Lancing College Preparatory School at Hove

Policy for Learning Enhancement and Special Educational Needs including EAL

2026-27

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 2026

Next review due: September 2027

This policy should be read in conjunction with:

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

This document is a statement of objectives, principles, and strategies for the provision of children with Special Educational Needs or requiring Learning Enhancement 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 Enhancement Department

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 that enables all pupils to acquire new knowledge and make good progress according to their ability, following the guidelines of The Code of Practice for SEND (DfES 2015) and The Disability and Discrimination Act 2002

• The Director of Studies and Head of Learning Enhancement ensure that teachers identify and meet the needs of all pupils and plan the curriculum and teaching taking into account their aptitudes and prior attainment.

• To ensure that appropriate records are kept of individual needs and 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 ensure that pupils are not discriminated against, paying particular regard to the protected characteristics set out in the Equality Act 2010 and considering the need to make reasonable adjustments for pupils with a disability.

• 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. Those joining in Y4 – Y8 will be given an English and Maths assessment to ensure they are able to access the curriculum, and all pupils spend time with the Head of Learning Enhancement as part of their taster day.

Where there are concerns, the Head of Learning Enhancement may further observe or assess a prospective pupil in advance of a place being offered.

4. Identification of children requiring Learning Enhancement

A pupil's needs may become apparent through:

• Admission procedures

• Teachers' observations within the Preschool or classroom

• Standardised assessments carried out at various points throughout the year.

• Expression of parental/ Care Givers' concerns.

Where teachers have identified a concern in a pupil's attainment or progress, they complete a Concern Form and forward it to the Head of Learning Enhancement. They will then discuss the 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 the Head of Learning Enhancement and the Form Tutor) 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. The Head of Learning Enhancement works 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 enhancement needs

The Head of Learning Enhancement monitors the progress of pupils with known specific learning support needs and their ongoing classroom provision, through discussion with teachers, through the school system of standardised 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 is generally 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 an Individual Education Plan (IEP). This 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.

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. Details of the educational and welfare provisions for pupils with an EHCP will be made available as required by the relevant ISSRs.

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.

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 Head of Learning Enhancement before employing external tutors. It is usually in the pupil's interest 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. 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.

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

Those pupils whose typing is more efficient than handwriting may be entitled to use their own laptop in certain lessons as well as for homework tasks.

12. Access Arrangements

We follow JCQ guidelines. The following arrangements can be made, subject to relevant criteria being met. 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. Pupils start typing when we have evidence that this is more efficient than handwriting. 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 enhancement needs and history to be shared with future schools, to ensure the best possible transition and provision. In most cases this is a requirement of the admissions process.

14. EAL

An EAL register is kept to include all pupils who fall within categories A, B and C using the Bell Foundation Assessment Framework. Progress is tracked on an ongoing basis and the register is updated termly.

We support each pupil's needs on an individual basis, taking the following factors into account:

- The pupil's fluency in English listening, speaking, reading and writing using Bell Foundation assessment tools
- 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

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.

15. Personal, Social & Health Education (PSHE) including Relationships and Sex Education (RSE)

Pupils with special educational needs and or disabilities are given the opportunity to participate fully in PSHE (including RSE) lessons. As with all subjects, a differentiated programme will be provided to address the unique needs of an individual pupil should they be required. The high levels of communication between the Learning Enhancement Department and class / subject teachers, parents and pupils themselves enable individual needs and potential vulnerabilities to be anticipated (for example defining new vocabulary in cases of children with language support needs) or as they arise.

16. 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 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 the Head of Learning Enhancement, 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.

17. Complaints

Should anyone have any concerns about SEND provision, they can refer to the Head of Learning Enhancement, the Head Teacher or any other member of the school's Senior Management Team. All formal complaints should be made using the school's complaints procedure.

Reviewed: November 2026 by Fran Moulds (Head of Learning Enhancement)

Next review due: September 2027