



Special Educational Needs and Disability (SEND) Policy

This policy has been written by Stuart Bracewell (SENDCo), developed in consultation with parents/carers, staff and students and was drawn up having regard to the following legislation and guidance:

- SEND Code of Practice: 0-25 years 2015
- Part 3 of the Children and Families Act 2014 and associated regulations;
- Equality Act 2010
- Supporting Students at School with Medical Conditions 2014
- Handbook for the Inspection of Schools

Aim

Leighton Park School aims to adhere to the Children and Families Act 2014 and the SEND and Disability Code of Practice 0-25 years 2015. It is committed to supporting the right of all students to have equal access to an inclusive, stimulating, and safe environment, and a broad, balanced, and relevant curriculum. The School aims to maximise the potential of every student and, as such, provides a curriculum and teaching through which all students, including those with special educational needs, have the opportunity to learn and make excellent progress. Leighton Park School is fully committed to ensuring that the application of the Special Educational Needs Policy is non-discriminatory, in line with the UK Equality Act 2010.

The School endeavours to enable students to achieve as high a degree of independence as possible within the School community and equip them for the next phase of their education, employment or training.

Objectives

This policy works towards eliminating disadvantages for students with SEND and/or disabilities by:

- identifying and providing for students who have special educational needs and regularly assessing and reviewing the provision that we offer;
- using our best endeavours to ensure that a student with SEND and/or a disability (including those with medical conditions) gets the support they need to access the School's educational provision and is able to engage as fully as practicable in the activities of the School alongside students who do not have a SEND and/or disability;
- having regard to the statutory guidance the SEND Code of Practice (2015), in so far as it applies to the School;
- appointing a teacher responsible for the coordination of SEND provision (SENDCo) and ensure they have the relevant training and qualification to undertake the role (NASENCo Award);

- providing training, support and advice for all staff as often as is appropriate and necessary;
- ensuring that all students with SEND are offered access to a broad, balanced and appropriate curriculum that sets high expectations for every student whatever their prior attainment;
- working in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education;
- taking the views, wishes and feelings of the student into account and involving them as fully as possible in decision making about their own education;
- working collaboratively with external agencies and specialists who provide professional assessments and recommendations;
- ensuring compliance with the Equality Act 2010 and not treating disabled students less favourably than their peers and making reasonable adjustments so that disabled students are not put at a substantial disadvantage in matters of admission and education;
- in conjunction with the Medical Policy, making arrangements to support students with medical conditions and where applicable, to have regard to statutory guidance supporting students with medical conditions.

The School is able to advise parents on a range of professional agencies when an assessment is viewed as being the appropriate next step in supporting the student. However, please note that all assessments must be discussed with the SENDCo (Stuart Bracewell) in the first instance to ensure that a link has been established with the assessor beforehand and that all necessary paperwork is completed. Please note any assessment that is not discussed with the SENDCo in the first instance will be rendered invalid. This is particularly relevant where examination access arrangements may be recommended.

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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 he or she or they:

- has a significantly greater difficulty, such as dyslexia, in learning than the majority of others of the same age;
- has a disability which prevents or hinders him or her or they or them from making use of facilities generally available in a mainstream School; or
- who suffer a mental health condition of any kind, congenital deformity, and/or who are substantially and permanently handicapped by illness or injury; or
- has an Education, Health & Care (EHC) Plan.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for, but we identify the needs of the student in order to establish what provision is required to meet their primary need, not just by the category in which they are placed. Leighton

Park School will take into account students' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

Definition of disability

'Disability' is defined in the Equality Act 2010 as: 'a physical or mental impairment' which has a 'substantial and long-term adverse effect on' a person's 'ability to carry out normal day-to-day activities. It includes not only physical disabilities but also learning disabilities and mental health. There is a threshold in terms of impact on 'normal day-to-day activities' ('substantial' means 'more than trivial') and length of time ('long-term' is defined to mean 'lasting or likely to last more than one year').

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/SENDCo
- Individual Learning Support Teachers
- Academic Intervention Practitioners
- Academic Deputy Head
- Pastoral Deputy Head
- Head of Pastoral Support
- Head of Boarding Houses
- Heads of Section

In addition, the team benefits from the services of the School's Pastoral Well-being Practitioner and the School Nursing team. 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.

Role of the SENDCo

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and coordinates the provision for individual students, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for students with special educational needs and/or disabilities.

The principal responsibilities for the SENDCo include:

- overseeing the day-to-day operation of the SEND policy;
- coordinating provision for students with SEN and/or disabilities (including those who have EHC Plans) and reporting on progress;
- advising on the deployment of the School's delegated budget and other resources to meet students' needs effectively;
- liaising with the CPD Co-ordinator in order to ensure there is adequate provision for SEND CPD;
- ensuring all staff understand their responsibilities to students with SEN and/or disabilities and the School's approach to identifying and meeting need(s);

- overseeing the records of all students with SEN and/or disabilities and ensuring they are up to date and that teachers are given necessary information relating to a student's learning support needs and/or disabilities so that teaching practices are appropriate;
- liaising with external agencies and professionals;
- liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned;
- providing staff with information about any student who may require learning support, through iSAMS, and ensuring that they are implementing the recommendations, where practicable, in conjunction with HoDs;
- encouraging communication between the student, their teachers, parents and external agency involvement;
- arranging for feedback from staff regarding any student who has been highlighted as an academic cause for concern in terms of their learning needs;
- collating evidence for further assessment and provide evidence for Form 8: Part 1;
- ensuring that Form Tutors, Heads of Department and Heads of Sections are kept informed of any students who become a cause for concern and of action taken;
- liaising with the Exams Officer for the submission of Access Arrangements requests to JCQ;
- monitoring the impact of interventions provided for students with SEND;
- leading on the development of high quality SEND provision as an integral part of the School Improvement Plan;
- working with the Headteacher and the School governors to ensure that the School meets its responsibilities under the Equality Act 2010, including with regard to reasonable adjustments and access arrangements.

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, Leighton Park School is not a specialist SEND school therefore we will review each student's application individually to ensure that we can meet their needs in the mainstream classroom.

It is important to note that any parents who do not declare their child's SEND need or history on the admissions paperwork will risk having their child's offer revoked, if successful, as per the terms and conditions on the registration form. By disclosing this information, it enables us to best plan for that student in readiness for their start at Leighton Park.

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. The School will always consider its obligations under the Equality Act 2010.

Identification and Monitoring of Students with SEND

Leighton Park has a stringent screening process with the aim of identifying students who may have an underlying SEND need not manifesting itself in the classroom. Teachers can make a SEND referral through the School portal, and these are actioned in a timely manner.

In terms of screening:

- all students in Year 7 are screened through a reading assessment to identify any barriers to reading and comprehension;
- all students in Years 9 and Lower 6 are screened to identify indication of potential learning difficulties through Lucid Exact;
- 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.

Monitoring of Students with SEND

Leighton Park adheres to a *four-tier model* of SEND provision as detailed below.

Tier 0 – No SEND intervention required or needed

Tier 1 – Access to Quality First Teaching and differentiated curriculum within the mainstream classroom

Tier 2 – Access to support through an academic intervention practitioner (AIP)

Tier 3 – Access to support through an ILC specialist teacher 1:1 session **or small group session**

Tier 4 – Access to provision as detailed in an EHC plan (Education, Health and Care plan)

All students with a professional diagnosis of need will be issued a *Learning Support Plan*. Such a plan will detail specific areas of difficulty, Access Arrangement entitlement as well as targets for the coming term. A LSP also details strategies to support the student by the teacher, parent and ILC teacher alike. Support plans 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. All students with a formal diagnosis will form our SEND register.

Please note a privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be used to process an application using access arrangements online. Please contact the SENDCo prior to arranging any assessment.

Criteria for exiting the SEND List

When a student has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the student will be removed from the School's SEND register.

Access Arrangements for Exam Years

The SENDCo is responsible for organising assessments and processing applications for Access Arrangements through online portals. 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. Please note 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.

Statutory Assessment of Needs (EHC Plan)

A small number of students whose needs are complex and long term, may require a greater level of support than the School can provide from its own resources. For these students all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. Where a student with an EHC plan is registered at the School, the School is able to supply information to the responsible Local Authority as may reasonably be required for the purpose of an annual review of the EHC plan. Leighton Park School will follow their local authority's guidance for this process and involve parents/carers and the child from the beginning. The School will always consult with parents before exercising this right to ask the local authority to make an assessment. If the local authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal. Where a prospective student 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.

Supporting Students and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full cooperation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the School and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the School endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Leighton Park School, we endeavour to support parents/carers so that they are able to:

- feel fully supported and taken seriously should they raise a concern about their child;
- recognise and fulfil their responsibilities and play an active and valued role in their child's education;
- understand procedures and documentation;
- make their views known about how their child is educated;
- have access to information, advice and support during assessment and any related decision-making process about special educational provision;

- parents/carers of a child with SEND support will have the opportunity to meet with the class teacher during Parents' Evenings and additional targeted ILC parents' evenings for those students accessing the ILC support package.

More information about the support offered to parents/carers from our local authority can be found within their Local Offer:

Brighter Futures for Children (Reading)

<https://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3>

Training and Development /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.

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