

Special Educational Needs and Disability (SEND) Policy

Introduction

Our SEND Policy is closely aligned with our Teaching and Learning Policy, ensuring that all pupils, including those with special educational needs and disabilities, have access to high-quality, adaptive teaching. We believe that exceptional teaching—flexible, responsive, and tailored to the needs of each pupil—has the greatest impact on learning. By adopting an adaptive teaching approach, we ensure that every pupil is both supported and challenged on their learning journey, helping them to grow at their own pace while pushing them beyond their comfort zones.

To achieve this, teachers provide carefully planned scaffolds (as described in our Teaching and Learning Policy), enabling pupils to access learning while gradually developing independence. In some cases, teachers work closely with the Special Educational Needs and Disabilities Coordinator (SENDCo) to identify specific strategies and adjustments that best support individual pupils, ensuring that barriers to learning are removed and progress is maximised. Through this collaborative and responsive approach, we create an inclusive learning environment where all pupils can thrive.

Aims

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 latest guidance from the DFE on the SEND Code of Practice – Sept 2024

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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 is considered to have Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. According to the Children and Families Act 2014, a child has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of the educational facilities generally provided for others of the same age in mainstream schools.

The term "learning difference" is used to describe a wide range of needs and may include specific learning differences such as dyslexia, dyscalculia, dyspraxia, and attention deficit (hyperactivity) disorder (ADHD), as well as learning difficulties arising from social, emotional, or mental health challenges. It may also include sensory impairments (such as hearing or visual impairments) and conditions such as autism spectrum disorder.

A child must not be regarded as having a learning difficulty solely because the language or form of language used at home is different from the language in which they are taught (Children and Families Act 2014, Section 20(4)). However, pupils for whom English is an Additional Language (EAL) will receive appropriate support. Please refer to the School's EAL Policy for further information.

Special educational provision means provision that is additional to, or different from, that made generally for other children of the same age in mainstream settings.

Early Identification and Early Intervention

The Lyceum School is a mainstream independent school committed to supporting the individual development of every pupil. While routine screening tests are not conducted for all new pupils, prospective pupils are invited to spend time in the classroom prior to entry. This informal visit provides an opportunity for staff to observe the child's learning style and identify any potential areas where support may be needed.

The school places a strong emphasis on early identification and timely intervention. If concerns arise, staff engage with parents at the earliest opportunity to share observations and discuss the child's needs. Parental partnership is central to this process, and their insight and cooperation are welcomed and valued from the outset. The school is committed to maintaining each child's self-esteem and ensuring they are supported to reach their full potential.

Observation and Assessment of Pupils

Once pupils have joined the school, teachers carry out regular observation and assessment to monitor their academic progress, personal development, and overall well-being. This ongoing process allows staff to develop a comprehensive understanding of each child's strengths and areas requiring support.

If a teacher has concerns about a pupil's learning or development, the SENDCo will undertake additional in-class observations across multiple sessions. This helps build a holistic picture of the pupil's needs within their day-to-day learning environment. The school works closely with parents throughout this process, valuing their perspectives and ensuring that any support put in place is collaborative, well-informed, and tailored to the individual child.

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 one-to-one screening assessments.

Early Years - Reception

For those teachers working with the youngest children in the school, observation plays a particularly important role in identifying any difficulties. Early Years Foundation Stage (EYFS) 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.

At this initial stage, strategies will be implemented within the classroom setting to support the pupil's needs. These might include differentiated teaching, targeted feedback, or adjustments to tasks and routines. The pupil will be monitored closely during this period, and concerns will be discussed with the SENDCo and, where appropriate, with parents. This early response allows staff to remain alert to any emerging needs and take proactive steps before further intervention is considered.

Learning Support

At this stage, there may be ongoing concerns about a pupil whose needs are not being fully met through high-quality classroom teaching alone. These concerns may relate to persistent learning difficulties, emerging behaviours, or areas where the pupil is not making expected progress in line with their peers.

The pupil may receive targeted intervention in a small group or 1:1 setting, delivered by the class teacher or teaching assistant, with input or guidance from the SENDCo where necessary. In some cases, the SENDCo may carry out assessments and deliver 1:1 intervention directly to explore specific learning needs more closely.

An Individual Education Plan (IEP) will be created by the class teacher in collaboration with the SENDCo. The IEP outlines the pupil's termly and long-term targets, identifies key strengths and areas of difficulty, and ensures that all teaching staff involved are aware of the pupil's support plan. Where appropriate, the pupil will be involved in setting and reviewing their targets. The IEP follows the cyclical Assess – Plan – Do – Review process in line with the SEND Code of Practice, and parents are fully involved in its creation and ongoing review.

Some pupils may also receive additional 1:1 support from a specialist teacher (e.g. SpLD specialist), depending on individual needs. Parents are kept informed of any additional provision, and resources or strategies may be shared to support learning at home.

This stage of support remains part of the school's universal offer and does not automatically result in placement on the SEND Register. The length of time a pupil spends in Learning Support will vary according to their individual progress. Regular reviews with the class teacher, SENDCo, and parents ensure that provision remains appropriate and that any next steps are carefully considered.

SEND Register

If a pupil continues to make limited progress despite targeted intervention, and it is recognised that they have a significantly greater difficulty in learning than their peers or a diagnosed need requiring long-term support, they may be placed on the SEND Register. Parents will be invited to meet with the SENDCo and class teacher to discuss this next stage

of support and ensure a shared understanding of the pupil's needs. Where progress remains limited, a referral for further assessment by an external professional may be recommended. This could include an educational psychologist, speech and language therapist, occupational therapist, or other specialist, depending on the nature of the concern. The cost of such assessments is the responsibility of the parents.

At this stage, pupils will typically have either a formal diagnosis or have received intervention or assessment from an external agency. The findings and recommendations from these assessments will be used to update the pupil's Individual Education Plan (IEP), ensuring that support is carefully tailored to their specific needs and learning profile. This will guide both specialist and classroom-based teaching strategies across the curriculum. All staff working with pupils on the SEND Register are expected to read relevant professional reports and incorporate the recommended strategies into their planning and day-to-day teaching to provide consistent, effective support.

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.

The SENDCO is also a member of SLT.

Reviewed: by CM July 2025

Reviewed by Board: June 2023

Next Review: August 2026