



**INWOODS SMALL SCHOOL (including EYFS)**

**SPECIAL EDUCATIONAL NEEDS / LEARNING SUPPORT POLICY**

Last Review Date	August 2024
Policy endorsed by	The Trustees & The School Management Committee
Policy is maintained by	Special Educational Needs Coordinator (SENCO)
Next review date	August 2025
Review body	SENCO & The School Management Committee

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### **1. Aims and Objectives**

Our special educational needs and disabilities (SEND) policy aims to make sure the children who attend Inwoods Small school are fully supported whilst in our care. The policy is based on and implements national legislation and guidance regarding students with SEND.

It will set out how our school will:

- Support and make provision for children with special educational needs and disabilities
- Provide children with SEND access to all aspects of school life so they can engage in the activities of the school alongside children who do not have SEND
- Help children with SEND fulfil their aspirations and achieve their best
- Help children with SEND become confident individuals living fulfilling lives
- Help children with SEND make a successful transition into adulthood
- Communicate with children with SEND and their parents or carers and involve them in discussions and decisions about support

The policy will also explain the roles and responsibilities of everyone involved in providing for children with SEND. It will describe how we communicate with, and involve, children with SEND and their parents or carers in discussions and decisions about support and provision for the students. Finally, it will explain how the SEND policy is understood and implemented consistently by all staff.

### **2. Vision and Values**

Inwoods Small School fosters an education which encourages academic excellence, self-understanding, creativity and integrity in a safe, non-competitive environment. In many ways, the school's holistic educational approach and individualised educational programme address, as a matter of course, the different specific needs of all children.

We are aiming to provide a neurodiverse learning environment. For example;

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- Teaching and learning are conducted in small groups wherein the teacher-child ratio allows individualised teaching and instruction.
- The current curriculum provides a diverse and multi-sensory approach that caters for all students' individual learning needs.
- All students are given personal time and individual support to reflect on their learning and encouraged to probe into aspects of their learning that they may find challenging.
- All children are encouraged to explore and investigate what and how they love to learn, so becoming confident and self-reliant in their learning process in school and beyond, when they leave.

Taking this as a foundation we then build on this in individual cases to provide more specialised support for children who have been diagnosed with special educational needs and for children who come with Educational Health Care Plans. This is in collaboration with experts from our own staff or from external practitioners and local authorities, and with direct reference to the DfES SEN code of Practice.

### 3. Legislation and Guidance

This policy 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 students with SEND

[The Special Educational Needs and Disability Regulations 2014](#) , which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report

[The Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities.

[The Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.

### 4. Definitions

#### 4.1 Special educational needs

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

They have a learning difficulty or disability if they have:

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- A significantly greater difficulty in learning than most 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 school
- Specific 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.

### 4.2 Disability

Children are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 4.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the child's particular area(s) of need, at the relevant time.

Area of Need	
Communication and interaction	<p>Children with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Children who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Children with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"><li>• Special learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li><li>• Moderate learning difficulties</li></ul>

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	<ul style="list-style-type: none"><li>• Severe learning difficulties</li><li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li></ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Children may have:</p> <ul style="list-style-type: none"><li>• Mental health difficulties such as anxiety, depression or an eating disorder</li><li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li><li>• Suffered adverse childhood experiences</li></ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the child becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Children with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Children may have:</p> <ul style="list-style-type: none"><li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li><li>• A physical impairment</li></ul> <p>These children may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 5. Roles and Responsibilities

### 5.1 SENCO

The SEN team at Inwoods Small School is Kate Power.

She will:

- Inform any parents that their child may have SEN and then in combination with the parents liaise with them about the child's needs and any provision made.

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- Work with the Co-Chairs and Trustees 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 coordination of specific provisions made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual children.
- Advise on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the children and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a children's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the Co-Chairs and school trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all children with SEND up to date and accurate
- With the Co-Chairs, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access

### **5.2 The role of the Trustees**

The school Trustees play an active role in ensuring that staff and children are supported in their life at Inwoods. Trustee meetings three times a year and consideration of SEN children are given when necessary. The Trustees ensure that policies are enacted and up to date.

### **5.3 The role of the Co-Chairs**

Thomas Lehmann, one of the Co-Chairs will hold responsibility for overseeing the SEN provision at Inwoods. He will;

- Work with the SENCO to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for, and awareness of, the provision for children with SEND, and their progress.

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- Make sure that the SENCO has enough time to carry out their duties.

### **5.4 Class Teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision

### **5.5 Parents or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Contacted termly to review the provision that is in place for their child;
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Each term the students report will comment on the child's progress
- The school will take into account the views of the parent or carer in any decisions made about the pupil.

### **5.6 The Pupil**

Children will always be given the opportunity to provide information and express their views about their SEND and the support provided. This might involve the child:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes as much as they can
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The children's views will be taken into account in making decisions that affect them, whenever possible.

## 6. Our Approach to SEND Support

### 6.1 Identification and Assessment

The school aims to identify the additional specific needs (not so identified on admission to the school) for a given pupil by:

<p><b>Class teachers</b></p>	<p>Formative and summative assessment: Observation in class and monitoring of work.</p> <p>Class teachers will regularly assess the progress of all pupils and identify any whose progress:</p> <ul style="list-style-type: none"> <li>● Is significantly slower than that of their peers starting from the same baseline</li> <li>● Fails to match or better their previous rate of progress</li> </ul> <p>When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness through teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.</p> <p>Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour will be considered, such as bullying or bereavement.</p> <p>Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English. The staff will explore the child's skills in the home language where possible, to establish whether there is a concern around how the child is learning.</p>
<p><b>SENCO</b></p>	<p>The SENCO will gather evidence from a range of different sources. They will draw on other information</p> <p>If a pupil is joining the school, and:</p> <ul style="list-style-type: none"> <li>● Their previous setting has already identified that they have SEN</li> <li>● They are known to external agencies</li> </ul>



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	<ul style="list-style-type: none"> <li>● They have an education, health and care plan (EHCP)</li> </ul> <p>The school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.</p>
<b>Parents</b>	<p>We aim to identify if a child has a need as early as possible.</p> <ul style="list-style-type: none"> <li>● We ask for background information and observations of pupils' learning and behaviour at home.</li> <li>● Seek medical and social advice and care for the child.</li> <li>● Everyone develops a good understanding of the pupil's areas of strength and difficulty</li> <li>● We take into account any concerns the parents have</li> <li>● Everyone understands the agreed outcomes sought for the child</li> <li>● Everyone is clear on what the next steps are</li> </ul>
<b>Pupil</b>	<p>Self-awareness of needs and aptitudes is encouraged (with support and guidance from Teacher and/or SENCO). Where possible the child's observations and experiences are listened to, and solutions come to jointly.</p>
<b>Learning Support Professionals</b>	<p>Assessment, forward planning and implementation to meet needs.</p>
<b>Independent Educational Psychologist</b>	<p>Assessment in the case of emotional/social and educational difficulties.</p>
<b>Appropriate Health Professionals</b>	<p>Medical and health problems are assessed and identified when applicable, including issues with hearing, vision, and other issues. Appropriate health professionals will be involved. (e.g. Doctor, Occupational Therapist, Speech Therapist, Physiotherapist etc.)</p>

### 6.2 Support for SEN Pupils

Once we have identified a child as having SEN we will put into place the support needed, through a process that involves the following stages.

### **6.2.1 Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **6.2.2 Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our SEN register and an IEP will be created and shared with all relevant staff. It will also be announced and discussed in a staff meeting.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

### **6.2.3 Do**

The SENCO will retain the overview of the support, in combination with the class teachers.

It might be that occasional 1 to 1 support is organised to help the child manage the academic and social expectations of the school. The impact of these sessions will be considered through regular meetings between the SENCO and the support staff, such as a dyslexia specialist. Any strategies that could be useful are passed on to the relevant staff.

### **6.2.4 Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the student

The teachers and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the students and their parents.

## **6.3 Resources and Support for Additional Educational Needs**

In class support / Curriculum:

- In the classroom the school ensures that teachers differentiate in lessons to meet the specific needs of children through identifying their learning requirements through an Individual Educational Plan (IEP).
- Class sizes encourage and allow occasional individualised learning support or learning in small groups.

External Support:

- On the occasion that the students' need cannot be met by the Inwoods curriculum and pastoral care, professional support is provided by external SEND specialists who visit and help with study skills as well as life coaching.
- If it is deemed that the child's learning needs are still not being met, external support will be sought from East Hampshire District Council (EHDC). A Special Needs Educational Learning Assistant may be deemed appropriate if the school able to gain extra funding. Other resources may be sought to provide for social and physical as well as learning needs. Reports will be kept in compliance with the EHDC assessment.

Staff Training:

- Appropriate information about and suggestions for the management of children's additional specific needs is disseminated to each subject teacher by the SENCO to inform their dealings with each child.
- The SENCO attends regular training to help support them in their role.
- SENCO team - Kate Power qualified teacher.

## **7. Evaluating the effectiveness of SEN Provision**

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

- Tracking pupils' progress on a termly basis - reviewing of their IEP
- Discussions and feedback from teachers
- Meeting with the child on a termly basis
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Gaining feedback from parents

## **8. Admissions Policy**

Inwoods Small School admits children irrespective of their gender, race, disability or specific educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and the welfare of other students and the school. In valuing the Equality Act, the school endeavours to make every reasonable adjustment to accommodate any additional needs of a student.

However, in a situation where the students' needs require accommodation beyond reasonable adjustments and the school felt unable to provide or make available any specialist help required either due to lack of resources or local availability then a student's additional specific needs might inform the decision of whether or not to offer a place to a student.

## **9. Accessibility Arrangements**

Inwoods ensures that we work to prevent disabled students from being disadvantaged within the school. As expressed in our Accessibility Plan we provide facilities around the school to support disabled students.

We ensure that disabled students are not discriminated against in terms of them being able to access the curriculum either.

## **10. Concerns and Complaints about the SEND Provision**

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. They will be handled in line with the school's complaints policy.

## **11. Monitoring the Policy and its effectiveness**

This policy will be reviewed by the SENCO and the School Management Committee **every year**. We will consider how effective the provision, as laid out in the policy.

It will also be updated when any new legislation, requirements or changes in procedure occur during the year by the SENCO.

It will be approved by the Trustees.

## **12. Links with Other Policies**

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This policy links with other policies and documents.

Accessibility Policy

Behaviour Management Policy

Safeguarding and Child Protection Policy

Complaints Policy

PSHE / RSE Policy

Curriculum Statement for Inwoods