



Send Policy

INTRODUCTION

Langley School treats all students as individual learners and supports them in two complementary ways. First and foremost, we have created an educational environment that provides encouragement, promotes confidence and fosters enjoyment. Class sizes are small, and all teachers plan effectively to suit the needs of individuals and the whole group.

There is a broad choice of subjects and a comprehensive range of activities in school time so that all students can excel and receive recognition in some aspect of their schooling. Success is a major source of motivation. Secondly, we employ a well-qualified Special Educational Needs Co-ordinator (SENCO) and a team of Learning Support Assistants (LSA) who use a range of programmes and resources to support individual students or small groups.

Defining Special Educational Needs and Disabilities.

Equality Act 2010: Supersedes and encompasses the Disability Discrimination Act 1995 (DDA).

Langley School recognises that they have a responsibility to make reasonable adjustments for disability to alleviate any substantial disadvantage that may be experienced because of disability. Langley School maintains a 'Reasonable Adjustments Policy', 'Equal Opportunities Policy' and 'Accessibility Plan.'

Children and Families Act 2014: Details improved services for children and young people with Special Educational Needs and Disabilities (SEND).

Statutory requirements and general duties for mainstream providers are detailed under part 3 of this Act.

This Act implements changes to special educational needs and disabilities detailed in the new Special Educational Needs and Disability Code of Practice: 0 - 25years.

Langley Schools recognise and will use their best endeavours to ensure that;

'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and fulfilment of potential. This should enable them to:

- achieve their best;
- become confident individuals living fulfilling lives; and

- make a successful transition into adulthood, whether into employment, further or higher education or training'. (Chapter 6, Schools, 6.1 SEND Code of Practice 0 - 25years)

Therefore, the definition is taken from the new Code of Practice 2014: -

'A pupil has SEND when their learning difficulty or disability calls for special education provision, that is provision different from or additional to that normally available to pupils of the same age.'

Making higher quality teaching normally available to whole class is likely to mean fewer pupils will require such support'. (section 6.15)

'Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.' (section 6.23)

Pupils must 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.

Special educational provision means, provision which is additional to or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the LEA, or in our case the Langley School, other than special schools, in the area.

The broad areas of special educational need are categorised as: -

1. Communication and Interaction.
2. Cognition and Learning.
3. Social Emotional and Mental.
4. Sensory and Physical.

We currently operate:

Since September 1st 2014 schools have made the transition to the new Code of Practice as a result of the Children and Families Act (March 2014). 2015 - by 2018 onwards.

In interpreting and paying due regard to the new SEND Code of Practice 0 - 25 years we have defined characteristics of pupils who have SEN as follows;

Education, Health and Care Plans: Pupils who had a Statement of SEN have been moved to new Education, Health and Care Plans (EHCP).

All pupils newly identified with severe or complex needs will have their provision specified by the LEA using the new Code of Practice and will be assigned an EHCP.

SEN Support:

- Pupils who currently have Standardised scores of 78 or below in two or more areas for cognition and learning. (6.30, 6.31).

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- Pupils with speech, language and communication needs (SLCN) who have significant difficulty in communicating with others. Pupils with ASD, including Aspergers Syndrome and Autism who have significant difficulties with social interaction. (6.28, 6.29)
- Pupils with significant social, emotional and/or mental health difficulties. (6.32, 6.33).
- Pupils with a significant disability which prevents or hinders them from making use of the educational facilities provided. (6.34, 6.35).

Supported Learner:

- Pupils who currently have standardised scores of 79 – 89 in one area (or at Level 3 of the National Curriculum on entry Y7)
- Pupils with speech, language and communication needs (SLCN) who have difficulty in communicating with others. Pupils with ASD, including Aspergers Syndrome and Autism who have difficulties with social interaction.
- Pupils with social, emotional and/or mental health difficulties.
- Pupils with a disability which prevents or hinders them from making use of the educational facilities provided.

Policy Summary

Langley School believes that:	The School intends that
<p>All pupils have the right of access to a broad, balanced and differentiated curriculum.</p> <p>SEND pupils should have equal opportunities.</p>	<p>There should be full access to the National Curriculum.</p> <p>A differentiated approach will be developed to enable every individual to reach the highest possible standard of which they are capable.</p> <p>A Special Educational Needs and Disability Accessibility (SENDA) Plan is written and reviewed.</p> <p>‘Reasonable Adjustments Policy’ and ‘Equality Policy’ are whole school policies.</p>
<p>We promote inclusive schooling to ensure SEND pupils fulfil their potential and the strengths of all pupils will be recognised and built upon.</p>	<p>There is a Learning Support department consisting of the SENCO and LSAs. Lessons are differentiated, and pupil support is given following the recommendations of the SENCO.</p>
<p>Early identification and a clear system of assess, plan, do and review are used when identifying and monitoring SEN provision.</p>	<p>Following referrals from teaching staff, departments and parents, information gathering takes place which includes assessment results and observations. Recommendations are made and reviewed. After review, and where necessary, further assessment will be carried out by the SENCO. More formal recommendation is made, and pupil placed on SEN register. If</p>

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	deemed appropriate pupils may need to be referred to outside agencies.
"All teachers are teachers of pupils with SEN" -Code of Practice. It is the responsibility of every teacher to be informed about the needs of the SEN pupils, and to ensure those needs are met.	The SENCO writes the summary and recommendations for the SEND pupils. This information is made available to all staff.
Departments should develop appropriate materials, courses, teaching styles and assessment procedures to meet the needs of the individual.	Each curriculum area differentiates to encompass the needs of all pupils including those with SEND ensuring that quality first teaching targets areas of weakness.
Parents and pupils are included in decision making and agreeing recommendations with regards to their special educational needs.	A meeting is held to review and summarise results of assessments and recommendations are agreed and implemented.
Inter Agency/ Sector working together will ensure that the needs of pupils are met.	The SENCO will enlist the advice of outside agencies.
National and Local policies should be continually evaluated, reflected and implemented.	All senior management and staff should receive regular SEND updates and the policy is reviewed.

Roles and Responsibilities

Headmaster

The Headmaster has responsibility for the day-to-day management of all aspects of the school, including provision for pupils with special educational needs. These responsibilities are met within the close collaboration of the Headmaster, senior management team and SENCO in the early identification and subsequent provision of pupils with a significant educational need.

The Headmaster has responsibility for:

- Assisting in the development, monitoring and evaluating the policy for special educational needs
- Establishing success criteria
- Involving all staff and governors in SEND development.
- Agreeing a job description with SENCO
- Establishing procedural guidelines for all staff

The Headmaster can fulfil these duties via:

- Giving SEND status in the SMT/SLT

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- Through the Headmasters' performance management framework, the Governors should secure that objectives set include SEND
- Working alongside other staff, the SENCO and the Governor/s with responsibility to formulate, develop and review the SEND Policy
- Establishing and developing the role and responsibilities of the SENCO via job description and school systems
- Working to establish procedures and maintain good practice in school

The Governing Body

The Governing Body have responsibilities in relation to pupils with special educational needs and

disability. The responsibility is defined by The Education Act 1996 and in the SEND Code of Practice 0 - 25 years. Independent Schools are not legally bound by these documents, but they are advised to be guided by them.

Additionally, there are legal responsibilities required of the school under the Equality Act 2010 for the Headmaster and Governing Body to ensure that the school meets its responsibilities with regards to reasonable adjustments and access arrangements.

The SEN Governor's role will be to:

- Take an interest in all aspects of the school's work that impact on pupils with SEND.
- Support the work of the SENCO.
- Be actively involved in the monitoring of SEND
- Feedback to the governing body or designated committee.
- Strengthen the partnership between the governing body and the SEND work of the school.

The Special Needs Co-ordinator (SENCO)

The SENCO, with the support of the Headmaster and Governing body, takes responsibility for the day-to-day operation of provision made by the school for pupils with SEND and provides professional guidance in SEND to promote high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

There are four key areas of SEND co-ordination

1. Strategic direction and development
2. Teaching and Learning
3. Leading and managing staff
4. Efficient and effective deployment of staff and resources

To provide continuity of administration and liaison, the SENCO has a reduced teaching commitment to allow for a suitable amount of time in which to monitor and evaluate special educational needs provision throughout the school. The SENCO can also give guidance to the class teacher via the drawing up of pupil learning profiles and recommendations and the setting of targets.

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The Special Educational Needs Co-ordinator (SENCO), with the support of the Headmaster, Pastoral staff and the Governing Body takes responsibility for the day-to-day running of the department and the provision for individual pupils. The SENCO provides professional guidance to inform teachers and to ensure high quality teaching and effective use of resources to bring about improved standards of achievement for all pupils. This is developed through INSET, Head of Subject meetings, Staff/Departmental meetings and individual teacher advice/guidance.

The SENCO supports the Headmaster in ensuring all staff recognise the importance of planning lessons and using a variety of teaching styles to encourage participation and learning of all pupils.

The SENCO seeks to ensure that the learning of all pupils is given equal priority and that available resources are used efficiently in supporting, guiding and motivating colleagues, especially in disseminating examples of effective practice in relation to pupils with Special Needs.

The SENCO is responsible for ensuring that the name of any pupil identified as being a concern is followed through in terms of code of practice suggested procedures. The SENCO works with the Head, the staff, parents and other agencies to ensure the day-to-day operation of the SEND policy. The SENCO develops efficient working relationships with parents and external agencies and can inform the Head of the operation and effectiveness of the policy.

The SENCO will also be involved in progress reviews regarding pupils currently at *Supported Learner and SEN Support* and those who have a statement or EHCP within the SEN & D Code of Practice. An important part of the SENCO role will be discussing the needs of particular pupils with teachers and keeping close and positive contact with all parents/carers concerned.

The SENCO is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision and monitoring support for pupils with EHCP's
- Supporting staff in the interpretation of the SEND Policy
- Co-ordinating the work of Learning Support Assistants
- Assisting in the development, monitoring and evaluation of the SEND Policy
- Identifying and contributing to the in-service training of staff
- Maintaining a central record and overseeing the records of all pupils SEND
- Liaising with parents of pupils with special educational needs
- Liaising with outside agencies

The SENCO fulfils these duties via:-

1. Communication and liaison between staff and parents which continuously takes place.
2. Record keeping, and detailed planning which are a vital part of this continuity and progression. The SENCO ensures that lines of communication and support are appropriate to individual staff and parent needs.

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3. The utilisation of LSAs to support identified pupils, using individual targets. Whilst the learning targets are the responsibility of class/subject teachers, more specific targets are written and reviewed within Learning Support which the SENCO oversees and monitors.
4. The SENCO will assist in the development of the SEND Policy and review it regularly.
5. Identifying appropriate INSET in consultation with the Headmaster, reflecting individual staff needs.
6. Maintenance of the central record of Special Educational Needs in SIMS and ensure that all files (containing information regarding the SEND pupils in their care) are kept up to date.
7. Liaison with outside agencies.

Form Tutors

Form Tutors and or Heads of Year may become involved in review meetings as and when necessary.

Teachers and Boarding Staff

The Code of Practice makes it clear that additional intervention and support cannot compensate for a lack of good teaching. As such it reflects that high-quality teaching, appropriately differentiated for individual pupils is the first step in responding to possible special educational needs. The Code sets out the principle of a graduated response.

Teachers should:

- Ensure the right of all pupils to access to the National Curriculum
- Plan differentiation through using the 'educational summary and recommendations' for pupils with SEND and monitoring their progress.
- Write targets for all pupils.
- Liaise with SENCO and LSAs.
- Be responsible for their own development via INSET.
- Identify pupils causing concern and discuss with Head of Department/Head of Key Stage, to assess their needs, to agree a plan, to implement the plan and review.
- If after reviewing it is agreed with the Head of Department/Head of Key Stage that the pupil has additional needs, a referral may be made to the SENCO by completing the SEN referral form.

The teachers will be able to fulfil these duties via:

1. Constant monitoring of the progress of individuals against class/national norms. This process begins as soon as the pupils enter school. Any pupils causing concern will be monitored very carefully and evidence collected will be shared with the Head of Department/Head of Key Stage, who may then refer on to the SENCO.
2. Ensuring that pupils with SEND receive a suitable differentiated curriculum, so that they can participate fully in the life and activities of the school.

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3. When a concern is being referred, the teacher will need to make a brief statement detailing the nature of the concern, measures already put in place and any other relevant information.
4. At this stage the SENCO may make further recommendations to be tried and reviewed within an agreed time limit.
5. The parents of every identified SEND pupil are kept fully informed regarding the progress and recommendations for their child. Any formal recommendations will be agreed with parents and will consider the views of the pupil.
6. Time will be set-aside at Staff Meetings to discuss Special Needs Issues.
7. Teachers may be expected to be available to discuss the pupil with outside agencies.
8. It is the responsibility of all teachers to improve their knowledge and understanding of SEND pupils by taking the opportunity to attend appropriate INSET.

Learning Support Assistants

Pupils would be recommended to receive Learning Support when a pupil is not accessing the curriculum despite the class teacher differentiating and employing recommendations. Provision may be made for the pupil to come out of a main stream lesson/Activity to attend Learning Support.

Any support teacher coming into school will be expected to

- work in collaboration with class teachers
- assist in the identification of need
- help provide effective learning strategies
- develop a variety of methods appropriate to individual pupils
- assess, record and regularly evaluate
- help find ways to provide individual help

LSAs can meet their responsibilities by

- working under the direction of the teachers and SENCO
- assisting in the identification of individual needs
- helping to provide effective learning strategies for 1:1 or small groups
- responding appropriately to individual pupils
- contributing to the assessment and review process
- feeding back information to parents
- set individual targets
- be prepared to improve their knowledge and understanding of SEN & D pupils by taking the opportunity to attend appropriate INSET.

Parents

The department liaises with parents of pupils with SEND and encourage them to have an active role in their pupil's education. Parents play a key role in enabling pupils and young people to achieve their potential, such as

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1. Responsibility to inform the school regarding any specific needs their child may have upon entering school.
2. In cases of children with SEND, they should contact the SENCO and be prepared to make available any previous assessments and reports.
3. Requesting assessment or updating assessments as they feel necessary.
4. Attend parent review meetings.
5. Implement any agreed action plans where recommendations advise specific support at home.

Pupils

All SEND pupils are invited to attend parent review meetings wherever possible. The concerns and wishes of the pupil are given the highest priority. Pupils are also encouraged to take responsibility for their own progress through monitoring their own targets. They are involved in the targets setting process. EHCP pupils are invited to participate in their annual review and documents are sent home for the pupil's view to be sought away from school.

External Agencies

The schools have strong links with education psychologists, speech and language therapists and additional external agencies.

The SENCO fully liaises with outside agencies and attends Multi-Disciplinary Team meetings. Time is spent with them to discuss individual pupil's strengths and difficulties/differences. Information is shared, and reports are kept on file.

LEARNING SUPPORT

The school recognises that good practice for SEND pupils is good practise for all pupils and therefore the Learning Support Department is a service for the whole school and not just pupils with SEND.

The Learning Support Department, headed by the SENCO, has been established to help children to reach their full potential and to discover, foster and appreciate their own strengths and encourage independent learning while providing understanding and support.

ORGANISATION

The Learning Support Department is situated in four small teaching rooms and three larger classrooms, equipped with computers for the use of Learning Support students.

Learning Support offers a limited withdrawal programme for basic literacy and numeracy skills, study skills and specific subject related support. If it is necessary to withdraw a pupil from a subject, it must be understood that that pupil will not be able to rejoin that subject in future years.

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Staff meet informally every day to discuss pupils and teaching. A whiteboard and emails are used to provide daily information. There are regular weekly department meetings to discuss pupils, progress, new targets and educational plans.

Identifying SEN Support, Supported Learners and Monitoring and Assessing Progress.

- Effort and Attainment grades and comments on school reports.
- Edinburgh Reading Assessment
- Nfer single word spelling and reading tests (Y 2 - Y6)
- Vernon Spelling Tests 9 (Yrs 6-13)
- WRAT 4 Read and Spell (Year 2 - Y13)
- Ravens Matrices (Y6 - 10)
- CATS - (All years at Prep School, Y7 & Y9 at Senior School)
- SATS/Optional SATS - (Y2 - Y6)
- End of year exams
- Units of Sound/Nessy/Catch-up diagnostic assessments
- CTOPP, DASH, BPVS and WIATII are all used for more in-depth assessments

Summary of Learning Support Provision

Provision	Monitoring Success
<p>A withdrawal programme for core skills support as appropriate.</p> <p>Support in the classroom, to enable access to the mainstream curriculum.</p> <p>SEND pupils in the Senior School may be advised to select Learning Support as an Option when making subject choices for GCSE/GCE.</p>	<p>Pupils are timetabled to receive tuition by the Learning Support Department. Pupils are tutored 1:1 or in small groups according to their needs.</p> <p>Each pupil has a pupil record where individual learning targets are set and reviewed on a half termly basis. Pupil effort and attainment is recorded each supported lesson, eg. Targets achieved, focus, content covered and notes for future work. Pupils are rewarded for consistent achievement.</p> <p>The SENCO and Learning Support staff discuss progress and help in the process of subject choices for GCSE/GCE with subject teachers, parents and pupils. Where necessary a pupil may be strongly advised to choose Learning Support in an option block.</p>
<p>Access Arrangements for SEND pupils in internal exams as appropriate and approval agreed for Public exams (NFER guidance, Access arrangements on line JCQ).</p>	<p>SEND pupils receive Access Arrangements where approved for public exams. Where possible, these arrangements are given for internal exams and assessments.</p>
<p>Regular input on SEN D issues.</p> <p>SENCO to keep all staff updated.</p>	<p>Staff attendance on school based and external courses relevant to SEND. SENCO to attend training on legislation, Exam Access Arrangements and new SEND initiatives.</p>

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<p>The SENCO has responsibility for keeping all staff informed regarding SEND pupils. The SEND registers are updated regularly. In the Senior School this is entered on SIMS.</p> <p>Parents / Guardians of pupils with SEND agree to the summaries and recommendations with the SENCO, these are then made available to all staff.</p>	<p>In the Senior School SEND ‘educational summaries and recommendations’ with regards to individual pupils are agreed with parents and entered on to SIMS. These details are sent to Heads of Year who disseminate to relevant teaching staff. ‘Educational Summaries and Recommendations’ are used to help teachers differentiate and make reasonable adjustments for SEND pupils. In more complex cases outside professionals may help deliver information and recommendations at a case conference meeting.</p>
<p>Identifying and monitoring SEND pupils.</p> <p>Implementation of graduated approach. Programmes of regular assessment and monitoring as part of the identification process from the school's reporting system resulting in referrals to the SENCO.</p>	<p>Liaison with previous schools prior to entry. Liaison with parents prior to entry. Where appropriate, liaison with outside agencies prior to entry. Pupils may then be assessed by the SENCO prior to entry or on arrival where necessary.</p> <p>The cycle of referral and identification of SEND pupils. ‘Assess Plan Do Review’</p> <ul style="list-style-type: none"> • See appendix 1. <p>Whole school screening for spelling on a yearly basis. CAT testing takes place yearly at the years 6, 7 ,9 and 12. Results of these screenings are monitored and used together with the information gathered during the ‘assess, plan, do, review’ cycle, whenever concerns/referrals are made to the SENCO.</p> <p>Regular reviews of the SEND Register. Updating the Learning Support handbook. SEND pupils are regularly monitored, reviewed and targets and recommendations updated.</p>
<p>Information to Parents / Guardians on request re:</p>	<p>Record of attendance at review meetings.</p>

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impartial advice. Regular review meetings for all pupils with SEND. Information to Parents / Guardians to help with decision making. Advice from Outside Agencies as appropriate.	Parents and pupils consulted regularly. Targets reviewed half termly. Feedback from pupils and parents recorded. Progress reports from teachers recorded.
Where appropriate information shared with pastoral teams, nurse, boarding staff.	SENCO liaises with pastoral teams, nurse, boarding staff.
Meetings with Headmaster, or senior management as requested by either party. Meetings as part of the formal review process of the schools.	Review of Development Plan policies and procedures.

CHARGES

Individual and small group specialist teaching is offered by the school and there is an additional charge. This varies from £10 to £20 per session, depending on the nature of the support, and the size of the group. However, there is a maximum ceiling of £850 per term regardless of how much support is provided. This does not include in class support. There is no charge for the initial assessment carried out by the school. The school arranges access arrangements for public examinations, there is a charge of £10 per hour for the provision of readers/scribes.

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