Whole School
(including EYFS)

EWELL CASTLE SCHOOL
Where Children Thrive

Special Education Needs and Disabilities

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1 Policy Statement

1.1 Aims

Our SEND policy and information report aims to:

- set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- explain the roles and responsibilities of everyone involved in providing for pupils with SEND

This policy has been formulated with regard to the 2015 SEND Code of Practice: 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

1.2 The School in Context

Ewell Castle School is a co-educational independent day school catering for pupils from Nursery to 6th Form.

The school aims to provide a broad, balanced, relevant and differentiated curriculum and range of co-curricular activities for all pupils and, in accordance with its overall stated aim of being "Where Children Thrive", seeks to challenge and raise standards of all pupils from gifted and more able learners to those with learning difficulties

A special educational need is defined in accordance with the SEND Code of Practice 2014.

All pupils are entitled to be given maximum possible access to the school curriculum and to take part in every aspect of school life, unless there is a specified modification outlined in an individual pupil's Education Health and Care Plan (EHCP).

1.3 The Purpose of this Policy

- To ensure that all pupils have access to education in line with the National Curriculum and SEND Code of Practice
- To ensure that we identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that we provide high quality differentiated teaching as a first step to responding to the needs of SEND pupils
- To ensure that we challenge, set high expectations and appropriate targets for pupils with learning difficulties
- To ensure that appropriate resources are available for pupils with temporary or long-term difficulties.
- To ensure that SEND pupils receive the appropriate support at transition stages as well as when they join and leave the school.
- To ensure that we work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To ensure that we work in partnership with parents

- To ensure that we communicate with the Governing Body to enable them to fulfil their monitoring role with regard to this policy

1.4 Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

2 Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

3 Roles and Responsibility

The roles and responsibilities of school personnel with regard to special educational needs are given below.

3.1 The Governing Body

There is a member of the Governing Body overseeing SEND

The SEND governor will:

- help to raise awareness of SEND issues at governing board meetings
- monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- work with the Principal and Heads of Learning Support to determine the strategic development of the SEND policy and provision in the school

3.2 The Principal

The Principal is responsible for

- setting objectives and priorities in the school development plan, which includes SEND.
- informing the Governing Body of up to date provision for SEND

and has overall responsibility for the provision and progress of learners with SEN and/or a disability.

3.3 The Heads of Learning Support

The Heads of Learning Support in both Prep School and Senior School will:

- work with the Principal and SEND governor to determine the strategic development of the
- SEND policy and provision in the school
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND including those who have EHC plans
- disseminate information and raise awareness of SEND issues throughout the school,
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- advise on the graduated approach to providing SEND support
- ensure the school keeps the records of all pupils with SEND up to date
- liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

3.4 Senior Leadership (Prep School)

Senior Management at the Prep School is responsible for:

- ensuring appropriately differentiated curriculum provision and delivery is clearly stated in their schemes of work
- ensuring that class teachers deliver the curriculum in accordance with their schemes of work

3.5 Heads of Department (Senior School)

Heads of Department in the Senior School are responsible for:

- ensuring appropriately differentiated curriculum provision and delivery is clearly stated in their schemes of work
- ensuring that subject teachers within their departments deliver the curriculum in accordance with their schemes of work

3.6 Teachers

'All teachers are teachers of special needs' SEND code of practice: 0 to 25 years (2014)

In the first instance, it is the responsibility of class/subject teachers to help identify and meet the needs of all pupils through their classroom organisation, teaching materials and styles, and differentiation and for:

- the progress and development of every pupil in their class
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- working with the Heads of Learning Support to review each pupil's progress and development and decide on changes to provision
- ensuring they follow this SEN policy
- ensuring their CPD is up to date.

3.7 Parents

- Informing school about any needs their child might have on entry to the school
- Being aware of this policy
- Supporting a partnership approach with the school with particular regard to the implementation of homework and the Behaviour, Rewards and Sanctions Policy.

4 SEND Information Report

4.1 The Kinds of SEND That Are Provided For

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

4.2 Identification, Assessment and Review

School Graduated Response to SEND support

Ewell Castle School takes a whole school approach to provision for pupils with SEND through assessing, planning, delivering, reviewing and recording information to ensure that all children achieve their potential.

On Entry

Pupils may already have identified SEND prior to their arrival at Ewell Castle School. If so, these will be submitted to the school on entry through the appropriate reports. The Principal, Head of Prep School, Heads of Learning Support and Registrar will have an opportunity to meet parents/ carers during the Admissions Procedure. The Admissions forms should indicate any special educational need that their child may have.

The school will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those who do not make adequate progress.

Through Curriculum and Assessment Monitoring
Lack of adequate progress may be indicated by:

- little or no progress despite the use of targeted teaching approaches and a differentiated curriculum
- working at levels significantly below age expectations, particularly in Literacy or Numeracy
- presenting persistent social, emotional and / or mental health difficulties, which have not been managed by appropriate strategies usually employed.
- sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- poor communication or interaction, requiring specific interactions and adaptations to access learning.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and his or her parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Through Teacher Referral:
Teachers are encouraged to refer their concerns about a pupil through a referral document (Senior School) and the Additional Needs Tracking Form (Prep and Pre-Prep School) which is held on the school Intranet.
Termly Pupil Progress Meetings (Prep School) Weekly Staff meetings (Prep School)
Half Termly Departmental Meetings (Senior School) and minutes forwarded to Heads of Learning Support.

4.3 Consulting and Involving Pupils and Parents

Discussions will take place with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

- Notes of these discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support at Wave 3

Parents are invited to review their child's progress in termly progress meetings (Pre Prep and Prep) and bi annual progress meetings (Senior School) and their comments are taken into consideration when deciding upon future action.

This information will be recorded in an Individual Education Plan

During annual reviews of EHC Plans, parents' comments are sought during the review process and their comments are incorporated in the final report.

Pupil Voice

The views of pupils with SEND are included during the annual review process for EHCPs (Wave 3) through the IEP process (Senior School Wave 3) and ITP's (Wave 2)

Individual Teaching Plans

Each pupil at Wave 2 on 'Long Term Learning Support' will be supported to feed into an ITP/IEP. (Prep School).

Each pupil at Wave 2 (Senior School) will be supported to feed into an ITP/IEP.

The pupils are encouraged to reflect on their learning and set their own SMART targets. The ITP is reviewed bi annually and is shared between pupil, parents and form tutor.

4.4 Assessing and Reviewing Pupils' Progress towards Outcomes

- We will follow the graduated approach and the four-part cycle of assess, plan, do, review.
- The class or subject teacher will work with the Heads of Learning Support to carry out a clear analysis of the pupil's needs.

This will draw on:

- the teacher's assessment and experience of the pupil
- their previous progress and attainment and behaviour
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. This is achieved through the IEP cycle.

4.5 Supporting pupils moving between Phases and preparing for Adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

4.6 Our Approach to Teaching Pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions through a Graduated Approach of intervention

- Watch and Monitor (Prep School only)
- Wave 1: Class based differentiation with advice from the Heads of Learning Support
- Wave 2: Learning Support; provision managed and reviewed by the Heads of Learning Support
- Wave 3: SEND; provision managed and reviewed by the Heads of Learning Support

Management of Provision

- Reporting of pupils' needs to all members of school staff through Pupil Profiles on ISAMS,
- SEND Register, IEPs and ITPs.
- Providing an appropriate curriculum, taking into account: The Early Years Foundation Stage
- Profile, the National Curriculum, examination syllabuses, departmental development plans.
- Delivering an appropriate curriculum, taking into account: suitable teaching materials, effective, differentiated teaching strategies, a supportive learning environment, training for staff.
- Providing Learning Support through: individual tuition with specialist teachers, classroom support with LSAs (where resources allow), offering a reduced timetable.
- Encouraging cross-curricular and extracurricular participation: advising on suitable
- Co-curricular activities, providing advice/ support for staff leading school trips.
- Using outside agencies where necessary and appropriate.
- Monitoring individual progress and making revisions where necessary.
- Ensuring that parents / carers understand the process and involving them in the support of their child's learning.
- Encouraging pupils with SEND to actively participate in decision-making processes and contribute to the assessment of their needs, meetings and transition processes.
- Extra Clubs to support students with SEND e.g. Homework Club, Touch Typing Club.

4.7 Expertise and Training of Staff

Our Heads of Learning Support have a combined total of 10 years in role. Both hold nationally recognised and accredited SEND qualifications.

They are each allocated 4.5 days per week to manage SEND provision.

We have a team of learning support assistants who assist to deliver SEND provision across the 3 schools

Staff training on teaching pupils with SEND is conducted as appropriate on INSET days.

It is the responsibility of Principal, Head of Prep School, Deputy Heads of the Senior School (Academic & Pastoral), and the Heads of Learning Support to identify the training required by the staff and to arrange training.

In the last academic year, staff have been trained in the following: JCQ Access Arrangements, Educational Assessments and Interventions, Supporting Students with Autism, Support for Dyslexia in the Classroom, Specialist Teacher (Maths), ELSA Training, ELKLAN Training, Drawing and Talking Therapy.

4.8 Evaluating the Effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term through Pupil Progress meetings
- Reviewing IEPs bi annually with pupils and parents
- Reviewing ITPs bi annually
- Using pupil questionnaires
- Monitoring by the Heads of Learning Support
- Holding annual reviews for pupils with EHC plans

4.9 Enabling pupils with SEND to engage in Activities available to those in the School who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on our residential trip(s). Risks assessments are undertaken as appropriate to facilitate and ensure access.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
No pupil is ever excluded from taking part in these activities because of their SEN or disability.

4.10 Support for improving Emotional, Social and Mental Health

- We provide support for pupils to improve their emotional and social development in the following ways:
- pupils with social and communication difficulties are encouraged to be part of nurture groups (senior school)
- weekly mentoring sessions for those pupils who require additional emotional wellbeing support.
- the School Counsellor offers weekly sessions
- the School Chaplain offers open door and weekly sessions.
- a named adult will be provided to support pupils with social and emotional difficulties
- the school promotes a 'Growth Mindset' approach to emotional development
- we have a zero-tolerance approach to bullying (see Anti Bullying Policy)
- weekly ELSA sessions

4.11 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Head of Prep School (Prep School) and the SENCo (Senior School) in the first instance. They will then be referred to the school's Complaints Policy and Procedures.

5 Monitoring Arrangements

This document, together with the effectiveness of its procedures, will be reviewed annually by the Heads of Learning Support, Senior Management Team and Governing Body and as events or legislation change require.

The degree of success of this policy and its implementation will be evaluated using the following indicators:

- recorded views of pupils and parents or carers, particularly at meetings.
- recorded views by teachers on pupils' competence, confidence and social acceptability.
- measurable or observable gains from pupils, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- evidence of planning and targeted expenditure for SEND by the school
- feedback from members of the school community
- number of complaints received.

6 Facilities

The Preparatory School

Chessington Lodge and Glyn House are Victorian buildings with stairs to the first floor. There is limited disabled access to the building. The school will have regard to the Page 3 Special Educational Needs and Disabilities (SEND) – Prep School, the Equality Act 2010, the Children and Families Act 2014 and

the 2014 Code of Practice 2014 in terms of admitting pupils with disabilities.

There are facilities for small group/individual teaching in the Snug and the Resources Room/Work Room at Glyn House and working areas are available at Chessington Lodge.

Parents are invited to inform the school of any special educational need or disability pertaining to their child.

See also the School's Disability and Accessibility Policy

The Senior School (The Castle)

This is a mixture of old and new buildings. All of the older buildings (The Castle, the Millennium Suite, the Pledger Building and the Sports Hall) are all wheelchair accessible on the ground floor but none have lifts to the upper floors. There is a disabled toilet in the Sports Hall.

The Budgell Building is a new building has lift access and disabled toilets, which are fully accessible to wheelchair users. The building also has an induction loop.

The school will have regard to the Page 3 Special Educational Needs and Disabilities (SEND) – Prep School, the Equality Act 2010, the Children and Families Act 2014 and the 2014 Code of Practice 2014 in terms of admitting pupils with disabilities.

The Harbour Suite is a designated suite of rooms for students to access small group or individual teaching. This includes The Hub where students on a reduced timetable can work and access support.

Parents are strongly advised to inform the school of any special educational need or disability pertaining to their child. Failure to do so may result in a request for extra funding to manage the need.

7 Admission

No pupil will be discriminated against on entry to the school because of their individual needs. However, we may feel that we are unable to accept a pupil for one of the following reasons:

- she or he may be unable to access the curriculum
- we do not have the facilities to meet his/ her needs
- accepting him/her would create an imbalance of individual needs within the mainstream classroom
- accepting him/her would jeopardize the performance and progress of his/her peers.

It is our intention that pupils who it is felt will benefit from the education that Ewell Castle is able to provide, will not be denied access because of a special educational need or disability. (See Admissions Policy)

Detailed arrangements for admission are described in the school's Admission Policy.

Access Arrangements will be applied as appropriate (ratified by supporting documents) to admission assessments.

8 Transition Arrangements (see Admissions Policy)

Information about pupils joining the school with SEND is carefully considered by the Principal, Head of the Prep School and the Heads of Learning Support in order to decide on the provision that the child is likely to require. This information is communicated to the registrar. In agreement with the parents/ guardians, the pupil's previous school will be contacted to gather more information.

When pupils leave the school at the end of Year 6, Year 11, Year 13 or at any other stage, information is passed on to his/her new placement if requested and the SENCos would be available to discuss issues relating to the pupil with staff in his/ her new setting.

9 Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school. See also the School's Equal Opportunities Policy.

10 Links with other Policies

This policy should be read in conjunction with the following documents:

Admissions Policy
English as an Additional Language (EAL) Policy
Equal Opportunities Policy Complaints Policy Curriculum Policy
Disability and Accessibility Policy and Three-Year Plan
More Able Pupils Policy
Teaching and Learning Policy