



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

This policy also applies to the EYFS

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Signed: Ms Andrea Morley (Chair of the Board)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

1. Introduction

- 1.1. This policy sets out details of Learning Support at Lyonsdown School for all pupils. This includes EYFS, Key Stage 1 (Lower School) & Key Stage 2 (Upper School). It describes the arrangements that Lyonsdown makes for children with Special Educational Needs and / or disabilities (SEND), as well as those children who may have an Education, Health and Care Plan (EHCP).
- 1.2. It is our aim to comply with our legal and moral responsibilities under Part 3 of the Children and Families Act 2014 and the Equality Act 2010 in order to accommodate the needs of applicants, pupils and members of staff who have special educational needs and/or disabilities for which, after reasonable adjustments, we can cater adequately.
- 1.3. This policy has due regard to:
 - Schedule 10 of the Equality Act 2010
 - Part 3 of the Children and Families Act 2014
 - Special Educational Needs and Disability Regulations 2014
- 1.4. This policy has also been drafted with reference to the statutory guidance contained in:
 - Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015)
 - Supporting pupils at school with medical conditions (December 2015)
 - Ensuring a good education for children who cannot attend school (January 2013)
 - Joint Council for Qualifications Access Arrangements and Reasonable Adjustment Guidelines 2020/21
- 1.5. This policy is to be read in conjunction with the following
 - Equal Opportunities Policy
 - Safeguarding Policy
 - Admissions Policy
 - Curriculum Policy
 - Accessibility Plan (internal document)
- 1.6. This policy applies to the whole school from the Early Years Foundation Stage (EYFS) to the end of Year 6.
- 1.7. The Special Education Needs and Disability Code of Practice (2015) and the Families Act (2014) state that children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 1.8. Children have a learning difficulty if they:
 - have a significantly greater difficulty in learning than the majority of children of the same age;
 - 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 mainstream schools
 - are a child under compulsory school age and have a learning difficulty or disability which is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

A child must not be regarded as having a learning difficulty or disability solely because the language (or form of language) in which he or she will be taught is different from a language (or form of language) which is or has been spoken at home (Section 20 (4) Children and Families Act 2014).

Children for whom English is an additional language will be provided with appropriate support and guidance providing they meet the School's academic criteria.

1.9. Disability

- A person has a disability if he or she has a physical or mental impairment which has a "substantial and long-term negative effect" on his or her ability to carry out normal day-to-day activity (Equality Act 2010).
- 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.

2. Aims and Objectives

- 2.1. With reference to the 2015 SEND Code of Practice, Staff will follow a graduated approach where decision and action are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. There are four key elements to this approach: Assess, Plan, Do and Review.
- 2.2. In order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for their future educational journey, the pupil, and their parents/guardian are invited to participate as fully as possible in decisions related to each process of the Assess, Plan, Review and Do cycle. They are provided with the information and support necessary to enable participation in those decisions.
- 2.3. We value the partnership between Lyonsdown and parents, working closely with parents to ensure that they are fully involved in supporting their child's education, acting, where possible, on suggestions they may make regarding further support.
- 2.4. We seek our pupils' views at all levels of their education.

3. Educational Inclusion

- 3.1. We welcome and provide opportunities for all our pupils, recognising that inclusion is about equal opportunities for all learners, whatever their age, religion, beliefs, gender orientation, ethnicity, impairment, attainment and background.
- 3.2. For those identified as having special educational needs and/or disability, the School is committed to providing the appropriate support, as best it can reasonably accommodate, so that they can become individual, independent learners and fulfil their potential

4. Admissions

- 4.1. In relation to determining the admission of pupils to the school, children with learning difficulties and/or disabilities, as well as those with an EHC Plan and children for whom English is an additional language, are not placed at a disadvantage in comparison with other pupils.
- 4.2. Lyonsdown will discuss thoroughly with parents and relevant professionals the adjustments that can reasonably be made by the school so that it is clear what is and what is not possible.
- 4.3. When parents make an application to the School they are asked to identify any special needs and/or disabilities which should be taken into consideration; subject to a professional report reasonable adjustments and access arrangements will be considered.

4.4. The suitability of the school environment and available resources has to be considered for pupils with special educational needs and/or disabilities, as for all applicants.

4.5. Reasonable adjustments and access arrangements can only be made for a child where:

- The recommendations made in professional/expert reports are clear.
- The reasonable adjustments and access arrangements are normal working practice for the child (in their current educational setting) both in lessons and in informal or formal tests and examinations, as appropriate. Any current setting will be asked to provide evidence of the current arrangements.

5. Accessibility

5.1. The School's Access Policy and Plan demonstrates the ways in which Lyonsdown facilitates pupils with disabilities. The Access plan is drawn up in accordance with Schedule 10 of the Equality Act 2010.

5.2. The Access Policy and Plan also outline the proposals that are in place for Lyonsdown to become progressively more accessible to disabled pupils, parents and visitors.

6. Special facilities

6.1. At Lyonsdown, there are ramps for access by wheel chairs and a lift in the extension leading to the school assembly hall. Apart from these facilities, there are no special facilities at the school for pupils who are physically disabled. 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.

6.2. A lift is available on the first floor in the Deputy Head's office.

6.3. If a pupil requires a wheel chair or crutches in the short or long term, their needs will be fully considered and a risk assessment completed before they attend the school to assess their mobility needs relating to the structure of their school day. The parents and pupil will make a prearranged visit to the school during out of school hours to go through the provision of access to teaching, lunch, toilets and play areas wherever possible.

7. Accessibility of medication

7.1. Pupils at Lyonsdown 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. Any pupil with diabetes will carry their own survival kit to use when appropriate once they have demonstrated that they are able and fully confident to do so. Emergency inhalers are available on the ground floor of the building in Pre-Reception classroom and the school hall.

8. Assessing pupils' needs

8.1. Early identification of special educational needs and learning difficulties is paramount to the successful development of pupils.

8.2. If a pupil is admitted to the Pre-Reception with an identified need, where appropriate, support can be arranged to best meet their needs.

- 8.3. It is expected that parents/guardians will ensure the School is in full possession of all previous diagnostic tests, medical reports and previous school reports which might be important in the School recognising and addressing, as far as it reasonably can, a pupil's special educational needs and/or disability.
- 8.4. Staff will refer those pupils who they suspect may have special educational needs and/or disability to the SENDCO, via the pupil's form tutor, subject to any reasonable limitations in their qualifications, experience or expertise. The SENDCO will then gather information from each of the pupil's teachers and meet with the pupil, as appropriate, to build a clear learning profile to identify areas of strength and need.
- 8.5. Every referral to the SENDCO begins with a Cause of Concern focus. This promotes a 'joined-up' approach and provides an opportunity to discuss and to share essential information relating to pupils with physical or mental disabilities. Confidentiality is always respected.
- 8.6. Where there are concerns raised in the Early Years, the Pre-Reception EYFS teacher will first arrange to meet the parents to discuss the concerns and to explain and to agree on a class observation by the SENDCO. The SENDCO will then observe the pupil within the classroom setting in order to confirm and to identify the areas of need more clearly. The SENDCO and the Pre-Reception EYFS teacher will discuss appropriate recommendations and strategies to be implemented. The parents will be invited to discuss the outlined recommendations and to agree on the intervention. This may be additional to provision in place as part of the school's usual differentiated curriculum. The progress of the pupil will be monitored by the Pre-Reception EYFS teacher who will keep the parents and SENDCO informed at every stage of the process of assessing, planning, implementing and reviewing. The SENDCO will remain responsible for overseeing the needs of the child and for the planning and delivering of an individualised programme.
- 8.7. Central to the work of every class and 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 the children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments in specific subjects fall significantly outside the expected range may have special educational needs or learning difficulties.
- 8.8. All teachers are teachers of special educational needs 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 SENDCO and from the curriculum co-ordinators, as appropriate.
- 8.9. A cycle of assessing, tracking and monitoring is carried out by the class teacher and a detailed profile of each child's strengths and weaknesses is ascertained from on-going teacher-based assessments throughout the year. If these quantitative results suggest that the learner is not making the expected level of progress and is slower than their peers, the class teacher may conclude that there may be underlying learning difficulties that are affecting progress and the current strategies are not resulting in his/her progress. The class teacher will notify the SENDCO and arrange to meet the parents to discuss the concerns. At this stage, the SENDCO will require a completed Initial Concern form which will highlight the child's difficulties, as well as strategies already implemented in class for the child. Qualitative evidence in the form of relevant work samples should also be collected if necessary. The SENDCO will then collate and examine all the evidence and will observe and assess the child in class, or with one-to-one assessments, in order to gain a clearer profile and to determine whether specific learning difficulties are indicated. The parents are then invited to a meeting with the teacher or SENDCO, who will present and explain their findings, outline the provision proposed at school and present some helpful home strategies. The parents' permission will be sought and recorded as granted before any further support is

implemented.

8.10. The SENDCO may consider an external professional assessment is necessary.

9. Pupils with an EHC Plan

- 9.1. Parents have the right under S.36 (1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an Education, Health and Care Plan.
- 9.2. If a request for a statutory assessment is made by the parent, the school or other agency the pupil, over time, would have demonstrated a significant cause of concern. The LA will need a bank of evidence in order to consider an assessment. The LA will require information about the pupil's progress over their school career, documentation relating to the pupil's SEN, action taken including the provision of resources and any special arrangements in place.
- 9.3. The School also has the right (under S.36 (1)) to ask the local authority to arrange an assessment. The School will always consult with parents/guardians before exercising this right.
- 9.4. If the local authority refuses to make an assessment, the parents (but not the school) have a right of appeal to the first tier Tribunal (Health, Education and Social Care).
- 9.5. In certain circumstances Lyonsdown School admits pupils who have an EHC Plan.
- 9.6. For pupils with an EHC Plan, the school conforms to the regulatory requirements, including a formal, Annual Review of their progress and needs.
- 9.7. If the EHC Plan outlines that additional one-to-one classroom support is required, then the school will employ an appropriate person for this task at the level that the LA funding provides.

10. Request for Statutory Assessment

- 10.1. This statutory assessment involves consideration by the LA working co-operatively with the parents, the pupil's school and, as appropriate, other agencies. The LA will arrive at a decision, usually within 6 weeks, as to whether a statutory assessment is appropriate and necessary. If the evidence submitted suggests that a pupil has not progressed despite relevant and purposeful measures taken by the school and external specialists, a decision may be made to provide specialist education which cannot be reasonably be provided within the resources normally available at Lyonsdown. The LA may decide that the degree of difficulties and the educational requirements to address the pupil's needs require the provision of an Educational Healthcare Plan (EHCP) which will determine the pupil's special educational provision.
- 10.2. All pupils with EHCPs will have short term targets to include those identified and relating to their EHCP. As with other SEN pupils at Lyonsdown, pupils, parents and teaching staff will also contribute to the targets which will be implemented, as far as possible within the classroom setting. The delivery of the interventions will be the responsibility of the classroom teacher and the SENDCO.
- 10.3. EHCPs will be reviewed annually within the school amongst the staff, the parents and the pupil and with outside bodies, the LA as well as any professionals involved. The review should focus on the progress the pupil has achieved as well as any areas of difficulty that need to be addressed. This will inform any amendments that may need to be made.

11. Supporting and Monitoring Pupils

Support has three objectives:

- To maintain pupils' access to the whole curriculum.

- To meet children's special educational needs.
 - To encourage children with learning difficulties and/or disabilities, as well as those with an EHCP, to achieve standards matching their capabilities.
- 11.1. Wherever possible, children with learning difficulties and/or disabilities, as well as those with an EHCP, are supported within the classroom setting. At times, there are also different strands of support and action which may be taken to meet children's needs within the teaching environment. For example, a pupil at Lyonsdown may be withdrawn for additional help at specified times on a one-to-one basis. At other times, a pupil may work with additional support in a small group situation. Timetabling Learning Support small group and individual lessons is given careful consideration to avoid pupils being withdrawn from core lessons. Some assembly times, hymn practices, form periods and lunch break times all provide extra opportunities for lessons.
- 11.2. When support is needed in a small group situation, the first priority is to ensure that all children have access to core subjects through a differentiated curriculum. In consultation with parents, children may be withdrawn during part of their English and Maths lessons in order to receive differentiated and consolidated work, in line with what is being taught in the class. Assemblies and break times may also be used, along with lessons before and after school especially for children who have received advice from an independent Educational Psychologist identifying that a specialist lesson is appropriate.
- 11.3. When withdrawal is used to support children, the Class Teacher and Learning Support Teacher will liaise on work required.
- 11.4. When in-class support is provided, pre-planning and scheduling should ensure this support is being used effectively to support pupils where course content makes this necessary. This is the combined responsibility of the Class/Subject Teacher and Learning Support Staff.
- 11.5. Provision for children with SEND is a matter for the whole school. In addition to the Head, the SENDCO and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs and teaching them is therefore a whole school responsibility.
- 11.6. The class/subject teacher will be responsible for the implementation of any recommendations on a daily basis and for assessing their impact. The SENDCO will be responsible for overseeing the implementation of the recommendations and for advising the class/subject teacher. The effectiveness of the recommendations will be considered, reviewed and revised in consultation with the teaching staff, parents and the pupil. If, as a result, it is evident that the pupil has made sufficient progress and no longer requires the stipulated level of support the pupil will be monitored and remain on the Pupils to be Monitored list.
- 11.7. If however, it is evident after a cycle of assessing, planning, reviewing and revising that the pupil has not made expected levels of progress and has failed to match the previous rate of progress, failed to close, or indeed has widened, the attainment gap it may become necessary to seek the support of an external specialist. The specialist may provide an additional assessment or act in an advisory capacity by advising the class/subject teachers upon strategies to be used and suggest some possible targets to be included in the Progress Plan.
- 11.8. Targets and strategies are drawn up by the SENDCO in liaison with the Class Teacher, the parents and the pupils. A Passport to Progress is issued containing: an Essential Information page, Progress Plans outlining targets, and a Comments/Suggestions section for teachers, parents and pupils.

11.9. The provision and action outlined in the Progress Plan is additional to and different from that available to all pupils and should include:

- short term targets;
- helpful learning strategies;
- space for tracking, pupils', parents' and teachers' comments;
- review date.

11.10. Progress Plan Targets should be SMART:

- specific and sensible;
- measurable and motivating;
- attainable and agreed upon;
- realistic and reviewed;
- top priority and timed.

11.11. The needs, provision and progress of children with learning difficulties and/or disabilities, as well as those with an EHC Plan, are carefully monitored and reviewed. The class teacher and SENDCO, in consultation with the parents and Head are involved in an ongoing review of the children's progress.

11.12. All documents relating to pupils are treated as confidential and housed within a lockable, filing system in the Learning Support room. These include:

- records of concern;
- internal assessments/observations;
- external assessments;
- Progress Plans;
- reports;
- records of meetings and phone calls.

11.13. Pupil files are made available to staff who are directly involved in teaching the pupil. The Learning Support Register with brief details of pupils, their needs and provision is made available on 'Teacher Share'. EAL Register, timetables, Record of Concern forms, lesson plans and evaluations and current Progress Plans are also available to staff on 'Teacher Share'.

11.14. If, at any time, it is felt that further external support is required, it might be suggested to parents to seek advice and support from outside professional agencies.

11.15. The school acts carefully upon any recommendations and guidance made from external agencies and will maintain helpful and meaningful contact to ensure that the pupils' needs are identified and met in the best possible ways.

11.16. Each child is valued as an individual. All worthy effort is praised and a sense of achievement and self-esteem are strongly promoted.

12. The Role of the Learning Support Department and Staff

12.1. The SENDCO co-ordinates the provision for children with learning difficulties and/or disabilities, as well as those children who have an EHC Plan.

12.2. Members of the Learning Support Department meet regularly. The department works in close liaison with all members of teaching staff. During the school day at non-teaching times an 'open door' policy exists to provide opportunities for on-going discussions between the Learning Support Team to meet with other teachers and staff to discuss the needs and provision of children with learning difficulties and/or disabilities.

- 12.3. Learning Difficulties and Disabilities strategies and recommendations are regularly updated and circulated to staff to ensure that all teachers work effectively to support children's needs.
- 12.4. The SENDCO reviews SEND Progress Plans termly with class teachers, parents and pupils.
- 12.5. Additional training is encouraged, as appropriate.

13. Partnership with Parents

- 13.1. Lyonsdown recognises that the most effective identification, assessment and provision for children with learning difficulties and/or disabilities, as well as those with an EHCP, is made where there is the greatest possible degree of partnership between parents, their children and the school. Therefore, the knowledge, views and experience of parents is sought at every stage of the support process.

14. The Views of the Child

- 14.1. All efforts are made at Lyonsdown to discover the views of the child through sympathetic discussion, observation and the recognition that all pupils have preferred learning styles.
- 14.2. The views of the child are sought and included in reviews and in the formation and review of SEN Progress Plans.

15. Examination Access Arrangements

- 15.1. It is the School's policy that children should be enabled to show what they know rather than what they do not know in tests and exams.
- 15.2. Extra time is granted if a pupil's processing, reading or writing speed is below his/her age level.
- 15.3. Occasionally children with SEND may find the examination process particularly difficult or stressful. In these situations, children may, for example, sit their exam with learning support staff so that they can have questions read to them or check their understanding of a question.
- 15.4. In public exams, the official guidelines are always followed.

16. Transfer to Senior Schools

- 16.1. Parents of pupils receiving learning support are encouraged to seek guidance and to discuss their school choices with the Head and SENDCO. The SENDCO will inform the parents about the considerations for extra time, which vary from school to school. The SENDCO will seek to establish good links with the future schools and pave the way for a smooth transition by ensuring that all appropriate information is passed on. If the pupil has received an Educational Psychologist's report the parents' permission will be sought before it is passed on to the future school.

17. Criteria for Evaluating the Success of the Policy

Lyonsdown will evaluate the success and implementation of the policy through:

- *Record keeping, detailing levels of progress.*
- *Termly reviews of SEND Progress Plans.*
- *Regular consultations with staff.*

- *Termly consultations with parents.*
- *Consultations with pupils.*
- *Quantitative assessments (standardised tests).*
- *Qualitative assessments (opinions and feedback from teachers, parents and the pupil).*

Should anyone have any concerns or complaints about SEND provision, they can refer to SENDCO or the Head, in line with the School's Complaints Policy and Procedures.

The management of the SEND whole school policy is delegated by the Head to the SENDCO. The person responsible for day-to-day implementation and co-ordination of the policy is the SENDCO.