



Special Educational Needs (SEND) Policy

Introduction

This policy has been reviewed in accordance with the statutory guidance in the Equality Act 2010 and Handbook for the Inspection of Schools.

The policy has been written by the SENDCo, Mrs Jo-anne Elliott, (contact details jo-anneelliott@leightonpark.com), in liaison with the Bursar and Senior Leadership Team and will be reviewed annually.

This statement fully supports the aim at Leighton Park School to meet the individual needs of each student and give them a voice in their education.

Definition

The School adopts the definition of Special Educational Needs and Disability (SEND) as set out in the SEN Code of Practice (2014) and the Equality Act (2010).

A student is considered to have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. A student has a learning difficulty 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 the educational facilities that Leighton Park provides.

Many children and young people who have SEND may also have a disability: 'a physical or mental impairment which has a long term [12 months or more] and substantial adverse effect on their ability to carry out normal day-to-day activities.' The needs of students with SEND can be classified into four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental health difficulties
- Sensory and/or physical needs

The Learning Support Team

It is the overall responsibility of the Head of Learning Support to ensure that appropriate provision is made for students with SEND. However, it is acknowledged that **all teachers are teachers of children with special educational needs** and as such supporting students with SEND is a whole-school responsibility. Academic and Pastoral staff are expected to be familiar with the individual needs of their students and to make their best endeavours to provide reasonable adjustments through differentiated activities, resources and additional subject specific support. Staff will be supported in this by:

- The Head of Learning Support
- The Individual Learning Support Teachers
- Academic Intervention Practitioners
- Academic Deputy Head
- Head of Pastoral Support
- Head of Section

In addition, the team benefits from the services of the School Pastoral Welling Practitioner and the School Nurse. The Learning Support Team meets regularly working in close, on-going collaboration with the Heads of Sections, Housemasters, Heads of Departments, House Tutors and subject teachers. The team provides information, support and strategies to enable staff to work confidently with students.

Admissions

We welcome all children who meet the entry requirements and no student will be disadvantaged when being considered for admission because of a specific learning difficulty or disability. However, the school is not a specialist provider for special educational needs. It is important, therefore, to assess the ability of the School to meet any special educational needs at the point of entry.

Parents whose children are due to start at Leighton Park will be asked if their child has an identified special need. If so, it will be important for the school to have access to any documentation which may help staff to understand the child's specific need and to consider implications for teaching practice.

Information may also be sought from the feeder school. Where access arrangements and/or reasonable adjustments may be required for the entrance examinations, documentation (e.g. educational psychologist assessments/medical letters) must be submitted to admissions for consideration.

Identification and Monitoring of Learning Difficulties

- All students will be screened in Year 9 and Lower 6 in an attempt to identify indication of potential learning difficulties.
- Parents, House tutors, and subject teachers will be informed of those who may need monitoring.
- Further assessment may be carried out by the Specialist Assessor and there may be occasions when parents might be advised to consider a more careful assessment of their child's educational needs. This could involve an outside consultant working with the School.
- Monitoring and review progress occurs through regular internal documented communication between staff, discussion with the student, ongoing parental contact, parents' evenings, progress grades, Learning Support Plans (LSP) and end of term reports.
- During any remote learning structures in place, special attention will be given to monitoring the needs and progress of those students with SEND.

School Monitoring

The school employs a graduated 2 stage approach to supporting individual needs.

Stage 1 Learning Support: Supporting Students' Learning

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Needs are addressed primarily through the support of the students' tutor and class teacher who may work closely with the SENDCo and other academic and pastoral staff.

Referral for an individual assessment follows documentation of need and support which suggest global concerns rather than a subject specific concern.

Stage 2 Learning Support: Supporting Students' Learning

All students receiving Stage 2 support will be provided with a Differentiation Plan (Diff Plan) detailing their specific individual area(s) of need, reasonable adjustments to be made in class and any access arrangements they may be entitled to. Bespoke implications for teaching and learning may be detailed on the student's Diff Plan. Diff Plans are reviewed annually or when new information is provided. All teaching staff are required to be familiar with the Differentiation Plan.

All students receiving Stage 2 support will have two scheduled sessions with an ILC Specialist Teacher every fortnight. Individual Learning Support Plans (ISP) are created at the start of each term by the ILC teacher with input from the class teachers, students and parents. These are reviewed at the end of term with a focus on progress achieved over the term. Parents and students are also invited to provide feedback during the review process.

In the case of those students arriving with a history of learning needs and provision, the SENDCo or ILC Teacher will review the student's needs and their name will be added to the SEND List as appropriate. Parents are strongly advised to share the psychological report, or other professional report, with the school in order to discuss how the school can be involved in meeting some of the recommended learning arrangements.

In the case of a referral from the teaching staff, the SENDCo / Specialist Assessor will review evidence of the concern(s) and carry out further assessment. If there appears to be a more specific underlying learning difficulty, parents will be encouraged to enlist the advice of an educational psychologist, or another appropriate professional. The School will only accept external psychological and specialist teacher reports if the SENDCo is satisfied that the author is suitably qualified, with evidence of qualifications, and that sufficient liaison with the school takes place before the assessment. All costs for professional services will be met by the parents. Professional recommendations for specialist provision (i.e. physical or practical aids e.g. a lap top computer) may be met within or outside the school. If it is possible to offer provision in school, any additional cost will be agreed with and met by parents. Not all students with additional needs will require a full Diff Plan and Stage 2 support, although details of specific needs and support strategies for staff may still be detailed on their Diff Plan.

Criteria for exiting the SEND List

Once agreed students can move from Stage 2 to Stage 1 after consultation with the students ILC teacher, SENDCo, Deputy Head (Academic Studies) and parents.

Examination Access Arrangements (GCE & GCSE and IB)

- The SENDCo, working in close liaison with the school's Specialist Teacher and the Examinations Officer, is responsible for managing applications for access arrangements for public examinations as outlined in the Schools Access Arrangement Policy.

- The school follows the current Joint Council for Qualifications (JCQ), Cambridge International Exams (CIE) and International Baccalaureate (IB) regulations and guidance for examinations issued at the beginning of each academic year. This includes offering students' opportunities to rehearse specified arrangements throughout their courses e.g. allowing extra time during internal school examinations.
- Recommendations for access arrangements start with the subject teacher and are applied for on a subject by subject basis.
- Access arrangements must derive from an identified, documented educational need evidenced in an existing psychological report, or a specialist teacher's assessment report. This must be supported by historical evidence of the need. The school's Specialist Assessor, in liaison with parents and, in some cases, other professionals, will update the assessment.
- Any exam access arrangement must be the student's normal way of working in the classroom.
- The school will only accept external psychological and specialist teacher reports if there is a working relationship with the school and SENDCo is satisfied that the author is suitably qualified, with evidence of qualifications, and that sufficient liaison with the school takes place before the assessment. As per JCQ regulations, the final decision regarding access arrangements remains with the School.

A Whole School Approach to Learning Support

INSET

Opportunities for professional development occur in various ways throughout the academic year:

- Academic Support and the provision for individual needs is part of the Induction Programme for new staff.
- All members of staff are encouraged to attend INSET courses held inside or outside school.

Resources

- The SENDCo disseminates to all teaching staff have relevant teaching resources and SEN advice sheets.

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Sign off:	Matthew Judd, Head
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