



Lancing College Preparatory School at Hove

Policy for Learning Support and Special Educational Needs including EAL

2021-22

Introduction

This policy demonstrates compliance with the statutory requirements laid out in the Special Educational Needs Code of Practice 2015 which can be found on the DFES website at www.gov.uk/government/send-code-of-practice-0-to-25

Reviewed: September 2021

Next review due: September 2022

This policy should be read in conjunction with:

- The Teaching and Learning policy
- The Curriculum policy
- The Safeguarding policy
- The Positive Behaviour policy
- The Admissions policy

This document is a statement of objectives, principles, and strategies for the provision of children with Special Educational Needs, or requiring Learning Support at Lancing College Preparatory School in Hove.

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1. Definition of Special Educational Needs

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

- a) have a significantly greater difficulty in learning than most children of the same age; or
- b) 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 (Special Educational Needs and Disability Code of Practice: 0-25 years).

2. Objectives of the school Learning Support and SEND policy

Aim

To build self-esteem and to enable all children to have access to a broad and balanced curriculum that is differentiated to the needs of those children seen as needing support.

Objectives

- To apply a whole school policy to meet each child's individual needs following the guidelines of The Code of Practice for SEND (DfES 2015) and The Disability and Discrimination Act 2002
- To identify as early as possible those children who have a specific educational need
- To ensure that all staff are aware of each child's needs and are provided with support to meet these needs
- To use available expertise of staff and resources available to plan and deliver an appropriate curriculum
- To ensure that tasks and activities within the school are differentiated as needed to meet the needs of all abilities
- To ensure that children's records include information relating to their individual needs and record the interventions that have been provided as well as their outcomes
- To ensure that pupils are given high aspirations in their learning, to seek their views about their learning, their progress, and their school experience
- To provide pastoral care and support to promote a positive self-image and self-worth of all children in the school
- To regularly review and evaluate children's progress and to work in partnership with parents and children
- When it is relevant, to ensure the involvement of all support and child health agencies in a multi-disciplinary approach to Special Needs
- To ensure that all children have equal opportunities to experience all aspects of school life
- To provide the necessary guidance to parents to aid them in making the best possible choice for their child's next school

3. Admission

Although Lancing College Preparatory School at Hove is generally non-selective, it is unlikely to accept children with severe special educational needs due to the demanding curriculum and high academic expectations. However, pupils with mild special needs including, for example, those formally diagnosed with mild to moderate dyslexia or dyspraxia may be accepted, as will those who have been identified with special needs during their time at Lancing Prep at Hove. The school will aim to provide the best possible education for each child when it is felt that Lancing Prep at Hove is the appropriate environment to meet their needs.

Prior to admission, children joining Lancing College Preparatory School at Hove who have not progressed through the Preschool are invited to spend some time with their prospective class. This enables the teacher to assess ability and ensure that the school can meet the child's needs. Parents are asked to allow us to read previous school reports. Pupils may be asked to complete numeracy and literacy assessments during their visit days.

Where there are concerns, one of the Heads of Learning Support may observe or assess a prospective pupil in advance of a place being offered.

4. Identification of children requiring Learning Support

A pupil's needs may become apparent through:

- admission procedures
- teachers' observations within the Preschool or classroom
- screening procedures: EYFS Baseline assessments, annual progress tests in Maths and English in Years 1 to 8 and CAT testing
- expression of parental/ Care Givers' concerns.

Where teachers have identified a concern in a pupil's attainment or progress, they fill out a Concern Form and hand it to one of the two Joint Heads of Learning Support. One of the Joint Heads of Learning Support will discuss the teacher's concerns with the teacher, observe the pupil and look at classwork books as appropriate. They will determine the next steps.

Parents/Care Givers may be asked to grant permission for an educational screening assessment of the child's needs, conducted by a qualified Lancing College Prep teacher.

Where relevant, an Educational Psychologist assessment will be recommended. At Lancing College Preparatory school, we use an Educational Psychologist who is specifically licensed to conduct assessments on the school premises and guarantees to meet with relevant staff and parents following the assessment.

If parents opt to use a different Educational Psychologist service, they and the Psychologist must agree to meet with relevant school staff (usually one of the joint Heads of Learning Support and the Form Tutor) for the staff to be able to discuss and then successfully implement suggested strategies. This meeting may be attended online for one or more attendees.

In the case of pupils presenting with challenges potentially impacting on their learning and wellbeing that fall outside of the remit of school screening or an Educational Psychologist, the Learning Support Department may request that a referral be made to the appropriate external service provider.

Results of all assessments will be shared with the parents and relevant teaching staff to discuss the way forward. After discussion with all parties, additional support may be put into place, either on a short- or long-term basis.

5. The Mainstream Class setting

Lancing College Preparatory school at Hove recognises the importance of meeting individual learning needs of its pupils within the setting of the mainstream classroom and lessons.

Every teacher is responsible and accountable for the progress and development of the pupils in his or her class, including where pupils access support from specialists. Heads of Learning Support work closely with teachers, giving specific advice based on their knowledge of pupils and particular recommendations within assessment reports. They also communicate with external therapists when they are providing ongoing intervention, to support their work in school where possible.

6. Monitoring of pupils with identified learning support needs

The Heads of Learning Support monitor the progress of pupils with known specific learning support needs and their ongoing classroom provision, through discussion with teachers, through the school system of standardized testing, classroom observation and looking at subject/class workbooks.

7. Levels of Intervention

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all children in the classroom. This includes providing differentiated work and creating an inclusive learning environment with an understanding of individual children's barriers to learning.

Wave 2 intervention is implemented in cases where a teacher recognises that a pupil is not making expected progress. This is short term, targeted intervention that may be delivered by a subject teacher, a teaching assistant (directed by the teacher) or a member of the Learning Support department. This may be 1:1 or as part of a small group and does not incur an additional cost.

Wave 3 is targeted provision for a small number of children to address specific learning needs. This support is usually on a 1:1 basis and involves children being withdrawn from class or form-time. A charge set by the Lancing College Bursary is made for this 1:1 support.

Plan, Review and Do cycle

A pupil withdrawn for 1-1 support from one of the Specialist Teachers will have learning targets for these sessions. These will be reviewed at the end of each term and will be shared with parents/Care Givers/relevant teachers, and with the pupil as appropriate. Proposed targets are discussed with pupils as appropriate and will be shared with parents at an appropriate point.

If the 1-1 support is to be continued, new targets will be set and reviewed, with pupils as appropriate and as before there will be opportunities to discuss these with parents.

We regret that it is not possible for parents/Care Givers to specify a particular teacher for this provision.

8. Provision for pupils with an EHCP (Education Health and Care Plan)

In the case of a pupil who is designated by the Local Education Authority as having Specific Educational Needs that warrant an Education Health and Care Plan, the child will be placed on an EHCP List and a programme of support or monitoring established, with liaison between external agencies as agreed.

9. Supporting the work of Outside Agencies

The school aims to work with relevant external agencies (e.g., Speech Therapists, Educational Psychologists or Occupational Therapists) to support individual needs.

In the case of ongoing support from a Speech Therapist, if appropriate the school aims to support this between SALT interventions, either through regular short sessions with the Learning Support Assistant, or, in the case of the Pre-prep/Pre-school, with the class teacher or TA. Liaison with the relevant Head of Learning Support will facilitate the necessary communication with the external specialist for this to happen.

10. External Tutors

It is highly recommended, that for children with a diagnosed/suspected learning difficulty, parents/Care Givers discuss the needs of their child with the appropriate Head of Learning Support before taking this step. It is usually in the pupil's interests for there to be ongoing communication with the tutor so that useful information on learning needs, targets, and progress, together with areas of foci may be shared in the best interests of the pupil. This will help ensure consistency and avoid potential confusion and/or, 'overwhelming pupils with different strands of support, both of which can result in negative or compromised outcomes for a pupil.

Parents and Care Givers are reminded that independent tutors are not regulated by any professional body. They may not have relevant specialist qualifications and the experience to teach children with specific learning needs. They do not need to have any teaching qualifications, or even academic qualifications.

11. Assistive Technology

The school undertakes to support children who benefit from using assistive technology.

Although a few resources are available for some children to borrow within school, on a priority of need allocation, parents may be strongly recommended to purchase relevant devices. Examples of this kind of provision used in school are reading pens, laptops, IPADS.

Computer/laptop use

Many children have access to their own laptop which they can use in certain classroom activities as well as for homework tasks. Such children need to have competent keyboard skills and be capable typists.

12. Access Arrangements

We follow JCQ guidelines. The following arrangements can be made, subject to relevant criteria being met. In all cases access arrangements are only provided where it is the normal way of working for a pupil. Access arrangements in exams for transition to senior school are agreed in advance with schools.

Additional Time	25% (it is unlikely that children requiring up to 50% additional time would be able to access the curriculum at LPH).
Reader	We would normally encourage independence by helping pupils to work with a reading pen. In cases where this skill has not been developed and standardised scores fall below a certain level, a reader can be used.
Word processing	In cases where a laptop is regularly used in class, word processing can be used in exams. We expect children to be proficient in touch typing in order to benefit from this arrangement. Tools to support spelling and grammar will be disabled for exams.
Scribe	In cases where word processing and voice to text have been considered and discounted a scribe can be used.
Movement breaks / prompter / quiet space	These accommodations will be supported as required.

13. Transferring to senior school

Parents/Care Givers are strongly advised to give permission for their children's learning support needs and history to be shared with a subsequent school, to ensure the best possible transition and provision for their children. In most cases this is a requirement of the admissions process. As relevant, additional transition arrangements may be made by the Learning Support Department and that of the senior school.

14. EAL

We have only a small number of pupils for whom English is an additional language. We support each pupil's needs on an individual basis, as their circumstances will differ and we take the following factors into account:

- The pupil's fluency in English in oral and written form as well as their comprehension skills, as assessed by the SENCO
- The length of time the pupil has spent in an English-speaking country
- The extent to which English is spoken at home

- The pupil's academic and linguistic ability

We seek to provide a welcoming environment in which pupils can feel confident and able to contribute. We recognise the role played by their first or home language in the development of their English skills (for example differences in tense structure). They will learn from effective models of spoken and written language. We offer enhanced opportunities for speaking and listening and ways of helping them access their learning in the various subjects. Adjustments to their school day may include:

- Differentiated work in class, to take into account that the pupil may be academically capable of meeting the demands of the work but are challenged by the language
- Additional in-class support
- Time away from certain lessons to concentrate on building their English skills

We prepare detailed profiles of their linguistic development to enable effective planning and target-setting.

This approach applies to the whole school including EYFS, where in accordance with section 1.7 of the EYFS framework, we take reasonable steps to provide learning opportunities for children whose first language is not English, to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home, while at the same time ensuring that children have sufficient opportunities to learn and to reach a good standard of English during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. Having assessed such children's skills in English, we explore the child's skills in the home language with parents to establish whether there is cause for concern about language delay.

15. Parents and Care Givers as partners

The support and understanding of a Pupil's parents/Care Givers is critical to enable the school to meet the pupil's needs. To this end the parents/caregivers of children with identified needs will be fully informed on any programme of support and advised of any ways in which the school believes they can support their child's progress.

Parents/Caregivers are always welcome to discuss their child's progress or any concerns they may have with one of the Heads of Learning Support, the Form Tutor, Director of Studies, Head of Pastoral Concerns, or any other subject teacher by appointment. A relationship based on mutual respect is encouraged.

16. Complaints

Should anyone have any concerns or complaints about SEND provision, they can refer to the Heads of Learning Support, the Head Teacher or any other member of the school's Senior Management Team.

Reviewed: September 2021 by SENCOs (Helen Holliday & Fran Moulds)

Next review due: September 2022