



SEND Policy

This policy is for Langley Prep School - Prep, Pre-Prep and EYFS

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 are not viewed as a separate entity but 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.

Treating every child as an individual is important to us, and we welcome pupils with special educational needs and disability, providing that our Accelerated Learning Department can provide them with the support that they require. We do not however, have the facilities to offer highly specialised and intensive treatment. Outside providers such as Speech Therapists and Occupational Therapists can and do 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 an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or*
- Has 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*

On entry

Each pupil with a special educational need and/or disability requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before he/she becomes a pupil at the school.

Our commitment to the staff, pupils and parents

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 learning programmes
- Advising and working with colleagues (academic & pastoral)
- Liaising with external agencies
- Communicating with parents

Personnel

Our Accelerated Learning Department is staffed by fully experienced specialists 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, ADD/ADHD, ASD and emotional problems.

The SENDCO, with the support of the designated staff in EYFS and Pre-Prep, 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 the LEA's support and educational psychology services, health and social services, and voluntary bodies.

Identification

At some point in their school career, a number of children may experience difficulties in accessing certain areas of the curriculum, but may not necessarily require additional support. These children will be supported through differentiation 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.

At the beginning of each academic year an SEND register is compiled listing children requiring additional support. This is regularly updated throughout the year in consultation with the appropriate staff, parents and pupils.

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 an LSA. Teaching techniques and strategies within each class, including differentiated resources and learning tasks, will for the most part, accommodate those of differing abilities, including those with special educational needs. Each member of staff has access to a document which gives a learning profile of all pupils including SEND needs which outlines the strengths, weaknesses and key ways to support any pupil with identified need, to aid effective differentiation within the classroom.

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 who will liaise with the Deputy Head, Academic and/or the Head of Pre-Prep. The first step will be to ensure that work is sufficiently differentiated within the classroom, with due consideration of individual learning styles. If further action is required beyond this, the pupil will be observed by the SENDCO and difficulties will be discussed with the teaching staff. If intervention is deemed to be appropriate, discussion will include parents in order for suitable action to be taken.

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 on a termly basis and any change in provision is discussed with parents.

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

- Work within the classroom is differentiated and appropriate resources and multi-sensory approaches are used by teaching staff.
- In-class support may be provided from a member of ALD in some lessons.
- The child may work in a group with other pupils with similar needs either within the classroom or withdrawn to the Accelerated Learning Department.
- Sometimes, pupils may be withdrawn to work on an individualised programme. This more focussed and intensive level of regular support will incur a cost.

There is a process of ongoing assessment, which enables the targets for the pupil to be adapted at any time as appropriate.

If pupils are not making sufficient progress i.e. 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 / specialist will be requested for further assessment. Referrals for assessments by external agencies will be made in collaboration with parents. The SENDCO would encourage the school staff to implement the recommendations of any report submitted by an outside agency/specialist and monitor progress. If sufficient progress is not made or believed possible at this stage, it may be decided that an Education and Health 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. Differentiated work, both inside and outside the classroom, in small classes is the means by which such needs are met and in particular the "must, should, could" policy is applied in the classroom and for prep set. Scholarship work in Years 7 and 8 ensures academic needs are catered for and that pupils are aspiring to the level commensurate with their ability. Pupil discussion is a fortnightly exercise at staff meetings. Ensuring the provision for the more able is working effectively, also provides the 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 normally be following specific assessment or recommendations by an Educational Psychologist.

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. Occasionally, children with SEND find the examination process to be very stressful. Every effort will be made to keep the pupils calm and in extreme cases the pupil will be able to sit the paper in a separate room.

In public examinations the official guidelines are followed, which currently require a valid report by an Educational professional (completed within the previous two years) recommending the requirements for any particular child's need. Future schools, where known, are also contacted to discuss their requirements for additional support, for pupils sitting

entrance examinations, in order to make transfer between schools as effective as possible.

Monitoring of Progress

Monitoring progress is an integral part of teaching and learning within LPS. We follow the 'assess, plan, do, review' model and compare baseline data from before any additional provision is put in place with the data obtained following intervention, in order to determine the impact of the provision.

Formal EHCP reviews take place annually. Pupils with EHCPs have support plans which are reviewed regularly within input from staff, parents and pupils, where appropriate. Some pupils have support plans without EHCPs. This occurs when pupils have specific needs that require more targeted support and closer monitoring, yet do not necessitate a request for an EHC assessment.

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, we operate an open door policy. Parents are welcome to talk to teachers whenever they have a concern about a child (at a mutually convenient time).

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 and therefore encourages parents to make an appointment at any 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.

Staff Training

All staff (including teaching and support 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 special education needs and disabilities. This is delivered in staff meetings, departmental meetings, INSET and courses 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, Headmaster and Senior Management Team.