

## S.E.N.D POLICY

### Introduction

The aims of this policy are to promote good practice in our detection and management of special educational needs and to explain the support we can provide for children who have learning difficulties and to work in close partnership with parents.

Code of Practice: Our approach to the detection and management of learning difficulties will be guided by the *Special educational needs and disability code of practice: 0 to 25 years* (DFE-00205-2013) (Code), or any substituting or amending code of practice issued from time to time by the Department for Education (DfE).

### Special Educational Provision

#### Aims

- Identification at an early stage.
- To recognise that certain children have difficulties which call for special educational provision.
- To give every child with special educational needs the greatest possible access to a broad and balanced school curriculum.
- To acknowledge the role parents have in their children's learning.
- To work in partnership with parents so they may support their child's learning.
- To help special needs children work in partnership with the teacher to support their learning using appropriate resources.
- To enable every child to feel successful with their learning and develop their self-esteem and self-confidence.

### Definition of Special Educational Needs

A child has Special Educational Needs if he or she has a learning difficulty which calls for special provision to be made for him or her.

#### Definition of special educational need:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability, which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age.

The expression "learning difficulty" covers a wide variety of conditions and may include specific learning difficulties [those known] such as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing or who have an autistic spectrum disorder.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught (section 20(4) Children and Families Act 2014). However, children for whom English is an additional language will be provided with appropriate support. Please refer to the School's policy for pupils with English as an Additional Language.

Special educational provision means:

For a child over two, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in school, other than special schools, in the area.

### **Early Identification and Early Intervention**

The Lyceum School is a mainstream independent school. Screening tests are not carried out on each new pupil in order to detect signs of learning difficulties, however, prospective new pupils are given the opportunity to visit the school and spend time in the classroom which in turn gives us the opportunity to observe for any learning needs.

The Head and staff at The Lyceum aim to maintain a child's self-esteem at all times and to help every child develop to the very best of his or her ability. To achieve this, the parents of any children who are encountering difficulties are invited to the school to discuss the problem with the child's teacher. Their cooperation and support is welcomed from the very earliest stages. The Lyceum aims for the early identification and early intervention of any learning difficulty.

### **Observation and Assessment of Pupils**

As soon as pupils enter the school, routine observation and assessment of pupils is a priority. Staff aim to detect at an early stage those children who may have potential problems with their academic, physical, emotional or behavioural development.

### **Identifying Special Educational Needs**

Regular and effective communication between the Head teacher, SENDCo and class teachers where any concerns regarding pupils can be discussed at all times. To assist in the process of identification of special needs, the school uses formative and summative assessments in each year group. Standardised spelling, reading, maths tests are carried out termly from Year 1. Where appropriate, the school SENDCo will also carry out in class observations and 1:1 screening assessments.

## **Early Years Foundation Stage**

For those teachers working with the youngest children in the school, observation plays a particularly important role in identifying any difficulties. Foundation stage profiles are used to record the progress and development of each child. The aim is to identify, at the earliest stage, pupils who may not be achieving expected levels of progress and development or pupils who may develop learning difficulties later in their school life.

Any concerns with the development of speech and language skills are raised with the school SENDCo and with parental permission they can be referred on to a Speech and Language therapist for further investigation.

In addition to classroom observation and teacher assessment, throughout their time in the Reception class, all children will be regularly assessed on their progress in phonics. Any child exhibiting significant phonic weakness will be brought to the attention of the SENDCo.

## **Identification Procedure**

The school uses a staged process for the identification and remediation of special needs. If any member of staff has cause for concern about a pupil, the following procedure should be followed:

### **Staff Awareness**

Any staff member can raise an initial concern, but the class teacher takes overall responsibility for ensuring the documentation (Cause for Concern form) is completed and emailed to the SENDCo.

The SENDCo will then meet with the relevant teacher to discuss their concerns/assess work/observe child, as appropriate. Suggestions for in class support, or additional home support, may be given by the SENDCo, including any appropriate resources.

When a teacher highlights a child as a cause for concern, they must then incorporate specific activities into lesson plans to address the issues.

At this stage, parents may be informed by the class teacher of the concerns and suggestions for home-school support will be discussed, if appropriate.

If after half a term the pupil makes an appropriate amount of progress, then no further action is needed at this point. However, if there are still concerns, the pupil is moved to the next stage:

### **Learning Support**

In this stage, there may be concerns about an on-going issue, that are not improving in line with the class with high quality teaching alone. The issue may present itself more frequently, or new behaviours may have become noticeable.

At this stage, the pupil may be receiving small group or 1:1 intervention run by the Class teacher/Teaching assistant (aided by the SENDCo if necessary). Alternatively, the SENDCo will

deliver 1:1 intervention., following an assessment by the SENDCo, in order to further identify any learning needs.

An IEP (Individual Education Plan) is written by the SENDCo, in collaboration with the class teacher, highlighting targets for the term, long-term targets and highlighting strengths and weaknesses. The targets set on the IEP will be reviewed on a termly basis. All staff teaching children with IEPs have access to the child's termly targets. Where appropriate, children will be involved in the setting of the targets set on their IEP.

In terms of assessing a pupil's learning difficulties, we will employ our best endeavours and follow SEND Code of Practice guidelines, around the cyclical process of ASSESS – PLAN – DO – REVIEW. Parents are included in the creation of IEPs and their views are valued.

Where necessary, some children may also receive 1:1 support from an SpLD specialist teacher.

Parents are informed of this additional support and additional work, or resources may be sent home for additional learning opportunity.

If after about 12 weeks, the pupil makes an appropriate amount of progress, the intervention ends but the pupil is monitored. If there are still concerns, then the pupil is moved to the next stage:

### **SEND Register**

Children whose individual difficulties cause ongoing and persistent concern are placed on the SEN register. Parents are invited to meet with the SENDCo and class teacher so that they are made aware of this.

Pupils may require a diagnostic test/ referral to an external professional if there is a lack of progress. When a child's problems persist, despite the intervention of the class and/or SENDCo, further assessment may be necessary. This will usually involve the assessment of the child by an educational psychologist, specialist assessor, speech therapist, occupational therapist, or another outside professional, as appropriate. The cost of an educational psychologist or other professional assessment [in either case] must be borne by the parents.

Therefore, in this stage, pupils will either have a diagnosis from an educational psychologist/ medical professional or had involvement from an external agency (intervention or diagnostic assessment). The results, and specific recommendations, from these assessments will be used to modify the Individual Education Plan. This will support specialist and classroom teacher's planning across the curriculum and ensure that teaching is closely matched to the child's needs and learning style.

All staff that work with children who have reached this stage on the register must ensure they have read all the professional reports available to the school and must incorporate this advice into their management and teaching of the child.

Children who qualify for access arrangements, i.e., extra time in exams/rest breaks, use of a laptop must use this in internal timed assessments and the teacher should monitor their work to ensure these adaptations are being used effectively. At times, particularly prior to a formal

assessment, the school SENDCO may trial informal access arrangements. Children who qualify for laptop access should use this for all lengthy pieces of work in the classroom in order that it becomes their normal way of working in the school setting.

Close communication with parents, the SENDCo and the class teacher is encouraged so parents can support the child at home with targets set, i.e. homework for overlearning and review.

A child's progress is monitored and reviewed termly by the SENDCo and class teacher, in consultation with the parents. Communication about the child's progress is also an important part of this process - either by regular phone conversations, email, meetings, or at Parents Evening.

Following this termly review, the child may remain at this level of support or may be removed from the SEN Register, as appropriate.

Students may be added to the register for a brief time after a change in environment at home/school may have resulted in a temporary need for a heightened level of support.

**Education Health and Care plans (EHC plan):** Parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the Local Authority to make an assessment with a view to drawing up an EHC plan. The School will always consult with parents before exercising this right. If the Local Authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Health Education and Social Care).

Where a prospective pupil has an EHC plan, we will consult the parents and, where appropriate, the Local Authority, to ensure that the provision specified in the EHC plan can be delivered by the School. We will co-operate with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required (following The Code's ASSESS – PLAN – DO - REVIEW guidelines).

Any additional services that are needed to meet the requirements of the EHC plan will need to be charged to the Local Authority if the Authority is responsible for the fees and our school is named in Section I of the EHC plan. In all other circumstances, charges will be made directly to parents unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.

If a child fails to make appropriate progress, or it is felt that the school cannot meet the child's learning needs, provision in a specialist setting may be considered, this discussion to take place between parents/Head/SENDCo.

## **Support for Individual Special Needs**

In order to give every child with special educational needs access to a broad and balanced curriculum, staff support children in the following ways:

### **Class Teacher:**

- Identifies pupils giving cause for concern in the class he/she teaches.
- Differentiates work for children appropriately at all stages of the SEN process.
- Liaises with the SENDCo, for strategies and to link work, e.g. spellings, literacy/numeracy targets.
- Plans differentiated and appropriate work for all pupils at all stages.
- Gives the child opportunities to achieve in areas of strength.
- Helps to maintain a high degree of self-esteem in the child.
- Creates a supportive classroom ethos.
- Liaises with the SENDCo and parents.

### **SENDCo**

- Offers advice and help with the identification of SEN and home support where appropriate.
- Offers advice with the teaching of children with special educational needs.
- Maintains a current register of children at all stages.
- Maintains all SEN files and ensures IEPs and classroom recommendations are in place and reviewed termly.
- Provides opportunities for in service training on special needs issues.
- Maintains good linkage between class curriculum and specialist lessons.
- Delivers 1:1 or small group support, as appropriate.
- Liaises with parents where appropriate.
- Screens children with possible Specific Learning Difficulties.
- Reviews termly assessments of all pupils with class teacher, highlighting any with cause for concern.
- Attends Pupil Progress meetings with class teacher.

### **Responsibility for Special Educational Needs**

Mrs Clare Machado is the school SENDCo. She is qualified for that role in that she holds the Postgraduate Level 7 Diploma and Master's degree in Specific Learning Difficulties and is a Fellow of the Dyslexia Guild. She also holds an Assessment Practising Certificate, qualifying her to assess and diagnose dyslexia.

Reviewed by CM & MS – August 2024

Reviewed by Governing Board – June 2023

Next Review – August 2025