

St. Lawrence College

Whole School

SEND

(Special Educational Needs & Disability)

Policy

Our school is one community, united in our respect for each other, tolerant of differences and proud of our diversity, honest and positive about our learning and behaviour every day.

Issued: 2016

Most recent review: 2021

OBJECTIVES

St Lawrence College values the abilities and achievements of all its pupils and is committed to providing for each pupil the best possible environment for learning. Pastorally, our aim is to devote particular care to the welfare of our pupils as individuals in a caring, cooperative environment which is inclusive for all. As a school, we recognise that pupils may have special needs and learning difficulties, requiring certain provision to be made to be fully integrated into the mainstream class. Our policy reinforces the need for teaching that is fully inclusive. As such, all teachers are teachers of pupils with SEND (Special Educational Needs & Disabilities) and therefore this is a whole school responsibility requiring a whole school response. In implementing this policy, we believe that our pupils will receive the help required to ensure that they have full access to the curriculum and are integrated into all aspects of school life.

DEFINITION OF SEND

The following definition is taken from section 20 of the Children and Families Act 2014

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. SEN provision is typically anything different or additional to the educational provision made generally for children of the same age in a similar setting. 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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

There are four broad areas of special educational needs. These areas are to help the school identify and provide for needs, rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their Special Educational Needs.

- Communication and Interaction

This includes children with speech and language delay, impairments or disorders; specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia; hearing impairment; and those who demonstrate features within the autistic spectrum.

- Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

- Social, Emotional and Mental Health

This includes children who may be withdrawn or isolated, display disruptive or disturbing behaviour, be hyperactive or lack concentration. Disorders such as ADD (attention deficit disorder), ADHD (attention deficit hyperactive disorder) and Attachment Disorder fall into this area.

- Sensory and/or Physical Needs

This includes children with sensory, multi-sensory and physical difficulties which require special educational provision because they have a disability such as a vision or hearing impairment, which prevents or hinders them from making use of the educational facilities generally provided. As such, they may require support to access their learning.

Please note: A child who finds a particular subject difficult does not necessarily mean that has special educational needs; there will often be discrepancies in the speed with which children learn.

Moreover, children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language or arise from a learning difficulty requiring special education provision.

ADMISSION ARRANGEMENTS

At St Lawrence College we are committed to giving every pupil a happy and successful start in life. We want them to be the best they can be. Irrespective of their special educational needs or disability, all applicants are welcome provided that we have the appropriate resources and facilities to give them the support that is required. The school can make reasonable adjustments to meet the needs of SEND pupils and will not put any pupil with SEND at a substantial disadvantage compared to any other pupil of the school because of his or her learning differences or disability.

Before a place is offered at St Lawrence College:

- Parents of prospective pupils must provide the school with all essential information in respect of their children at the time of application. It is imperative that the school is informed of any known identified special needs and are provided with full details, including specialist assessment reports and formal diagnoses in order to make an accurate assessment and determine whether it can cater for their needs.
- A prospective pupil who is diagnosed as having SEND, may need to be assessed by the school's SEN Coordinator (SENCO) prior to acceptance.
- The school reserves the right to withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances. If Special Educational Needs or disability is identified or develops after admittance, we will endeavour to continue to support the pupil

as long as we have the appropriate resources and facilities to provide the required support **and** we believe it is in the best interest of the pupil and of the school community for them to remain at the school.

SEND AIMS & OBJECTIVES OF THE SCHOOL

Our aims are:

- to ensure early identification, assessment and provision for any child who may have special educational needs
- to monitor and assess the progress of all pupils in order to aid the identification of pupils with SEND
- to maintain an awareness that the continued progress of pupils with SEND is the responsibility of all staff and to ensure that all who are involved with these children are aware of the procedures for identifying their needs, supporting and teaching them
- to provide ongoing training and support for all staff
- to ensure that parents/carers of SEND pupils are kept fully informed of their child's progress and encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school
- to develop existing skills of all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate
- to liaise with external professionals if necessary for clarification of pupils' needs or when their needs cannot be met by the school alone

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Teaching children who have Special Educational Needs or Disabilities (SEND) is a whole school responsibility. Classroom and subject teachers supported by the Special Educational Needs team are responsible for the initial identification of SEND and for its provision within the classroom.

The needs of the pupils are assessed through a range of indicators:

- Performance in assessments such as homework, classwork, class tests, CEM assessments or internal examinations/tests
- records transferred from another school
- evidence that a previous rate of progress is not being maintained/a widening attainment gap
- Concerns raised by parents, pupils or external specialists (such as an educational psychologist, child psychotherapist, occupational therapist, speech and language therapist etc)
- Behavioural/social/communication difficulties
- In-class observations by teachers

IDENTIFICATION PROCEDURE

At St. Lawrence College we acknowledge that early identification and assessment are crucial to providing appropriate interventions. The earlier action is taken, the more effective intervention can be without undue disruption to the organisation of the school. A teacher who has identified a pupil as possibly having SEND will inform a member of the SEND Department and fill in a 'Cause for Concern' form. The procedure is then as follows:

The SENCO will be consulted as needed, for advice and may ask for an observation in class. In addition, the SENCO will examine the pupil's records to gather as much information as possible in order to gain a better understanding of context and background.

The pupil's subject teachers guided by the SENCO will decide on the best applied differentiated learning opportunities, which will support the pupil's academic progress without affecting the rest of the class. Progress will be monitored and reviewed termly.

If progress hasn't been achieved, parents will be informed and may be asked to give their consent for an informal assessment, such as screening tests administered by the SENCO or a specialist teacher.

Results of the tests will be discussed with the pupil's teachers and parents will be fully informed of the assessment outcome or may be asked to come in for a meeting to discuss further support.

The school will keep parents involved and informed at every stage of SEND provision and will request that, in return, they share any relevant information or knowledge regarding the pupil to make the best possible provision.

When a concern is raised by parents/carers or teachers, the pupil will be formally recorded as being under observation without being placed on the SEND register

Once a pupil has been identified as having a special educational need, the child is recorded on the school's 'SEN Register'. The 'SEN Register' is a list of names of all the children in the school identified as having a special educational need. It outlines their specific needs and the types of support being accessed. The level and type of support for each child will be offered on an individual basis, and may increase or decrease over time as the child's needs change. If a pupil has been formally diagnosed by external services prior to joining St Lawrence College, the school reserves the right to ask for a detailed report in English by the specialist involved to determine the level of provision the pupil will need.

If a pupil has recently been removed from the SEND list, continued monitoring will be necessary.

CURRICULUM ACCESS AND PROVISION

To meet the learning needs of all pupils, teachers differentiate work. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

SEN provision at St Lawrence College is based upon:

- setting suitable learning targets
- responding to children's diverse learning needs
- overcoming potential barriers to learning

The range of provision may include:

- differentiation of the curriculum to match tasks to ability
- grouping of children according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability
- use of a range of teaching styles which recognise the individual learning styles of the children in the class
- small withdrawal group and 1:1 teaching by the SEN staff
- peer group support through mixed ability grouping, paired reading and "buddy" systems
- use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy
- access to extra-curricular clubs, and to the social life of the school
- in-Service training for all staff on the needs of children with SEN

A GRADUATED APPROACH TO SEN SUPPORT

All staff accept responsibility for providing their pupils with realistic learning goals in a broad-based, appropriate curriculum. Pupils identified as a concern for having SEND, or who have been identified as having SEND, are, through teacher planning and schemes of work, as far as is practicable, fully integrated into the mainstream class. Most pupils with learning difficulties require work to be suitably presented and differentiated to match their need. However, to match the level of intervention and provision required to suit each child's needs, a 'graduated approach' has been set out, where the level of intervention increases whenever adequate progress is not being made. These 'Waves of Intervention' clearly outline the support strategy applied.

WAVES OF INTERVENTION

Wave 1:

Class teachers have the initial responsibility for identifying pupils with SEND. Teachers must support pupils' needs in the form of Quality First Teaching (QFT), taking into account the learning needs of all pupils in class.

Wave 2:

If teachers see a lack of progress after a period of QFT, they should inform the SEN team who may observe the pupil in class and investigate their schoolwork and assessments to gain a better understanding of pupil's needs. At this stage, class teachers remain responsible for planning additional support addressing pupil's specific area of difficulty. The support in the junior school can be provided in the form of small group or individual targeted interventions carried out by TAs or class teachers in or outside class. Parents are informed of the school's concerns by the class teachers.

If differentiated approaches do not facilitate significant progress, the teachers must fill in a 'Cause for Concern' form, for the SEND team who may also ask the parents' written consent to screen their child in school. After screening, parents will be asked for a meeting to discuss the results. The SENCO may ask for a child to be tested outside school.

Wave 3:

If the pupil needs individual or small group support, parental consent is sought. SEN support must be provided when a pupil falls more than 1.5 years below age-related expectations in reading/writing/maths/social interaction/communication.

Pupils are added to the SEND register if they have a formalised diagnosis; receive individual/group support or have been screened in school. Pupils who receive SEN support have an Individual Educational Plan (IEP) setting their modified learning targets.

Where it is determined that a pupil has SEND, parents are formally advised of this and are always fully informed of their child's progress and attainment. The reason for identifying whether a pupil displays signs of a possible learning difficulty or other disability is to help St Lawrence College ensure that effective provision is put in place to facilitate learning.

THE MONITORING PROCESS

St Lawrence College uses a four-part monitoring process:

Assess

This involves assessment through checklists, subject tests and screening tests, formal diagnoses from external agencies, relevant information from parents/carers

Plan

Planning will involve consultation between the teachers, the SENCO and parents to agree the arrangements, support and interventions that are required. All teachers working with the pupil will be informed of the pupil's individual needs and any relevant and appropriate teaching strategies and styles that should be applied.

Do

The subject teacher remains responsible for working with the child on a day-to-day basis. They are responsible for ensuring differentiation in class is in place to support pupils in need. They will work closely with the SENCO to plan and assess the impact of support and interventions. Support with further assessment of pupil's strengths and weaknesses and advising of the implementation of effective support will be provided by the SENCO.

Review

The review process will evaluate the impact and quality of support and intervention. The subject teacher along with the SENCO will revise the support and outcomes based on the pupil's personal progress and make amendments in consultation with the parents if necessary. Parents/carers will be kept informed on those outcomes and developments. Pupils' progress will be monitored and reviewed on a termly basis.

INDIVIDUAL EDUCATION PLAN (IEP)

An IEP is designed to accommodate measurement of achievable targets and is required either when a pupil is withdrawn from class to receive SEND support or when the needs of the child are considered significant enough to warrant an IEP. The SENCO will decide if this is appropriate.

For those pupils who do not receive additional SEND support but their needs require some extra attention by their subject teachers, a SEND profile is devised and shared with the pupil's teachers. The SEND profiles list all necessary information about the pupil in question as well as suggestions for further differentiation in class.

LINKS WITH EXTERNAL AGENCIES

At St Lawrence College we recognise the important contribution that external support services make in assisting to identify, assess and provide for SEND pupils. When necessary, during any stage of SEND support, the school may request the need for parents to employ the involvement of outside specialists to formally assess a child's needs and gain appropriate strategies.

Some of the agencies may include:

- Educational psychologists
- Psychiatrists
- Speech and Language therapists
- Medical specialists/Paediatricians
- Occupational Therapists

ACCESS ARRANGEMENTS FOR SENIOR SCHOOL EXAMINATIONS

Although some pupils cope with the learning demands of a course and demonstrate attainment in the skills being assessed, they still face barriers when it comes to the standard assessment. The point of an access arrangement is to remove any barriers to the standard assessment without compromising the standards being tested. Access arrangements are pre-exam arrangements made on behalf of the candidate with particular needs.

St. Lawrence College follows Cambridge International and Pearson Edexcel guidelines for access arrangements both in public examinations and for internal exams. Note that whilst specific recommendations may be given in external specialist reports, it may not always be possible to follow these if the assessment results do not fall within the limits set down by the examination boards.

For IGCSE and A levels, assessment and application for access arrangements will be made by the school, ONLY if the candidate can provide the school with a detailed report dated within three years of the exam showing standardised scores from a qualified specialist. In some cases, the school can provide internal screening assessments, which can justify the provision of an access arrangement.

ROLES AND RESPONSIBILITIES

Meeting children's special needs is the shared responsibility of the Head teacher, SENCO, SEN teachers and other members of the teaching staff.

THE HEAD TEACHER

The Head teacher's responsibilities include:

- the day-to-day management of all aspects of the school, including SEND provision
- keeping the governing body well informed about SEND within the school
- informing parents of the fact that SEND provision will be made for their child
- ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

THE SENCO

The Special Educational Needs Coordinator (SENCO) will keep up-to-date with and monitor the school's SEND provision. The SENCO will also be responsible for ensuring that arrangements are in place for SEND provision throughout the school. More specifically, the SENCO is responsible for:

- the day-to-day operation of this policy
- maintaining a register of children with a diagnosed learning difficulty or SEND
- coordinating provision for children with SEND to ensure that they receive an inclusive education and achieve success
- advising on graduated SEND support
- helping to identify pupils with SEND
- administering screening assessments within school when concerns are raised
- organising access arrangements for external and internal exams
- liaising with the Head teacher and the rest of the Senior Leadership Team, teaching staff and parents regarding SEND concerns
- liaising with professionals and centres beyond the school's setting
- liaising with and advising teachers on differentiation and SEND matters
- liaising with and supporting parents by offering practical support
- devising IEPs or SEND profiles
- managing shadow teachers
- ordering resources for SEND provision
- contributing/organising professional development sessions on SEND aspects
- teaching individuals or small groups of pupils with SEND who require specific, targeted additional support
- writing reports for pupils who receive SEN support

SEN TEACHERS

A SEN teacher's responsibilities include:

- providing individual or small group SEN support
- preparing lessons and teaching materials
- working closely with the SENCO and contributing to the development of an effective and suitable programme of support
- working closely with the SENCO in organising special events related to Special Educational Needs
- liaising with teachers to discuss SEND pupils' needs
- meeting with parents of pupils who receive SEN support

- liaising with external agencies, when necessary
- helping to identify pupils with SEND
- administering screening assessments
- writing IEPs and reports for pupils who receive SEN support

LEARNING SUPPORT ASSISTANT

A Learning Support Assistant's responsibilities include:

- working under the direction of the class teacher or SENCO
- assisting in the identification of needs
- helping to provide effective learning strategies for 1:1 or small groups
- responding appropriately to individual pupils
- contributing to the assessment and review process

TEACHERS

Responsibilities allocated to the teacher are as follows:

- being aware of the school's procedures for the identification, assessment and provision for SEN pupils
- identifying pupils with SEN within the mainstream classroom setting
- ensuring that differentiation is in place for pupils with learning difficulties
- collaborating when concerns are raised with the SENCO to decide the action required to assist the pupil to progress
- working with the SEN department to collect all available information on the pupil
- working with the SEN pupils in the classroom daily to deliver the targets set out in the IEP
- developing constructive relationships with parents
- being involved in the implementation of the school's SEND policy

OUTSIDE SPECIALISTS

Any support specialists coming into school from outside agencies will be expected to:

- work in collaboration with class teachers
- assist in the identification of need
- help to provide effective learning strategies
- keep SENCO updated about their involvement

SHADOW TEACHERS

In special cases, parents/carers may be asked to fund and employ a shadow teacher. A shadow teacher is an educational assistant who works directly with a single, special needs child to provide additional guidance and support to successfully integrate into the mainstream setting. They help the student interact with others and assist the child with schoolwork.

The following is a list of the duties a shadow teacher may be required to fulfil, depending on the child's special educational needs:

- to provide guidance in completing classroom activities when necessary
- to help the pupil achieve goals stated in their IEP by implementing agreed-upon accommodations
- to devise means of adapting the curriculum goals to suit the needs of the child, which may include simplifying lessons for the pupil by preparing appropriate instructional materials
- to help the pupil display appropriate classroom behaviour
- to help the pupil respond appropriately to their classmates in social situations (e.g., understand the rules of play and social interaction, sharing and caring)
- to regularly update the learner support team on the pupil's progress

Although the shadow teacher works autonomously and is not technically a staff member of the school, they are required to comply with all rules and regulations stated in school policies. Furthermore, they are required to maintain discretion and confidentiality of child and family information at all times.

PARENTS

All parents or carers of children with special educational needs are treated as partners. They will be consulted about all action taken by the school. Individual Educational Plans (IEPs) will be shared termly with parents and their views on progress will be recorded at review meetings.

Parents bear the overall responsibility for taking decisions about the management of their child's learning difficulties or disability.

It is the parents' responsibility to provide the school with copies of all reports and documents they have received by external agencies or school reports and accommodations that were provided in relation to special educational needs at their child's previous school or elsewhere.

At St Lawrence College, an effective working relationship with parents is seen as having a crucial bearing on the child's progress and parental involvement is sought as early as possible. We endeavour to use the unique knowledge and information that parents have. Provision is most effective when parents and school are working in an open and confident partnership. The identification of a special

educational need may be alarming to parents and many may become discouraged by their child's continuing difficulties. In such cases the staff at St Lawrence College aim to support emotionally and practically in the hope of alleviating anxieties and frustrations. We encourage parents to liaise closely with staff.

For this partnership to work effectively, parents' responsibilities will include:

- informing school about any specific need their child may have upon entering the school
- informing school about any special need that arises during the child's time at St Lawrence College
- working with the school in ensuring good progress of their child

WITHDRAWAL OF SEND PUPILS

The school reserves the right, following consultation with parents, to ask parents to withdraw their child if, in our opinion, after making all reasonable adjustments:

- the pupil needs a formal assessment by external specialists, or in-school additional support or medication to which parents do not consent
- parents have withheld information from the school related to their child's development and special educational needs diagnosis, which, had the information been provided, would have made a significant difference to the school's management of the child's learning difficulties or disability
- the pupil's special educational needs or disability require a level of support which the school is unable to provide or manage
- the pupil has special educational needs or a disability that make it unlikely that he/she will benefit from the mainstream education that the school provides

FACILITIES FOR PUPILS WITH SEND AND DISABILITIES

St Lawrence College complies with relevant accessibility requirements, with plenty of space for small groups and individual withdrawal sessions. The building can be accessed by wheelchair users and includes a toilet for the disabled.

STORING AND MANAGING INFORMATION

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when

not in use. The same confidential and secure approach applies to information shared with outside agencies by telephone, email or letter.

COMPLAINTS PROCEDURE

If a parent or carer has a concern about the special provision made for their child, they should, in the first instance, arrange a meeting with the SENCO who will aim to resolve the issue, if necessary, involving the Head teacher. If still dissatisfied, parents have the right to address the school's governing body.

SEND POLICY REVIEW AND EVALUATION

The SENCO and Head Teacher will monitor the effectiveness of the implementation of this policy regularly and it will be reviewed annually. The outcomes of this review will be used to develop better provision for SEND pupils.