



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Last Revised: April 2023

Policy Owner: Head of Learning Support

Date of next review: _____ **September 2024** _____

Signed: _____ *Ed Currie* _____ Date: _____ **1.5.23** _____

Printed: _____ **Mr Ed Currie** _____

Chair of Governors

Signed: _____ *Andrew Rudkin* _____ Date:
_____ **1.5.23** _____

Printed: _____ **Mr Andrew Rudkin** _____

(Headmaster)

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Policy Statement

The Education Act 1996 says that a child has special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than most children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Everyone at Lyndhurst School is committed to providing the conditions and opportunities to enable any child with SEN to be included fully in all aspects of school life. The Special Needs policy at Lyndhurst School supports the stated aims of the school:

- To place children at the heart of a strong supportive school community.
- To provide a secure and happy environment in which children feel safe, nurtured and valued.
- To promote high standards of academic achievement through innovative, reflective teaching which sparks endeavour and interest in all children.
- To ensure that children have a clear understanding of their strengths and areas for development through focused marking, assessment and individual target setting.
- To promote a spiritual and moral awareness in our children based on the values of respect, good manners, empathy and kindness, developing a sense of service to the school community and beyond.
- To provide a wide range of opportunities in a co-educational environment to enable children to discover and develop interests and expand their experience.
- To foster self-confidence and a lifelong love of learning so that children leave as mature, engaging, thoughtful and grounded citizens.

Objectives

In order to meet the special educational needs of our children at Lyndhurst School we must:

- Identify those children who have SEND as soon as possible.
- Provide intervention at a suitable level when a child is identified as having SEND.
- Use a variety of teaching styles and cater for different learning styles to allow children with SEND to access the National Curriculum.
- Use resources effectively to support children with SEND.
- Assess and keep records of the progress of children with SEND.
- Work with outside agencies who provide specialist support and teaching for children with SEND.
- Inform and involve the parents of children with SEND so that we can work together to support our children.
- Encourage active involvement by the children themselves in meeting their needs.
- Provide ongoing training for all staff working with children with SEND.
- Support the '*Every Child Matters*' agenda within the school.



Co-ordinating Provision

The Learning Support team at Lyndhurst School (Appendix A)

The Head of Learning Support

The Head of Learning Support is responsible for the arrangements for SEN provision throughout the school. As Head of Learning Support:

- Has responsibility for the day-to-day operation of the SEN policy.
- Maintains a register of children with SEND and ensures that the records on children with SEND are up to date.
- Works closely with the Headteacher and the Senior Leadership Team, the teaching and support staff in co-ordinating provision for our SEND children.
- Works closely with the parents of children with SEND.
- Liaises with outside agencies to gain advice and support for children with SEND issues.

The Head of Learning Support also carries out diagnostic assessments of individual children. She plans and reviews Individual Support Plans and Provision Maps with Form teachers and subject teachers from Nursery to Year 6 at the beginning and end of each term.

Learning Assistants

The school employs Learning Assistants (LAs) to support the Head of Learning Support in delivering learning programmes to children with SEND throughout the school.

The LAs work with individual children and with small groups on very specific intervention programmes. They meet with the Head of Learning Support to plan and review, and to adapt the learning programmes they are delivering, if necessary. They also plan and oversee short daily programmes of work for individual children which are delivered by the child's classroom Learning Assistant.

Children with Education Health and Care Plans (EHCP) and with Early Intervention Funding are supported on an individual basis by LSAs employed by the school from the funding delegated by the LEA for this purpose or by the parents.



A Graduated Approach to SEND Support

All children receive a differentiated curriculum delivered through Quality First Teaching. Class teachers are responsible and accountable for the progress and development of the children in their class, including any children receiving additional support. Those who do not make the expected progress are initially identified by class teachers. The progress and attainment of all children is reviewed and discussed at Child Progress meetings at termly intervals, attended by the core teaching staff relevant to the year group focus. In addition to this, any teacher or member of staff can raise concerns ('Flag of Concern') about a child with the Head of Learning Support at any time. We involve parents/carers and where appropriate, the child in question as soon as we feel a child may have a barrier to learning. See Appendix G for details on the Action Map for SEND children at Lyndhurst School. When a need is identified, the child is allocated a place within our SEND structure, as follows:

- **Wave 1:** A child who is supported through Quality First Teaching. Teacher has reasonable adjustments in place (coloured overlays, wobble cushion, visual timetable, etc.)
- **Wave 2:** Short term intervention needed. Child is not making expected progress despite reasonable adjustments at Wave 1. May involve outside agency such as SALT or OT for a short period of time.
- **Wave 3:** Long term interventions and involvement of Head of Learning Support. In depth assessment to establish area of need. Ongoing and specific support to address the child's SEND needs. Evidence-based interventions are monitored by Head of Learning Support. SEND support plan (ISP) in place with SMART targets and provision outlined. There are specialist agencies outside school involved (long term support) and/or specialist assessment.
- **Wave 4:** EHCP – Support over and above, additional, and different to peers. Highly personalised and closely monitored by specialist provision (taken from EHC Plan). Specialist support from external services.

In addition, transition is recognised as extremely important and any children requiring additional support at this time are identified and planned for. Children are supported in transition; this may be internal transition between year groups, from schools and other educational settings and to new schools. The Headmaster and Head of Learning Support are available to discuss suitable future schools. If children 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.surreylocaloffer.org.uk>



The first step to meeting the needs of any child who is under achieving is high quality, differentiated teaching. If the child 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 children with special educational needs. The four key actions in this document are:

- **Assess:** The form or subject teacher. learning assistant will raise a 'Flag of Concern' to the Head of Learning Support, who will analyse a child'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, Specific Learning Difficulties Assessment, Reading and Spelling ages, Phonological Awareness Tests and behaviour observations. A One Page Individual Provision Map is created – collaboration between the child, parents, class teacher and Head of Learning Support.
- **Plan:** Parents will be notified whenever it is decided that a child is to be provided with additional SEND support and therefore given an Individual Provision Map, which is shared and amended if needed. At this point advice may be sought from external agencies (see Appendix B) which may include social as well as educational services. If a child has a professional diagnosis of any SEND, a detailed Individual Support Plan is created.
- **Do:** The form or subject teacher will remain responsible for working with the child on a daily basis. Lyndhurst School 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 children in their class, including where children access support from Learning Assistants or specialist staff.
- **Review:** The effectiveness of the support will be reviewed in line with the child's progress in class. The Individual Provision Map is reviewed and revised with parental and child input. Following termly review it may be decided that the child has made and maintained significant progress and is no longer requiring such intensive support, we would consider removing the child from the SEND Waves system. 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.



Access to information

Information about the school and its various activities can be provided in a range of formats, on request, for children and prospective children who may have problems accessing it in written form eg. by reading aloud, overhead projections and use of diagrams and pictures.

Information about the school is available to all on the school's website.

Resource allocation

Independent Schools are not allocated SEND funding from the Local Authority. However, should a child have an EHCP, the Local Authority may 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 children. Teachers and Learning Assistants attend INSET training days throughout the year, teacher-to-teacher learning by peer lesson observations and external courses to ensure they are aware of the latest strategies to support vulnerable children.

The Head of Learning Support regularly attends SEND Conferences, workshops and network meetings to keep up to date with local and national changes. Training is on-going in response to identified needs. Learning Assistants receive specialist training in school in response to the specific needs of their children.

Identification and assessment

At Lyndhurst School we identify children with SEN as early as possible, through regular contact with the child's Early Years settings and by assessment at the start of the academic year using a baseline screening programme.

High Achievers

At Lyndhurst School, we pride ourselves for providing a broad education that caters for all needs and personalities. This also includes children who are classified as High Achievers (HA) we aim to support them through their journey in school.

HA (formerly known as Gifted and Talented) children are those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities). The potential cohort includes those with:

- The **gift** of potential for high academic achievement, for example in science, mathematics, or languages
- Marked **talent** in art, or the performing arts, including music, dance and drama and sports.

In Lyndhurst school we aim to challenge our High Achievers, as well as help them develop their abilities. Identification of these children does not only focus on performance-based skills, but also on multidimensional aspects of quality, such as teamwork, leadership, task commitment and academic skills.



Provision for High Achieving children

Lyndhurst school supports gifted and talented children to make the maximum progress in their classroom by implementing policies, practices and strategies that are followed by all staff.

Higher Achiever children require:

- Faster-paced lessons,
- Deeper content,
- Opportunities to work with other gifted children,
- Different kind of interaction with the teacher, who must be more of a 'guide on the side',
- Recognition for their competences,
- Adults who know their interests and speak to them. The areas of sensitivity that are strongly related to giftedness are: psychomotor, sensual, intellectual, imaginational, and emotional.

The “triggers” for further intervention

We recognise that there is a wide range of SEN amongst our children and match the level of intervention to each child's needs. We have adopted the “graduated” approach set out in the 2002 SEN Code of Practice, where the level of intervention increases whenever adequate progress is not being made.

The “triggers” for further intervention are one or more of the following:

- Ongoing teacher and Learning Assistant observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following:
 - the child is working at a level below the national expectation for that Year group
 - the attainment gap between the child and his peers is getting wider.
 - a previous rate of progress is not being maintained.
 - little progress is being made even when teaching approaches and resources have targeted a child's identified area of weakness.
- Teacher assessment profiles showing underachievement in one or more curriculum areas
- Low scores in diagnostic testing
- Emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes.
- Self-help skills, social and personal skills inappropriate to the child's chronological age.
- Diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- For a child who is new to the school, records from the previous school indicating that additional intervention has been in place.
- Parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.
- Other adults concern e.g. from medical services, Educational Psychologist, Children Services, Learning Mentor, School and Children's Centre Family Liaison Officer



Request for EHC Assessment (Appendix C)

If the child continues not to make progress, the school, through the Headmaster and Head of Learning Support, requests the Local Authority to carry out an EHC assessment. If the LA agrees, it collects information from all the people who have been involved with the child. From this the LA Special Needs Officer decides whether the child needs a an EHC plan to meet their needs.

Arrangements for Integration

Involvement of outside agencies

For those children with EHCPs or Early Intervention Funding, the involvement of outside agencies is specified. These may include:

- A specialist teacher in the identified area of need
- A medical service such as a Speech Therapist, Physiotherapist or Occupational Therapist
- An Educational Psychologist

Children without additional funding will require for parents to privately fund any extra support.

Liaison within the School

The Head of Learning Support shares information about children with SEN with

- subject teachers, form teachers and LAs
- the Senior Leadership Team
- the heads of departments
- the member of staff responsible for Child Protection issues

Links with Other Schools

During the Year 6 transition period, the Head of Learning Support provides information about children with SEND on request to the Secondary School where the child has applied and been accepted. For children with EHCPs, the Head of Learning Support arranges a meeting with the SENCO from the chosen Secondary School, the parents and the child during the summer term prior to transition.



Partnership with Parents

Parents of children with SEND are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's ISP each term and are invited to review progress towards the targets at the class Parent's Evenings. Form teachers and the Head of Learning Support have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.

The LA provides support through the *Learners Single Point of Access*, who act independently of schools to inform and support parents of children with SEND.

Monitoring the success of the SEND Policy

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEND will be shown by:

- ongoing teacher and TA observations of the child in the daily classroom setting
- differentiated short-term planning by the class teacher to meet the child's needs
- records and evidence of the child's work showing progress towards curriculum objectives
- evidence of progress towards targets at the ISP reviews
- more age-appropriate scores on standardised testing
- records and evidence of the child's progress towards improving behaviour
- discussion at an appropriate level with the child about their progress
- discussion with parents about the child's progress
- discussion with outside agencies about the child's progress

Evaluating the success of the SEND Policy

The monitoring and evaluating of provision are 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 Head of Learning Support meets with the SLT as required and termly with the Learning Support Governor. The Learning Support 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 children.

The success of the policy will result in the needs of all children with SEND being met by:

- having the systems in place to identify children with SEND as early as possible.
- making use of good practice in planning for, teaching and assessing children with SEND
- regularly reviewing of the child's progress against targets set.
- providing additional intervention if progress is not adequate.
- considering the wishes of the child at an appropriate level.
- having a positive and effective partnership with parents.
- encouraging a multi-disciplinary approach whenever possible.



Appendix A –SEND Staff, Responsibilities, Training and Evaluation Staff

- The Head of Learning Support is Mr. John Manser:
j.manser@lyndhurstschool.co.uk
- The Learning Support Governor is Mrs C Papaverghos:
office@lyndhurstschool.co.uk

Roles and Responsibilities of the Head of Learning Support

- Identify children 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 assistants who are responsible for SEND children
- Oversee the Pathway Plans and Individual Support Plans of all children 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 children to ensure progress is being made



Appendix B: 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 children 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 children 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 children 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 children can be found in the Supporting Children with Medical Conditions Policy. The school’s policy for supporting children with medical conditions can be requested from the school office or located on the school’s website.



Appendix C – 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 child'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 child's previous rate of progress
- Allows the attainment gap to close between the child and children of the same age.

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

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



Appendix D Storing and Managing Information

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

At the end of each year the information is transferred to the next form teacher and discussions are held to ensure transition is efficient and effective. When a child 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 Sharepoint for five years.

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



Appendix E: Arrangements for Complaints

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

1. Form 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 form teacher will endeavour, with the advice of the Head of Learning Support or other members of staff, if deemed appropriate, to resolve the problem.
2. Head of Learning Support – if the class teacher is unable to resolve the issues raised, then the Head of Learning Support may be called upon to intervene and will attempt to resolve the concerns.
3. Headmaster or Deputy Head Teacher – if the class teacher or Head of Learning Support are unable to satisfy these concerns, then the Headmaster 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 F: 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:

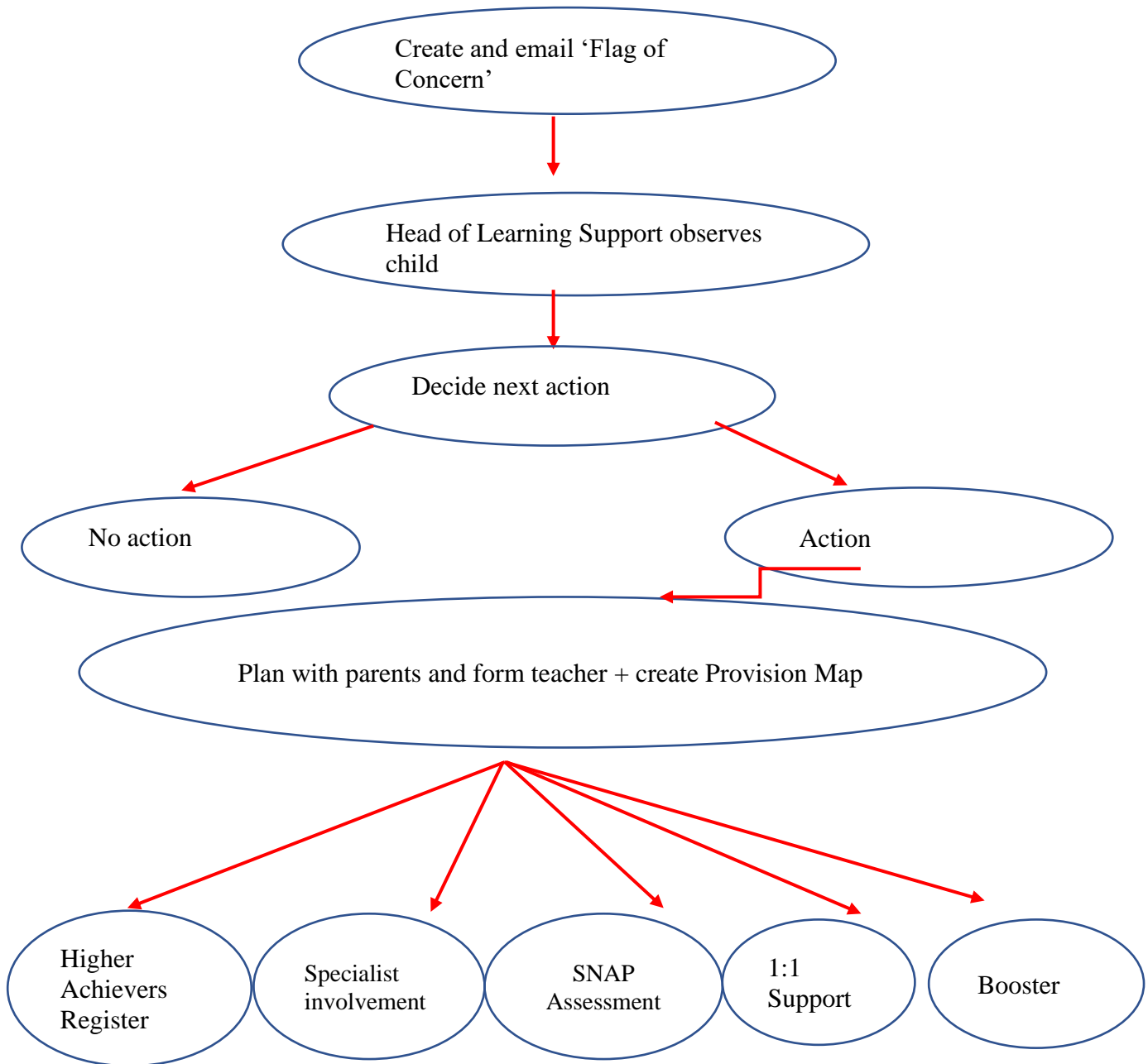
- SEND Code of Practice 0 – 25 (Sept 2014)
- SEND Surrey Pathway Process
- Equality Act 2010: advise for Schools DfE Feb.2013
- Lyndhurst School English as a Second Language Policy
- Lyndhurst School Gifted and Talented Policy
- Lyndhurst School Inclusion Policy (Early Years)
- Equality Act 2010 – Advice for Schools DfE
- Lyndhurst School Safeguarding Policy
- Lyndhurst School 3 Year Accessibility Plan
- Lyndhurst School Early Years - Enjoying and Achieving Policy
- Lyndhurst School First Aid Policy
- Lyndhurst School Supporting Children with Medical Conditions Policy 01.06.2019
- Lyndhurst School Complaints Policy

All Lyndhurst School Policies can be viewed on the school's website:

<https://www.lyndhurstschool.co.uk/about-us/policies/>



Appendix G – Learning Support Action Map





Appendix H - Involving Specialists

Where a child 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 Children with Statements/EHCPs. Where, despite the school having taken the relevant action to identify, assess and meet the needs of a child, the child has not made expected progress, the school and parents should consider applying for an EHCP (See Appendix C – EHCP)



Appendix I: Review points in the school year

September/October	January	April	July
<p>New targets are set by the form teacher in collaboration with HoLS in the form of an Individual Support Plan (ISP) and/or Individual Provision Maps.</p> <p>These are shared with parents who are also invited to a meeting with the HoLS to discuss the points.</p>	<p>Targets are reviewed, progress shared and new targets set.</p> <p>These are shared with the child and parents in January.</p>	<p>Targets are reviewed, progress shared and new targets set.</p> <p>These are shared with the child and parents in April.</p>	<p>Targets are reviewed.</p> <p>Progress is shared with the child. Parents will receive a copy of the reviewed ISP and will also have the opportunity to discuss the targets with the form teacher and Head of Learning Support.</p>



Appendix J: Glossary of abbreviations

ASD	Autistic Spectrum Disorder
CAMHS	Children and Adolescent Mental Health Service
COP	Code of Practice
CPM	Class Provision Map
EBD	Emotional and Behavioural Disorder
EHCP	Education Health Care Plan
EIF	Early Intervention Funding
EY	Early Years
HA	High Achievers
HI	Hearing Impairment
HoLS	Head of Learning Support
IPM	Individual Provision Map
ISP	Individual Support Plan
INSET	In –Service Training
LA	Local Authority
MLD	Moderate Learning Difficulties
PD	Physical Disabilities
SATs	Standardised Attainment Tests
SALT	Speech and Language Therapy / Therapist(s)
School LA	School Learning Assistants
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Co-ordinator
SENDA	Special Educational Needs and Disability Act
SLD	Severe Learning Difficulties
VI	Visual Impairment