair of Governors

Name: Antony Phillips

Signature:  _____

Date: 13th March 2025
