



# Special Educational Needs and Disability Policy

Last revised: May 2018

Policy Owner: Head of Learning Support

## Policy Statement

The Governing Body and staff of Lyndhurst School are committed to providing a high quality education to all our children. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that they should be fully included in all aspects of school life. We are committed to giving all of our pupils every opportunity to achieve, develop and grow within a safe and caring environment. The achievements, attitudes and well-being of all pupils matter. We believe that our school is fully inclusive and offers equal opportunities in meeting the needs of our children, their families and staff. We value diversity for all our families from heritage, social and economic background, ability, ethnic culture, gender or disability.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Minority ethnic groups
- Learners who need support to learn English as an additional language (English as an Additional Language Policy)
- Learners with special educational needs and disabilities
- Those who are gifted and talented (Gifted & Talented Policy).

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social difficulties.

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Early Years and Key Stage One pupils, for whom maturity is a key factor in terms of readiness to learn. We believe in both early identification and early intervention. (Early Years Enjoying and Achieving Policy).

This policy was reviewed in May 2018. In view of the Government's Green paper on SEND some of the areas of reform are gradually being phased in during the year. Please see Appendix 7 for the areas for reform.



## **Aims and Objectives**

It is the aim of Lyndhurst School that every child should have the best possible learning opportunities and we provide an environment in which all children, including those with special educational needs, are supported and encouraged. Please see Appendix 2 for a definition of SEND. We strive to raise the aspirations and expectations for all children and we provide a focus on outcomes to ensure that all children are enabled to reach their full potential.

- Early identification of any difficulties a child may have will help us to support and plan in meeting the needs of that child and the family. This will enable us to help introduce other agencies who can advise and support the family also. See Appendix 8 for more
- We work within the guidance provided in the DfE Special Educational Needs and Disabilities Code of Practice (2014)
- We offer support to parents and children with Special Educational Needs
- We provide support and advice for all staff working with pupils who have Special Educational Needs
- We look to meet the specific needs of children with Special Educational Needs through a range of strategies
- We look to build a relationship not only with the child and family, but also with the outside agencies in meeting the child's needs
- Lyndhurst staff has a clear approach to identifying and responding to SEND. We understand that early identification improves long-term outcomes. Please see Appendix 2, SEND Areas of Need. For Early Years see 'Enjoying & Achieving Policy' p.12 – 20

## **A Graduated Approach to SEND Support**

All pupils receive a differentiated curriculum delivered through Quality First Teaching. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including any pupils receiving additional support. Those who do not make the expected progress are initially identified by class teachers. The progress and attainment of all pupils is reviewed and discussed at SEND Meetings (pupil progress meetings) at termly intervals, attended by all members of the teaching staff. In addition to this, any teacher or member of staff can raise concerns about a pupil with the SENCO at any time. We involve parents/carers and where appropriate, the child in question as soon as we feel a pupil may have a barrier to learning.

In addition, transition is recognised as extremely important and any pupils requiring additional support at this time are identified and planned for. Pupils are supported in transition; this may be internal transition between year groups, from schools and other educational settings and also to new schools. The Head Master and SENCO are available to discuss suitable future schools. If pupils are to transfer into the State Sector the Surrey Local Offer can be found on the Surrey Council website and this will provide information on what facilities are available in the local area. Please see <https://www.surreysendlo.co.uk/>

The first step to meeting the needs of any pupil who is under achieving is high quality, differentiated teaching. If the pupil is still not making sufficient progress or meeting their targets despite effective differentiation and adjustments we follow the SEND Code of Practice 2014: 0 to 25 years' graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions in this document are:



- **Assess:** The class or subject teacher and SENCO will analyse a pupil's needs before identifying a child as needing SEND support. In school we use a range of assessment data e.g. relevant family/medical history, Dyslexia Screening Tests, Reading and Spelling ages, Dynamo Maths Screening Tests, Phonological Awareness Tests and behaviour observations. A One Page Pupil Profile is created – collaboration between the child, parents, class teacher and SENCO.
- **Plan:** Parents will be notified whenever it is decided that a pupil is to be provided with additional SEND support and therefore placed on the SEND Register. The One Page Pupil Profile is shared and amended if needed. An additional One Page Pathway Plan will also be written, detailing Individual Support Plans with outcomes and targets in place to achieve these. At this point advice may be sought from external agencies (see Appendix 7) which may include social as well as educational services.
- **Do:** The class or subject teacher will remain responsible for working with the child on a daily basis. Lyndhurst operates a whole school approach in the management and provision of SEND. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she is still responsible and accountable for the progress and development of the SEND pupils in their class, including where pupils access support from learning support assistants or specialist staff.
- **Review:** The effectiveness of the support will be reviewed in line with the pupil's progress in class. The One Page Pathway Plan is reviewed and revised with parental and pupil input. Following termly review it may be decided that the pupil has made and maintained significant progress and is no longer requiring such intensive support, we would consider removing the pupil from the SEND Register. However, after removal, any child would continue to be monitored closely by the class or subject teacher. However, if following the review it is decided that the child still requires ongoing support the plan would be adapted accordingly. Please see Appendix 9 for a timetable outlining review points in the school year.



## Appendices

### Appendix 1 –SEND Staff, Responsibilities, Training and Evaluation

#### Staff

- The SEND Co-ordinator is Miss M Ash: [m.ash@lyndhurstschool.co.uk](mailto:m.ash@lyndhurstschool.co.uk)
- The SEND Co-ordinator for Early Years is Miss V Tutcher (Member of School's Senior Leadership Team): [v.tutcher@lyndhurstschool.co.uk](mailto:v.tutcher@lyndhurstschool.co.uk)
- The SEND Governor is Mrs C Papavergos: [office@lyndhurstschool.co.uk](mailto:office@lyndhurstschool.co.uk)

#### Roles and Responsibilities of the SENCO

- Identify pupils at risk of SEND
- Oversee the day-to-day operation of the school's SEND Policy
- Liaise with and advise fellow teachers
- Liaise with parents (open door policy and formal parents evenings)
- Teach, manage and support the learning support assistants who are responsible for SEND pupils
- Oversee the Pathway Plans and Individual Support Plans of all pupils with special educational needs
- Contribute to the in-service training of the staff
- Chair and take minutes for any SEND meetings including Annual Review meetings
- Liaise with external agencies e.g. Educational Psychologists, speech and language therapists, physiotherapists, local authority members...
- Update and circulate the SEND Register
- Attend relevant training courses and conferences and relay information to fellow staff members
- Liaise with staff and support the monitoring of SEND pupils to ensure progress is being made

#### Training and Resources

Independent Schools are not allocated SEND funding from the Local Authority. However, should a pupil have a Statement/EHCP the Local Authority will provide funding. Differentiated learning group work and extra reading groups are inclusive of the school fees. 1:1 and group lessons with a Specialist Teacher are not part of the school fee package.

All teachers are required to undertake training and development to ensure a high quality of teaching for pupils. Teachers attend three inset training days per year, teacher-to-teacher learning by peer lesson observations and external courses to ensure they are aware of the latest strategies to support vulnerable pupils (Staff Handbook p.18).

The SENCO regularly attends SEND Conferences, workshops and network meetings to keep up to date with local and national changes. The Early Years SENCO attends Local Authority and Cluster Inclusion Meetings to keep up to date with the Surrey County Council SEND Pathway Process. Training is on-going in response to identified needs. Learning Support Assistants receive specialist training in school in response to the specific needs of their pupils.



## **Monitoring and Evaluation of SEND**

The monitoring and evaluating of provision is an ongoing process. The Senior Leadership Team (SLT) carries out regular appraisals focusing on SEND planning and differentiation in the classroom setting. Work scrutiny and test results are analysed and any gaps are identified and training delivered. The SENCO meets with the SLT as required and termly with the SEND Governor. The SEND Governor is involved in monitoring SEND within the school. Evaluation and monitoring arrangements enable us to continually review and seek to improve the provision for all pupils.



## **Appendix 2 SEND Definition and Areas of Need**

We define a special educational need in accordance with the 2014 SEN Code of Practice: 0 to 25 Years. This states:

SEND: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others at the same age. Special educational provision means education or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

The four areas of need are:

1. Communication and Interaction, including:
  - SLCN (Speech, Language and Communication Needs)
  - ASD (Autistic Spectrum Disorder)
  
2. Cognition and Learning; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
  - MLD (Moderate Learning Difficulties)
  - SLD (Severe Learning Difficulties) where pupils are likely to need support in all areas of the curriculum
  - SpLD (Specific Learning Difficulties) which may affect one or more specific areas of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
  
3. Social, Emotional and Mental Health Difficulties. They include:
  - A wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, eating disorders or physical conditions that are medically unexplained.
  - ADD (Attention Deficit Disorder)
  - ADHD (Attention Deficit Hyperactive Disorder)
  - Attachment Disorder
  
4. Sensory and/or Physical Needs. They include:
  - Vision impairment
  - Hearing impairment
  - Multi-sensory impairment
  - Physical Disability



**Disability:**

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has long-term and substantial adverse effect on their ability to carry out normal day to day activities.’

We recognise that pupils at Lyndhurst School with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils may also have special educational needs and may have a Statement of SEND, or EHCP which brings together health and social care needs. Further details of how we arrange the administration of medication for pupils can be found in the First Aid Policy. The school’s policy for supporting pupils with medical conditions can be requested from the school office or located on the schools website.



### **Appendix 3 – EHCP (Education, Health Care Plan)**

An 'Education, Health Care Plan' (EHCP) is the replacement for a 'Statement' of Special Educational Needs.

The first step in this process is the notification to the Local Authority that a request is being made for an EHCP needs assessment. The child's request form and a completed Pathway Plan will be sent to the EHCP coordinator. An application can usually only be made following two full cycles of Assess, Plan, Do, Review (mentioned earlier) covering at least two terms. There may be exceptions to this and an application may be made earlier. On gathering all the relevant advice about a pupil's progress the SEN team may issue an EHCP outlining outcomes to be met and additional provision to be provided.

The Team around the Family (TAF) meeting will be arranged. The purpose of this meeting is to ensure that the child, parents and multi-agencies are fully involved with what is the most appropriate way forward. If the decision is to issue an EHCP this could take up to 20 weeks. (Surrey SEND EHCP Process p.5)

If a Plan is not issued there will be recommendations made and further advice sought.

The SEND Code of Practice (2014) describes adequate progress as being that which;

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Allows the attainment gap to close between the pupil and children of the same age.

The pathway plan is a working document which is regularly updated as more is understood about the pupil's SEND and responses to interventions. The pathway plan has been constructed to ensure that assessment and planning:

- Is led by the pupil and their family
- Is focused on the pupil as a whole person and considers his/her needs
- Is person centred taking into account the pupils views and wishes
- Is focused on the longer term person-centred outcomes and shorter term targets for the pupil
- Allows for transparent decision making which can be easily understood
- Is written in plain language.





#### **Appendix 4 Storing and Managing Information**

Electronic copies of all information are stored on the school's servers which is password protected. The information can be accessed by staff working with the SEND pupil. All class teachers have access to their SEND pupils' files, Individual support Plans and additional information where appropriate.

At the end of each year the information is transferred to the next class teacher and discussions held to ensure transition is efficient and effective. When a pupil moves to another school all the relevant records are passed on. If the new school does not require these documents they will be archived and stored securely on Lyndhurst's servers for five years.

Where possible all paper copies of documentation have been scanned in and are now stored electronically. Any paper documentation not stored electronically is stored in a locked filing cabinet in the learning support area.



## **Appendix 5 Arrangements for Complaints**

Occasionally a particular concern may be raised which would be dealt with as follows:

1. Class teacher – the teacher of the child concerned is the member of staff who retains ultimate responsibility for that child, and it is to him/her that any concerns should be addressed initially. The class teacher will endeavour, with the advice of the SENCO or other members of staff, if deemed appropriate, to resolve the problem.
2. SENCO – if the class teacher is unable to resolve the issues raised, then the SENCO may be called upon to intervene and will attempt to resolve the concerns.
3. Headmaster or Deputy Head Teacher – if the class teacher or SENCO are unable to satisfy these concerns, then the Head Master or Deputy Head Teacher may be called upon to resolve the issue/s. For further stages in the process see (Lyndhurst School Complaints Policy).



## **Appendix 6 Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Sept. 2014) and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0 – 25 (Sept 2014)
- SEND Surrey Pathway Process
- Equality Act 2010: advise for Schools DfE Feb.2013
- Lyndhurst School English as a Second Language Policy
- Lyndhurst School Gifted and Talented Policy
- Lyndhurst School Inclusion Policy (Early Years)
- Equality Act 2010 – Advice for Schools DfE
- Lyndhurst School Safeguarding Policy
- Lyndhurst School 3 Year Accessibility Plan
- Lyndhurst School Early Years - Enjoying and Achieving Policy
- Lyndhurst School Staff Handbook
- Lyndhurst School First Aid Policy
- Lyndhurst School Complaints Policy

All Lyndhurst School Policies can be viewed on the School's website:  
[www.lyndhurstschool.co.uk](http://www.lyndhurstschool.co.uk)



## **Appendix 7 - Involving Specialists**

Where a pupil continues to make less than expected progress due to SEND, despite the use of evidence-based approaches and well matched interventions, Lyndhurst will consider the use of assessments from external agencies and professionals. At any point where a specialist is involved, parents will be fully informed. We work in close partnership with Surrey County Council SEND Team and have access to Educational Psychologists, Physical and Sensory Support, Learning and Language Services, Behaviour Support, Social Services, Health Services and Speech and Language support for our Pupils with Statements/EHCPs. Where, despite the school having taken the relevant action to identify, assess and meet the needs of a pupil, the pupil has not made expected progress, the school and parents should consider applying for an EHCP. See Appendix 3 - EHCP



### **Appendix 8 Review of Policy – Areas of Reform**

- To include parents and pupils in the in the assessment process
- To replace Statements with a single assessment process and a combined Education, Health and Care Plan (EHCP) so that Health and Social Services are included in the package of support
- To replace the existing School Action and School Action Plus system with a simpler new school based category to help teachers focus on raising attainment
- To replace Individual Education Plans with Individual Support Plans, Pupil Profiles following the Pathway Process in accordance with Surrey County Council guidelines



**Appendix 9 Review points in the school year**

<b>October</b>	<b>February</b>	<b>July</b>
<p>New targets are set by the class teacher in collaboration with SENCO in the form of an Individual Support Plan (ISP).                      These are shared with parents who are also invited to a meeting with the SENCO at parents' evening.</p>	<p>Targets are reviewed, progress shared and new targets set.                       These are shared with the pupil and parents at parents' evening.</p>	<p>Targets are reviewed.                      Progress is shared with the pupil. Parents will receive a copy of the reviewed ISP and will also have the opportunity to discuss the targets with the teacher and SENCO.</p>

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