



**ESTABLISHED 1906**

# **Special Educational Needs Policy**

## **Lord's Independent School**

**Oct 2019-- 2020**

## **Introduction**

Our school values the abilities and achievements of all its pupils. We are committed to discovering and providing the best learning conditions and support for each pupil and allowing each to realise their full potential.

Our purpose is to have a consistent whole school approach to children with Special Needs, Dyslexia and Specific learning disabilities.

This whole school approach is also applicable to our "more able" and "talented" pupils.

We believe all children have the same entitlement to the full range of the school curriculum making this accessible to all our pupils through differentiation and varied teaching styles according to the needs of the individual child.

## **Under - Achievement**

Children on the Special Needs register are tracked regularly and their progress monitored. Via rigorous assessment we are able to recognize underachievement and tackle it quickly. Children are placed in focus groups if their underachievement is causing them to perform below National Expectations for their age range. If this underachievement continues then children may be placed on the Special Needs register and appropriate strategies will be put in place to help them with their learning.

Parents are informed about their child's attainment and progress. Any kind of underachievement is shared with parents as quickly as possible and actions taken to understand the possible reasons why this is occurring.

Underachievement in specific groups e.g. Boys, ethnic groups is closely monitored and trends recorded. Actions are taken to tackle underachievement in these specific groups.

## **Definition of Special Educational Needs (Section 312 Education Act 1996)**

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

Have a significantly greater difficulty in learning than the majority of children of the same age: or  
Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Children must not be regarded as having a learning difficulty solely because the language or form of language at their home is different from the language in which they will be taught.

Special educational provision means:

- For a child of two and over, educational provision which is additional to, or otherwise different from the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.



## **Objectives for Special Educational Needs Provision**

All staff at Lord's School will do their best to meet the Special Educational Needs of all pupils at the school. This will be achieved by:

Admitting all pupils to the school on the basis of the school's published admissions procedures and welcoming all pupils, including those with SEN.

Enabling all pupils to be offered access to a broad, balanced and relevant curriculum with the maximum degree of social and educational inclusion.

Identifying as part of our School Improvement Plan, resources to implement the identified policy with procedures and evaluation to aid its implementation.

Enabling teachers to make appropriate provision for all their pupils through the provision of appropriate support, information and advice.

Developing a relationship between the parents, pupils and the school, in which each has an active role to play in the education of special needs pupils.

Developing a wide community involvement in special educational needs through the multi agency partnership and other initiatives to the benefit of pupils.

Ensuring that staff are fully trained in all aspects of Special Needs.

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## **Identifying children who have SEN**

All children progress at different rates, but where children fail to achieve adequate progress, despite having access to a differentiated programme, then their parents and staff will be informed that the child has Special Educational Needs and identify appropriate provision to meet the child's needs.

Lack of adequate progress may be indicated by:

Little or no progress despite the use of targeted teaching approaches .

Working at levels significantly below age expectations, particularly in literacy and numeracy.

A pupil presenting emotional and behavioural difficulties

Sensory or physical difficulties that result in little progress despite the provision of appropriate aids or equipment.

Poor communication or interaction, requiring specific interactions to access learning.



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## **Role of the Head teacher – Mrs A Ainsworth**

The Headteacher has responsibility for:

The day-to-day management of all aspects of the school's work including provision for pupils with SEN.

Working closely with the SEN Co-ordinator.

Providing release time for the SENCO .

## **The Role of the S.E.N Co-ordinator**

The SENCO has responsibility for: \_\_\_\_\_

The day-to-day supervision of the Special Educational Needs Policy.

Advising and liaising with Headteacher and staff both teaching and non-teaching.

Meeting the identified needs of a pupil in wave 1, 2 and 3 intervention and ensuring that there is a link between what happens in the classroom and in specific SEN support.

Maintaining the Special Needs Register, though not compulsory and developing effective record keeping.

Setting and renewing Learning Passports alongside the teachers and with support from Teaching Assistants. These Learning Passports are monitored by our SENCO. and the classteachers. Through discussion Learning Passports are evaluated and new targets set as a child moves through the school. Children are added and deleted from the SENs register depending on their progress.

Ensuring parental involvement in decision making for the pupils with Special Educational Needs.

Providing appropriate resources to meet the special educational needs of identified pupils.

Laising with other agencies.

Updating training and that of the other staff members where appropriate.

Working closely with SEN support Mr Z Ghanchi

Organising and planning full time timetables.

Supporting all staff with their SEN children.

Ensuring that appropriate training is offered and undertaken by staff working with SEN pupils.



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## **Resources for SEN**

School meets the needs of all their pupils through its core budget but is additionally funded to support provision for SEN through:

Funding for specific pupils to meet their assessed needs.

Special grants, for which the school may bid, that are for identified purposes. All resources will be employed effectively to meet the needs of individuals and groups on the basis of plans within the School Improvement Plan.

At Lord's School we have rooms where small groups of children can work with the Teaching Assistants.

There are additional needs of support for English and maths based learning and all staff are updated on a regular basis about progress involving interventions..

## **SEN Personnel**

SENCO - Mrs A Ainsworth

SEN – Support – Mr Z Ghanchi

## **Assessment, Arrangement, Review and Monitoring Procedures**

Once a child has been identified with a Special Educational Need the school will intervene using the graduated approach.

Early Help Assessment.

When staff identify that a pupil has SEN – teachers, in consultation with the SENCO, devise interventions additional to or different from those provided as part of the school's usual differentiated curriculum in the classroom.

Teachers remain responsible for working with pupils on a daily basis and for planning and delivering an individualized programme .

SENCO would take the lead in –

Planning future intervention for the pupils in discussion with colleagues taking the form of Assess, Plan, Do, Review monitoring.

Monitoring and reviewing the action taken.

Liassing with outside agencies regarding the needs of the individual child.



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SENCO and staff, in consultation with parents, ask for help from external services.

Teachers and SENCO are provided with advice or support from outside specialists.

Additional and different strategies to those at Early Help Assessment stage are put in place – Learning Passports will usually be devised.

SENCO should take lead in:

Any further assessment of the child

Planning future interventions for the child in discussion with colleagues.

Monitoring and reviewing the action taken (Assess, Plan, Do, Review.)

Regular monitoring of progress is carried out

For pupils with statement or Education Health Care Plan (EHC), an annual review is carried out as requested by the education authority.

Pupils in year 5 with a statement of SEN will benefit from a transitional review for transfer to our High School and an Educational Health Plan being considered. The review will be supported by L.A. representatives and appropriate outside agencies.

Pupils due to go into in Year 9 with a statement of SEN will also be transferred to an EHC and annual reviews as defined by the L.A.

### **Provision for Pupils with Special Educational Needs**

Our school's aim is that wherever possible all pupils will have full access to the National Curriculum and a range of subjects taught in schools. Children with a statement of Special Educational Need will receive in class support as necessary. The pupil may be withdrawn for a short interval within a lesson to receive intensive work on a specific teaching objective. Where the statement requires daily input in a particular area, the pupil may be withdrawn for part of a particular lesson to enable the statement provisions to be fulfilled. This will be done with consideration for the impact on the pupil's learning, so as to reduce the disruption to a minimum.

### **Partnership**

#### **Partnership with Parents**

Our school actively seeks to work with parents and values the contribution they make. We aim to support parent partnership by:

Ensuring positive attitudes towards parents.

Effective communication.

Acknowledgement of the parents' role as a partner in the education of their child.

Recording parental views as part of any review procedure.

The parents of any child with Special Educational Needs or concerns regarding their child's progress are welcome to telephone or visit the school to discuss their concerns with the appropriate member of staff.

#### **Pupils Participation**

Our school acknowledges the pupil's role as a partner in their own education, developing their participation in the decision making process by:

Listening to and valuing their views.

Involving pupils in Review Meetings to discuss progress and future provision

Involving pupils in target setting and formation of the Learning Passports.



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Recording pupils' views as part of any review procedure.

Communicating with them openly when decisions are being made about their education.

### Partnership with Other Bodies

Our school aims to work with other agencies, as listed below, in order to provide an integrated support, based on the needs of the pupil. Co-operation between the school, the LEA, the Health Services and Social Services is vital if we are to secure the most effective assessment, intervention and deployment of resources for pupils with SEN.

Other Schools and Educational Providers

Special Educational Needs Support Services

School Psychology Service

School Health Service

Educational Welfare

Special Needs Support Services

CAMHS (Children and Adult Mental Health Services)

Voluntary Services

Speech and Language Services

Autism Outreach

### Criteria for success

As part of our evaluation for school effectiveness, the SENCO and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of pupils with SEN. Factors which must be present include:

Early identification of pupils with SEN.

Pupil views and opinions are taken into account

The school and parents work in a partnership

Interventions and provision are regularly reviewed and evaluated via individual progress and data collection.

The school works in close co-operation with other agencies and fosters multi-agency working.

Those statements of Special Educational Need, Individual Educational programmes and EHC Plans are regularly reviewed.

In the evaluation we may include:

Reports by Inspectors or others offering external moderation

Review of School Improvement Plan

Annual review feedback from parents

Individual pupil's attainment of the targets, included in EPS

Annual tests/assessments

Achievement in standardized assessments for all pupils and identified SEN pupils in particular.



Whether pupils make progress due to our SENs procedures.

Number of SEN pupils receiving fixed and permanent exclusions

Tracking of individual children from our data

As part of our school's improvement process the SENCO will identify priority targets annually for inclusion in the SIP.

### **Transition Arrangements**

Transition for children identified with SEN will include:

Liaison between Lords School and the SENCO at the receiving school

Transference of records between the two schools

### **Arrangements for Considering Complaints about SEN provision within the School**

Complaints regarding special education provision should be addressed in the first instance to the Special Educational Needs co-ordinator.

The co-ordinator, (SENCO) will arrange a meeting to discuss the complaint where the matter will be discussed and decisions made as to how to proceed.

In the case where an agreement cannot be made, the complaint will be referred to the Headteacher.

If the complaint is still unresolved, it may be referred to the independent complaints member.

If all these procedures fail to resolve the issue, a formal complaint concerning special needs may be registered with the L.A

### **Dyslexia**

Dyslexia is recognised throughout the school and appropriate strategies and interventions are put in place, so that pupils with dyslexic tendencies can access all areas of the curriculum. Newly appointed staff and current staff are made aware of all procedures and their obligations relating to dyslexia.

### **Autism**

Autism is also recognised throughout with appropriate strategies and interventions put in place alongside inclusion within the pupil's class. All staff are required to undertake all necessary and useful training in order to assist these Pupils.



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