



## Longacre School Special Educational Needs and Disabilities Policy

**This policy includes the Early Years Foundation Stage**

***Policy written: November 2019***

***Policy to be reviewed: November 2021***

*This SEND Policy was devised by the Head in consultation with the Head of Learning Support, the Senior Leadership Team, and colleagues in the School.*

### **1. Rationale:**

At Longacre, we are committed to ensuring that all pupils learn, through a curriculum that caters appropriately for each individual, including those pupils who have a Special Educational Need or Disability. These needs may be educational, physical, medical, social, emotional or behavioural. We offer a wide variety of learning opportunities that cater for different learning preferences and differing abilities, interests and talents. We endeavour to create a positive learning environment and a whole school ethos that encourages maximum development of the individual. At Longacre, we teach our pupils the skills of managing their own learning and developing the ability to reflect, persevere and collaborate, in order to achieve their maximum learning potential.

Longacre's fundamental principles regarding SEND are that all pupils with Special Educational Needs and Disabilities should have their needs met wherever reasonable adjustments can be made to facilitate this; parents have a vital role to play in supporting their child's education; pupils' views about their own learning should be taken into account where appropriate; and children with SEND should be offered full access to a broad, balanced and relevant education (COP 2014).

The staff and Governing Body believe that all children, regardless of ability, are **valued equally** at Longacre. SEND children are not viewed as a separate entity but are part of the whole school community and different children's needs are recognised and met through varied and flexible provisions throughout the curriculum.

At Longacre School, every teacher is a teacher of a child with SEND. (SEND Code of Practice 2014.)

## 2. Definition of Special Educational Needs and Disability:

At Longacre School we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:

**SEN:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him and her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

We will make '**reasonable adjustments**' to cater for a child's disability within our setting. (However there may be limitations to the degree of modifications that can be made to the physical environment.)

**Reasonable adjustment** is achieved in many ways, for example:- through targeted support within the classroom; small groups and small sets; ensuring access to school facilities & school sports; internal assessment & examination arrangements; access to school clubs, trips & other activities; transition programmes for the next phase of education.

**Additional provision** examples are Touch Typing and Motor Skills clubs, inclusion groups, modified timetables, small group work and exam concessions.

Examples of **auxiliary aids** provided for use within the curriculum are: i-pads, writing slopes, coloured overlays, enlarged print, wedge cushions and coloured paper.

Reasonable adjustments, additional provisions and auxiliary aids are provided for use within the curriculum.

### **3. Context:**

This policy pays due regard to the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) for Independent Schools and has been written with reference to the following related guidance and documents:

- Equality Act 2010: Advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations 2014
- Statutory guidance on Supporting pupils at school with medical conditions April 2014
- The Children and Families Act 2014
- Safeguarding Policy
- Equal Opportunities Policy

### **4. Aims and Objectives:**

Longacre School is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special educational needs. The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met.

#### **Aims**

- To identify, at the earliest opportunity, any pupil who may have special educational needs;
- To provide different levels of intervention to match the pupil's level of needs;
- To ensure that children with special educational needs and disabilities have access to a relevant broad based curriculum and the ability to join in with all the activities of the school;
- To ensure that all SEND pupils will meet or exceed the high expectations set for them based on their age and starting points;
- To encourage and value learners, enabling them to express their views and to be fully involved in decisions which affect their education;
- To ensure that all relevant staff are aware of each pupil's needs so that they may be met in all school settings;
- To ensure that no pupil is discriminated against, in any area of school life, on the basis of his/her disability;
- To provide pastoral care and support for all pupils so that they may develop in all areas and build a strong sense of self-esteem;
- To work in partnership with parents/carers and outside agencies to achieve best outcomes for pupils; and to ensure that there is effective communication between parents and school.

## **Objectives**

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers
- To develop effective whole school provision management for support of pupils with special educational needs and disabilities
- To deliver support and guidance for all staff working with pupils with special educational needs and disabilities.
- To develop our partnership with parents/carers and ensure effective communication and sharing of good practice.

## **5. Admissions Procedures:**

Pupils with special educational needs are admitted to our school according to the same criteria as other pupils, provided that admission is compatible with:

- The provision of effective education for the children;
- The efficient use of resources;
- Prospective pupils entering the school will normally spend a minimum of half a day in the classroom with their year group. Depending on a pupil's point of entry, the following assessments may be used:
  - If prospective pupils are coming into Early Years, they will be observed in the classroom setting using the Ann Locke Assessment Platform;
  - If prospective pupils are coming into Form I upwards, assessments will be undertaken on a one to one basis in Reading, Spelling, Maths and NVR.
- Should any child already have identified SEND, relevant reports should be brought to the admission interview and a copy made available for the SENCO;
- Any child who, at the admission interview, appears to have SEND, may be referred for further assessments with the SENCO that the school is able to provide the appropriate intervention on arrival.

Assessments for pupils wishing to join the school will take into account the nature of any difficulty or need as well as our expertise, resources and ability to offer appropriate support within that year group. The type of education offered at Longacre will also be a deciding factor. If the school can offer a viable programme of support, then the SENCO and appropriate parties will follow the steps for provision outlined below and closely monitor progress. At all times, the welfare of the child and those in the class will be of paramount importance. (See SENDA policy.)

## **6. Identification and Assessment of Special Educational Needs:**

At Longacre School we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

### **Types of Need:**

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

A pupil's needs may become apparent through:

- Teachers raising concerns in staff meetings or with the Learning Support Department
- Reading and spelling test results
- Assessments in Maths and English
- Inconsistencies in assessment and attainments
- Parental concerns
- Further specialist assessments undertaken by the Learning Support Department

When a teacher has raised a concern through informal discussions with the Learning Support Department, the SENCO will ask other members of staff who teach that child to discuss their progress across the curriculum. If there is a need for extra support, parents will be contacted and informed and a programme of provision will be discussed and agreed by both teachers and parents.

It is recognised that not all parents may wish action to be taken. Staff members are to be informed when action is to be undertaken. The Learning Support Department is responsible for drawing up an Individual Education Plan (IEP) with appropriate targets and this will be sent to the parents. These children are added to the Learning Support Register, which is updated termly.

## **7. Consultation with External Specialists and Agencies:**

In some cases, it may become necessary to recommend to parents that their child be assessed by an Educational Psychologist or other external agency eg Occupational Therapist or Speech and Language Therapist. Parents may or may not be willing to undertake this (the school cannot exert pressure on them to do so, only recommend it as a course of action) and in any case may wish to keep any ensuing report

confidential to themselves, which they are fully entitled to do. However they are encouraged to allow reports to be seen by staff in order that the teachers may be able to give the recommended support to their child.

The SENCO will make contact with parents following an assessment to discuss the outcome and will produce a summary of the findings, which she will distribute to the relevant staff members (with the permission of the parents). To successfully meet the needs of children with SEN at Longacre requires partnership between all those involved. Partnerships can only work when there is *a clear understanding of the respective aims, roles and responsibilities* of the partners and the nature of their relationship, which in turn depends on *clarity of information, good communication and transparent policies*.

### **8. Partnership with Parents:**

Partnership with parents is key to facilitating the development of any child, including those with SEND (Children and Families Act 2014). Parents hold key information and have a critical role to play in their child's education, as they have knowledge that can contribute to the shared view of a child's needs and the best way of supporting them. Longacre is therefore committed to involving parents and pupils in decisions regarding SEND (COP 2014) and valuing the contribution they make to improve learning outcomes.

To make communications with parents effective, Longacre should:

- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Focus on the child's strengths as well as areas of additional need.
- Recognise the personal and emotional investment of parents and be aware of their feelings.
- Ensure that parents understand procedures and are given copies of all agreed actions.
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.
- Recognise the need for flexibility in the timing and structure of meetings.

Such communications between staff and parents may involve Form tutors, subject teachers, the SENCO or the Head and may take the form of informal discussions or more formal Individual Education Plan (IEP) meetings, parent consultations and written reports.

### **9. Special Education Provision**

Learning support will be provided according to each individual pupil needs. This support will be in accordance with the proposed targets set out in the (IEP) (and this constitutes our 'local offer'). The provision will take place following agreement

and discussion with both teachers and parents. The Learning Support Department will provide either:

- In class support
- Small group withdrawal
- Individual support
- Intervention groups

Some children may have more than one form of support if this is deemed appropriate.

Timetabling this support is agreed with parents, teachers and pupils in order that core subjects are not missed and pupils continue to have access to a broadly based curriculum.

IEP targets will be set termly. Parents will be sent an updated set of targets following the meeting.

All subject and Form teachers are given a copy of the IEPs for those they teach and all staff can access them on the computer in Teacher Share. The SENCO issues a Learning Support Register to all staff termly.

### **Graduated Approach to SEN Support**

- Quality teaching and the progress made by pupils, is a core part of Longacre School's philosophy;
- Class teacher/subject specialist teachers provide differentiated expectations for all pupils and high quality personalised teaching. This is the first step in responding to pupils who may have SEND;
- All teachers are responsible and accountable for the progress and development of the pupils in their class;
- Progress and outcomes for all pupils are monitored regularly;
- INSET and training opportunities enable teachers to develop their knowledge and understanding of the most frequently encountered special educational needs and related supportive strategies, in order that they can respond effectively to the needs of individual pupils.

The progress of all children is carefully monitored. If, over time, difficulties are observed by teachers and/or parents, the School will take the following steps to address the pupil's problems, following the SEND 2014 Code of Practice guidelines:

#### **a) Classroom Concern/Additional Needs.**

***(A low level of need, mainly supported within the classroom)***

- An initial statement of concern is made by a teacher, parent or

other involved person

- General discussion will take place between class/subject teacher and parents to identify area of concern. The SENCO will be informed
- Needs will be met within the normal timetable
- Appropriate targets will be set in consultation with parents, teachers and SENCO
- The pupil's progress will be monitored to ascertain if the gap is narrowing or greater intervention is needed
- With this level of need the pupil will not be deemed to have met the criteria for having SEND.

**b) Special Educational Needs and Disabilities.**

***(A mild/moderate level of need and support)***

- At this stage the pupil will have met the criteria for having SEND. The child's name will be added to a Special Needs Register of names, for monitoring purposes. The SEN Register is updated on a termly basis.
- Pupils' needs will be met within the normal timetable. More support will be co-ordinated by the SENCO and this may include group work, individual lessons with a Learning Support Teacher or advice from specialists. An Individual Education Plan (IEP) will be developed by the SENCO in consultation with parents.
- The pupil's progress will be carefully monitored to ascertain if the gap is narrowing or widening
- If necessary, in consultation with the SENCO, staff or parents may suggest an assessment by a recommended Educational Psychologist (EP), SALT or other professional, to highlight problem areas and advise on remediation.
- We welcome the advice and recommendations from external agencies and work in partnership with them in the interests of individual pupils.
- In highly exceptional circumstances, it may become necessary to request additional funding from the local authority by requesting an assessment for an Education and Health Plan (EHCP), formerly known as a Statement.

As a School, we cater for pupils with mild (occasionally moderate) special educational needs. We do not have the expertise or resources to support pupils with **significant and/or complex** needs or where the support of a multi-professional team is likely to be needed over a protracted period of time.

**c) Provision for Pupils with an Educational Health Care Plan (EHCP)**

If the School or the parents consider that the child's needs are severe and meet the LEA criteria for **formal assessment**, the school will follow the SEND Support Pathway Plan, as laid out by Surrey County Council, and is committed to providing the appropriate support and resources in order to meet the recommendations made for a child with an EHCP.



Where it is found that a child's needs are such that Surrey County Council agree to fund a 1-1 Learning Support Assistant (LSA), the School will make every effort to employ an assistant for the hours indicated. If there is a discrepancy between the level of funding from the Council and the cost in salary of the LSA, parents will be asked to fund the difference, consistent with parents paying for other forms of 1-1 SEN support. Parents will be advised of projected costs before making commitments, and will be billed in arrears via the termly School bill. The School will meet the cost of ancillary costs of the LSA, including pension contributions and National Insurance contributions. The School will have final say over which staff will fulfil the LSA roles, but will liaise carefully with parents on a matter which is of utmost importance to children's outcomes.

#### **10. Roles and Responsibilities:**

The Head and the SENCO are responsible for the overall policy for Special Needs provision at Longacre School. The Special Educational Needs and Disability Co-ordinator (SENCO) for the school is Lisa Edwards.

It is the role of the SENCO to co-ordinate the SEND Register, liaise with the school staff, specialists and external agencies, parents and the governing body to ensure that the Special Needs and Additional Needs pupils receive support, differentiation where necessary and access to the curriculum. The learning support staff, work under the guidance of the SENCO.

The Learning Support department is made up of the SENCO and three part time Learning Support Assistants.

Learning Support Team provide individual support, where necessary, on the school premises and in school hours on a withdrawal basis.

Partaking in one to one lessons within school is not mandatory. Parents pay for this tuition (which is added to the school bill each term). The charge for this support is reviewed regularly by the School.

##### **a) SENCO's Responsibilities:**

- Oversee the day-to-day operation of the school's SEND Policy
- Co-ordinate provision for children with special educational needs
- Liaise with and advise fellow teachers
- Co-ordinate the work of all the Learning Support team
- Liaise with parents of children with SEND
- Contribute to the in-service training of staff
- Liaise with external agencies including the LEA, educational psychologists, occupational therapists, speech and language therapists and health and social services (including CAMHS).
- Provide some specialist teaching to small groups or individuals in

response to needs identified throughout the school – devise Class IEPs to track provision (targets arrived at cooperatively with class teachers).

- Keep all IEPs under review and evaluate with teachers termly
- Carry out informal testing of individuals in response to needs identified by members of staff
- Liaise with staff according to pupil need
- Inform all staff on a regular basis of any concerns or relevant information at staff meetings
- applying for external funding for individual pupils where applicable.

**b) Teaching Staff Responsibilities:**

- All staff have a responsibility to ensure that each pupil is given every opportunity to fulfil their potential within the normal classroom situation
- All staff are expected to be aware of the Learning Support needs of all the pupils they teach and to ensure that the needs of each pupil are addressed during classes and in the homework set
- In the classroom, differentiated tasks should, where possible, be given by way of supporting those children.

**11. Record Keeping:**

All records of pupils receiving Learning Support are kept in the SENCO's office. Copies of IEPs are distributed to all relevant members of staff as described in the 'Provision' section above and can be found on Teacher Share in the Learning Support folder.

Individual learning support staff use their planners or files to plan and record their lessons.

**12. Exam Procedures:**

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 allowed when an Educational Psychologist or Specialist Assessor has recommended this and sufficient summative assessment evidence has been collated, by the SENCO, to support this recommendation.

**13. External Agencies:**

The school maintains a list of Educational Psychologists and specialist dyslexia assessors to whom the parents may take their children for assessment. Locally based psychologists will visit the school e.g. speech and language and occupational therapists and offer help and advice. Good relationships have been established with a range of professionals and external agencies.

**14. Complaints:**

Should anyone have any concerns or complaints about SEND Provision, they should follow the School's complaints procedure.

**15. INSET**

Learning Support staff at Longacre School attend conferences and training days regularly on SEND. There are also regular INSET days held at school on SEND topics and effective differentiation.

**16. Monitoring and Evaluating the school's policies and procedures:**

Both the SENCO and the Head will monitor the administration and development of special educational needs provision within the school. The SENCO meets with other staff from the Learning Support Department on a weekly basis, as well as liaising regularly with the Head and Director of Studies to discuss SEND issues.