

## **Lancing College Preparatory School at Hove.**

### **Special Educational Needs Policy 2016-2017**

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

This SEN Policy works alongside the Local Offer offered by East Sussex Education Policy (for children in the EYFS years) and certain other school policies, namely the Policy for Equal Opportunities and the Policy for Teaching and Learning and is embedded in the Teaching and Learning Framework of the school.

Although Lancing College Preparatory School at Hove is generally non-selective, it is unlikely to accept children with a significant degree of educational needs, given the rigorous demands of the academic curriculum followed in order to prepare the majority of children for the Common Entrance Exams in Year 8. However those diagnosed with specific learning difficulties such as mild-moderate dyslexia, dyspraxia and those with mild Autistic Spectrum Disorder may be accepted, along with children diagnosed with these kinds of difficulties after their admission to the school. The school will endeavor to meet the learning, social and emotional needs of these pupils so long as it is felt by both staff and pupils that Lancing Preparatory School at Hove is the best place to meet the needs of the child. Prior to admission, a child will usually spend some time within their prospective year group. This enables an informal assessment of ability by class and subject teachers. In addition, children may be asked to complete short numeracy, literacy and verbal reasoning tests in order to ascertain whether there would be any major concerns over their admission and if they might benefit from additional support. In these cases, parents would be invited to discuss the situation in detail with a member of the Senior Management Team.

Provision for children with special educational needs/ specific learning difficulties is recognised to be a matter for the school as a whole. In addition to the Governing Body, Head and SENCO, all other members of staff, including teaching and support staff, have important day to day responsibilities. All teachers are teachers of children with special needs. Teaching these children is therefore a whole school responsibility. High

quality teaching, which is differentiated as far as possible to meet individual needs, should be available for all children at Lancing College Prep at Hove. The teaching in each class should be intrinsically linked to a continuous cycle of assessment and planning and each of these elements of education should take account of the wide range of abilities, aptitudes, interests and needs of the children.

It is expected that a majority of children will progress satisfactorily within these arrangements. Those who perform significantly outside of the expected range may have special educational needs/specific learning difficulties.

### **Step 1.**

It is not uncommon for pupils to experience delay in their learning and not making expected progress for a variety of reasons. Many of these will be aided by having differentiated work prepared for them by their class teachers that will be different from and in addition to the curriculum available for the majority of children in their year. Progress at this stage will be tracked yearly by the schools assessment systems and parents kept fully informed. The school's reward systems will be an important factor in the encouragement of self- esteem.

### **Step 2.**

Some pupils who are considered at risk from underperforming in literacy or numeracy may benefit from individual targets. These would be targets for the pupil to achieve with the support of mainstream class teachers and parents/caregivers, with the aim of raising overall achievements. These will be written by the SENCO in consultation with class teachers and, if appropriate, the relevant Teaching Assistant, with parental/caregiver agreement. Once in place they will be reviewed each term with parents/caregivers and children.

### **Step 3.**

There is ESCC funded support for pupils in the EYFS. Allocation of monies known as Pupil Premium Support for children in receipt of Free school Meals, Looked After children and children with a parent in the Armed Forces, or with a parent who died as a serving member of the Armed

Forces. The SENCO, Mrs. Helen Holliday, will be responsible for researching any available funding for children who fall into any of these categories in order to facilitate interventions for delay in any of the following areas.

- . Communication and Interaction: Speech and Language.
- . Cognition and Learning: English and Maths.
- . Social, Mental and Emotional Health.
- . Sensory and Physical

It is expected that the most intensive support will be provided in Nursery with a reduction in support from the Reception year. *At present Lancing College Preparatory School at Hove does not have any pupils that qualify for the pupil premium.*

(From Year One onwards LEA policy on children in independent sector is not defined).

It is hoped that there will be considerable parental/caregiver involvement in order to maximize learning situations and opportunities for accessing local services.

Each and every Pupil Premium intervention should be benchmarked, undertaken and evaluated alongside the school tracking/assessment systems. A full report on the spending (along with Pupil Premium interventions for those children without special educational needs) should be presented to the Governors on an annual basis and reported to Parents online on the school website.

### **Step 3.**

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

“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 that prevents them of making use of educational facilities of a kind generally of a kind generally provided for children of the same age in schools within the area of the local authority.

Are under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them.” (Code of Practice 2014)

*Children are presently not generally regarded as having Special Educational Needs within the mainstream sector unless in at least one area of measurable performance, they fall at the second percentile or below of the national population of their age group. At present we have no children meeting this criteria for Special Educational Needs in our school.*

#### **Step 4.**

Classroom teachers (and in EYFS Pupil Premium Co-ordinators) have evidence that certain children are still not making progress. Following discussion with parents/caregivers and with parental/ caregiver agreement, the SENCO (Mrs Helen Holliday) will be consulted. She will assist in arranging for SEN support as appropriate in the areas outlined above, through any relevant local providers that the child may be entitled to access. In addition, parents of children may wish to pay for additional specialist support over and above their child’s entitlement. The school will assist in sourcing provision as necessary in these cases too.

Some learning support in class is available for children who do not necessarily meet the criteria for special educational needs, from a Teaching Assistant. There is also the opportunity for some limited specific TA support outside of mainstream classes (usually in assembly/tutor time). Parents may also pay the college for specialist learning support, at present provided by the SENCO, a qualified specialist teacher. Details of current charges are available from the College Bursary. Any of these courses of action may be recommended by staff to enable children to better meet the demands of the curriculum and will only be authorised with the agreement of parents/caregivers.

Once a potential special educational need has been identified, four types of action should be taken to put effective support in place.

1. Assess
2. Plan
3. Do
4. Review

and this will be known as the graduated support.

Where it has been identified that extra support is necessary for a child to access the mainstream curriculum, parents may be asked to grant permission for their child to be assessed by an educational psychologist. This may need to be funded by parents/caregivers. There may be an opportunity in some cases where very significant difficulties are apparent for this to be accessed through local authority provision. Permission may be sought from parents for the school to seek referrals for assessments by other service providers, such as medical or child development centres. If appropriate, there may be initially some assessments given by the SENCO at school, such as the Lucid Rapid assessment for dyslexic -type tendencies, other basic phonological and memory tests and the WRIT (tests of verbal and nonverbal reasoning and the WRAT (literacy and numeracy attainment) assessments.

Private Education Psychologist assessments can be arranged through the school. These will usually takes place outside of school. The parents/caregivers will be required to contact the Educational psychologist and to give certain details. The SENCO will then meet with parents to discuss the implications of the report and how to best meet the child's needs. On occasion it may be advisable for the SENCO to contact the Educational Psychologist. Parents may make their own arrangements entirely independently if they prefer.

Results of all assessments will be shared with parents and relevant teaching staff. After discussion, additional support, either on a short-term or long-term basis, may be recommended. There may be individual learning targets

set for mainstream lessons and these may be alongside 1-1 learning support.

Where a pupil is receiving additional SEN support, the parents will be invited to meet with the SENCO and any relevant teachers twice a year to discuss goals and progress and identify the responsibilities of the school, parent and pupil. They may arrange additional meetings as required.

Individual progress will be monitored by school assessment systems and from teacher observation. The designated SEN governor is encouraged to take on a challenging role regarding provision for and progress of the children.

### **Step 5**

Should children still not be making age-appropriate progress at an acceptable level, the formal assessment procedures for an Education Health and Care Plan will be started by the SENCO in conjunction with the parents and other specialist services, following the Legal Assessment. Details of this will be available from the SENCO.

### Exam arrangements for children with identified special educational needs.

Some of these may also apply to children with specific learning difficulties who do not meet the criteria to be identified as having special educational needs.

The following arrangements may be made, subject to meeting certain criteria.

### **Additional Time**

Additional time of up to 25% is usually only given to children who have been formally assessed by an Educational Psychologist and who are performing at a standardized level of 85 or below in a relevant area.

## **Other Arrangements**

### *Children with reading difficulties*

A reader for exams other than reading comprehension may be provided for children whose reading age is in the below average range. Other children who have been identified as having specific reading vulnerabilities, for instance those who have moderate to significant dyslexic tendencies, may ask for questions to be read by an invigilator.

### *Children with writing difficulties*

Children with a writing speed at a below average level (normally at a standardised score of below 85) or with an identified specific learning difficulty impacting on handwriting will be entitled to use a laptop. They *may* in addition be granted extra time but if their writing speed is within normal range when using a laptop this will not be the case.

During the exam, tools that help with punctuation, spelling or grammar will usually be switched off.

If a laptop is not appropriate they may be entitled to an **amanuensis**. This would also be the case for children who have a temporary condition preventing them from writing. This will only be the case once the other options of a computer or transcriber have been considered and discounted.

Transcripts may be used for all or part of the paper if a child has a particular difficulty with writing and his or her writing is very difficult to read.

Where this is specifically recommended by a psychologist, a child may be enabled to have rest breaks without extra time.

The above options can only be used in exams if they are part of normal classroom practice. We are not able to provide a personal scribe for a child as part of every-day classroom provision, although teachers may occasionally do some scribing for particular children if it is considered necessary.

## COMPLAINTS PROCEDURE

Should anyone have any complaints about SEN provision, they can refer to the SENCO, the Head Teacher or many other members of the school's Senior Management Team.