



The Mall School

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## **Special Educational Needs and Learning Support Policy**

This is a whole school policy that also applies to pupils in the Early Years Foundation Stage.

The Mall School values each child as an individual and aims to offer the highest quality of differentiated teaching and learning to support all pupils in their pursuit of academic and personal excellence. We have high expectations of our pupils and we strive to ensure that each and every one can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs can bring to school life.

We have an admissions policy, available on our website, which seeks to remove barriers to entry to our school for pupils with special educational needs. We strive to be a fully inclusive and welcoming school. All our teaching staff share responsibility for meeting this aim.

We follow the fundamental principles of the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice 2014 (see also the school's Disability and Accessibility Plan).

### **The Special Educational Needs and Learning Support Coordinator (SENCO):**

Mrs Debi Wright is SENCO across the school and she has responsibility for:

- the daily implementation of the Special Educational Needs (SEN) and Learning Support (LS) policy;
- liaising with and advising staff on SEN and LS matters;
- administering further assessments;
- co-ordinating with teachers, teaching assistants and special needs assistants the provision for children receiving support;
- overseeing the records of children receiving support;
- maintaining and updating the SEN and LS register;
- ensuring that appropriate targets and Individual Education Plans (IEPs) are in place and that these are reviewed regularly;
- advising the relevant staff on SEN and LS policy and practice;
- liaising with external agencies as necessary including those who work with pupils in school on a weekly basis;
- organising and where appropriate leading staff training;
- conducting annual reviews for boys with a statement or Education, Health and Care Plan (EHCP);

- managing the Learning Support Assistants who support boys on a 1:1 basis and /or have an EHCP;
- updating and developing her own specialism.

### **Identification, Assessment and Provision**

The Mall School's curriculum guides set out what most boys will have achieved by the end of each year. Boys will progress at different rates during their time at the school and some may not reach the goals by the end of each year.

We recognise that some boys may not be making the expected progress and may need additional support in a particular area, but this does not mean they have SEN. We aim to strive for early intervention and put measures in place through our learning support process.

The Mall School adopts the three stage model of the Revised Code of Practice 2014.

### **Initial Concerns**

Staff may initially have concerns about a child which they share with the SENCO. At this stage staff should observe and monitor the child regularly to gather evidence for possible future discussions with parents. Parents will be invited to contribute their knowledge and understanding of their child and raise any concerns they may have.

### **Stage 1: Well-differentiated, quality teaching including, where appropriate, the use of small group interventions.**

When a boy in The Mall School is identified as requiring learning support we initially devise our own interventions to be used in addition to our usual curriculum. Boys will then be placed on the Learning Support Register.

The trigger for this intervention could be that the boy:

- is not making the expected progress and areas of weakness have been identified through a range of assessments;
- presents with emotional and/or behavioural difficulties;
- has sensory or physical problems;
- has communication and/or interaction difficulties.

The school will then provide for these additional needs in a variety of ways and might use a combination of these approaches to address learning support targets identified for individual pupils:

- teachers differentiate work as part of quality teaching;
- early intervention programmes (Reception to Year 3) led by the class teacher or a teaching assistant under the direction of the SENCO;
- small group intervention programmes (Year 4 to 6) led by a teaching assistant, senior teacher or SENCO;
- individual class support or individual withdrawal with a class teacher, SENCO or a teaching assistant;
- further differentiation of resources and materials;
- in Years 4 to 6 inclusion in the small support group lessons for English and Maths;

- advice from outside agencies if necessary such as speech and language, educational psychologist or occupational therapy. Boys who have an outside agency report will not necessarily be classed as SEN;
- regular discussions with parents. Staff will keep a brief written record of these meetings which will be given to the SENCO.

Many boys who appear to have difficulties need only a short period of intervention; for a few the difficulties will persist. Boys' progress will continue to be measured by ongoing teacher assessment and monitoring, screening tests for specific difficulties, standardised tests in English, Maths, verbal and non-verbal reasoning and progress against the school's own objectives. This applies throughout the school.

## **Stage 2: SEN Support**

Boys at The Mall are classed as having a special educational need, as defined by the SEN Code of Practice, if they:

- have a significantly greater difficulty in learning and/or behaviour than the majority of boys of the same age (typically these will be boys whose standardised scores are below 90);
- have a disability that prevents or hinders them from making use of the educational facilities;
- require specific intervention which is additional to or different from the well-differentiated curriculum on offer for all boys in the school.

Where one or more of these criteria is met, a boy will be placed on the school's SEN register. Boys with EAL (English as an Additional Language), who do not have SEN, will **not** be placed on the register of boys classed as requiring SEN support.

Boys who are classed as having SEN will have access to all the approaches and interventions defined in Stage 1 in addition to specialist outside agency involvement and /or advice.

The school will give parents a recommended list of outside agencies or educational psychologists who can provide additional professional advice including a detailed, formal assessment and written report. Parents are asked to share the report with the school so reasonable adjustments can be made to the educational provision for a boy.

All boys on the school's SEN register will receive an IEP which will incorporate the agreed advice. Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for boys with special educational needs. They are seen as working documents which can be refined and amended.

Our IEPs will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all boys. This will be reviewed regularly by the SENCO with parents and the appropriate teaching staff.

Where a pupil has a recognised learning difficulty, they may, with the agreement of the school, be able to use a laptop for writing and/or a similar device to help support their reading. Parents may be asked to supply these items and the pupil is expected to take responsibility for them in school.

### **Stage 3: Education Health and Care Plan**

If it is considered that a boy's difficulties are so severe that his needs cannot be met by the school through Stage 2 SEN support the SENCO and parents will apply for a statutory assessment through the Local Authority (LA). The school will co-ordinate the gathering of information (from parents and outside agencies) to support the assessment leading to an LA agreeing to grant an Education, Health and Care Plan. Either the LA will agree to fund additional resources (such as an additional member of staff) and/or the LA will recommend an alternative school which is better suited to the boy's needs. Where an alternative school is recommended, The Mall will support the boy and his parents in the transition to the new school.

Boys in receipt of an EHCP will have full access to all the arrangements in Stage 1 and Stage 2 and their EHCP. The SENCO oversees the provision for these boys and ensures that all relevant staff are briefed on how to help the boy access the curriculum and the requirements of the EHCP. The SENCO will keep parents informed during all stages of this process. EHCPs are reviewed annually.

### **Record Keeping**

The SENCO ensures that all records are kept appropriately. These records, and consultations with parents, staff and other professionals, are used to inform our planning in order to meet the needs of individual boys. Information gathered may be shared with other professionals with parental permission; a summary of achievement and relevant attachments are sent on to the next school. The records we keep are available to the child's parents on request.

### **Confidentiality**

Parents will be informed of the IEP targets set for their child. Targets will be reviewed termly for boys in Reception to Year 3 and twice yearly for boys in Year 4 to 6.

All our staff will need to be aware of the targets agreed for a child as they are all likely to be involved in supporting that child. However, all staff are also aware that their knowledge of these targets is privileged information which should not be shared with anyone without the permission of the SENCO, Head of Juniors and/or Headmaster, who would discuss any need to share information with the child's parents.

We will always discuss any possible referrals to other services with parents and seek their agreement before we make such referrals. All meetings with parents other than the normal parent staff contact will take place in private.

### **Extra time in exams:**

Eligibility for additional time or special access arrangements in both internal and external exams will usually depend upon a report from an Educational Psychologist or other professional outside agency. Normally additional time will be for English and Maths exams only, but where the school considers it appropriate this could be applied to other subjects. The SENCO will discuss this with the individual boy's parents.

The SENCO is responsible for liaising with the relevant senior schools to determine whether a boy is eligible for extra time for the 11+ assessment. The senior school then makes a decision according to the Joint Council for Qualifications regulations as to whether the boy is eligible for extra time in exams. The SENCO will discuss these arrangements with the individual boy's parents.

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Autumn 2021  
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