



Special Educational Needs and Disability (SEND) Policy

Statement of Policy Intent

This policy has been written with due regard to The Children and Families Act 2014 and the SEND Code 2015. This policy is complemented by the *Equal Opportunities Policy*.

LCS aims to help every pupil realise his or her potential and to ensure that all pupils have access to a broad and balanced and relevant curriculum which is differentiated to meet their individual needs. We also aim to make our excellent education available to pupils with disabilities in so far as our facilities allow.

The Policy

Definitions

A pupil has a special education need if:

- they have a significantly greater difficulty in learning than the majority of children of the same age or
- they have a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age or
- they are under compulsory school age and falls within the definition at (a) or (b) above or would so do if special educational provision was not made for them.
- they show signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- they present persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- they have communication and/or interaction difficulties.

Often a child will be classed as having an SEN once a formal diagnosis has taken place. Prior to this, they will be on the Learning Support Register as we seek to support them.

Pupils must not be regarded as having a special educational need solely because the language or form of language of their home is different from the language in which they will be taught (i.e. EAL learners).

A student is disabled if:

- they are blind, deaf or dumb or suffer from a mental disorder of any kind, or are substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed as in Section 17 (11) Children Act 1989
- they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities as in (Section 6), Equality Act 2010

Special Educational Needs and/or disabilities means a pupil requires educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of the same age.

Dyslexia

Appendix 1 sets out LCS's provision for pupils with learning needs of a dyslexic nature.

Roles and Responsibilities

The class or subject teacher should remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. Classroom teachers should discuss progression with the Special Educational Needs Co-ordinator (SENCO). The Head Teacher is responsible for overseeing the provision for

children with SEN. The person co-ordinating the day to day provision of education for pupils with SEN is Mrs Rebecca Croft (SENCO). The SENCO will keep all records.

Staff Training

There are regular training and learning opportunities for staff in the subject of SEN and SEN teaching.

Partnership with Parents

The school's hope is that all parents will feel able to share any concerns about their child with staff in order that a healthy partnership for the care of the child can be developed. A member of staff will always speak to the SENCO if they feel that an adjustment to the curriculum or individual education plan followed by their child might be in their best interests, or if there was a specific concern.

Admissions

We aim to meet the requirements of pupils with special needs as far as we are able within the constraints of the school environment and resources. We will consider students with mild to moderate special needs on a case by case basis (educational, behavioural and/or physical). We will provide parents with any detailed information they require, helping them decide whether our facilities and resources are suitable for the prospective pupil.

Parents or guardians of an applicant who has a disability and/or a special educational need should provide the Governors with full written details when applying for admission. Where possible, this information should be sent to the school at least one week before the applicant's first visit to the school.

We will use this information to assess the applicant's needs and discern whether the school can provide adequately for the applicant.

Identification and Assessment

Assessment and identification considers four primary areas of need:

- communication and interaction
- cognition and learning
- emotional, social and behavioural development
- sensory and/or physical

Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support. Adequate progress can include progress which:

- is similar to that of peers starting from the same baseline
- matches or betters the child's previous rate of progress
- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the pupil has a significant special educational need.

Assessment used to ascertain adequate/inadequate progress will include:

- the teacher's assessment and experience of the pupil
- information from the school's core approach to pupil progress, attainment, and behaviour
- information showing the individual's development in comparison to their peers
- the views and experience of parents
- the child's own views
- if relevant, advice from external support services

Assessment is collated and analysed at the end of each term. Assessment is used to review IEP and GEPs each half term.

Support is given on three levels: Differentiation as part of high quality teaching, small group or individual interventions and finally, specialist support.

Provision and Graduated Identification

In providing for SEND pupils a graduated approach will be used. Stages of provision are listed below. At each stage of provision, parents will be involved.

Classroom Based Provision:

Needs are identified using observation and formative, summative and standardised assessment, and/or from evidence received from previous educational establishments.

Provision is altered to meet individual needs and allow access to curriculum. BA is used in the curriculum plans to indicate where pupils require alternate provision to support learning whether it is by modified task, provision of additional materials (e.g. objects in maths or voice memos using Ipads in literacy) or adult support (teacher or TA). AA is used in the curriculum plans to indicate where pupils require alternate provision to extend and challenge them in their learning.

Low Level Intervention:

Students are identified using observation and formative, summative and standardised assessment. Students are identified for Low Level Intervention if they are not able to access regular BA curriculum provision and if they are not making sufficient progress.

Teachers must take the initiative to register their concern in respect of a pupil's difficulties. Each case brought forward to the SENCO should be discussed and an initial concern form is completed and initial course of action agreed upon. The area of concern is noted. The physical, learning, emotional and social development should all be considered. The 'Needs Matrix' checklist is used to further assess student needs and to clarify the key area/s of difficulty experienced by an identified student.

If additional or different interventions are required, the class teacher should facilitate further assessment and plan, monitor and review a suitable in-house programme in the form of an Individual Education Plan (IEP) or Group Education Plan (GEP). IEPs and GEPs are written by the classroom teacher alongside consultation with the SENCO. Children with IEPs or on GEPs are usually added to the Learning Support register. Reallocation of TA resources throughout the school may be required in some cases.

In some cases, it may be necessary to make a referral to services outside the school e.g. speech and language therapy. Students may require additional provision and/or tutoring outside of the regular curriculum provision.

High Level Intervention:

If little or no progress is made over an extended period, or if more serious needs present, a request for external services should be made. Referrals are made under the supervision of the Headteacher, by the parents.

Reports generated from additional services will inform IEP and GEPs. Students usually require additional provision and/or tutoring outside of the regular curriculum provision.

Provision outside LCS for SEN and/or Disability

Provision and resources that are available to schools via external services are published by the LA as a *Local Offer*. This provides information about provision that is available across education, health and social care for children and young people who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. The local authority's local offer is published on; <http://localoffer.southwark.gov.uk/>

Ongoing Assessment and Review of SEN provision

In each stage of provision, the effectiveness of the support and the impact on the pupil's progress should be reviewed in line with the agreed date. The impact of the support provided, along with the views of the pupil and their parents, should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil.

Pupils with Statements/EHC Plans

Statements of SEN, for those children with the most complex needs, have been replaced with an Education, Health and Care (EHC) Plan. This comes into effect once a multidisciplinary assessment has been made. The plan is written by the Education Authority and is a legally binding document. More details can be found here <https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

Referrals

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need is such that a multi-agency approach to assessing need, planning provision and identifying resources is needed. The decision to make a referral for an EHC Plan will be taken at a progress review involving parents, class teacher, SENCO and Head Teacher.

EHC Plan

1. Following Statutory Assessment by the Local Authority in which the child resides, an EHC plan will be provided if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both school staff and parents will be involved in developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named if it is not their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record. The EHC Plan will be reviewed at least once a year and involve all necessary agencies.
4. Where a pupil with an EHC plan wholly or partly funded by a local authority or other body through public funds is registered at the school, such information as may reasonably be required for the purpose of the annual review of the EHC plan will be provided to the local authority by LCS.

Pupils with EHC Plans and Carers

Should a pupil with a statement/EHC Plan require 1:1 support from a carer, this can be accommodated, provided that the carer has an enhanced DBS check and other necessary checks arranged by the school and complies with the Safeguarding Policy in force at the time. The school would require the carer (like a new member of staff) to sign a written agreement undertaking to comply with the school's safeguarding policies to attend the safeguarding induction briefing that is given to all new members of staff before working unsupervised on site. A pupil's dedicated carer is not a school employee and the pupil's parents would be asked to provide the school with a written undertaking indemnifying it from any legal responsibility or cost connected with the provision of services to their child.

Physical Accessibility

Parents and prospective parents of disabled children may wish to obtain copies of the school's Accessibility Plan from the school office. This shows the ways in which the Governors plan to make the buildings progressively accessible to disabled pupils, parents and visitors. The school has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, with the constraints imposed by its buildings and site.

Respect

All students are valued and treated with dignity. Students are encouraged to value and respect others. *For more information, please see the SMSC Policy.*

Complaints

The normal arrangements for the treatment of complaints are used for complaints about provision made for special educational needs. Any complaints regarding policy or the provision made for children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice they are welcome to arrange a meeting with the SENCO. If they feel their child's needs are still not being met they should make an appointment to see the Head Teacher. If however, parents are still concerned they should follow the procedure outlined in the School's Complaints Policy.

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Appendix 1

Particular Provisions in relation to Dyslexia

In recent years, dyslexia has become an increasingly evident specific learning difficulty at LCS, and we are keen to make the best provision possible with the resources we have available and to work in partnership with parents. We consider dyslexia to be a different (and not inferior) way of learning and processing information. In order to function with enjoyment and satisfaction in a school setting, dyslexic children will need support, but support that is appropriate for the individual and is not in any way patronising or demeaning.

Definitions and general statements about dyslexia

Dyslexia Action has the following helpful information. <http://www.dyslexiaaction.org.uk>

The British Dyslexia Association website is also a useful resource. <http://www.bdadyslexia.org.uk>

According to the Delphi Study 2024, dyslexia is a set of processing difficulties that affect the acquisition of reading and spelling. The most commonly observed cognitive impairment in dyslexia is a difficulty in phonological processing (i.e. in phonological awareness, phonological processing speed or phonological memory). However, phonological difficulties do not fully explain the variability that is observed. Working memory, processing speed and orthographic skills can contribute to the impact of dyslexia.

Dyslexia often runs in families and stems from a difficulty in processing the sounds in words. **Some 10% of the UK population** are affected.

It involves difficulties in dealing with the sounds of words, which makes it especially hard to learn to use phonics to read words.

It can affect short-term memory and speed of recalling names.

Other kinds of difficulties, for example with maths or with co-ordination, sometimes go alongside dyslexia, but they do not always.

Dyslexia is not the same for everyone:

- it can be mild or severe;
- it varies depending on other strengths, or difficulties;
- it varies depending on the kind of support and encouragement that is given at school, at home and at work.

People with dyslexia often have strengths in reasoning, in visual and creative fields; dyslexia is not related to general intelligence; and is not the result of visual difficulties.

Dyslexia usually runs in families, but there is still much that can be done, especially if intervention is given early.

Many people learn strategies to manage the effects of dyslexia, but it does not go away and its effects may be felt in new situations or in times of stress.

People with dyslexia often, but do not always, show characteristics of other specific learning difficulties such as dyspraxia, attention deficit disorder or dyscalculia.

What we look out for at LCS

Children can display signs of dyslexia from an early age - as young as 3 or 4 years old - but it is usually not formally identified **until the age of 6 or 7.**

We do not look for dyslexia in every case of weak spelling or slower reading progress, but the following are a few indicators that would cause us to monitor a child's progress particularly closely. We would normally start paying particularly close attention if struggles were continuing from the summer term of Year 1 and into Year 2. This list is non-exhaustive.

General

- Seems bright in some ways but unexpectedly struggles in others
- Other members of the family have similar difficulties
- Confuses left and right
- Puts letters and numbers the wrong way: for example, 15 for 51, b for d or "was" for "saw"
- Has difficulty remembering anything in a sequential order, eg tables, days of the week, the alphabet.
- Struggles to copy information down when reading from the board
- Can answer questions orally but has difficulties writing the answer down
- Seems to get frustrated or suffers unduly with stress and/or low self-esteem
- Needs an unexpected amount of support with homework and struggles to get it done on time
- Is excessively tired after a day at school
- Has poor personal organisation
- Employs work avoidance tactics

Reading

- Often reads a word, then fails to recognise it further down the page
- Struggles with phonics and learning the letter-to-sound rules

Writing

- Has poor handwriting and/or struggles to hold the pen/pencil correctly and/or learn cursive writing
- Spells same word several different ways eg wippe, wype, wiep, wipe

Maths

- Shows confusion with number order, eg units, tens, hundreds;
- Seems to struggle with maths and/or understanding the terminology in maths: for example, knowing when to add, subtract or multiply

What we do if we think a child may be dyslexic

Our aim is that discussions of dyslexia do not come as a surprise to you and that our communications with you up to this point have been clear about areas of strength and difficulty and the support we have been putting in place.

1. The class teacher liaises with the SENCO (Special Educational Needs Co-ordinator).
2. The SENCO will observe the pupil and look carefully at written work.
3. We will meet up with you and talk about our thoughts and findings.
4. If you are in agreement we can carry out a short screening (using GL software) that is not a full blown diagnostic assessment but would give a helpful indication as to whether dyslexia is a possibility. We would not usually carry out a screening until a child is 6 years old and sometimes we would wait until he or she is 7.
5. After the screening and further observations we will discuss with you the possibility of you getting a specialist educational psychologist's report. This usually involves the ed psych carrying out 1:1 assessments away from school and some ed psych's visit and observe the child in school.
6. The benefits of an ed psych report are
 - it gives the school strategies that are tailor made for your child
 - It can be an advantage when sitting assessments for secondary schools. Many school give extra time and other concessions. Most secondary schools are very knowledgeable about and sympathetic to learning needs of a dyslexic nature.
 - you and your child have a greater understanding of why he or she finds some things hard. This can often be a great relief.
7. The SENCO communicates the essential parts of the ed psych report to all staff who teach your child. Lesson planning will take the recommendations into account.

8. The class teacher, in communication with you, your child and the SENCO, formulate an individualised plan for your child. We call these IEPs – Individual Education Plans. This sets out realistic targets and ways of measuring them along with timescales and who is involved in the support.

What we do NOT do if a child is or may be dyslexic

1. We do not lower our expectations or aspirations for your child or consider him or her any more or less intelligent because they are dyslexic.
2. We do not use the word “dyslexic” publically or privately with the child without prior discussion with you as to how you want us to handle this. Some parents prefer that their child does not know they are “dyslexic”.

What we do to make LCS generally dyslexia friendly

1. We try to foster an atmosphere which acknowledges dyslexia and the difficulties it can cause but which does not “make a big deal” out of it in an unhelpful way.
2. We keep copying from the board to an absolute minimum. No child (whether dyslexic or not) will be asked to copy anything more than dates and titles and occasional short sentences from the board.
3. We do not have display boards over cluttered with written information.
4. Up to an including Year 4, classrooms have visual timetables which are updated each morning.
5. We embed technology in our curriculum for all, thus breaking down specific learning difficulties for some.

How we support children with dyslexia

This is a non-exhaustive list of strategies which may be useful to help dyslexic children access the curriculum – these strategies can be used by class teachers and learning support assistants in order to make sure that dyslexic children do not become demotivated. Many of these strategies are equally applicable to all children and are part of standard teaching practice. They are used sensitively and as appropriate for any individual.

Each dyslexic child will also have an individualised support package which may include, for example, extra “brain breaks” or different homework demands.

- Work in pairs: partner with a pupil who is stronger at spelling / handwriting.
- Allow a “Study Buddy” and/or Teaching Assistant to read text / instructions to them.
- Repeat instructions or questions.
- Chunk instructions – avoid long, complex or multi-stage instructions.
- Jot instructions or questions on a post-it note.
- Allow time for processing – eg talk partner or thinking time before hands up.
- Allow pupil to annotate and highlight key points in text.
- Consider colour of paper / whiteboard background and pen / size and colour of font.
- Don’t criticise for forgetting something they “knew” yesterday, or for not remembering the right equipment, or for getting lost or distracted mid task: talk about strategies to help remember.
- Time and Repetition: Spelling and Tables Tests for example: time pressure will be counter productive;
- A smaller number of items to learn, and frequent revisiting and practice.
- Manage marking sensitively. Mark content rather than spelling/presentation (depending on area of difficulty); Praise correct spellings, target, say, two incorrect spellings to learn / practise, and suggest a technique to help remember.
- Use mind maps, powerpoint, cut and paste and less “text-heavy” forms of presentation.

Use ICT

- record instructions which they can listen to over again
- use predictive word processing e.g. Clicker software
- use electronic word banks and spell checkers
- use digital recorders as an alternative to writing
- use software to support reading and spelling e.g. Nessy software
- use cameras to create visual journey / story maps to aid language development and talk for writing e.g. Book Creator App

Practical Aids

- Whiteboards and whiteboard markers
- Highlighters
- Post-it Notes
- Pastel coloured paper/exercise books
- Coloured overlays and reading rulers
- Wooden letters: upper and lower case

Partnership with Parents

As with any learning need, please do talk to us about any concerns you may have. You may well spot things at home that we do not see. We in turn will be as proactive and supportive as possible.