



# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

**This policy also applies to the EYFS**

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**Signed:** Ms Andrea Morley (Chair of Governing Board)

# SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

## Introduction

- This policy sets out details of Learning Support at Lyonsdown School for all pupils. This includes EYFS, Key Stage 1 & Key Stage 2. 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 (EHC) Plan.
- The policy ensures compliance with all relevant legislation and is in line with the requirements of the Education Act of 1996, Special Educational Needs and Disability Act (SENDA) 2001, the Equality Act 2010 and the Children and Families Act 2014.
- This policy is to be read in conjunction with the Equal Opportunities Policy and Safeguarding Policy
- It is policy at Lyonsdown School that every child matters and so adequate provision and planning is undertaken to ensure that each child's needs are met.
- A child is recognised as having a learning difficulty or disability if they have a significant greater difficulty in learning than the majority of children the same age or they have a disability which prevents or hinders them making use of educational facilities of a kind generally provided for children of the same age (SEND Code of Practice 2001 and ISI Regulatory Requirements.)

## Aims and Objectives

- We aim to implement a policy that will enable each individual child to reach his/her full potential, academically, socially and emotionally.
- We set out to ensure equal access to all areas of school life and all areas of the curriculum, to enable every pupil to have equality of opportunity with the appropriate provision.
- We always make reasonable adjustments to ensure that pupils with learning difficulties and/or disabilities, as well as those with an EHC Plan are not treated less favourably related to their specific needs.
- Everything possible is done to minimise barriers to pupils learning and participation at the earliest opportunity.
- 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.
- We seek our pupils' views at all levels of their education.

## Educational Inclusion

- 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.
- The needs of all pupils and prospective pupils who may have special educational needs and / or disabilities (SEND), either throughout or at any time during their school careers, are carefully addressed. The twin paths of needs and provision receive regular review.
- It is recognised at Lyonsdown that children with learning difficulties and / or disabilities, as well as those with an EHC Plan, require the greatest possible access to a broad and balanced education, including the EYFS Curriculum and the National Curriculum for KS1 and KS2.

## Admissions

- 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, children for whom English is an additional language, are not placed at a disadvantage in comparison with other pupils.
- 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.

## **Pupils with an EHC Plan**

- In certain circumstances Lyonsdown School admits pupils who have an EHC Plan. We will also apply for an EHC Plan for any pupil who is already at Lyonsdown and requires one.
- For pupils with an EHC Plan, the school conforms to the regulatory requirements, including a formal, Annual Review of their progress and needs.
- 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 with LEA funding.

## **Pupils with 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.

## **Accessibility**

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.

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.

## **Support for pupils with a disability at Lyonsdown**

At Lyonsdown pupils with a disability are provided with the support they require in order to ensure that they are not at any disadvantage.

## **Special facilities**

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.

## **Accessibility of medication**

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. Also, on the first floor in the Deputy Head's office.

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.

## **Assessing pupils' needs**

If a parent or teacher expresses concern regarding a speech and language concern, then the Speech and Language therapist carries out a short Speech and Language Screening in school. The Therapist will then report her findings back to the parents and, if deemed beneficial, weekly lessons in the school day are offered and agreed upon.

If a pupil is admitted to the Pre-Reception with an identified need, 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.

Annual sight testing is carried out, with the parents' consent, by a qualified Orthoptist in Reception, Year 1 and 2. If a class teacher believes a pupil is experiencing difficulty with hearing they will inform the Learning Support co-ordinator and suggest that the parent refers the matter to their GP in order to arrange an assessment. If a pupils' behaviour becomes a cause of concern the class teacher will inform the Learning Support Co-ordinator who will initially carry out an observation. She may then consider it necessary to refer the pupil to an external professional assessor and, following the advice outlined in the report, provide appropriate support to best enable the pupil concerned to carry out normal school activities.

Pupils' motor skills are monitored from Pre-Reception, and, if extra support is considered beneficial, parents are informed and fine and gross motor skills sessions are provided in small groups by our qualified PE specialist teacher during the school day.

Every whole school and Learning Support Meeting 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.

### **Initial Concern and Assessment**

The school is committed to early identification of special needs and learning difficulties and adopts a thorough and 'a graduated approach with four stages of action' is followed: assess, plan, do and review.

Where there are concerns raised in the Early Years, the Nursery EYFS Practitioner will first arrange to meet the parents to discuss the concerns and to explain and to agree upon a class observation taking place 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 Nursery EYFS Practitioner will discuss appropriate recommendations and strategies to be implemented. The parents will be invited to discuss the outlined recommendations and to agree upon 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 Nursery EYFS Practitioner who will keep the parents and SENDCO informed at every stage of the process of assessing, planning, implementation and reviewing. The SENDCO will remain responsible for overseeing the needs of the child and for the planning and delivering of an individualised programme.

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.

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 SENDCO and from the curriculum co-ordinators, as appropriate.

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 hampering progress and the strategies currently being used with that pupil 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 1:1 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 can be implemented.

The SENDCO may consider an external professional assessment is necessary and will provide a list of suitably qualified practitioners.

Where it is considered that the pupil requires highly individualised extra support, the pupil will be entered onto the Learning Support Register which is made available to teaching staff on 'Teacher Share'. If a child is deemed to need support that is time limited, the child will be placed on the monitoring register.

If extra support is not deemed necessary, the Initial Concern form will be filed in the department's archive, for future reference if needed..

### **Request for Statutory Assessment**

In practice this does not happen very often at Lyonsdown. However, if a request for a Statutory assessment is made by the parent, the pupil's school or other agency the pupil, over time, would have demonstrated a significant cause of concern. The LEA will need a bank of evidence in order to consider an assessment. The LEA 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.

This Statutory assessment involves consideration by the LEA working co-operatively with the parents, the pupil's school and, as appropriate, other agencies. The LEA 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 LEA 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.

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.

EHCPs will be reviewed annually within the school amongst the staff, the parents and the pupil and with outside bodies, the LEA 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.

### **Supporting and Monitoring Pupils**

Support has three objectives:

1. To maintain pupils' access to the whole curriculum.
2. To meet children's special educational needs.
3. To encourage children with learning difficulties and/or disabilities, as well as those with an EHCP to achieve standards matching their capabilities.

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.

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.

When withdrawal is used to support children, the Class Teacher and Learning Support Teacher will liaise on work required. It must be the intention that the child is supported by the co-ordination of all levels of teacher.

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.

Provision for children with SEND is a matter for the whole school. In addition to the school's 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. Teaching such children is therefore a whole school responsibility.

The class/subject teacher will be responsible for the implementation of the recommendations on a daily basis and for assessing their impact. The SENDCO will be responsible for overseeing the implementation of the recommendations and to advise the class/subject in their implementation. 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.

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.

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 is included

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.

Progress Plan Targets should be:

SMART

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

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. Progress Plans are set in October and in March. 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.

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'.

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. The school maintains a list of independent Educational Psychologists. Our own Speech and Language Therapist is available to initially screen and to assess pupils whom parents may wish to refer for additional assessments.

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.

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

### **The Role of the Learning Support Department and Staff**

- The SENDCO co-ordinates the provision for children with learning difficulties and/or disabilities, as well as those children who have an EHC Plan.
- 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.
- LDD strategies and recommendations are regularly updated and circulated to staff to ensure that all teachers work effectively to support children's needs.
- The SENDCO reviews SEND Progress Plans termly with class teachers, parents and pupils.
- Additional training is encouraged, as appropriate.

### **Partnership with Parents**

- 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.

### **The Views of the Child**

- 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.
- The views of the child are sought and included in twice yearly Reviews and in the formation and review of SEN Progress Plans.

### **Examination Arrangements**

- 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.
- Extra time is granted if a pupil's processing, reading or writing speed is below his/her age level.
- 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.

- In public exams, the official guidelines are always followed.

## **Pupils with English as an Additional Language**

### **Aims**

Lyonsdown is committed to meeting the needs of the pupils with English as an Additional Language.

Whilst being clear that EAL is not SEN ('Special Educational Need') or a 'learning difficulty', the school recognises that pupils with EAL often have an additional need in terms of accessing the language used by staff and peers, and related learning issues, which can lead to underachievement and inaccessibility.

Without exception, we recognise that EAL pupils:

- Have a right to a full timetable, with equal access to the whole curriculum.
- Are best placed amongst fluent English speakers who will provide them with good models of language.
- Should be provided with work in line with their intellectual/cognitive abilities first, language and literacy skills second.

We endeavour at all times to:

- Ensure EAL pupils have full access to the curriculum and all School opportunities.
- Be proactive in removing any barriers that stand in the way of our EAL pupils achieving their potential.
- Provide our EAL pupils with a safe, welcoming environment where they are accepted, valued and encouraged to participate.

### **EAL, Special Educational Needs and Gifted and Talented Pupils**

The School recognises that most EAL pupils needing support with their English language development do not have SEN needs. However, should SEN needs be identified during assessment; EAL pupils will have equal access to appropriate provision in line with this policy. Similarly, the School recognises that there may be EAL pupils who are more able even though they may not be fully fluent in English.

### **Supporting and Monitoring Pupils with EAL**

- EAL pupils will be monitored by the class teachers, the EAL Learning Support specialist teacher providing additional monitoring where necessary.
- Where a pupil's achievement appears to be affected by difficulties related to EAL, target-led intervention will be put in place by the SENDCO in liaison with the EAL Learning Support specialist and with support from the pupil's subject teachers.
- The SENDCO will either arrange in class support or will withdraw the pupil (or small groups of pupils with similar needs) for targeted support where necessary.

### **Teaching Strategies for pupils with EAL in class**

- Classroom activities have clear learning objectives and use appropriate materials and levels of support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, and use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Discussion is provided before, during and after reading and writing activities.

- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.
- The EAL Learning Support teacher has a range of teaching resources to assist EAL pupils.

### **Transfer to Senior Schools**

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.

### **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.