

SEND POLICY

Definitions of Special Educational Needs and Disability (SEND)

Nationally, about 25% of children in secondary schools may have some form of special or additional educational need. For most children, their school, with outside help if necessary, will meet such needs.

The **SEN and Disability Code of Practice: 0 – 25 Years (2015)** (CoP) states that: A pupil has SEND where their learning difficulty or disability calls for special education provision, namely provision **different from or additional to** that normally available to pupils of the same age. Making high quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (CoP, 2015, 6.15)

Every school is required to identify and address the SEND of the pupils that they support. (CoP, 2015, 6.2) Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from specialist staff. (CoP, 2015, 6.36)

The four broad areas of SEND are:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

As an independent school, Leweston operates with close reference to the SEND Code of Practice to ensure best practice. We choose to use the term, Individual Needs (IN), as an alternative to SEND.

Under the **Equality Act (2010)**, disability is defined as “a physical or mental impairment that has a **substantial and long-term** adverse effect on the ability to carry out normal day-to-day activities”.

Not all pupils with IN have a disability; not all pupils with a disability have IN.

Admissions

At Leweston School we welcome all pupils who can make the most of the opportunities we offer and can flourish in our caring environment. Treating every pupil as an individual is important to us, and we welcome pupils with special educational needs and disabilities, providing that our Individual Needs Department can meet their specific requirements. We **do not** however, have the facilities to offer highly specialised and intensive treatment for more complex learning difficulties.

We require parents of children with IN to discuss their child’s requirements with us during the admissions process, which will include short tests of basic literacy and numeracy. Parents must provide copies of reports, such as those carried out by an Educational Psychologist, Speech and Language Therapist, or other relevant medical report. We may not be able to provide support if we are not in possession of full background information and/or a previously known condition is not disclosed.

We will discuss in detail with parents the level of adjustment and provision that can reasonably be made to meet their needs. We will also need to obtain information from previous schools about the levels of support that have been provided.

Education, Health & Care Plans

Leweston can support some pupils with EHCPs and will contribute to Local Authority annual reviews as appropriate. However, there are no teaching assistants in the senior school, and we are unable to provide in-class support. If your child presently has support needs which are outlined in an EHCP, please provide us with a copy of the plan so that we can discuss your child's needs in detail with you.

The IN Register and Levels of Support

IN support at Leweston is flexible, appropriate and proportionate. When a pupil arrives at Leweston with an identified IN, or an IN is later recognised, their name is added to the IN register which is available to teaching staff, who are all made aware of pupils' needs. The first responsibility for the progress of all pupils lies with the class teacher and initially, pupils are supported by high quality, differentiated teaching in small classes. For many, this is enough. If more support is necessary, there is a range of options including:

IN support included in the school fees:

- High quality differentiated teaching in small classes.
- Routine, in-house assessment to identify learning needs and inform teaching.
- Use of exam access arrangements for example reader/Claro, reading pen, supervised rest breaks, prompter, extra time and/or word-processor (where granted by the Head of IN and **in line with JCQ regulations**).
- Supervised study in the IN Hub.
- Group booster sessions for key literacy skills – arranged as necessary (sometimes in the place of a modern foreign language).

IN Provision incurring an additional charge to parents:

- A full diagnostic assessment with an educational psychologist (EP) or other qualified assessor (arranged externally).
- A full in-house access arrangements assessment, where deemed necessary for an application to the JCQ is offered at start of the GCSE course (Year 10) to pupils on the IN Register. The assessment is charged as an extra at a rate of £150.00 to cover cost of test papers and licences and includes a summary report to parents.
- 1:1 lesson with a specialist SpLD teacher. IN lessons are charged as extras at the following rates: £52.00 per hour (£30.00 for 30 minute lesson) for the academic year 2023-2024.
- Short courses of study or revision skills, offered individually or shared (small group), by specialist SpLD teachers and charged as extras at the rate of £50.00 per hour.

Our Individual Needs Department is staffed by fully qualified specialists, supported by teachers with relevant experience, who work with pupils with learning difficulties in the areas of Dyslexia, Dyspraxia, Language Impairment, ADHD and some Autistic Spectrum Disorders. The department will also provide support for pupils performing significantly below their age group in aspects of literacy and numeracy.



Identification, Monitoring & Record Keeping

Cognitive ability and achievement tests are carried out during the Pre-Y7 Taster Days. This information is valuable in identifying Gifted and Talented pupils as well as those with possible learning difficulties. Internal school assessments, INCAS, Midyis, Yellis and Alis, are also used for monitoring and are a further means of identifying of pupils who might require additional specialist support. In collaboration with the Form Tutor and Heads of Years, the Head of IN will track the progress of pupils on the IN register.

An Individual Needs Profile (INP) will be prepared for supported pupils. All teachers have access to the INP, which contains details of strengths and weaknesses as well as strategies for support in the classroom.

An IN Education Plan (ILP), containing achievable targets, will be written for pupils in receipt of specialist 1:1 lessons. The ILP will be reviewed by the IN teacher and pupil termly. Pupils are encouraged to take ownership of their learning and set their own targets. In accordance with the COP, Leweston uses a graduated response (assess, plan, do, review) to determine the way it should support individual pupils.

An IN report to parents is included within the whole school reporting process for all pupils who receive specialist 1:1 lessons.

It is the Head of IN's responsibility to keep a register of all pupils with individual needs, recording the steps taken to meet those needs and the progress which has resulted. Assessment is updated when deemed appropriate and is used to determining the need for Exam Access Arrangements. The Head of IN ensures that these records are properly and securely kept and available as needed.

Physical Accessibility

We recognise that some pupils with individual needs may also have physical disabilities. Parents and prospective parents of a pupil with a physical disability can obtain copies of Leweston School's Accessibility Plan and Disability Policy from the web site. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

Bullying

Leweston recognises that disabled pupils or those with individual needs may be at risk of being bullied. The school has an anti-bullying policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

Safeguarding

Leweston recognises that disabled pupils or those with individual needs may face additional safeguarding challenges. All staff need to be alert to the specific needs of those pupils with individual needs and/or disabilities. Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the Designated Safeguarding Lead (DSL) as appropriate. The school has a Safeguarding Policy which outlines how staff should consider these issues and remain vigilant as to the safeguarding of all pupils, including those with individual needs and/or disabilities

SMSC: (Spiritual, Moral, Social and Cultural Development)

The IN Department is mindful of promoting fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths. It is an essential and integral part of our learning provision that pupils are enabled to develop their self-knowledge, self-esteem and self-confidence. The individual nature of one to one and small group lessons allows for open discussion and encourages pupils' responsibility for their own actions and respect for others. Supporting cross-curricular subjects opens opportunities to broaden their knowledge. Respect for others and living out a life of consideration for others is consistently fostered.

Access Arrangements For Public Examinations

Schools may make 'reasonable adjustments' to exams to allow disabled candidates, who experience persistent and significant difficulties due to a substantial and long-term condition, to access the exam. A reasonable adjustment is usually an access arrangement such as extra time or laptop use. The key principle is one of fairness. It is about creating a level playing field and we must be careful that we do not inadvertently give unfair advantage. Therefore, the process is closely regulated by JCQ and subject to annual external inspection.

To make an application, two types of evidence are required: a detailed picture of need which shows a history of support and provision, drawn up in consultation with classroom teachers; together with an up to date assessment, using nationally standardised tests and demonstrating at least one below average score (84 or below) in one of a range of measures which affect speed of working. The assessment must be carried out after the start of Y9 and conducted by an appropriately qualified specialist assessor. According to JCQ, it is best if the assessor is employed within the centre (regulation 7.3.5); **a privately commissioned assessment, carried out without prior consultation with the school, cannot be used** (regulation 7.3.6).

An individual with dyslexia or any other disability is not automatically entitled to extra time or any other special arrangement.

Having gathered enough evidence an application for Access Arrangements will be made at the appropriate time.

Other Adjustments

From January 2024 the whole school moves to BYOD. We are able, depending on need, to arrange for pupils to use laptops in exams. Evidence is collected of pupils' work for the purposes of supporting a request to have laptop use in exams. Leweston School has laptops for exam use; spellcheck, except for exemptions, and the Internet are disabled. The use of laptops is governed by the School's Disability (exams) policy. Pupils may, subject to assessment be given access to Claro software in examinations.

The Head of IN (SENDCO) is responsible for:

- the day-to-day operation of the school's IN policy;
- responding to requests for advice from other teachers;
- co-ordination of IN provision, including appropriate liaison with classroom teachers;
- maintaining an IN register, including Individual Needs Profiles (INPs);
- liaison with parents of children with individual needs;

- ensuring that arrangements are in place for the in-service training and professional development of staff to help them work effectively with pupils with individual needs.
- liaison with external agencies.
- delivering 1:1 lessons / study group lessons and managing the IN team.

Leweston School's senior management ensure that structures within the school allow the Head of IN's functions to be carried out effectively.

Use of Outside Support Services and Agencies

The identification of a special educational need may be alarming to some parents; Leweston adopts the approach that any concerns about their son or daughter's learning is raised at the earliest opportunity and that appropriate internal assessment takes place to identify the nature and extent of the difficulty. In some cases, it may be necessary for further assessment to be carried out by an external agency such as a specialist teacher, Educational Psychologist/Speech and Language therapist. In this event parents are asked to take part in a full discussion process with the Head of IN before arrangements are set in place. In most cases the outcome of these assessment is seen to be of huge importance and value in understanding the nature of their child's unique method of learning and in informing academic staff of targeted and specific differentiated approaches to teaching. Leweston always seeks to foster the active participation and involvement of parents.

Partnership with Parents

The relationship between the parents of a child with individual needs and their school has a crucial bearing on the child's educational progress and the effectiveness of any school-based action. At Leweston School parents are partners in the educational process with unique knowledge and information to impart. Professional help is effective if it builds upon this involvement and provides reassurance to parents that the expression of their views and anxieties are intrinsically important. Therefore, in addition to the normal reporting cycle, we will keep in regular contact with parents of the children on the IN register.

Involving the Child or Young Adult

At Leweston School all reasonable efforts are made to ascertain the views of the child or young person about his or her own learning difficulties and education, offering encouragement where necessary. Young people are more likely to respond positively to intervention programmes if they understand the rationale for them and are given some personal responsibility for their own progress. Such positive involvement can also enhance self-image and confidence.

We consider how best to:

- involve pupils in decision-making processes which affect their own assessment, provision and progress;
- record pupils' views in identifying their difficulties, setting goals, agreeing a development strategy, monitoring and reviewing progress;
- Involve pupils in implementing their individualised learning plans.

Special Educational Needs in the Prep School

Children in the Pre-Prep and Prep school are monitored regularly and tracked using Tapestry, in addition to this, formal assessment is carried out at the end of EYFS, as well as the Phonics Screening

Test at the end of Prep 1. Prep 1 to Prep 6 also carry out INCAS at the end of each year, as well as a single word spelling test twice a year. Where a child, seems to be behind expected levels, staff will consider all aspects of the child's learning, using observations made and will consider whether further assessment or specialist advice is required. Parents will also be consulted.

Throughout the summer term, there are planned transition sessions where children from TC2 meet with their new teachers in the new classrooms. The SENDCo in the prep meets with the SENDCo lead in the Nursery. EYFS children with additional needs, may have additional opportunities to visit and become familiar with staff and the new environment, depending on their needs. Any graduated response would be carried over. Similarly, pupils who have identified needs in the prep school are introduced to the SENDCo of the Senior School in year 6 and a careful transition takes place in the summer term which includes a visit to the Senior School and meetings with parents.

Within the Prep school, Individual Needs profiles are created in collaboration with the parents and child. These are written for children who are not making the progress expected and require specific, specialist intervention from the Prep Individual Needs Department. These targets are reviewed on a termly basis. These focus on individual targets and the teaching strategies used to meet these targets. These are distributed to the teachers and parents of the pupil. Regular meetings are held with both form teacher and parents to review progress.

In the Nursery we have two SENCOs who supervise the provision for children aged Under 3 and Over 3. Any child where there are early concerns will have a period of monitoring, where documentary evidence will be collected. Following this period, a pupil plan is put together with intervention activities to support the child's development, and decisions will be made as to whether to involve any other agencies. This plan is then reviewed on a half-termly basis, and the impact of interventions is reviewed after each session. Parents are involved throughout each step of the process, from the initial identification of concerns to the ongoing monitoring.

This policy complies with the requirements of section 3.68 in the Statutory framework for the early years foundation stage (March 2021)

References

Leweston School's IN Policy has been written using guidance from documents prepared by the following public bodies:

- The Department for Education
- The Disability Rights Commission and The Equality and Human Rights Commission
- Professional Association of Teachers of Pupils with Specific Learning Difficulties (PATOSS)