

## SEND Policy

### Aims/Objectives

The Governing Body believes that all children, regardless of ability and behaviour, are valued equally at Langley Prep School. Children with Special Educational Needs and Disability (SEND) are part of the whole school approach, where different children's needs are recognised and met through varied and flexible provision throughout the curriculum, in order that all pupils may reach their full potential academically, socially and emotionally.

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities.

Treating every child as an individual is important to us, and we welcome pupils with SEND providing that our Learning Support Department can provide them with the support that they require. We do not however, have the facilities to offer highly specialised and intensive treatment. We have a Speech Therapist, Occupational Therapists and a Specialist Teacher who come into school to work with pupils at the agreement of parents and the school. On entry, pupils should be of sufficient ability and capacity to be able to progress comfortably at an appropriate pace, and to benefit from the whole educational experience offered by the School. Parents are requested to discuss with the School, in advance of their child's admission, any particular needs and to disclose any known difficulty. They should also provide a copy of any assessment reports, such as an Educational Psychologist's report or a medical report, to support their request prior to admission.

In addition to the Special Educational Needs and Disability Act (2001) the more recent Special Educational Needs and Disability Code of Practice (2014) and SEN and Disability Code of Practice 0-25 years (2015) state:

*'A child or young person has SEND (special educational needs and disabilities) if they have a learning difficulty which calls for special educational provision to be made for them.*

*In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:*

- o Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- o Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age [...] in mainstream schools or mainstream post-16 institutions.*

The expression 'learning difficulty' covers a wide variety of conditions and may include those known as Autism (ASD), Dyslexia, Dyspraxia, Attention Deficit Hyperactivity Disorder (ADHD), semantic processing difficulty and learning problems which result from social, emotional or mental health (SEMH) difficulties. The expression may also include those who have problems with their eyesight or hearing.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in the School's EAL Policy.

### **On Entry**

Each pupil with a special educational need and/or disability requires special consideration and treatment. If appropriate, adjustments will need to be considered. Prior to entry we will discuss with parents the adjustments that might be needed and whether they can reasonably be made. Once a child starts, adjustments may need to be reconsidered. The School will regularly review support and make new adjustments when required.

### **Our Commitment to Pupils, Parents and Staff,**

We are committed to providing a broad and balanced curriculum to enable all pupils to be both challenged and included in every aspect of school life. To this end we offer to the whole school support and expertise to promote positive outcomes for pupils experiencing barriers to their learning.

We employ a range of strategies to achieve this including;

- Identification & assessment of individual needs.
- Designing individual adjustments and support to meet these needs.
- Advising and working with colleagues (academic & pastoral).
- Liaising with external agencies.
- Communicating with parents.

## Personnel

Our Learning Support Department is staffed by highly experienced staff who are able to support each pupil with a specific learning difficulty in the following areas:

Dyslexia, Dyspraxia, Dyscalculia, physical disabilities, motor co-ordination problems, visual impairment, auditory impairment, ADHD, ASD and SEMH difficulties.

The SENDCO is responsible for the smooth and effective operation of the school's arrangements for learning support by:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising colleagues.
- Overseeing the records of all children with special educational needs and maintaining the school SEND Register.
- Liaising with parents of children with special educational needs.
- Liaising with external agencies including Educational Psychologists, Occupational Therapists, Speech and Language Therapists, health and social services, voluntary bodies and the Local Authority.

## Identification

At some point in their school career children may experience difficulties in accessing certain areas of the curriculum but may not necessarily require additional support. These children will be supported through adaptive teaching by the class and/or subject teacher within their normal classroom environment.

Pupils are identified as having need of extra support in a variety of ways:

**Early Years:** As part of the ongoing assessment of children's progress, teaching and support, staff are vigilant in identifying any concerns where developmental delay in any area may suggest SEND concerns. Early identification is believed to be critical to future progress. Parents are always fully involved and their concerns are taken fully into account.

**Years 1 to 8:** Concerns may be raised by parents, class, form or subject teachers, teaching assistants or the pupils themselves. These concerns may be identified through performance in the classroom, attainment tests, standardised tests, or occasionally reports from outside agencies. These concerns are relayed through to the SENDCO who will then decide on the appropriate course of action.

**Policy author:** Samantha Baxendale (SENDCo)

**Date:** Trinity 2026

**Review date:** Trinity 2027

The School keeps a SEND register, listing the children requiring additional support. This is held in iSAMS. The SEND register is regularly updated by the SENDCO throughout the year. The teaching staff have access to the SEND register through iSAMS. Any new or significant updates will be emailed to relevant staff.

### **Teaching Arrangements for Pupils with SEND**

For the most part, children with SEND will be taught in the classroom alongside their peers, although some pupils may have the in-class support of a funded Designated Learning Support Assistant (DLSA). Teaching techniques and strategies within each class, including adaptive teaching and additional resources, will for the most part, accommodate those of differing abilities, including those with special educational needs. Staff have access to Pupil Profiles for all SEND pupils with assessment reports, which outline the strengths, weaknesses and key ways to support any pupil.

### **Procedures**

Concerns about any pupil who is not fulfilling their potential or not making progress commensurate with their ability and/or age will be discussed in the first instance with the SENDCO. The first step will be to ensure that appropriate adaptive teaching is used within the classroom. If there are significant emerging concerns, or identified SEND, the School will take action to put appropriate provision and adjustments in place taking into account any advice from specialists. Parents will be consulted and kept informed of any action taken to help their child, and of the outcome of this action.

### **Actions**

The aim is to develop a partnership where professionals and parents work together in the best interests of the child. Parents should be fully involved in the school-based response for their child; we will make every effort to ensure that they understand the purpose of any intervention and any subsequent programme of action. Parents are informed when a teacher considers that a child's needs are significant enough for the child to receive additional support. Progress is reviewed regularly and any change in provision is discussed with parents.

Once a pupil's needs are identified, the following actions may be taken depending on the needs of the child:

- Adaptive teaching is used within the classroom and appropriate resources and multi-sensory approaches are used by teaching staff.
- In-class support may be provided from a member of Learning Support in some lessons.
- The child may work in a group with other pupils with similar needs either within the classroom or withdrawn to the Learning Support department for small group targeted intervention.
- Sometimes, pupils may be identified as requiring external specialist support. This more focussed and intensive level of regular support may incur a cost. This cost is agreed by parents with the external specialist.

Arrangements for special educational provision and support are made through the School's graduated approach to SEND support:

- Consider: The School will carry out an analysis of the child's needs so that support can be matched to need. (CAT4 tests, internal Show Me tasks, GL Progress tests, outcome of examinations, progress reports, etc). If not already done so, the School may advise parents to engage external agencies and professionals to help assess the child's needs and advise on any support needed.
- Strategy: Where it is decided to provide SEND support, the teacher and the SENDCO will agree the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on iSAMS and discussed with parents and pupils.
- Implement: Teachers will work closely with the SENDCO to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- Evaluate: The effectiveness of any support and its impact on the child's progress will be reviewed. Teachers, working with the SENDCO, will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil.

If pupils are not making sufficient progress, for example they are not keeping pace in lessons, the gap within year groups is becoming wider, or they are not achieving manageable targets, the support of an outside agency or specialist will be requested for further assessment. Referrals for assessments by external agencies will be made in collaboration with parents.

Unless there are exceptional circumstances, this is highly unlikely to be before Year 4. The SENDCO will consider the recommendations of any report; deciding which ones are appropriate and will benefit the child. Progress will be closely monitored. If sufficient progress is not made or believed possible at this stage, it may be decided that an Education, Health and Care needs assessment is requested.

### **Physical Accessibility**

We recognise that some children with special educational needs may also have physical disabilities. Parents and prospective parents of disabled children can request copies of Langley Prep School's Accessibility Plan and Disability Policy. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

### **More Able Provision**

Teacher assessment and standardised data are the means by which more able pupils are identified. Adaptive teaching, in small classes, is the means by which such needs are met. Stretch and challenge is a key feature of a great Langley lesson and ensures that the needs of the more able pupils are catered for. Pupil discussion is a fortnightly exercise at staff meetings, ensuring the provision for the more able is working effectively. This also provides a focus for INSET, Academic and Departmental meetings.

### **Other Adjustments**

The use of personal laptops in the classroom and for examinations is encouraged, where it enables the pupil to give a true reflection of their understanding, when they would not otherwise be able to do so. Decisions are made by the SENDCO in conjunction with teaching staff and parents. This would often be following specific assessment or recommendations by an Educational Psychologist.

### **Coloured Overlays and Paper Provision**

Langley Prep School recognises that there is mixed medical and scientific consensus about the existence of syndromes or conditions relating to "visual stress" and that research findings vary in terms of the measurable benefits of the use of coloured overlays, coloured paper or filtered lenses to those who experience difficulties with reading. However, in line with our ethos to support our pupils to reach their full academic potential and make a successful transition to adulthood, we believe we should acknowledge the symptoms of such a condition and try to provide pupils with support and resources related to it.

As many other schools in the country, Langley Prep School uses dyslexia-friendly, buff-coloured, paper.

The “Immersive Reader” feature on the pupils’ devices can allow children to change the page colour, column width, text spacing, line focus of the text they are either reading or writing and it also has a useful “read aloud” capability.

ColorVeil, a screen colour filter software, can be added to a child’s device so that they can choose the colour that benefits them the most.

Where a thorough assessment by a vision professional, such as an optometrist, results in a profile consistent with visual stress, we will make use of this information in guiding how we best accommodate a pupil’s needs. If a child has an assessment for Visual Stress from a professional, we require a copy of any findings for our own evidence. As part of the assessment, if recommended, the child will be provided with a coloured overlay, this should be brought into school.

We will encourage the use of coloured overlays to help minimise Visual Stress and promote better focus, concentration and overall reading comprehension in individuals who will benefit.

We are happy to accept coloured paper exercise books, should parents wish to supply them. However, the option of tinted glasses is our preferred recommendation, as it is more practical, versatile and precise.

Black on white is the highest contrast of colours, this is why people with Visual Stress suffer, cream/buff paper reduces the contrast. If an individual suffers more severely with visual stress and is particularly light sensitive, which will be clear from the report, then buff paper may not give enough relief from the Visual Stress. After a trial period of 6-12 weeks of using a coloured overlay with buff paper, Langley Prep School recommends tinted glasses if buff paper is not giving enough relief.

‘If there is more than one child in the class who require coloured paper then a compromise will need to be reached. It is only very severe cases of visual stress that require a particular colour of paper as the majority of patients can manage well if the paper is not the same colour as their overlay. It is black print on white paper that will cause the most difficulty so this should be avoided.’ (Department of Orthoptics – Visual Processing Difficulties Team, 2019)

## Examination Procedures

It is the School's policy that children should be enabled to show what they know, rather than what they do not know, in tests and examinations. Extra time is allowed wherever a pupil's needs meet the criteria. A reader or scribe may also be agreed for pupils with significant need. Pupils who use a device for their usual way of working, will be allowed to use their device in all tests and examinations for longer writing pieces. Occasionally, children with SEND find the examination process to be very stressful, in extreme cases the pupil will be able to sit the paper in a separate room.

At this stage of education, if a Specialist Teacher or Educational Psychologist recommends exam concessions then they will be given. A JCQ assessment is not needed until Senior School age.

Future schools, where known, are contacted to discuss requirements for additional support, in order to make transfer between schools as effective as possible.

## Monitoring of Progress

The needs of the majority of pupils with SEND will be met effectively through the School's SEND support. However, where the child or young person has not made expected progress despite the SEND support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an Education, Health and Care Plan (EHCP) for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability). The School does not have this right of appeal but will support parents during the process if the School supported the original application.

Where a prospective pupil has an EHCP, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHCP can be delivered by the School. Any additional provision or services that are needed to meet the requirements of the EHCP that incur cost will need to be charged to the Local Authority if funding is in place. In all other circumstances, charges may be made directly to parents, unless the additional services can be considered to be a 'reasonable adjustment' where no charge will be made, in accordance with the provisions of the Equality Act (2010).

The School co-operates with the Local Authority to ensure that relevant annual reviews of EHCP are carried out as required.

## Reporting to Parents

Parents/carers of pupils in Early Years receive a summary of their child's progress after spending a term in EYFS. This will include identified strengths, areas where progress may be slower than expected and any significant emerging SEND concerns. A report is also produced at the end of the child's first term in Pre-Prep, outlining strengths, any concerns and a clear target for development.

We formally report on children's progress to parents through a written report. There are also formal parents' evenings each year when parents can discuss targets and how they can support at home.

In addition, parents are welcome to talk to teachers, at a mutually convenient time, whenever they have a concern about a child.

The SENDCO is particularly keen to maintain a two way sharing of information between home and school to ensure the greatest benefit to the child. We therefore encourage parents to make an appointment at a time during the school day to discuss their concerns or questions.

Whenever a specific concern is mentioned by a parent, it is always investigated and results reported back/discussed with parents as soon as is practically possible.

## Withdrawal

We reserve the right, following consultation with parents, to request or require the withdrawal of a pupil from the School if, in our opinion, the School is unable to meet the child's needs. In these circumstances, the School will support the parents in finding an alternative placement which will meet the child's needs. Any decision to request withdrawal or require the removal of a pupil will be made as a last resort and in line with the terms of the parent contract.

Fees in lieu of notice will not be chargeable in these circumstances.

## Staff Training

All staff are given regular training on working with pupils requiring support and extra assistance. Our teaching staff receive training on the learning needs of pupils with SEND. This is delivered by the SENDCO in staff meetings, departmental meetings and INSET. In addition to training by the SENDCO, courses are run by outside agencies.

## Complaints

Any concerns or questions about SEND provision should be referred to the SENDCO in the first instance.

## Monitoring

The implementation of this policy will be monitored by the Governing body, Head of Prep and Senior Management Team.