

Lancing College Preparatory School at Worthing

Policy for Special Educational Needs and Disability

INTRODUCTION

This policy demonstrates compliance with the statutory requirements laid out in the *Special Educational Needs and Disability 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 This SEN policy explains how Lancing College Preparatory School in Worthing will identify and support pupils with special educational needs (SEN) and disabilities.

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

The Mental Health and Wellbeing Policy

Reviewed and updated in September 2021 by Helen Pelling

Next review due: September 2022

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The Special Educational Needs and Disability Code of Practice: 0-25 years (2015) explains that a pupil has special educational needs (SEN) if:

- they have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age: and
- they require special educational provision to be made for them.

There are four main areas of SEN:

- communication and interaction needs
- cognition and learning difficulties
- social, emotional and mental health difficulties
- sensory and/or physical needs

A disability is described in law (the *Equality Act 2010*) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

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VISION AND AIMS

Lancing Preparatory School at Worthing wants all our pupils to feel welcome, valued and included in the school community. We have high aspirations for our pupils with SEN and disabilities and will provide them with a broad and balanced curriculum, with high quality learning that is differentiated to their needs, to ensure that they achieve their best.

We also want to help our pupils with SEN and disabilities to develop a positive view of themselves so that they can become confident individuals and go on to live fulfilling lives by making a successful transition into adulthood. We will endeavour to fully involve our pupils with SEN and disabilities in all decisions that affect them, so that they can help us to identify what works for them and reflect on what doesn't.

The views of our pupils and their parents are especially important to us and we will take these into account when consulting on, implementing and reviewing this policy.

To achieve the above, we will:

- create an atmosphere of encouragement and acceptance in which all pupils can thrive
- be sensitive to individual pupils' needs and celebrate achievements
- enable each pupil to take part and contribute fully to school life
- provide access to and progression within the curriculum
- involve pupils in planning to support their SEN or disability
- work in partnership with parents to support children's learning and health needs
- provide quality training for staff that enables them to support pupils with SEN and disabilities.

OBJECTIVES OF THE SCHOOL'S SEND POLICY

The school will do its best to ensure that the right provision is made for each pupil with special educational needs and disabilities. We are committed to discovering and providing the best learning conditions for each pupil.

In implementing this policy, our goals are:

- 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 identify barriers to learning and participation, and to provide appropriately to meet a diversity of needs.
- 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.

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- 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.
- 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.

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 the school. The school will aim to provide the best possible education for each child if it is felt that this is the best place to meet the needs of that child.

Prior to admission, children joining the school who have not progressed through the Nursery 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 the school if this has not been done prior to admission.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Our teachers are responsible and accountable for the development and progress of the pupils in their class, and we have systems in place to ensure that special educational needs are identified as soon as possible. We start by:

- providing teaching that is of a high quality;
- regularly assessing our pupils' progress and targeting areas of difficulty;

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- adjusting work for pupils who need this.

A child's needs may become apparent through:

- admission procedures;
- teachers' observations within the nursery or classroom;
- screening procedures: EYFS Baseline assessments, annual Salford Sentence Reading Tests, annual Progress Tests in Maths and English in Years 1 to 8, screening for risk of dyslexia in Year 2, and CATS tests in Years 4, 6 and 8, ELSA assessments (a tool for identifying and managing social, emotional and behavioural difficulties);
- 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). Parents will be informed of this by the class or subject teacher, usually at Parents Evening.

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 Head of Nursery and relevant staff will discuss concerns with parents at this point.

Following an assessment and the identification of specific needs, and if it is decided that a pupil requires special educational provision – provision that is additional to and different from that which is available to other pupils in the school, the pupil will be placed on the SEND Register, and a programme of 'school support' or 'monitoring' established. Parents will be informed by the class or subject teacher, or the SENCO, when this happens, and staff will be available to discuss concerns with parents.

SUPPORTING PUPILS WITH SEN

At Lancing Preparatory School in Worthing we use the "Assess, Plan, Do, Review" approach to support pupils with SEN and disabilities. This is also known as the graduated response. It helps us to learn more about the pupil and about what helps them to make good progress. The four parts of this approach are as follows:

1. Assess – as already outlined above, we assess the pupils needs, listening to the views of the pupil and their parents, and other professionals as we do so.
2. Plan – the teacher and SENCO will plan the support needed, involving the pupil and their parents. A review date will be agreed.

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3. Do – the SENCO will help the teachers to support the pupil. They will think about the pupil's strengths and areas for development and how best to help them. They will also work with any teaching assistants or specialist staff involved.
4. Review – everyone, including the pupil and their parents, will decide how effective the support has been. We will then adapt the support in light of the pupil's progress.

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. Parents may elect to have their child assessed by an educational psychologist if further investigation into difficulties and needs are required. 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 'school support', either on a short- or long-term basis, may be recommended and targets in the form of an Individual Learning Plan (ILP) for the child will be established.

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 out of class, in a small group, or within the 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.

COMING OFF THE SEN REGISTER

A pupil will be removed from the SEN Register for 'school support' if it is decided that they have made sufficient progress and are able to access the curriculum successfully. However, they may remain on the 'monitoring' list in case any issues arise. Some pupils may dip in and out of 'school support' and parents will be consulted at each stage.

ICT

Desktop computers, laptops and iPads are available for use by the learning support teachers, assistants and pupils always. 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;
- make learning more multisensory

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- 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.

Laptops can be borrowed from the Learning Support room and used for certain classroom tasks if the need has been identified by an Educational Psychologist. These pupils need to have competent keyboard skills and will be encouraged to practice touch-typing on a regular basis.

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 when recommended by an Educational Psychologist.

- Children with writing difficulties:

- **Scribe**

A scribe can be provided 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 unless otherwise specified by an Educational Psychologist's report.

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The above options can only be used in examinations if they are part of normal classroom practice.

- Children with concentration or focus difficulties:
 - 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.

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 provide evidence for the thrice yearly review of progress towards achieving their targets.

STORING AND MANAGING INFORMATION

All data including electronically stored data is subject to GDPR. All paper records will be held in line with the school's policy/protocol on security of information.

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.

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 Assistants, will be invited to two parents' evenings and up to three ILP review meetings.

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

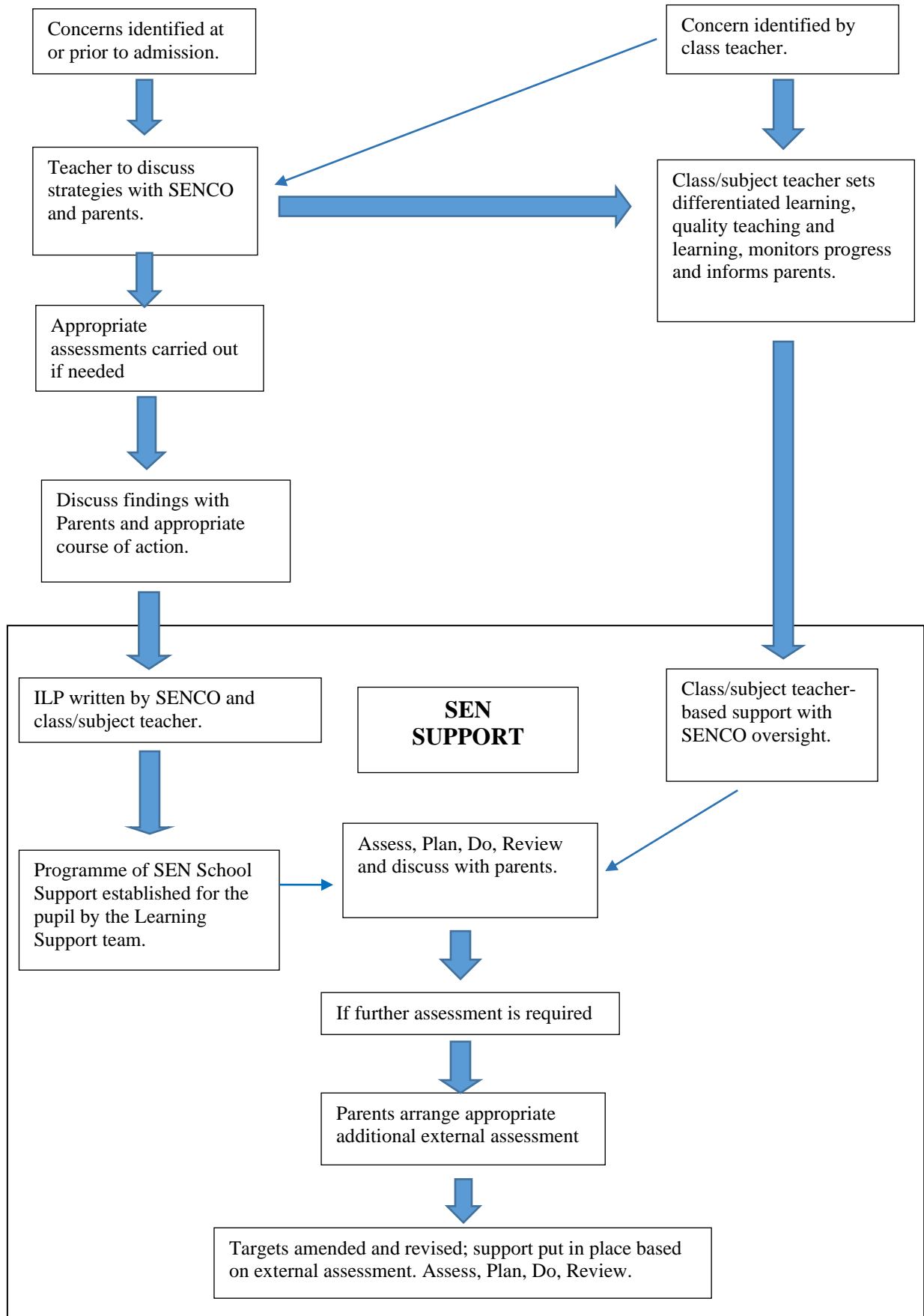
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Parents are always welcome to discuss their child's progress or any concerns they may have with the SENCO, class/subject teacher or learning support assistant by appointment. A relationship based on mutual respect is encouraged.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. If at any point a parent has concerns about how their child's needs are being met, they should firstly contact their child's class teacher, form tutor or subject teacher as appropriate. For specific concerns or complaints about SEND provision, please contact Helen Pelling, SENCO, hpelling@lancing.org.uk. If a parent feels that their concern or complaint has not been dealt with satisfactorily, an appointment can be made to speak to the Headteacher or any other member of the Senior Leadership Team. A copy of the school's Complaints Policy can be obtained from the school office.

Appendix A: SEND ASSESSMENT AND PROVISION PROCESS OVERVIEW



ANNEX B: SPECIAL EDUCATIONAL NEEDS, EMOTIONAL HEALTH AND WELLBEING, AND COVID-19

PURPOSE

This is an Annex to the school's *Special Educational Needs and Disability policy* and to the *Mental Health and Wellbeing Policy*. It sets out the arrangements in place to support our children with Special Educational Needs and Disabilities during the COVID-19 pandemic.

Please note: This annex should be read in tandem with Section 7 (Safeguarding in a time of COVID-19) of the *LPW Child Protection (Safeguarding) Policy* and with the *Risk Assessment: Implementing a Full Opening of Lancing Prep at Worthing: September 2020*.

CONTEXT

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to continue to provide care for a limited number of children – those who are vulnerable and children whose parents are critical to the COVID-19 response. 'Vulnerable children' includes those supported by social care, those with safeguarding and welfare needs (including those on child in need and child protection plans), 'looked after' children, young carers, disabled children and those with education, health and care (EHC) plans.

From 1st September 2021, all children, in all year groups, were asked to return to school full time. Many children and young people have found lockdown exceptionally difficult – academically, socially and emotionally. We are committed to consider any challenging behaviours or social and emotional challenges arising, as a response to lockdown and to the 'new normal' created by the pandemic. Some pupils will need specific help upon their return to school and the SENCO and teachers will plan to meet these needs. Additional support will be offered as needed.

RETURN TO SCHOOL

Government guidance states that SEND interventions should be provided as usual. With pupil and parental consent, we will recommence all Learning Support and ELSA 1:1 sessions. Group sessions will only take place with pupils who are in the same bubble.

Social distance will be maintained, sessions will take place outside wherever possible, we will continue to encourage robust hand and respiratory hygiene, and enhanced cleaning will be carried out in The Hive between each session. We will stringently follow the advice from Public Health England on measures to limit the risk of spread of COVID-19.

Please refer to the main body of the SEND and Mental Health and Wellbeing policies for our usual processes and procedures for identification and support. We will continue to adopt the graduated approach to SEND of assess, plan, do and review, working in partnership with all staff, the pupil and their parents.

The school will also consider the provision of curriculum, pastoral and extra-curricular activities that are designed to:

- Support the rebuilding of friendships and social engagement.
- Address and equip pupils to respond to issues linked to coronavirus.
- Support pupils with approaches to improving their physical and mental wellbeing.

BLENDED AND REMOTE LEARNING

We recognise that children with SEND, and additional emotional needs, require access to home learning resources and activities which take account of their strengths and needs. In the event of a local lockdown, a bubble/year group/class being sent home or a pupil needing to self-isolate, pupils will continue to be supported in accessing appropriate learning activities.

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The lines of communication with pupils and parents will be maintained via the VLE, Teams, email or the telephone so that their views are actively sought, considered and promoted. Teachers and teaching staff will also be mindful of the availability of support and resources when setting accessible home learning for children with SEND.

WORKING ALONGSIDE OTHER PROFESSIONALS

We will continue to maintain contact with other professionals now that school has re-opened and during any potential periods of local lockdown. This will include liaison with Educational Psychologists, Speech and Language Therapists and Occupational Therapists, for example, and the sharing of any resources which may be of use to parents and professionals during this time.

Date this Annex was written	September 2020
Date of update	September 2021
Written By	Helen Pelling, SENCO Heather Beeby, Head
Next Review	As required to reflect new government guidance as it is published.