

SEND Policy	
Independent School Standards: paragraphs 2, 3, 4 and 34	
Policy content: <ul style="list-style-type: none"> ● Our approach to additional needs ● EHCPs ● Equality Act 2010 	
Latest ratification by Trustees:	Sept 2023
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Links:	Curriculum policy Behaviour policy Complaints policy Admissions Policy Safeguarding Policy Accessibility Plan

Special Educational Needs and Disability (SEND) Policy

Introduction

At The New School we take a whole-school approach to SEND. We aim to understand and explain difficulties in learning by looking beyond the young person to the curriculum, the approach to teaching, the environment, and our expectations about what, when, and how young people can and do learn. Some of our practice includes: small class sizes, quality mixed age teaching practice, a broad and balanced curriculum, a young person-centred approach to learning, extra sessions to meet skills gaps, and the values inherent in a democratic environment. As such, there is often no clear distinction between young people with identified special educational needs and everyone else. Likewise in different subjects and on different days young people have different needs, and as far as possible support is provided by staff both in and out of class.

Admissions

It is a condition of being considered for a place at The New School that all paperwork from previous schools or nurseries (including self-disclosed parent/carer concerns), is submitted for consideration by the staff. The school may also ask to contact previous schools or homeschooling tutors. An informal meeting will also be arranged with the Co-Headteacher (assuming there is a vacancy in the appropriate year group) to establish a thorough needs assessment. Please note that this meeting is not an exam and your child does not need to 'perform'. Instead, it is a chance for the Co-Headteachers to get to know the young person a little better, to discuss any questions the family may have about the school in greater detail and for everyone to decide whether this school is the right setting for this young person.

A key aspect of The New School is that young people share ownership of their learning with their teachers, and in this way take responsibility for their own learning, as well as their behaviour and conduct. In particular young people need to be able to use the school's freedoms without putting themselves or others at risk and without detracting from others' learning and enjoyment of the school.

If there is a need for an additional adult to support the young person that is not funded by an existing EHCP, The New School is unable to allocate a school place at present, as this is a resource we are currently unable to provide due to funding (see below).

The Co-Headteachers may decide to agree a conditional place for a young person based on our trial period (see Admissions policy). During this time the young person will be assessed for any difficulties that might present, both academic and social, as well as being informally assessed in lessons by subject teachers. Again this should not be seen as needing to 'perform', but to support The New School, the young

person, and the parent/carer's decision about whether or not the school can meet the young person's needs.

Where we believe that we are unable to meet the needs of the young person after this two-week trial period then the parent/carer and young person will be notified of our decision along with our reasoning.

Where a young person is already in attendance at our school and additional needs are identified, then we have a clear protocol of escalation of provision to address those needs (see **Review** below).

Education, health and care plans (EHCPs)

As an independent school we are not able to access services from Local Authorities or the NHS to support young people with additional needs. This includes educational psychologists, speech and language therapy, occupational therapy, physiotherapists, support for hearing or visual impairments and school nurses. Therefore this limits the level of external professional support available for initial assessments and continued support for those identified as having additional needs. Whilst we are still in the early stages of building our school community, we are unable to support any children who have an Education, Health and Care Plan (EHCP) that requires an extra adult that would need to be funded by us (and not the EHCP funding) or any other additional support need identified by an EHCP that requires additional funding by the school.

We may be able to accommodate a young person with an existing EHCP once the funding has been transferred to us, or a young person recommended by the local authority (LA) to be placed with us with tied funding. However, admission of a young person with an EHCP is decided on a case by case basis as discussed in the admissions process above, and is determined by whether the Co-Headteachers and the teaching staff believe The New School can meet the needs of the young person in question, whilst also considering the present level of need of the current young people on roll.

As an independent school we do not have access to an Educational Psychologist without a fee (often needed to support an EHCP application), and so we can only apply for an EHCP if the parent/carer's are able to fund the cost of an Educational Psychologist. If a young person already has a diagnosis that would support their application for EHCP funding, we can apply for an EHCP on this basis.

If a young person does have an EHCP as above, and they are admitted to our school then The New School will participate in their annual review meeting along with other relevant professionals as determined by the local authority. The purpose of the annual review is to discuss the young person's progress towards meeting the objectives in the EHCP, the level of provision needed and to set targets for the young person to achieve over the next year.

External Agencies

As an Independent school we are not entitled to access services including but not limited to Educational Psychologists, Speech and Language therapy, Occupational therapy or Hearing Impairment services provided by Local Authorities. This limits the external support we can offer from specialists. Provision for young people with SEN is often based on recommendations from assessments and reports and it is vital that assessments from external professionals take place regularly to ensure that recommendations are accurate. We will always engage with Local Authorities to try and ensure access to required services where necessary. The New School is not currently able to provide the funding for assessments and specialist support. We will work with outside agencies that have initiated support before a young person joins us or where parents have initiated the support. If The New School is able to fund or access external agency support it will be decided on a needs basis and will be assessed according to each young person.

Extra SEND provision

We start from a whole-school approach to inclusion that is monitored and reviewed regularly. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all young people. The provision from within the regular school budget is a balance between the level of need and the resources available. Where possible where potential additional needs have been identified, we follow the graduated approach to SEND that works in a four-part cycle: Assess, Plan, Do, Review, and becomes increasingly personalised. We see this as a dynamic process.

***Assess** – this process is critical to understanding individual need, identifying gaps in and barriers to learning, planning effective teaching, determining appropriate provision, and adjusting teaching where necessary to ensure young people can achieve.*

- All young people have a baseline assessment across all subjects, including reading, writing and maths, when they start school (regardless of their age at starting) as a baseline for the class teacher to ascertain what they know, understand, can do or have experienced. This may be done on an informal basis or more formal depending on the teacher. Teachers use these and other assessment protocols (see assessment outline in the curriculum policy) to monitor progression in basic skills and to identify any cause for concern. Progress, attainment and behaviour are recorded on the school database.
- Each young person at the school has a class teacher who is responsible for keeping an overview of the young person's needs within the school. They are responsible for monitoring ongoing progress, checking in with other subject leads, and reporting any concerns to the SEND lead, pastoral support and staff body. These needs may be academic, behavioural, or social and emotional.

- The class teacher is also responsible for administering the following questionnaires: the Boxall profile/ PASS/ and the student outcomes survey; for young people, which help to identify any issues that can be addressed through normal protocols, adapting the class or school environment, or potentially through SEND provision. These questionnaires also form the basis of our alternative outcomes structure and feed into young people's My Learning Plan. The class teacher is also the first point of contact if another member of staff identifies potential additional needs that a young person may have.
- Each term every young person has a meeting with their teacher and their parent/carer to discuss their My Learning Plan. This includes learning goals, interests, identified skills gaps, any feedback from subject leads, self-identified progress, self-identified strengths and weaknesses, areas of potential need, and further goals or targets the young person would like to pursue for the following term. The class teacher and the young person use the My Learning Plan to track progress and use this as the basis of discussion at the next meeting. Where relevant, identified additional needs will be discussed as a staff body and the person responsible for SEND will follow up on this.
- Sometimes the Co-Headteachers or the pastoral support may look to external support agencies to further explore the precise gaps in the young person's learning and development and/or to clarify what the barriers to learning might be. This is budget dependent and it may be that The New School makes recommendations for the parent to take further.

***Plan** – this process is critical for teachers to understand what approaches work for the individual young people they are teaching and to address any barriers to learning or access to the curriculum.*

- Teachers, with the support of the Co-Headteachers, will use the information gained from the **Assess** process to put in place any changes or adaptations to day-to-day learning that would be most effective. Examples include but aren't limited to:
 - Increased support and provision in class from the normal class teachers. This is made possible by our small classes and our commitment to quality mixed ability teaching.
 - Additional support in class in the form of additional skills sessions (assuming that needs cannot be met within the whole class teaching) for those young people who have self-identified difficulties and for those young people for whom the teacher has identified prior knowledge gaps.
 - Having extra support skills sessions as a one to one tutorial with the

class teacher, pastoral support or other appropriate staff dependent on resource.

- o Having a flexible timetable, tailored to work around difficulties in accessing the normal subject provision
- At The New School we recognise that every young person is an individual. It is therefore the class teacher, pastoral support, and whole staff discussion of, reflection on, and knowledge of, the young person that is the most important in tailoring provision to meet the young person's need, along with the willingness to seek further advice if needed.
- As a school we use the Assess, Plan, Do, Review (APDR) process to inform plans and support - We use a range of plans including pupil passports, needs plans and EHC plans to plan support and provision in school.
- As a school we regularly review our inclusive teaching practice, and spend time discussing strategies to identify additional needs. We have regular pupil progress meetings to review the needs of each class and put new support in place if needed. If a young person has been identified with additional need(s) with social and emotional origin, they may be added to the pastoral support's monitoring list to be referred for therapeutic support.
- The class teacher and teaching and learning coordinator ensure that all teaching staff working with individual young people are aware of their needs and the strategies and approaches required. Anything of a confidential nature will only be disclosed to the Designated Safeguarding Lead (DSL) unless directly pertinent to the staff teaching and working with the individual young person.

Do – the teacher has the day-to-day responsibility for the learning and progress of all young people and they are the first point of contact for any parent/carer concerns.

- The class teacher is responsible for planning and assessing the impact of any additional provision and working closely with any other teaching staff that work with that young person.
- Teachers use reflective practice time and pupil progress meetings to continually reflect, critique, review and refine best practice with other members of staff on a regular basis. They also monitor closely where young people are in their learning, their next steps, and the best approaches to get them there. This includes monitoring and reflecting on additional provision for SEND and inclusive teaching practices.
- Due to small class sizes and the strong relationships formed between teachers and young people, teachers are able to informally check in with young people and ensure their participation in any decisions that affect

them.

- Teachers use strategies that help support practical learning in the classroom which help all young people to critically identify how they're learning and thinking and therefore have a greater awareness of what would help them with their learning.

Review

- Teachers continually review young people's progress, formally and informally; this is no different for young people with SEND. Teachers may make changes to teaching and provision before the termly My Learning Plan meeting, however progress towards the identified outcomes will also be reviewed at the meeting. At this point it may be that the outcomes have been achieved and the young person will be taken off the additional needs monitoring list. Moreover, pupil progress meetings at the end of each term, as well as needs plan meetings are another opportunity to assess the efficacy of a new support put in place. Alternatively the outcomes may feed directly into the next ADPR phase.
- If at this stage (or subsequent stages of review) it is deemed that the needs of the young person are more complex and specialised than can be met through this approach to SEND, in discussion with the young person, their parent/carer, their class teacher, and pastoral support, it may result in the pastoral support and Co-Headteachers recommending that an alternative school would be better able to accommodate the needs of the young person at this time and in their best interest, they may be asked to leave the school. In this circumstance the Co-Headteachers decision is final.
- It should be noted that our level of support is restricted by our financial resources and as outlined above, as an independent school we are unable to fund the diagnostics usually needed to apply for an EHCP on behalf of a young person. When the local authority will provide extra funding, we are able to resource a young person better. Likewise, in the case of parents who can afford to pay for the resources, we may possibly be able to access further support. However, as mentioned above the SEND provision provided from the regular school budget has to be balanced between level of need and the resources available, and this is at the discretion of the Co-Headteachers. Local authorities have a duty to respond to parental requests for an EHCP and the school will support parents in this process if it is appropriate to do so.

SEND Training

The person responsible for SEND (one of the two Co-Headteachers) will undertake

yearly training and will be responsible for inducting new teachers and ensuring they know and can implement this policy. Where relevant the SEND support staff provide support and professional development training for new and existing staff.

Special consideration in exams

To obtain special consideration for young people taking exams it is necessary for the person responsible for SEND to carry out specific assessments, which are then entered into the appropriate website for a decision to be made. This will then be recorded confidentially by the Co-Headteachers.

Transition

If a young person with already identified SEND joins our school, every effort will be made to accommodate the young person taking into account their perspective and wishes. The pastoral support, SENDCo and the class teacher will be the initial point of contact for that young person and will coordinate any additional plans that may need to be in place prior to the young person joining our school.

From age 13 onwards, all young people at our school will be supported with personal careers advice to explore their aspirations, interests and goals, and to put a plan in place to achieve their ambitions (see careers policy in the curriculum policy). All young people will have support to identify their next steps post age 16. Any young person with SEND will be supported by the school, who will advocate on their behalf if necessary, and we will endeavour to put appropriate support in place for transition to college if that is the young person's chosen path.

The equality act (2010)

As a school we have an obligation to eliminate discrimination, to improve equality of opportunity and to consult and involve disabled young people and adults in decisions that might affect them. We strive to design our buildings, services and employment practices wherever possible to be inclusive for disabled people. We do not discriminate on the basis of SEND in admissions, provision or exclusion, but we reserve the right to determine whether we are in a position to meet the needs of the young person or adult in question. The Co-Headteachers will carry out yearly Equality Impact Assessments as part of our Accessibility Policy.

Data

All staff have access to Arbor that details the assessment, progress, and needs of each young person at our school. Any concerns about a young person are raised at the data meetings with the Co-Headteachers after analysis has been done, and notes may be made on the young person's record. This may be from observation or from discussion with the young person or associated adults. Anything of a confidential nature is restricted to the DSL (please refer to the Safeguarding Policy). The school database covers:

- Personal information
- Academic needs and assessment (both formal and informal)
- Emotional, social and developmental needs
- Safeguarding information
- Learning support measures
- Access arrangements for exams

The staff and the Co-Headteachers will establish what information best helps teachers to track young people's progress, how to collect and analyse the information, and how to use the analysis to evaluate and adjust the teaching and lesson design to meet individual needs.

This policy is written with reference to the SEND Code of Practice: 0-25 years (DfE January 2015), which details legal requirements and statutory guidance. We take the definition of SEND from this Code of Practice, which states that only those children for whom it is necessary to make provision that is additional to or different from that normally available to young people of the same age, in the four following areas, should be considered to have special educational needs (see appendix):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Complaints

If a parent or young person feels they are not having their needs met by the school, then the first point of contact should be the class teacher. The teacher will arrange for a formal meeting to take place with the young person, their parent/carer, pastoral support, the Co-Headteacher and the class teacher themselves. The young person and the parent/carer will be shown all relevant information that is held about the young person, what provision has been made and any outcomes of that provision. Detailed notes will be taken of the meeting and any outcomes agreed will be noted. Where confidentiality allows, the case may also be discussed at a whole staff meeting and the class teacher will outline the plan of action as agreed in the formal meeting. The school, class teacher, and the pastoral support will do their utmost to ensure adequate provision for the young person, but it may be that ultimately the decision is taken by the Co-Headteachers that the school is unable to adequately meet the needs of the young person and that an alternative school would be the best option.

In the event that the complaint remains unresolved, please refer to the general complaints policy.

Roles and Responsibilities

Class Teacher: takes responsibility for all young people with SEND in their classes and

for maintaining high-quality inclusive teaching practices.

Support staff: takes responsibility for the day to day support of young people with SEND in and outside of the classroom.

Teaching and Learning coordinator: takes responsibility for overseeing provision across the school and supporting specific young people with SEND.

Co-Headteacher responsible for SEND: takes responsibility for ensuring SEND provision in the school is delivered, supporting the SEND teaching and learning, assessment and provision identification, leading and managing staff in relation to SEND, the development of staff SEND resources, monitoring provision of young people with SEND, ensuring young people and parents are closely involved throughout and that their insights inform action taken by the school, liaising with professionals or external agencies beyond the setting.

Co-Headteachers: takes responsibility for holding the vision for SEND in the school, the values that this policy is based on, and communicating this effectively to the person responsible for SEND to lead on. The Co-Headteachers also take responsibility for establishing a clear picture of the total resources available for SEND. They take responsibility for reporting to the trustees on SEND and ensuring a yearly whole staff evaluation and review of this policy.

Pastoral support: takes responsibility for ensuring social and emotional needs of young people are met, and support is being provided during class times.

Designated Trustee: takes responsibility for reviewing this policy to ensure the actions are met, reporting on the school's success in meeting the SEND needs of young people and ensuring the school is meeting the requirements set out by The Equality Act 2010.

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Privacy Statement

Who we are: *The New School is the Data Controller.*

Why do we need your data: *Your and your young person's details are required by the school to facilitate your young person's admission to the school.*

What is the lawful basis for processing this data: *This information is necessary for the school's legitimate interests.*

Who will this data be shared with: *We will only share your data with third parties if we are legally obliged to do so.*

How long will we keep your data: *we will hold your data for as long as we have a lawful basis to process your data.*