



ESTABLISHED 1906

# Lord's Independent School

## Special Education Needs and Disability Policy

Lord's Independent School

Next Review Date: August 2024

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## Introduction

Lord's School is committed to the equal treatment of all pupils including those with special educational needs and disabilities ('SEND'). This policy works towards eliminating disadvantages for pupils with SEND by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the school's educational provision.
- not treating disabled pupils less favourably than their peers.
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education.
- ensuring that pupils with SEND engage as fully as practicable in the activities of school.
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.
- ensuring that the needs of SEND pupils including IB students are fully met.

## Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND)

- Code of Practice and the following legislation: Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEND information report.

## Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- 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.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO will:

- Work with the headteacher and SLT to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Ensure that students are appropriately supported to meet the demands of these examinations, including access arrangements for examinations.

### 4.2 The Head of School

The Head of School will:

- Work with the SENCO to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND.

### 4.3 Class teachers and Form Tutors

Each class/form tutor is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- Referring to the pupil's Learning Support Plan or Educational, Health and Care (EHC) Plan to plan and differentiate lessons and provide reasonable adjustments.

## 5. SEND information report

### 5.1 The kinds of SEND that are provided for.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, diabetes
- Moderate/severe and multiple learning difficulties

### 5.2 Identifying pupils with SEND and assessing their needs.

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEND. However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support.

The School may request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will usually be borne by the parents. Where parents wish to request a formal assessment from outside of school, they should ensure the School is given copies of all advice and reports received.

If there are significant emerging concerns, or identified SEND, the School will take action to put appropriate special educational provision in place taking into account any advice from specialists. Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. 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. Cognitive Ability Tests, internal assessments, outcome of examinations, progress reports, SENCO reports. 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 SENCO 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 in the SEND file. Teachers will work closely with the SENCO 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 termly. Teachers, working with the SENCO 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.

### 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

### 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

### 5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

## 5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Link new learning to what pupils already know.
- Repeat instructions and information back to check understanding.
- Close collaboration with teaching assistants to review lesson content.
- Differentiated note-taking: printed copies, mind-maps, key words, abbreviations.
- Use of assistive technology.
- Extra time allocated.
- Reduced number of exercises.
- Check-in Club to work on organisational skills.
- Speech and Language Difficulty Screening.
- Dyslexia Screening.

## 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## 5.8 Additional support for learning

Teaching assistants will support pupils on a 1:1 basis when specific needs are identified by the teachers and SENCO.

Teaching assistants will support pupils in small groups when more than one pupil in the same class have similar needs.

We work with the following agencies to provide support for pupils with SEND:

- Speech and language therapists
- Dyslexia teachers
- Occupational therapists
- Clinical and educational psychologists
- Counsellors and therapists
- Consultants

## 5.9 Expertise and training of staff

We have an experienced SENCO and a team of teaching assistants who are trained to deliver SEN provision.

In the last academic year, staff have been trained in effective planning and intervention.

We use specialist staff for high level communication, learning, sensory/physical and socio-emotional difficulties.

## 5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 8 to 12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

## 5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- No pupil is ever excluded from taking part in any activities because of their SEN or disability.

## 5.12 Support for improving emotional and social development

We provide support for pupils to improve, further develop and embed understanding of the social, emotional and mental health needs of the school community in the following ways:

We have a zero tolerance approach to bullying.

## 5.13 Complaints about SEN provision

Complaints about SEND provision in our school should be made to the Head teacher in the first instance. They will then be referred to the school's complaints policy.

## 6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO and the Senior Leadership Team every year. It will also be updated if any changes to the information are made during the year.