



SEND Policy

This policy is in line with the strategy of the school. Our purpose at Langley is to enable every young person to flourish and positively contribute with confidence. This is achieved by ensuring that the school is a **community of opportunity and excellence.** We celebrate achievement and encourage all pupils to take ownership, contribute, expect high standards and make good things happen for themselves and everyone around them. Policies give the framework and procedural guidance to allow this to happen.

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. 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 in examinations or other access 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

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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:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- 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 an autistic spectrum condition, dyslexia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health 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 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

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- 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, ADD/ADHD, ASD and emotional problems.

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 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

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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 a 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 a Learning Support Assistant (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. On iSAMS, staff have access to individual learning profiles for all SEND pupils which outline the strengths, weaknesses and key ways to support any pupil with identified need and 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 there are significant emerging concerns, or identified SEN or disability, the School will take action to put appropriate special educational provision in place taking into account any advice from specialists. Parents should 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 on a termly basis and any change in provision is discussed with parents.

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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 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 withdrawn to work on an individualised programme. This more focussed and intensive level of regular support may incur a cost.

Arrangements for special educational provision and support are made through the School's graduated approach to SEND support: assess - plan - do - review:

- **Assess:** 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, in consultation with parents, engage external agencies and professionals to help assess the child's needs and advise on any support needed. Any specialist advice received will usually be discussed with the child's parents.
- **Plan:** Where it is decided to provide SEND support, the teacher and the SENDCO) will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on iSAMS.
- **Do:** 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.
- **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed as agreed between the School and parents. 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 (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. Unless there are exceptional circumstances, this is highly unlikely to be before Year 3. The SENDCO would

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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. 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. This would be decided through an in house JCQ assessment. 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.

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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 or an up-to-date JCQ assessment. 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.

We would only recommend the use of a laptop in class if this was also an examination access arrangement recommended by a JCQ assessment.

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 EHC Plan 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.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan will need to be charged to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. 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 EHC plans 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

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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.

Withdrawal

We reserve the right, following consultation with parents, to request or require the withdraw of a pupil from the School if, in our opinion after making all reasonable adjustments the School is unable to meet the child's needs. In these circumstances the School will support the parent's 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 (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.

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Monitoring

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