



BASSETT HOUSE
SCHOOL

BASSETT HOUSE SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

January 2024

Revised: 29.1.24
Next review: 29.1.25

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Introduction

The Special Needs Policy at Bassett House School pays due regard to:

- Independent School Standards Regulations (2014)
- Statutory Framework for the Early Years Foundation Stage (2021)
- The Equality Act (2010)
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disability Code of Practice: 0-25 (2015)

The SEND code of practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities. It also contains advice and guidance concerning the Equality Act.

Bassett House School participates in the RBKC Local Authority Nursery Education Grant and pupils in EYFS may be in receipt of funding.

Special Educational Provision

Aims

- To identify any learning, physical or emotional difficulties as early as possible
- To recognise that certain children have specific needs which call for special educational provision
- To give every child with special educational needs the greatest possible access to a broad and balanced school curriculum
- To enable all children to achieve and make progress
- To enable all children to feel successful and to develop their self-esteem and self-confidence
- To inform parents at an early stage if their child is experiencing difficulties

- To acknowledge the role parents have in their child's learning
- To work in partnership with parents so that they may support their child's learning

Definition of Special Educational Needs

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.

A child has a learning difficulty if he or she:

1. has a significantly greater difficulty in learning than the majority of children of the same age.
2. has a disability that either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age.
3. is under five and falls within the definitions at 1 or 2 above or would do if special educational provision were not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught.

Special educational provision means:

- Educational provision that is additional to, or otherwise different from, the educational provision made generally for children of the child's age in school, other than special schools, in the area.

Special Educational Needs & Disabilities Coordinator (SENDCO)

Ms Veronica Copeman is the SENDCO at Bassett House School. She holds a BA(Hons)/Education (Primary Education) teaching qualification as well as a Hornsby

Certificate for Specific Learning Difficulties (SpLD).

The SENDCO's principal role is to:

- Offer advice to all staff regarding the early identification of pupils
- Offer advice relating to the teaching of children with special educational needs
- Maintain all SEND files
- Ensure Individual Education Plans (IEPs) and classroom recommendations are in place and reviewed termly
- Maintain a current register of SEN children
- Maintain a concerns list for each class
- Disseminate information about pupils' learning needs to appropriate members of staff
- Deliver 1:1 or small group support, as appropriate
- Liaise with parents where appropriate
- Liaise with other professionals e.g. speech therapists, educational psychologists
- Discuss with the class teacher the use of appropriate external agencies
- Purchase appropriate resources to meet the needs of individual pupils
- Maintain a file of reference information on issues relating to special educational needs
- Review assessments of pupils with the headmistress, highlighting any with cause for concern
- Identify staff training needs within the school and offer training as appropriate

Early Identification and Early Intervention

The early identification of any learning difficulties along with appropriate intervention is crucial to ensuring that children make the best possible progress.

Bassett House School aims to maintain and develop the self esteem of all children, whilst helping them to achieve and make progress to the very best of their ability. In order to achieve this, the parents of any pupil who is encountering difficulties are invited to the school to discuss matters with the child's teacher and/or the headmistress at an early stage.

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Observation, Assessment and Monitoring

From the time each pupil enters the school, routine observation, assessment and monitoring of pupils by staff is a priority. The school aims in this way to detect as early as possible, any children who may have potential problems with their academic, physical, emotional or behavioural development.

Identifying Special Educational Needs (Also see Assessment for Learning, Recording and Reporting Policy)

Staff meetings, briefings and Key Stage meetings are held throughout the term to enable effective communication between the headmistress, SENDCO, teachers and other staff. Any concerns regarding pupils can be discussed.

To assist the process of identification of special needs, the school uses a variety of formative and summative assessments in each year group. Standardised tests are regularly carried out.

Assessment results are scrutinised carefully by staff to monitor pupils' progress and to check for discrepancies between assessments of verbal and non verbal ability and performance results in literacy and/or mathematics.

Identification Procedures

The school uses a staged process for the identification and remediation of special needs. Any member of staff with a concern about a child must use the following procedure.

Initial Concerns

- Any staff member can raise an initial concern but the class teacher takes overall responsibility for ensuring that these concerns are followed up.
- Assessment data must be carefully scrutinised by teachers to identify any pupils who are not making the expected progress. Any child with potential difficulties must be highlighted and brought to the attention of the SENDCO by the class teacher.

- If a member of staff has cause for concern about a child this must first be raised with the child's class teacher. The class teacher must then notify the SENDCO naming the child and listing the cause for concern.
- When a teacher highlights a child as a cause for concern he/she must then incorporate specific activities into lesson plans to address the issues raised. Samples of work must be kept as evidence of approaches used and the progress made. The SENDCO is available to help with resources/teaching strategies if required to do so.
- The child will be reviewed termly with the SENDCO and the class teacher/specialist teacher.
- At this stage, parents may be informed by the class teacher of the concerns and suggestions for home-school support will be discussed, if appropriate.
- The child may be screened by the school on Lucid Rapid. This is a practical and friendly computer based dyslexia screener which looks at an individual's visual and auditory memories and phonological awareness.

Special Educational Needs Register

- After consultation with the class teacher, children whose individual difficulties cause ongoing and persistent concern are placed on the school's Register of Special Educational Needs.
- When agreed in writing with the parents, the SENDCO will teach the child 1:1. There is an additional fee of £38.00 per lesson.
- An IEP (Individual Education Plan) will be written by the SENDCO and the child's form teacher to make appropriate provision for their needs. Children may also be involved in setting targets.

- All IEPs will show a SMART approach and therefore will be:
 - Specific
 - Measurable
 - Attainable
 - Realistic
 - Time bound

The IEP will highlight strengths and weaknesses, teaching strategies and resources and will be shared with all relevant teaching staff as well as the parents of the child.

- Any recommendations to involve external specialists will be discussed and agreed with the child's parents.
- Planning by teachers reflects the IEP.
- The teacher or SENDCO will make any necessary arrangements for school trips or examinations, taking into account the individual SEND needs of the child.
- On review of targets and progress, the child may remain on the SEND school register or, if the difficulties are resolved, may be removed from the register.

Continued Concerns

- When a child's problems persist, despite intervention by the school, further action and an assessment by an external specialist may be necessary.

Assessment by an external specialist

- Parents may be advised that an assessment from an external professional is recommended to gain a more in-depth analysis of a child's difficulties. This usually involves assessment by an educational psychologist, clinical psychologist, speech therapist or occupational therapist but may include other professionals.
- Parents will share any reports with the SENDCO and any specific recommendations will be shared with the relevant teaching staff. This enables specialist and class

teachers to ensure that teaching is closely matched to the child's needs and learning style.

- If a child fails to make appropriate progress or the school cannot meet the needs of a child despite reasonable adjustments and intervention, provision in a specialist setting may be recommended to parents by the headmistress. As stated in the BHS Admissions Policy, a child remaining at the school is always at the discretion of the headmistress.
- All staff that work with children must ensure they have read all the professional reports available to the school and must incorporate this advice into their management and teaching of the child.
- Children who qualify for examination concessions, e.g. extra time in exams/movement breaks, must also use these concessions in internal timed assessments and the teacher should monitor their work to ensure these concessions are being used effectively.
- Children who qualify for laptop access should use this for all lengthy pieces of work in the classroom in order that it becomes their normal way of working in the school setting.

EYFS and SEND

For staff working with the youngest children in the school, observation plays a particularly important role in identifying any difficulties. All EYFS staff contribute to discussions about the progress of pupils and may raise concerns at any time. At this age, particular attention is given to speech and language skills and motor coordination.

The Nursery and Reception classes follow the statutory framework for children aged 3-5 years. This includes following the safeguarding (See Safeguarding policy) and welfare requirements of the EYFS and the learning and development requirements. It is also the duty of all adults working with the children to promote equality of opportunity.

The Early Years children are assessed against the Early Learning Goals at the end of the Reception year. The final EYFS judgements are shared with parents and Key Stage 1 teachers in preparation for transition into Form 1. The local authority can also request the

school to provide EYFS data.

Reception children complete an online assessment (BASE) at the beginning of the year to establish a baseline assessment and to help teachers gather information on the current abilities of the children. The process is repeated again at the end of the year to show the progress the children have made from the start to the end of the year.

The aim is always to identify, at the earliest stage, any pupils who may not be at the expected levels of development for their age or pupils who may not be making the expected progress. Due consideration is given to those pupils who are 'summer born' and therefore young in the year group.

Roles

In order to give every child with special educational needs access to a broad and balanced curriculum, staff support pupils in the following ways:

The Form Teacher

- Creates a supportive classroom ethos
- Gives the child opportunities to achieve in areas of strength
- Helps to maintain a high degree of self-esteem in the child
- Is involved in identifying pupils giving cause for concern
- Differentiates work for children
- Liaises with the SENDCO and parents and records discussions and decisions made
- Liaises with the SENDCO and any support teacher for strategies
- Liaises with the SENDCO to write IEPs which are reviewed termly

Parents

The school always aims to work in close partnership with parents and to keep parents fully informed about all aspects of their child's education. The SENDCO, the class teacher and the headmistress will liaise with the child's parents and work in partnership at all stages of the identification and assessment of any specific learning difficulties. They will endeavour to keep parents informed of any interventions taking place, progress being made and offer advice if intervention from external professionals is necessary.

When a child has been identified as having any learning difficulty, the SENDCO and the class teacher will liaise with the child's parents to discuss what has been identified and any plans for support and intervention.

Parents will also be advised on how they may support their child's learning at home. This may include arranging an assessment by an educational psychologist, clinical psychologist, speech therapist, occupational therapist or other professional.

Parent/Teacher meetings are held in the Autumn and Spring terms and a full school report is sent to parents at the end of the summer term. Opportunities are also available for parents to meet with any member of the teaching staff, at a mutually convenient time, to discuss any other concerns that may arise.

Admissions

When children are offered a place at Bassett House School regardless of their age, parents are required to notify the school in writing of any known problems or difficulties their child may have which could affect their ability to learn.

Difficulties may be connected with language and communication e.g. previous speech therapy or may be medical, related to diet or be of a physiological or psychological nature. All information is carefully noted. On some occasions further information may be requested from parents to ensure the school is able to meet the needs of the child or to ascertain what reasonable adjustments the school may need to make. If previous specialist assessments have been conducted, the reports need to be provided to the school by the parents.

If the school is asked to accept a child who has specific needs due to a known disability, the decision to admit the child is always made by the headmistress. This follows a meeting with the parents in order to ascertain the level of disability and whether the school is able, with reasonable adjustments, to ensure the child has access to all areas of the curriculum and can meet the child's needs.

Any information pertaining to additional needs, for example, SALT, OT and Educational Psychologists reports must be shared with the school prior to the offer of a place.

The management of the child's needs has to be balanced against the physical constraints of the buildings and the level of support that the school is able to give so the child can learn and is safe. Where it is felt that the child could benefit from what the school can offer, then the child will be accepted into the school. However, the headmistress may feel that the school will not be able to educate the child appropriately, due to constraints of the building, or an inability to provide sufficient individual support to the pupil for any other reason. If this is the case, the parents will be provided with the reasons leading to the conclusion that Bassett House is not suitable for their child.

EHC Plans

- A Local Authority may have concluded that a child with an EHC plan is best educated at Bassett House.
- The SENDCO and the child's teachers must ensure that the school is making the necessary provisions for the child as defined in the EHC plan, implement strategies where specified and liaise with the parents to ensure outside agencies are providing support according to the specification in the EHC plan.
- The school holds an annual review of the plan (usually via Zoom) with the parents. The Local Authority and any relevant specialists are also invited to this meeting.
- If, after becoming a pupil, the school or parents consider a child eligible for an EHC plan, an application should be submitted by the parents to the child's Local Authority. The school will assist with this application.

Policy Review

To maintain best practice and continuous improvement, this policy is regularly reviewed by the headmistress, SENDCO and staff.

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