

Special Educational Needs and Disabilities Policy

This is a whole school policy and applies across South Lee School) from EYFS up to Year 8.

Creating a secure and sensitive environment for effective learning within the Individual Development Department ensures that as a school we provide any child who feels the need with the opportunity to fulfil his or her individual potential.

Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

South Lee has an underlying belief in quality teaching practices and high expectations for all children.

Our aims are:

- All pupils, including those with SEND, will have full access to a broad, balanced and relevant curriculum including the National Curriculum and Early Years Foundation Stage.
- All children need to experience success and a sense of achievement and work towards fulfilling their maximum potential
- The school will make reasonable adjustments to ensure that children with SEN can fully participate in the education provided and enjoy the benefits and facilities, which the school provides for pupils. Consideration of reasonable adjustment will be made on an individual basis
- To acknowledge parent/carer as invaluable partners and involve them in decisions about their children's education.
- To ensure that children with medical conditions are supported to enable their maximum inclusion in all school activities.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The Head of Learning Support and SENCO

The Head of Learning Support and SENCO is Jen Arnold

She will:

- Work with the Headmistress, Deputy Head, Director of Studies and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of the SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headmistress and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure that the school keeps the records of all pupils with SEN up to date.

The SEN Governor

The SEN Governor will:

Admissions

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headmaster and SENCO to determine the strategic development of the SEN policy and provision in the school.
- The named school governor is Jenny Scarff

The Headmistress

The Headmistress will:

- Work with the SENCO, Deputy Head, Director of Studies and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the School's SEN policy
- Sit in on meeting with outside agencies when needed.

The school recognises the importance of liaison between the Individual Development Department and the Governing Body in respect of admissions procedures for SEN pupils and what the school provides in respect of equal access to learning. When drawing up the School's Accessibility Plan ways to increase accessibility are always considered and discussed. (see Accessibility Plan within the Equality and Diversity Policy).

The School's Admissions Policy makes provision for the disclosure of disability and / or special educational needs and the commitment of the School to deal appropriately and supportively in the admissions assessment process. The School therefore fulfils its anticipatory duty as defined by the Act. The failure of a parent to divulge SEN at this time constitutes a justification under the act for

discrimination. Where a parent requests confidentiality regarding a SEN this request would limit what the School could provide in making reasonable adjustments.

No child should be discriminated against on entry to the School because of their special needs. Where necessary, we make reasonable adjustments for disabled applicants sitting the entry test, such as, for example allowing it to be completed on computer rather than by hand. However, independent schools may select on the grounds of both ability and aptitude and all pupils must therefore satisfy the academic criteria set out in the School's Admissions Policy (see Admissions Policy).

When offering a child with a disability a place at the School a letter will be sent to parents setting out the proposed support for that child, including the reasonable adjustments that the School will implement to ensure that the pupil is not placed at a substantial disadvantage. The exchange of information and the involvement of colleagues most concerned with the management and welfare of individual pupils are of the greatest importance prior to a decision to accept, or not accept, any child with a disability. This process will include discussions with parents as well as liaison with colleagues in order to establish whether a pupil's individual needs can properly be met. These discussions continue at regular intervals after the child has joined to ensure that the School is still managing to meet the individual's needs.

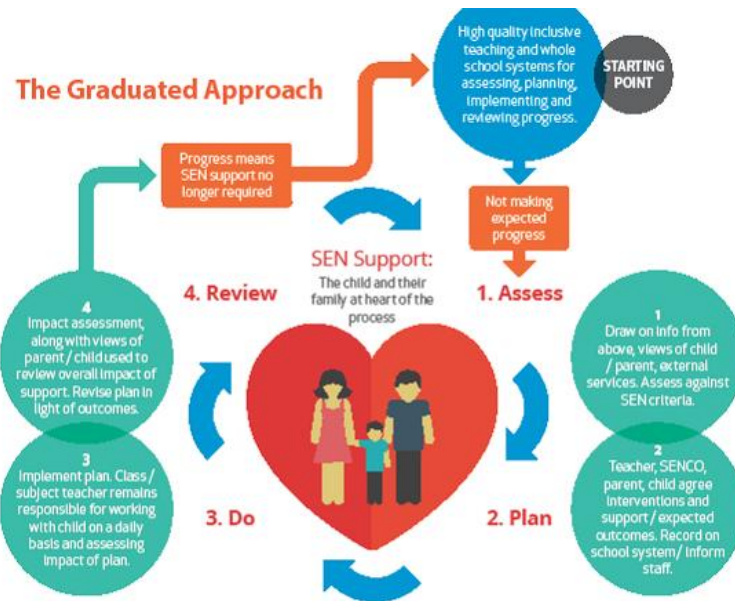
SEN information

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment issues
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties I

Identifying pupils with SEN and assessing their needs

South Lee is committed to the early identification of children with SEN. The School follows the graduated approach and the four-part cycle of **assess, plan, do, review**.



Identification and assessment in EYFS

All pupils in EYFS are assessed using the WELLCOMM and Baseline toolkit. This identifies pupils who may have difficulties in certain areas and need support. Observation is an important part of the assessment process and is carried out on a continual basis. Difficulties in other areas are identified by on-going staff observation.

Identification and assessment in pre-prep and prep school.

Staff initiate any concerns through discussion and completion of a referral form which is passed to the relevant SENDCO. In addition, a range of evidence is collected through the school's assessment and monitoring arrangements. After consultation with staff and parents a decision is then made as to the next step, which may include:

- An in-house assessment to obtain a clearer picture of the child's strengths and weakness. (See Learning Support Handbook for more detailed information on tests carried out during assessment)
- Liaison with class teacher or tutor to discuss findings from assessment and possible strategies to help support the child. These strategies may include intervention from the Individual Development Department
- Referral to outside agencies such as an Educational Psychologist, Clinical Psychologist, SALT, OT, Physiotherapist, or Behavioural Optometrist

Where it is decided that a child needs intervention from the ID department then an Individual Education Plan will be drawn up which will record the provision or action that is additional to or different from that which is available to all. For the pupils in EYFS these are included on their Possible Lines of Direction (PLOD) This will be written in consultation with the child and relevant staff and shared with all staff and

parents. All pupils receiving support in school will have bullet points outlining their strengths and weaknesses and recommendations as to how to best help them in class. These bullet point sheets are accessible to all staff and can be found on the shared area.

Consulting and involving pupils and parents

Staff will have an early discussion with the parents, and if appropriate with the pupil when identifying whether the pupil would benefit from special educational provision.

These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- The school takes into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes on these discussions are stored on the pupil's ID folder and a summary of the meeting is given to the parents by email.

On-going Assessment, Evaluation and Examinations

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The school regularly reviews the effectiveness of the support and interventions and their impact on the pupil's progress. The school has a SEND register and is accessible to all staff on the shared drive. This list is constructed by the SENCO. It gives a brief summary of a child's difficulties and staff who are involved with the child, including outside agencies. It has a traffic light system to indicate the wave of support.

- RED- wave 3 : Child has been assessed by external professionals
- ORANGE – wave 2: Child is receiving extra support in class from Teacher/TA
- WHITE– wave 1: Initial concerns raised by class teacher - gathering evidence

The list is regularly updated throughout the year in consultation with the appropriate staff and parents. Information is also shared at regular staff meetings.

EYFS

Pupils in EYFS are regularly reviewed. They have measurable targets on their IDPs which gives an indication of their progress. Class teachers and parents are involved in this process.

Pre-Prep and Prep School

All pupils at the School are regularly assessed e.g. end of term/year assessments. The results of these tests are to be found on the shared drive.

The tests include:

- NGRT/NGST
- GL progress test in maths
- GL progress test in English
- CAT tests

Additional testing/screening may take place for children with possible/ identified SEN, such as the GL dyslexia screener.

Adequate progress can be defined in a number of ways. It might, for instance be progress which

- Closes the attainment gap between pupils and peers
- Prevents the attainment gap growing wider
- Is similar to that of peer starting from the same attainment base line but less than the majority of peers
- Matches or improves upon the pupil's previous rate of progress, given that teaching is a matter for the whole school it is not always possible to measure pupils' progress in Individual Development in quantifiable terms. However, the school makes its best endeavours to evaluate the success of its provision, including:
 - Consultation with subject staff, tutors and pastoral staff
 - Consultation with and involvement of parents and pupils
 - Reviewing pupil's individual development plans.

In evaluating the success of provision, the Learning Support Department is able to refer to the following:

- The numbers and patterns of pupils on the ID register from traffic light system
- The range of support put in place
- The whole school involvement including IDPs and Outside Agencies
- Progress made on IDP targets for individual pupils
- Records of meetings with parents and how issues were addressed to support the pupil
- Tracking of exam results including comparison of exam results before and after intervention from the Individual Development Department

The department also looks at the school's regular in class assessments and exam results to help them in the planning of a child's individual programme. Where it is necessary to make adjustments regarding assessment and examinations, the school will take the advice of Outside Agencies and Examinations Boards and implement the adjustments accordingly. The school will adopt these procedures for its internal examinations. These may include arrangements such as the use of laptops, dictation equipment or scribes. Pupils who require extra time will sit their examinations in a separate room. Educational psychology reports may also outline an individual's need for additional access arrangements in examinations. This may include additional time or use of rest breaks.

Individual Education Plans

EYFS

Any child on the EYFS ID register needing support will have a support plan. Every child in EYFS will have targets which are put on their possible lines of direction (PLODS) and any child needing support will have

targets specific to their needs and following their support plans. In addition to this some of the pupils will have an IDP.

Pre-prep and prep school

These are drawn up in the ID department and are reviewed three times a year. However, these are working documents and comments and notes will be added as appropriate. and will detail:

- The short term targets set for or by the pupil
- The teaching strategies to be used
- Assessment criteria
- When the plan is to be reviewed
- The IDP will set targets for the pupil
- Outcomes recorded as and when achievements or difficulties arise

These IEPs are supplied to all teachers involved in the child's learning. They are also accessible on shared drive. Parents are sent the new IEP and a review of the child's IEP is communicated to parents via their school reports and through termly reviews. All parents are encouraged to meet with the SENCO teacher and forum tutor at any time to discuss their IEP, progress or any other areas that may be concerning them.

Individual Support Plan

These are put in place when a child does not require specific academic support but requires support developing their every day life skills such as organisation. They are also used to monitor and support those children who are struggling with behavioural choices.

Bullet Point Sheets EYFS

All pupils on the EYFS learning support register will have learning profiles showing their strengths and weaknesses on their learning journeys. These are readily accessible to staff in the Development Matters section of their Learning Journeys.

Education, Health and Care Plans (EHC)

For pupils who have an EHC plan, formally known as a statement, their progress and support, outlined in their plan, will be reviewed annually and a report provided for the Local Education Authority. This review is additional to the review of any IDP.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals twice a year in their IDP
- Regular discussions with staff and parents.
- Monitoring by the SENCO
- Holding annual reviews for pupils with statements of SEN or EHC plans

Organisation of Provision

South Lee School has a well-equipped ID department with experienced staff who are experienced in working with pupils with a variety of learning difficulties.

The SENCO is a qualified classroom teacher with relevant experience in supporting children with SEND. The SENCO is also completing the NASEN qualification (to be completed September 2024). The SENCO regularly attend courses to ensure their continued professional development and liaises with the district 9 SENCOs on a termly basis.

The majority of the teaching assistants have attended courses on teaching pupils with SEN and this is an on-going process.

The staff in the ID department are:

SENCO in Pre Prep and Prep: Jen Arnold

SENCO in Nursery: Beth Malcolm

Teaching Assistants: Helen Tilbrook and Lee Baker

Academic Support Assistants: Tiffany Sharp, Jack Brinkley, Kaye Brinkley, Wendy Harris and Lyndsay Watson.

In addition, many of the teaching staff give extra ID lessons especially in Maths.

The timetable for withdrawal and other support is organised at the beginning of the term after discussion with staff and parents. It is the policy of the department not to withdraw pupils from lessons in which they will sit examinations. Parents are informed of the provision that has been made including both the reasonable adjustments in class and further provision that will have been discussed with parents prior to implementation. The proposed plan of support is not rigid and will be altered as and when the pupil's needs change.

There is a variety of provision on offer including withdrawn lessons with specialists, small group work, specific spelling and reading programmes, touch typing, active revision and essay guidance as well as guidance with assignments. All pupils are encouraged to seek help when it is required. In class support by teaching assistants is also offered.

There is also regular liaison between the ID department and outside agencies both who visit and work in the school and those who work out of the school such as Educational psychologists, Clinical Psychologists, SALTs, sensory OT specialists, psychiatrists and paediatricians.

If a child no longer needs support the school will consult with the parents and the support will cease. Pupils who no longer need support will remain on the ID register and are monitored throughout their time at South Lee School. Support can be restarted at any time it is felt necessary. A record of the difficulties that they have experience together with any reports and IEPs are kept in the department.

Supporting pupils moving between phases.

When pupils move to another school the SENDCO will ensure as smooth a transaction as possible. Where appropriate the SENDCO will contact the SENDCo of the future school to give a brief description of the child's needs and the level of support he or she has been receiving. At the same time the school will respect the fact that any reports from outside agencies that are held in school are the property of the parents and may not be sent out to other educational establishments without the consent of parents.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Enabling students to represent their learning in a way that is accessible for them.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Counselling

It is recognised that specialist counselling may, from time to time, be appropriate for particular pupils. Needs are assessed and discussed during Welfare Meetings and individual cases referred to the School Nurse who keeps a central register of pupils receiving counselling. Liaison and communication with parents would be decided at the Welfare Meetings.

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IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS

The school gives active consideration to increasing the amount of information available in alternative format for pupils with specific learning difficulties. These include the use of voice activated software on laptops and iPads, PowerPoint presentations and notes on the school website for some subjects, provision of note summaries in various formats, audio books, school netbooks and computers in the Individual Development Department for the pupils' use.

SCHOOL TRIPS

School trips are already subject to scrutiny at the planning stage. Risk assessments will be appropriate for pupils with disabilities. In some circumstances it may be appropriate to invite parents to go on the trip or to have another adult present for that child.

HEALTH, SAFETY AND WELFARE

Pupils with certain disabilities will be at greater risk of accident or injury. In addition, some pupils on the Individual Development Register may have additional welfare needs. The school will discuss these pupils during Welfare Meetings, carrying out a specific risk assessment where necessary. In each case the school will determine what particular action or procedures may be necessary to avoid or reduce risk and to coordinate support

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs. All pupils are encouraged to go on our residential trip(s). All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of peer listening to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

Complaints

Any concerns or complaint about the provision of pupils with SEND should be addressed in the first instance to the SENDCO. The SENDCO will investigate the complaint and meet the parents within two weeks to discuss the matter. If the situation is not resolved it should be referred to the head of school. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

This policy will be reviewed annually.

Monitoring arrangements

This policy and information report will be reviewed every year. It will also be updated if any changes to

the information are made during the year. It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

Accessibility plan

Behaviour

Equality information and objectives

Supporting pupils with medical conditions