3d. Special Educational Needs and Disabilities (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 (SEND), have access to high-quality, adaptive teaching.

We believe that high-quality teaching that is flexible, responsive and appropriately adapted to pupils' needs has the greatest impact on learning. Through an adaptive teaching approach, teachers seek to ensure that every pupil is appropriately supported and challenged, with barriers to learning identified and addressed wherever possible.

Teachers provide carefully planned scaffolds, as described in our Teaching and Learning Policy, to enable pupils to access learning while developing increasing independence. Where appropriate, teachers work closely with the Special Educational Needs and Disabilities Coordinator (SENDCo) to identify strategies, provision and reasonable adjustments to support individual pupils.

Through early identification, effective teaching, appropriate intervention and close partnership with pupils and parents, the school aims to create an inclusive learning environment in which all pupils can participate, make progress and thrive.

Aims

The aims of this policy are:

- to promote effective practice in the early identification of, and provision for, special educational needs;
- to recognise that some pupils have learning difficulties or disabilities which call for special educational provision;
- to provide pupils with SEND with the greatest possible access to a broad, balanced and ambitious curriculum;
- to ensure that high-quality adaptive teaching is the first response to pupils experiencing difficulties;
- to identify and address barriers to learning, participation, communication and independence;
- to provide appropriate special educational provision where this is required;
- to promote pupils' self-esteem, confidence and independence;
- to recognise and value the important role of parents in their child's education;
- to work in partnership with parents so that they are informed about, and involved in, decisions concerning their child's needs and provision;
- to involve pupils, where appropriate to their age and understanding, in decisions about their learning, support and targets; and

- to ensure effective communication and collaboration between class teachers, the SENDCo, specialist staff, parents and external professionals where appropriate.

SEND Code of Practice

Our approach to identifying and meeting special educational needs is informed by the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) and subsequent updates to associated Department for Education guidance.

The school also has regard to its responsibilities under the Children and Families Act 2014 and Equality Act 2010.

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.

Under 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 educational facilities of a kind generally provided for children of the same age in mainstream schools.

Special educational needs may fall within one or more of the four broad areas of need identified in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

These broad areas provide an overview of the range of needs that may be identified and are not intended to categorise pupils rigidly. Individual pupils may have needs across more than one area, and the impact of those needs will vary between pupils.

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. Pupils for whom English is an Additional Language (EAL) will receive appropriate support, and staff will carefully consider whether difficulties arise from learning English as an additional language or from a possible underlying special educational need. Please refer to the School's EAL Policy for further information.

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

Early Identification and Assessment

The Lyceum School is a mainstream independent school committed to supporting the individual development of every pupil.

While routine SEND screening is not conducted for all new pupils, prospective pupils are invited to spend time in the classroom prior to entry. This provides an opportunity for staff to observe the pupil within the school environment and consider whether there are any areas in which additional support or adjustments may be required.

Once pupils join the school, teachers use ongoing observation and assessment to monitor academic progress, personal development, participation and well-being. Formative and summative assessments, together with teachers' professional knowledge of their pupils, contribute to the early identification of possible difficulties.

Standardised assessments in areas such as reading, spelling and mathematics are undertaken at appropriate points from Year 1. Assessment information is considered alongside classroom performance and other available evidence; no single assessment score is used in isolation to determine whether a pupil has SEN.

Where concerns arise, the SENDCo may review the pupil's work and assessment information, undertake or arrange further assessment and/or observe the pupil in class, as appropriate to the nature of the concern.

The school places a strong emphasis on early identification. Parents are involved where appropriate so that their knowledge and observations can contribute to the school's understanding of their child.

Early Years – Reception

Observation plays a particularly important role in identifying emerging needs in the Early Years. Teachers monitor children's progress and development across the areas of learning within the Early Years Foundation Stage.

The aim is to identify at the earliest appropriate point pupils who may not be making expected progress or whose development indicates that additional support, monitoring or further assessment may be required.

Children's progress in early literacy and phonics is monitored regularly. Where a pupil demonstrates significant or persistent difficulty, this will be discussed with the SENDCo and appropriate classroom strategies or additional support will be considered.

Concerns regarding speech, language and communication will also be discussed with the SENDCo. Where appropriate, and with parental involvement, further advice or assessment from a Speech and Language Therapist or other professional may be recommended.

Identification Procedure

The school takes a graduated approach to identifying and meeting pupils' special educational needs. Early identification is important, and staff are expected to raise concerns promptly where a pupil appears to be experiencing difficulties with learning, communication and interaction, social, emotional or mental health, sensory or physical needs, behaviour, independence or participation in school.

The school maintains three distinct but related records:

1. **Staff Awareness / Monitoring List** – for pupils where there are emerging concerns that require monitoring.
2. **SEND Register** – for pupils who have been identified as having special educational needs.
3. **Learning Support / Interventions List** – for pupils receiving additional targeted support or intervention.

These records have different purposes and are not sequential stages through which every pupil must progress.

A pupil may therefore be:

- on the Staff Awareness / Monitoring List only;
- receiving Learning Support or intervention without being on the SEND Register;
- on the SEND Register without currently receiving a separate intervention; or
- on the SEND Register and also receiving Learning Support or intervention.

The key principle is that a pupil is identified as having SEN because of the nature and impact of their needs and their requirement for special educational provision, not simply because they are receiving additional support or intervention.

Staff Awareness / Monitoring

Any member of staff may raise an initial concern about a pupil. The class teacher retains responsibility for the pupil's progress and, where appropriate, will complete the school's Cause for Concern process and discuss the pupil with the SENDCo.

The SENDCo may meet with the class teacher, review the pupil's work and attainment information, carry out or recommend further assessment and/or observe the pupil as appropriate.

At this stage, appropriate adaptive teaching and ordinarily available classroom strategies will be implemented and their impact monitored. These may include adjustments to teaching, scaffolding, resources, feedback, classroom organisation, routines or the learning environment.

Parents will be involved where appropriate, particularly where concerns persist or further assessment or support is being considered.

A pupil may remain on the Staff Awareness / Monitoring List while staff gather evidence and evaluate their response to appropriate classroom provision. Being placed on this list does not mean that the pupil has been identified as having SEN.

Identification of Special Educational Needs and the SEND Register

In accordance with the SEND Code of Practice, the school considers whether a pupil has a learning difficulty or disability which calls for special educational provision to be made.

A pupil will normally be placed on the SEND Register where the school identifies that:

- there is an identified learning difficulty or disability within one or more of the four broad areas of need: **Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory and/or Physical Needs**;
- the difficulty has a significant impact on the pupil's learning, communication, participation, behaviour or independence; **and**
- the pupil requires special educational provision that is **additional to or different from** the educational provision generally made for pupils of the same age because appropriate adaptive teaching and ordinarily available provision alone are not sufficient to meet their needs.

The decision to place a pupil on the SEND Register is therefore based on the pupil's identified needs and the provision required to meet those needs, rather than on whether the pupil is receiving a particular intervention.

A formal diagnosis is not required for a pupil to be identified as having SEN. Equally, having a diagnosis does not automatically mean that a pupil should be placed on the SEND Register. The school considers the impact of the pupil's needs and whether special educational provision is required.

Where a pupil is identified as having SEN, parents will be informed and involved in planning and reviewing provision.

The school follows the graduated **Assess – Plan – Do – Review** approach.

For pupils receiving SEN Support, an **Individual Education Plan (IEP)** will be developed in collaboration with the class teacher, SENDCo, parents and, where appropriate, the pupil. The IEP will identify the pupil's strengths and areas of need, appropriate outcomes or targets, agreed provision and strategies, and arrangements for review.

Where appropriate, the school may recommend assessment or involvement from external professionals, such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist or other specialist. Recommendations from professional reports will be considered when planning provision, and relevant staff are expected to familiarise themselves with agreed strategies and incorporate these into teaching and support.

Learning Support / Interventions

The Learning Support / Interventions List records pupils who are receiving additional targeted provision. Its purpose is to enable the school to monitor provision and its impact, rather than to identify whether a pupil has SEN.

Support may include, for example, targeted literacy or numeracy intervention, phonics support, handwriting intervention, social skills work, speech and language programmes, emotional regulation support, or individual or small-group work with a teacher, teaching assistant or specialist teacher.

Some pupils receiving intervention will be on the SEND Register; others will not.

For example, a pupil may receive a short-term intervention to address a specific gap in learning without having an underlying special educational need. Conversely, a pupil on the SEND Register may have their needs met primarily through carefully planned classroom provision, reasonable adjustments or specialist strategies and may not require a separate withdrawal intervention at that particular time.

Placement on the Learning Support / Interventions List therefore does not automatically result in placement on the SEND Register.

Interventions will be reviewed regularly to consider the pupil's progress, the effectiveness of the provision and whether it should continue, be adapted or cease.

Where a pupil continues to experience significant difficulties despite appropriate teaching and targeted support, the SENDCo and class teacher will consider whether further assessment is required and whether the pupil meets the criteria for identification as having SEN.

Review and Movement Between Lists

The school's records are reviewed regularly. Pupils may move on or off the Staff Awareness / Monitoring List and Learning Support / Interventions List according to their current needs and provision.

The SEND Register is reviewed to ensure that it accurately reflects pupils who meet the definition of SEN and require special educational provision.

A pupil should not remain on the SEND Register solely because they have previously received support or have a diagnosis. Equally, a pupil should not be removed from the SEND Register simply because they are making good progress where that progress continues to depend upon special educational provision.

Decisions about identification and provision will be made collaboratively by the SENDCo and relevant teaching staff, with parents involved and informed as appropriate.

Access Arrangements

Access arrangements are considered separately from identification of SEN. A pupil does not need to be on the SEND Register simply because they use an access arrangement, and being on the SEND Register does not automatically entitle a pupil to a particular arrangement.

Where an access arrangement is required, it should reflect the pupil's identified needs and, where applicable, their normal way of working.

Appropriate arrangements may be used during internal assessments so that staff can monitor their effectiveness and gather evidence of the pupil's usual working practices. These may include, where appropriate, additional time, rest or movement breaks, use of a laptop, a prompter, reader or other agreed arrangements.

Where the use of a laptop is an agreed access arrangement and reflects the pupil's normal way of working, it should also be used routinely for appropriate extended written work rather than being introduced only for formal assessments.

The SENDCo may arrange appropriate trials of potential access arrangements where further evidence is required. Access arrangements for external examinations or entrance assessments will be considered in accordance with the requirements of the relevant examining or admissions body and the evidence available at the time. Where a pupil is applying to another school, The Lyceum School will provide relevant evidence of the pupil's needs and normal way of working; however, the receiving school or examining body is responsible for determining whether an access arrangement will be permitted for its own entrance assessments.

Partnership with Parents and Pupils

The school values close communication between parents, class teachers and the SENDCo.

Parents will be kept informed of significant concerns, identification of SEN, targeted provision and relevant reviews. Where appropriate, strategies or activities may be shared with families to support consolidation and overlearning at home.

Pupils with SEN will be involved in decisions about their support, targets and progress in a manner appropriate to their age and level of understanding.

Provision for pupils with SEN will be reviewed regularly through the **Assess – Plan – Do – Review** cycle, with changes made according to the pupil's progress and evolving needs.

Education, Health and Care Plans (EHC Plans)

Parents and the school have the right under section 36(1) of the Children and Families Act 2014 to ask the Local Authority to carry out an Education, Health and Care needs

assessment. The school will work in partnership with parents when considering whether such a request is appropriate.

Where the Local Authority refuses to carry out an assessment, parents have rights of appeal in accordance with the relevant statutory procedures.

Where a prospective pupil has an EHC Plan, the school will consider the pupil's needs and the provision specified within the Plan and will consult with parents and, where appropriate, the Local Authority to determine whether the school can meet the pupil's needs.

Where a pupil attending the school has an EHC Plan, the school will co-operate with the relevant Local Authority in carrying out statutory reviews and will contribute appropriate evidence concerning the pupil's needs, progress and provision.

Funding and responsibility for additional provision specified within an EHC Plan will be considered on an individual basis and in consultation with the relevant Local Authority and parents. The school will also have regard to its duties to make reasonable adjustments under the Equality Act 2010.

Where, despite appropriate support and reasonable adjustments, there are significant concerns that the school may no longer be able to meet a pupil's needs, the school will work collaboratively with parents, relevant professionals and, where applicable, the Local Authority to consider appropriate next steps and provision.

Roles and Responsibilities

Supporting pupils with SEND is a whole-school responsibility. All staff are expected to promote an inclusive environment, respond appropriately to pupils' individual needs and implement agreed strategies and reasonable adjustments.

The Headmaster has overall responsibility for ensuring that the school's SEND Policy is implemented effectively and that appropriate systems, staffing and resources are in place to support pupils with SEND. The Headmaster works closely with the SENDCo and ensures that SEND remains an integral part of whole-school development and decision-making.

The Governing Body provides appropriate oversight of the school's SEND provision. Governors seek assurance that the school is meeting its responsibilities towards pupils with SEND, that appropriate provision is in place and that the effectiveness of the school's approach is reviewed.

The SENDCo leads and coordinates SEND provision across the school, advises staff and senior leaders, oversees the identification and review of pupils with SEN, and works in partnership with pupils, parents and relevant external professionals.

Class teachers remain responsible for the progress and development of all pupils in their classes, including pupils who receive additional support from teaching assistants, specialist teachers or external professionals.

Teaching assistants and other support staff work under the direction of teachers and/or the SENDCo to deliver agreed support and interventions, promote pupils' independence and provide relevant feedback about pupils' progress and response to provision.

Support for Individual Special Educational Needs

Class Teacher

The class teacher retains responsibility for the progress and development of all pupils in their class, including where a pupil receives support from a teaching assistant, specialist teacher or other professional.

The class teacher:

- identifies and raises emerging concerns about pupils;
- provides high-quality adaptive teaching, making appropriate adjustments and using scaffolding to enable pupils to access learning and develop independence;
- implements agreed strategies, reasonable adjustments and provision for pupils with SEN;
- monitors pupils' progress and the impact of support provided;
- works with the SENDCo to identify appropriate strategies and provision;
- contributes to the Assess – Plan – Do – Review process and the development and review of IEPs;
- provides appropriate opportunities for pupils to demonstrate and develop their strengths;
- promotes pupils' self-esteem, confidence and independence;
- creates an inclusive and supportive classroom environment; and
- communicates and works collaboratively with the SENDCo, parents and other relevant staff.

SENDCo

The SENDCo:

- oversees the day-to-day implementation of the school's SEND Policy;
- advises and supports staff in the early identification of possible special educational needs;
- advises staff on appropriate adaptive teaching, strategies, reasonable adjustments and provision for pupils with SEND;
- maintains and regularly reviews the school's SEND Register, Staff Awareness / Monitoring List and Learning Support / Interventions List;
- oversees the Assess – Plan – Do – Review process for pupils receiving SEN Support;

- ensures that appropriate IEPs and classroom recommendations are in place and reviewed regularly;
- undertakes or coordinates appropriate screening and assessment where there are concerns regarding possible specific learning difficulties or other barriers to learning;
- delivers individual or small-group specialist support where appropriate;
- works with class teachers to monitor pupils' progress and evaluate the impact of interventions;
- liaises with parents and pupils regarding needs, provision and progress;
- liaises with external professionals and Local Authorities where appropriate;
- coordinates relevant access arrangements and supports the gathering of evidence of pupils' normal way of working;
- contributes to and coordinates school involvement in EHC needs assessments and EHC Plan reviews where applicable;
- provides or coordinates appropriate SEND training and professional development for staff;
- supports continuity between classroom teaching and specialist or targeted provision;
- reviews relevant assessment information with teaching staff and identifies pupils requiring further monitoring or investigation; and
- contributes to Pupil Progress meetings and other relevant school meetings.

Responsibility for Special Educational Needs and Disabilities

Mrs. C. Machado is the school SENDCo.

She holds a **Postgraduate Level 7 Diploma and Master's degree in Specific Learning Difficulties** and is a **Fellow of the Dyslexia Guild**. She also holds a current **Assessment Practising Certificate (APC)**, qualifying her to undertake diagnostic assessments for dyslexia.

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