

LYONSDOWN SCHOOL WHOLE SCHOOL, INC. EYFS, SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND) POLICY

The Governors and staff of Lyonsdown School believe that the School should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child. Whilst no longer a requirement, the school recognises the importance of the key elements for Every Child Matters: Change for Children and the outcomes outlined within it to help children achieve more. DfE (2013).

To be Healthy

To Stay Safe

To Enjoy and Achieve

To Make a Positive Contribution

To Achieve Economic Well-being

At Lyonsdown, we are committed to offering all pupils a broad and balanced curriculum to ensure the best possible progress for all our pupils. Our policy is informed by the: Children and Families Act 2014, the SEN and Disability Code of Practice 0-25 Years 2014 (SEND Code 2015) and we follow the outlined principles as appropriate to our school.

Our commitment is based on the following principles:

- All children have an equal right of entitlement to an appropriate and worthwhile education.
- All children will contribute to the decision making at individual and strategic levels, where appropriate.
- All children are special, different and have individual needs, ages, aptitudes and needs of all pupils, including those pupils with an EHC plan
- All children are equally valued within our school and have a right to voice their views.
- All children have a common entitlement to a broad and balanced curriculum, delivered in a relevant and differentiated manner, to enabling progression and to achieve their best, become confident individuals living fulfilling lives and to be equipped to make a successful transition into further education.
- Children with special educational needs occur in every classroom. Every teacher in school teaches children with special educational needs.
- All staff have regard to the needs of the individuals within the school.
- Parents are valued as genuine partners and contribute to the decision making at individual and strategic levels.
- Fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs will be upheld.

SEN Policy Objectives

- to apply a whole school policy to meeting each child's individual needs
- to identify, at the earliest opportunity, any child with SEND and ensure that their needs are met
- to ensure that, wherever possible, children with SEND join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure that all parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- to ensure that learners express their views and are involved in the decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate

The School in Context

Lyonsdown is an independent preparatory school for girls (up to 11 years) and boys (up to 7 years). The school is non selective and we offer places to children with learning difficulties e.g. children with dyslexia, dyspraxia, Asperger Syndrome. We also offer places to children with disabilities, physical impairments and/or medical problems and others if we feel that we can provide appropriate support for their learning needs.

Admission Arrangements

Should any child have already been identified with a SEND, relevant reports should be brought to school so that the Head of Learning Support can look at them. The Head of Learning Support's expertise is sought if teachers, including the Head are concerned about a child and whether Lyonsdown is able to best suit their needs. Please refer to the schools Admission Policy.

Co-ordination of Learning Support

The Head of Learning Support reports informally and formally on a regular basis to the Head. The Learning Support department meets weekly to discuss any issues relating to individual pupils and any other matters relating to the department. The Head of Learning Support is available in the staff room or in the Learning Support Room during break and lunch times in order to discuss Learning Support issues with members of staff. Learning Support issues are also discussed during the weekly staff meeting as and when appropriate.

The Role of the Head of Learning Support at Lyonsdown

- assisting in the development, monitoring and evaluation of the SEN policy
- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for pupils with SEND
- maintaining a central record and overseeing the records of all children with SEND
- liaising with and advising fellow teachers
- managing learning support teachers and assistants
- liaising with parents of pupils with SEND
- contributing to the in-service training of staff
- liaising with external agencies including educational psychology services
- assessing pupils with SEND
- monitoring the progress of pupils with SEND through the school

An important part of the Head of Learning Support's role is discussing the needs of particular children with other teachers and keeping close and positive contact with all parents concerned. To provide continuity of administration and liaison, the Head of Learning Support has a reduced teaching commitment in order to allow adequate time to monitor and evaluate special educational needs provision throughout Lyonsdown.

Definition of Disabilities

Pupils who have a disability as defined by the Equality Act 2010 have:

'A physical or mental impairment which has a long-term and substantial effect on their ability to carry out normal day-to-day activities.'

This definition includes sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy, and cancer.

'Pupils with such conditions do not necessarily have SEN, but the fact that there is a significant overlap between disabled pupils and those with SEN needs to be taken into account.

In accordance with The Equality Act 2010 pupils who have a disability **must not** directly or indirectly be discriminated against and their requirements should be considered in advance to enable any necessary adjustments to be made in order to prevent any disadvantage.

Provision for Pupils with Disabilities

At Lyonsdown pupils with a disability are provided with the support they require in order to ensure that they are not at any disadvantage. In Pre-Reception and Reception, with the parents' agreement, Speech and Language Screening takes place to identify pupils who would benefit from support. Weekly lessons are then arranged once the parents have been informed of the need and their agreement given.

If a pupil is admitted to Pre-Reception with an identified disability, where appropriate, support can be arranged to best meet their needs. This may be engaging the support of a Play Therapist to encourage effective communication skills.

Assessing Pupils' Needs

Annual sight testing is carried out by a qualified Orthoptist in Reception, Year 1 and 2 with the parents' consent. If a class teacher believes a pupil is experiencing difficulty with their hearing they will suggest that the parent refers the matter to their GP to assess.

If a pupils' behaviour becomes a cause of concern it may be necessary to refer the pupil to an external professional assessor and, following the advice outlined in a report, provide appropriate support to best enable the pupil to carry out normal school activities.

Pupils motor skills are monitored from Reception and, if extra support is considered beneficial, parents are informed and fine and gross motor skill lessons are provided in small groups by a fully qualified teacher at Lyonsdown during the school day.

Informing Staff of Pupils' Needs

Every whole school and Learning Support staff meeting begin with a Cause of Concern. This is an opportunity to discuss and to share essential information about pupils with particular needs relating to a physical or mental disability. Essential information referring to all pupils with identified medical needs is displayed in all the teaching areas in the school. Staff attend an annual Epipen training session delivered by a specialist and an inhaler demonstration given by

the Welfare Officer. If a pupil develops a medical disability like diabetes staff will be informed as soon as possible and, where necessary, outside professionals will visit the school to discuss how the needs of the pupil will be best met. Training will also be provided to the staff if necessary, as in the case of diabetes.

Accessibility of Medication

Pupils are supported towards independence in managing their conditions. Pupils from Year 3 to 6 are responsible for administering their own inhalers when they are ready to do so and any pupil with diabetes will carry their own survival kit to use when appropriate when they have demonstrated that they are able and fully confident. Emergency inhalers are available on the ground floor in Pre Reception classroom and in the school hall and on the first floor in the Deputy Head's Office.

Accessibility around the School

If a pupil requires the use of a wheel chair or crutches in the short or long term their needs will be fully considered before they attend the school to assess their mobility needs relating to the structure of their school day. The parents and pupil will then make a visit to the school at the end of a school day to go through the provision to allow access to teaching, lunch and play areas, wherever possible.

Special Facilities/Units

At Lyonsdown, there are ramps for access by wheelchairs and a lift in the new extension. Apart from these facilities, there are no special facilities at the school for pupils who are physically disabled, nor any special units. However, the school is committed to the integration of pupils with a range of needs, and their involvement in the whole life of the school. Please refer to the school's equality of access policy.

Definition of Special Educational Needs

The SEN Code of Practice 2015 defines special educational needs as follows:

"Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014)

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by LEA, other than special schools, in the area
- (b) for children under two, educational provision of any kind.

Identification of SEN

Provision for children with SEND is a matter for the whole school. In addition to the school's Head, the Head of Learning Support and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility**

Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessing, tracking and monitoring which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs or learning difficulties.

The school is committed to early identification of special educational needs and learning difficulties and adopts a graduated response to meeting them. A detailed profile of each child's strengths and weaknesses is ascertained from on-going teacher based assessments, mid-year and end of year tests. If this suggests that the learner is not making

the expected progress and is slower than their peers the class teacher will consult the Head of Learning Support in order to decide whether additional and/or different provision is necessary.

Early Years

'A graduated approach with four stages of action: assess, plan, do and review will be followed'

(5.36 Code of Practice 2014)

Where there are concerns raised in Early Years Foundation Stage, the Head of Learning Support and class teacher will first arrange to meet the parents to discuss the concerns and to explain and to agree upon an in class observation. The Head of Learning Support will then observe the child within the classroom setting in order to identify the areas of need more clearly and make appropriate recommendations to be implemented in the learning environment by the teachers. These recommendations will inform a plan outlining the specific area or areas of need and the way in which they will be implemented would then be discussed with the parents whose agreement and support would be sought.

Pupils, at this stage, would only be withdrawn for extra support if it was deemed absolutely necessary by the Head of Learning Support. When the Head of Learning Support identifies a child with SEND, the Head of Learning Support and/or Learning Support Assistant and class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. The Head of Learning Support will remain responsible for overseeing the needs of the child and for the planning and delivering of an individualised programme. Parents will always be consulted and kept informed throughout the process of assessing, planning, implementing and reviewing.

Initial Concern & Internal Assessment

If the assessing, tracking and monitoring carried out by the class teacher reveal that a pupil is not making expected levels of progress, the teachers may conclude that there may be underlying learning difficulties that are hampering progress and the strategies currently being used with that pupil are not resulting in his/her learning as effectively as possible. In these circumstances, the class teacher will complete a Record of Concern (see Appendix 2) which is passed onto the Head of Learning Support. Following discussion and agreement with the parents, the Head of Learning Support will then observe and/or assess the pupil to ascertain more fully the nature of the child's individual needs. The assessment carried out by the Head of Learning Support normally takes up to one hour and includes a variety of diagnostic tests (see Appendix 3). The SENCO then reports back to the class teacher and parents to discuss her findings. Recommendations including intervention, provision and expected outcomes will be outlined, discussed and agreed upon by all parties including the child, if appropriate.

Planning and Delivering the Curriculum

All teachers are Educational Support teachers, since all are required to differentiate their planning and delivery to ensure all children gain access to a broad and balanced curriculum.

It is therefore the class teacher/subject teacher's responsibility to meet the child's needs through differentiation. Advice may be sought from the Head of Learning Support and from the curriculum coordinators as appropriate.

Where it is considered that the pupil requires extra support, he/she will be entered onto the Learning Support Register. Where extra support is not deemed necessary he/she will be entered onto the Pupils with Cause for Concern List. Once a pupil has been entered onto the Learning Support Register they will be monitored for the remainder of their career at Lyonsdown. Both the Learning Support Register and Pupils with Cause for Concern list (see Appendix 4) are updated termly and copies of both are made available on Teacher Share.

Implementing Recommendations

The Class/Subject Teacher will be responsible for the implementation of the Recommendations on a daily basis and for assessing their impact. The SENCO will be responsible for overseeing the implementation of the recommendations and to advise the class/subject teacher in their implementation. The effectiveness of the recommendations will be considered, reviewed and revised in consultation with the parents and pupils. If, as a result, it is evident that the child has made an expected level of progress it may be decided that the child will no longer require this level of support but would remain on the Learning Support Register to be monitored.

If it is evident, following a cycle of assessing, planning, reviewing and revising that the child has:

- not made expected levels of progress;
- fails to match previous rates of progress;
- fails to close the attainment gap;
- widens the attainment gap,

It may become necessary to seek the support of an external specialist to seek further advice and support from outside professionals such as educational psychologists. The external specialist may act in an advisory capacity, or provide

additional specialist assessment or be involved in teaching the child directly. The outside agencies advise class teachers upon strategies to be used and possible targets to set on IEPs. The resulting IEP for the child will set out new and appropriate strategies for supporting the child's progress. These will be implemented, as far as possible, in the normal classroom setting. The delivery of interventions recorded in the Recommendations and IEP continue to be the responsibility of the Class/Subject Teachers on a daily basis and for assessing their impact. The SENCO will be responsible for overseeing the implementation of the recommendations and to advise the class/subject teacher in their implementation. The effectiveness of the recommendations will be considered, reviewed and revised in consultation with the teaching staff, parents and pupils. The key points from any assessment carried out by an educational psychologist are entered onto a one page Learning Support Pupil Report Summary (see Appendix 5) which is made available to all relevant teachers.

Different Types of Support offered at Lyonsdown

At Lyonsdown, pupils are supported in a number of different ways:

- In-class support
- Small groups of withdrawal (2-4 children)
- Individual withdrawal

Support is provided in the following areas:

- Literacy
- Numeracy
- Study Skills
- Handwriting
- Visual Perceptual Skills
- Listening Skills
- Fine & Gross Motor Skills

Timetabling Learning Support Lessons

Lyonsdown is committed to the inclusion of all children within the classroom. However, where appropriate, some children are withdrawn for extra support. In order to ensure that children have access to a broad and balanced curriculum, a considerable amount of care and attention is placed on deciding from which lessons a pupil may be withdrawn. The timetable is carefully drawn up to take account of the child's preferences and strengths, the advice of staff members and parental requests. The timetables are changed termly and where possible rotas within year groups are set up so that a child does not keep missing the same lesson. Children are not withdrawn from core subjects. The times when learning support lessons take place are: Assembly, PE, Music, Art, Form Time, PSHE and IT. Timetables for extra learning support lessons are given to teaching staff at the beginning of each term.

If it is evident following a cycle of assessing, planning, reviewing and revising that the child has:

- not made expected levels of progress;
- fails to match previous rates of progress;
- fails to close the attainment gap;
- widens the attainment gap,
- it may become necessary to seek the support of an external specialist.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The outside agencies advise class teachers upon strategies to be used and possible targets to set on IEPs. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of interventions recorded in the IEP continues to be the responsibility of the Head of Learning Support and class teacher. Pupils and parents will be involved and kept informed about the involvement of external agencies and proposed interventions. The key points from any assessment carried out by an educational psychologist are entered onto a one page Learning Support Pupil Report Summary (see Appendix 5) which is then made available to all relevant teaching staff on Teacher Share.

Exam Procedures

Where appropriate, children with special educational needs and learning difficulties/disabilities are given access arrangements eg. extra time during exams. The guideline for SEND and SATs are followed. The Head of Learning Support arranges all appropriate access arrangements and follows the guidelines laid down by the National Assessment Agency.

Individual Education Learning Plans

Pupils, parents, and teachers will all contribute to the decision making at individual and strategic levels of the plans where appropriate.

IEPs should be:

Specific, Measurable, Attainable, Realistic, and Timed.

Sensible, Motivating, Agreed upon, Reviewed and a Top Priority

Provision/action that is additional to or different from that available to all will be recorded in an Individual Education Plan (IEP). At Lyonsdown, all pupils who are on the Register and receive Learning Support have an IEP. The IEP is written by the Head of Learning Support, in consultation with the pupil, parents, Learning Support Assistants and the pupil's teachers.

The IEP (see Appendix 6) includes information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- guidance to parents on how best to support the child at home

The IEP records only that which is additional to, or different from, the differentiated curriculum and focuses upon four individual targets that match the child's needs and have been discussed with the child and the parents. IEPs are reviewed twice a year.

Once an IEP has been written, the Head of Learning Support or Learning Support Assistant goes through it with the pupil and the pupil writes his/her target sheet.

Monitoring and Recording Individual Needs

Within the Learning Support department a confidential filing system has been established to monitor and record the individual needs of each pupil with special educational needs and learning difficulties/disabilities. For each pupil, the following records are kept:

- Record of Concern
- Internal Assessment – carried out by the Head of Learning Support
- Educational Psychologist's report – if required
- A one page summary sheet of any pupil that has been assessed by an Educational/Clinical Psychologist or Occupational Therapist
- IEPs
- Reports
- Records of meetings/parent consultations etc

The confidential file is made available to staff who are directly involved with the child.

Every member of the teaching staff has access to 'Teachershare' which contains the SEND, the Learning Support Register and outlines of pupils provision, updated each term. Teachers are provided with relevant IEPs and copies of assessments.

Partnership with Parents

Parents are involved in all stages of identification, assessment, provision and review. During the initial stages, when the child is identified as potentially having a learning difficulty, the form teacher discusses the child's progress with the parent and requests that an assessment be made by the Head of Learning Support. In both the early years foundation stage and the main school, once the Head of Learning Support has observed or an assessment has been carried out, a meeting is held with the Head of Learning Support, the parents, and, where appropriate, the class teacher and Head, to discuss the findings of the assessment and the plans outlining recommendations for support or further assessments.

When the child has an IEP, the parents are invited to make suggestions for the targets and are sent a copy of the IEP. The child's progress is reviewed regularly and parents invited to discuss their progress.

There are annual parents' consultations during which the parents meet with their child's class teacher. During the Easter term there are specific Learning Support department parents' meetings during which the parents meet with the Head of Learning Support. Written reports are sent to parents twice a year. On a more informal basis, parents are

encouraged to contact the Head of Learning Support if they have any concerns by phone and an appointment can be arranged, if necessary.

Request for Statutory Assessment

In practice this does not occur very often at Lyonsdown. However, if a request for a statutory assessment is made, the child will have demonstrated significant cause for concern. The LEA needs information about the child's progress over time, and will also need documentation in relation to the child's Special Educational Needs and any action taken to deal with those needs, including any resources or special arrangement put in place. The school will provide this evidence.

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. When the LEA receives the request for a statutory assessment, it will decide within six weeks whether to carry out an assessment. Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special education provision which cannot reasonably be provided within the resources normally available to Lyonsdown, the LEA will consider the case for a statutory assessment of the child's special educational needs. The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through an Educational Health Plan (EHC).

An EHC will include:

- the pupil's name, address and date of birth
- details of all of the pupil's special needs
- identify the special educational provision necessary to meet the pupil's special educational needs
- identify the type and name of the school where the provision is to be made
- include relevant non-educational needs of the child
- include information on non-educational provision

All children with EHC plans will have short-term targets set for them that have been established after consultation with them and their parents, and include targets identified in the EHC plan. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher and learning support teacher.

All EHC plans will be reviewed annually with the parents, the pupil, the LEA, the school and any professionals involved who will be invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHC plan. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

Transfer to Senior Schools

Parents of children receiving learning support are advised to discuss their future choice of school with the Head and the Head of Learning Support to ascertain whether the choice of school is appropriate for their child and to establish what level of support can be offered at their future school.

When pupils move to their senior school, their records are transferred. If the pupil has an Educational Psychologist report, then this, as well as the most recent IEP, is sent to the senior school. These arrangements enable the pupil and parents to be reassured that an effective and supportive transfer will occur.

Complaints

Should anyone have concerns or complaints about the Learning Support provision, they can refer to the Head of Learning Support or the Head.

Health and Safety

Please refer to the Health and Safety Policy for details.

External Agencies

The Head of Learning Support maintains a list of Educational Psychologists and other professionals (e.g. speech and language therapists, occupational therapists) to whom the parents may take their children for assessments.

The school has strong links with a private speech and language therapist who comes into school and offers weekly individual lessons for children who have identified speech and language difficulties.

Future Developments

- To develop the use of Computing for pupils with SEND
- To develop Learning Support assessment resources
- To review the IEP resource and to implement a more pupil friendly resource in accordance with the Code of Practice 2014.

The management of the SEND whole school policy is delegated by the Headmistress to the Head of Learning Support.

The person responsible for day-to-day co-ordination of the SEN policy is the Head of Learning Support

Review Date: Summer 2016 or if regulatory requirements require change.

Ratification responsibility of the Education Committee – Summer 2016