

Lancing College Preparatory School at Worthing

Policy for Special Educational Needs

Introduction

This policy demonstrates compliance with the statutory requirements laid out in the *Special Educational Needs Code of Practice (2015)* which provides statutory guidance on duties, policies and procedures relating to Part 3 of the *Children and Families Act 2014*, and the *Equality Act 2010*, and can be found on the DFES website at www.gov.uk/government/send-code-of-practice-0-to-25

Reviewed in January 2018 by Helen Pelling

Next review due: September 2018

This policy should be read in conjunction with:

The Teaching and Learning policy

The Curriculum policy

The Safeguarding policy

The Supervision policy

The Positive Behaviour policy

This document is a statement of objectives, principles and strategies for the provision of children special educational needs at Lancing College Preparatory School in Worthing.

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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 the majority of 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, 2015)

2. OBJECTIVES OF THE SCHOOL'S 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 *Special Educational Needs and Disability Code of Practice: 0-25 years (2015)*
- 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 appropriate support so that such needs are met in all areas of the curriculum.
- To use the expertise of staff and the resources available to plan and deliver an appropriate curriculum.
- To ensure that tasks and activities are differentiated to meet the needs of all abilities.
- To ensure that reasonable adjustments are made 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 in order 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 throughout the entire process.

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- 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 and ensure that children with special needs do not stand out as different from other pupils.
- To provide the necessary guidance to parents so that each child with special needs attends a senior school where their needs will be met.

3. ADMISSION

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

Prior to admission, children joining Lancing College Preparatory School at Worthing who have not progressed through the Nursery Department 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.

It may also be necessary for the SENCO to provide parents with information as to where formal assessments can be carried out during their first term/year at Lancing Prep at Worthing, if this has not been done prior to admission.

4. SEND PROVISION

Where it has been identified that extra support is necessary for the child to access the mainstream curriculum, parents may be asked to grant permission for an educational screening assessment of the child's needs, conducted by the SENCO. Alternatively parents may elect to have their child assessed by an educational psychologist. 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, either on a short or long term basis, may be recommended and long term targets in the form of an Individual Learning Plan (ILP) for the child will be established.

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Where appropriate, usually in Prep, additional support from the SENCO or a qualified Learning Support Assistant will be provided as a package. Parents will be asked to fund this support in addition to school fees. This support may be one to one withdrawn from class, or within a classroom setting. The level of support will be regularly reviewed and modified to suit the needs of the child.

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

5. IDENTIFICATION AND ASSESSMENT

A child's needs may become apparent through:

- admission procedures;
- teachers' observations within the nursery or classroom;
- screening procedures: EYFS Baseline assessments, annual Salford Reading Tests, annual Progress Tests in Maths and English in Years 1 to 8, screening for risk of dyslexia in Year 2, CATS tests in Years 4, 6 and 8;
- expression of parental concerns.

Where a teacher has identified a concern regarding a child they fill out a Concern Form and email it to the SENCO. The SENCO will then, as appropriate, discuss the teacher's concerns with the teacher, observe the child and determine whether an educational assessment is required (see Appendix A).

In the Nursery, the Head of Nursery and Nursery staff will carry out a clear analysis of a child's needs should any areas of weakness be identified. Concern forms will be used to collate information. Advice will be sought from external agencies where relevant.

The SENCO (Pre-Prep and Prep School) or Head of Nursery (Nursery), and relevant teaching staff, will discuss concerns with parents at this point.

Following an assessment and the identification of specific needs, the child will be placed on the SEND Register, and a programme of support or monitoring established. Parents will be invited to attend review meetings will take place three times a year in December, March and June.

A significant change arising from the new Code of Practice is that the current statement of SEN will be replaced with the new Educational Health Care Plan (EHCP).

6. TARGETS

For those pupils identified as requiring additional support, an Individual Learning Plan (ILP) outlining targets linked to the child's specific needs, will be drawn up in consultation with relevant teaching staff and in following discussion with the child.

The targets for children on the SEND List who receive additional support are reviewed three times a year in December, March and June by the SENCO and relevant teaching staff.

In the Nursery, targets are regularly reviewed by the child's Key Worker and the Head of Nursery in conjunction with parents.

7. ICT

A computer and iPad is available for use by the learning support teachers and assistants at all times. ICT has a valuable contribution to make to the learning experiences of pupils with SEND as it can encourage pupils and enable them to:

- Express themselves more effectively by providing tools that help them to overcome their difficulties.
- Explore and investigate by stimulating interest and enhancing problem-solving abilities.
- Consolidate skills in an enjoyable and rewarding way.
- Enhance the presentation of their work.

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

8. EXAM ARRANGEMENTS FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The following arrangements can 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.

Other arrangements:

- *Children with reading difficulties:*

A reader may be used on a 1:1 basis with pupils whose reading ages are two years or more below their chronological age.

- *Children with writing difficulties:*
 - **Amanuenses**

An amanuensis can be used when a child is:

 - physically able to write, but writes very slowly, with a writing speed of 10 words or fewer per minute.
 - physically able to write, but finds writing very difficult.
 - Used to having this support in class

This option can only be used once the options of transcription or the use of a word processor have been considered and discounted
 - **Using Transcripts**

Transcripts may be used for all or part of the paper if the child's writing is difficult to read.
 - **Using Word Processors**

Word processors may be used by children who normally use them as part of classroom practice. During the exam, tools that help with punctuation, grammar and spell checkers must be switched off.

The above options can only be used in examinations if they are part of normal classroom practice.
- *Children with poor concentration or focus:*
 - Children on the SEND List may also sit their exams in a separate room where the low key environment may reduce some of the pressure they might otherwise experience.
 - Children may also be allowed to have a rest break during an exam, but without allowing extra time.

Any exam arrangements for Common Entrance must be agreed by the relevant senior school.

9. RECORD KEEPING

Detailed records are kept of all children placed on the SEND List to record all actions taken, assessments performed and ongoing progress. These records are important as part of the ongoing monitoring of a child and also provide evidence for the thrice yearly review of progress towards achieving their targets.

10. PARENTS AS PARTNERS

The support and understanding of the child's parents is critical to enable the school to meet the child's needs. To this end the parents of children with identified needs will be fully informed and engaged with any programme of support and where they can provide out of school support.

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Parents are regularly updated on their child's progress by the SENCO in meetings and by email. They will receive one report per year from the SENCO or Learning Support Assistant, will be invited to two parents' evenings and up to three ILP review meetings.

Parents will be shown how to assist their child with work at home and will be encouraged to build up their child's confidence and self-esteem.

Parents are always welcome to discuss their child's progress or any concerns they may have with the SENCO or Class Teacher or learning support assistant by appointment. A relationship based on mutual respect is encouraged.

11. COMPLAINTS

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

Appendix A: SEND ASSESSMENT AND PROVISION PROCESS OVERVIEW

