



Special Educational Needs Policy 2017-2018

Admissions, 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.

Admissions

Although Lancing College Preparatory School at Hove is generally non-selective, it is unlikely to accept children with a significant degree of educational need, 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, speech and language difficulties, 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 endeavours to meet the learning, social and emotional needs of these pupils insofar as the school can make appropriate provision.

Prior to admission, a child will spend some time within their prospective year group. This enables an informal assessment of ability by class and subject teachers. In addition, children will be asked to complete English and Maths assessments in order to ascertain whether there would be any major concerns over their admission, and if they might need additional support. In these cases, parents would be invited to discuss the situation in detail with the Head Mistress.

Parents are required to submit details of any diagnoses or concerns on the school registration form.

In all cases, the impact of an admission on other pupils in the school will be taken into consideration before a decision is made on the suitability of the school for a prospective pupil.

Provision

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. High quality teaching, which is differentiated where possible to meet individual needs, is available for all children at Lancing Prep Hove. The planning for teaching in each class is intrinsically linked to a continuous cycle of assessment and review and each of these elements of education takes account of the wide range of abilities, aptitudes 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.

Below is the graduated process that is followed in the case of children performing significantly outside of the expected range.

Step 1.

Some pupils are identified by teachers or parents as being in need of additional support. However, it is not uncommon for pupils to experience delay in their learning and not make expected progress for a variety of reasons. Many of these will be aided by having differentiated work prepared for them by their class and subject teachers that will be different from or in addition to the curriculum available for the majority of children in their year. Progress is tracked yearly by the school's assessment systems, including standardized assessment, and parents are kept fully informed. The school's reward system plays an important factor in the encouragement of self-esteem.

Step 2.

Some pupils who are considered by teachers at risk from underperforming in literacy or numeracy may benefit from individual class targets (ILPs). These are targets for the pupil to achieve with the support of mainstream class teachers, advice of the SENDCO and agreement with parents/caregivers, with the aim of raising overall achievements. These will be written by the

SENDCO and added to by subject teachers and, if appropriate, the relevant Teaching Assistant and discussed. Once in place, they are regularly reviewed in discussion with parents/caregivers.

Step 3.

There is ESCC funded support for pupils in the EYFS. Allocation of monies known as Pupil Premium Support are 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 SENDCO, Mrs. Helen Holliday, is responsible for researching any available funding for children who fall into any of these categories in order to facilitate interventions for delay or impairment 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 or Physical

It is expected that the most intensive support would 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 pupil premium.*

Parental/caregivers' involvement is strongly encouragement in order to maximize learning 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.

Definition of Special Needs

Children with exceptional abilities in any area of school provision are identified and provided for through the Gifted, Talented and Able policy and programme.

Children have special educational needs if they have a substantial 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 making use of educational facilities 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 were not made for them.

Step 4.

This occurs if classroom teachers have evidence that certain children are still not making progress. Following discussion with parents and, with parental agreement, the SENCO 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.

Additional Learning support for children with Specific Learning Difficulties or other needs

Some learning support from a Teaching Assistant in class is available for children who do not necessarily meet the above criteria to be defined as having special educational needs. They may or may not have a diagnosed specific learning difficulty, but parents will always be strongly encouraged to consider assessments in due course, if there is reasonable evidence that a

child has a specific learning difficulty. There is also the opportunity for some limited specific TA support outside of mainstream classes (usually in assembly/tutor time).

Specialist learning support in 1:1 lessons is 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 are taken to put effective support in place.

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

Assessment for Special Needs/Specific Learning Difficulties

Where it has been identified that extra support is necessary for a child to access the mainstream curriculum, parents may be advised that their child would benefit from being assessed by an educational psychologist. This will 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 and other basic phonological and memory tests and standardized attainments tests, such as WRAT.

Private Education Psychologist assessments may be arranged in consultation with or on the advice of the school. Parents may make their own arrangements entirely independently if they prefer. They are at liberty to decide whether they wish to share the results of the assessment with the

school although it should be recognized that this is usually in the pupil's best interests. These will usually take place outside of school. The parents/caregivers will be required to contact the Educational Psychologist and to give certain details. If the parent agrees, the SENDCO will then meet with parents to discuss the implications of the report and how to best meet the child's needs. On occasion and with parental agreement, it may be advisable for the SENDCO or Head Teacher to contact the Educational Psychologist.

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 (now called ILPs) and these may be alongside 1-1 learning support or as an initial strategy. Children who receive 1-1 learning support are given termly targets and these are reviewed at the end of each term. Children receiving learning support may have additional assessments eg WRAT standardized tests administered by the SENDCO to ensure that they are making expected progress and are receiving an appropriate level of learning support.

In exceptional circumstances, additional standardized testing is given to children whose performance is considered age-appropriate but who are considered at risk of significant under-achievement compared to potential, in order to help ascertain if this is the case.

Where a pupil is receiving additional Specialist Learning support, the parents are invited to meet with the SENDCO regularly to discuss goals and progress. Additional meetings are arranged as required. They receive written reports on progress twice a year. Parents of older pupils who are accessing 1:1 support for study skills or exam technique/preparation, especially on an agreed temporary basis, are still encouraged to meet with the SENDCO to discuss progress and also receive a written report twice a year over the time they are accessing support, as other 1:1 pupils.

When a pupil has an ILP, parents are also invited to meet regularly with the SENDCO and/or Class teacher to review progress. Individual progress is monitored by school assessment systems and by teacher observation.

Step 5

Should children still not be making progress at a level acceptable to the local authority, the formal assessment procedures for an Education Health and Care Plan will be started by the SENDCO in conjunction with the parents and other specialist services, following the Legal Assessment.

Termly targets will be put into place by the SENDCO and form or subject teachers and reviewed three times annually with parents and pupils.

At present, there are no children with an Education, Health and Care Plan in Lancing College Preparatory School at Hove.

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. The SENDCO is able to assess children for standardised levels of writing and reading speed and competence.

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 (below the 15%). For older children, this will need to be financed by parents. 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 computer. They *may* in addition be granted extra time but, if their writing speed is within normal range when using a computer, this will not be the case unless they have been assessed as having other specific learning difficulties that entitle them to this.

During the exam, tools that help with punctuation, spelling or grammar will be switched off, unless pupils have an entitlement to these.

If a computer is not appropriate they may, in exceptional circumstances, 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. This will usually be funded by parents.

Where specifically recommended by a psychologist, a child who may or may not have been awarded extra time, may be enabled to have rest breaks. This means that any breaks they take are timed and the extra time added to the standard exam finish time.

Some children will be entitled to being 're-focused' if this is stipulated in a psychologist's report.

The above options are 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 or teaching assistants 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 other members of the school's Senior Management Team. They may also refer to and use the school's official complaints procedure.