

INCLUDING EYFS

SEND CODE OF PRACTISE

SENCO: MRS LYNDA EDUARDES CERT ED

ASSISTANT SENCO: MRS MARGARET WADSLEY (SPECIFIC RESPONSIBILITY FOR EYFS)

ALL CHILDREN ARE ENTITLED TO AN EDUCATION THAT ALLOWS THEM TO:

1. ACHIEVE THE BEST POSSIBLE OUTCOMES
2. BECOME CONFIDENT YOUNG CHILDREN WITH A GROWING ABILITY TO COMMUNICATE THEIR OWN VIEWS.

STAGE 1

The Form Tutor, or Group Teacher in case of Nursery, is normally the first person to register the special needs of a child in their care, though any members of staff may raise concerns. Their concerns and professional judgements should be discussed with the SEN Co-ordinator, assistant SENCO and the Headmistress.

The SENCO/Assistant SENCO will then gather information, working with the child's teachers, involving the parents and children to provide appropriate extra support within the school situation and where appropriate suggest routine checks that may need to be carried out- such as hearing or sight tests. The School Nurse can offer refer in these cases.

Academic assessment and support is currently provided by the SEN Co-ordinator and Learning Support Staff. IEPs are prepared and reviewed at this stage. Discussions may take place at this stage for the need for an external assessment, such as an Educational Psychologist or Medical report. This may be undertaken in order to formalise a diagnosis and to provide the school with recommendations in supporting a child's needs. Such an assessment would only be undertaken with parent's consent.

STAGE 2

Outside specialists are involved at this stage in support of the child, staff and parents to provide practical help and guidance.

All those involved with the child are involved in a multi-disciplinary assessment to consider the need for a statutory assessment. This is referred to as a DAF (Devon Assessment Framework)

It is possible, although rare, for SEN funding to be made to independent schools. Therefore, if a parent wishes to place a child with a Statement of SEND/EHC at St Christopher's, the LEA will still be responsible for the monitoring and reviewing procedures.

IDENTIFYING AND SUPPORTING SEND AT ST. CHRISTOPHER'S

At St Christopher's teaching in small groups makes the presence and monitoring of learning difficulties more easily identifiable.

Regular testing and assessment in basic subjects provides consistent monitoring and early identification. If a specific difficulty is noted, the Code of Practice is followed with special needs in-house support given by members of the Prep Staff and Learning Support Staff.

Developments in ICT offer additional support to pupils with SEND. Staff are encouraged to familiarise themselves with the appropriate programs and to build them into the programmes of study to enable children with SEND to gain maximum access to the curriculum and help them reach their learning potential.

Programs particularly recommended for children with dyslexia type problems in use at St. Christopher's:

1. Word Shark
2. Ipads
3. 2 Type

Teaching staff monitor continually the progress of all the children and extra help is always available to provide specific extra support wherever it is needed, through one-to-one support or small group teaching.

Teaching in small groups also makes it easier to identify those gifted children who need further extension in their work because of their special abilities. Extra work and extension activities for these children are set by subject teachers within the time tabled lesson, through independent study in Prep and also in small groups or individually where appropriate. Close co-operation between staff ensures that the individual needs of each child are identified and catered for appropriately.

ADMISSION PROCEDURES WITH CHILDREN WITH SEND

Initial admission to the School from a child with SEND depends upon a prospective pupil meeting the criteria required to maintain and, if possible, to improve the educational and general standards for all its pupils commensurate with the ethos to which the schools aspires.

The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded person with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at the School.

The School's policy is to apply these criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability.

The school has found that, in our experience at St Christopher's, the inclusion of children with disabilities in our school has greatly enhanced the educational experience and the caring qualities of all the children. These experiences help us all to a greater understanding of our fellow man as our ethos would encourage.

The school asks parents to complete a form, which includes questions on disability, in respect of a prospective pupil at the time of application. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards as appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

The Disability Discrimination Committee consists of the School Nurse, the SENCO, the member of staff responsible for Health and Safety and the Headmistress. This Committee has the responsibility for ensuring that the School's legal obligations are complied with. The Committee may co-opt additional members whose expertise in any field would be of assistance. The Committee's terms of reference are:

- (i) To review the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled;
- (ii) To make recommendations with a view to improving the accessibility of its education in its many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future;
- (iii) To review the School's SEND Policy;
- (iv) To prepare the School's Accessibility Plan;
- (v) To review such plans and policies as necessary.
- (vi) To recognise that this committee may need to convene in order to consider any application from parents of disabled pupils. They may need to give watertight reasons for turning such a pupil away.