



LEWESTON

SHERBORNE

2.10 SEND Policy

ADMISSIONS

At Leweston School we welcome all students who can make the most of the opportunities we offer and can flourish in the caring environment. Treating every student as an individual is important to us, and we welcome pupils with special educational needs and disabilities, providing that our Learning Support Department can meet their specific requirements. We do not however, have the facilities to offer highly specialised and intensive treatment for more complex learning difficulties.

We would advise parents of children with special educational needs and disabilities to discuss their child's requirements with us before he/she sits our entrance exam so that we can make adequate provision for him/her. Parents should provide a copy of reports, such as those carried out by an Educational Psychologist, Speech and Language Therapist, or other relevant medical report. With older students this might also be useful to support a request for special examination arrangements

ON ENTRY

Each pupil with a special educational need or disability requires special consideration and treatment and, if appropriate, adjustments will be put in place. We will discuss thoroughly with parents and their advisers levels of provision that can reasonably be made for their child. All students are screened as part of the entry process.

Our Learning Support Department is staffed by fully qualified specialists, supported by teachers with relevant experience, who work with pupils with learning difficulties in the areas of Dyslexia, Dyspraxia, Language Impairment, ADHD and some Autistic Spectrum Disorders. The department will also provide support for students performing significantly below their age group in aspects of literacy and numeracy.

MONITORING AND REVIEW

We can arrange for students with identified or suspected learning difficulties to be assessed internally by a specialist member of staff or by a fully qualified educational psychologist so we can identify more accurately the areas that require support. We offer specialist one to one lessons and help with study skills outside the normal curriculum. We work closely with the student and parents and liaise with subject teachers to help him/her to overcome the barriers their difficulties present.

Our Learning Support Department will prepare a Personal Learning Profile for each student setting achievable targets. The student, together with teachers, reviews the progress regularly, and is encouraged to take ownership of their learning and set their own targets. Parents are encouraged to be part of the process. This is in accordance with the Code of Practice 2014.

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PHYSICAL ACCESSIBILITY

We recognise that some students with special education needs may also have physical disabilities. Parents and prospective parents of a student with a physical disability can obtain copies of Leweston School's Accessibility Plan and Disability Policy from the web site. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

SMSC: (spiritual, moral, social and cultural development).

The Individual Needs Department is mindful of promoting fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths. It is an essential and integral part of our learning provision that pupils are enabled to develop their self-knowledge, self-esteem and self-confidence. The individual nature of one to one and small group lessons allows for open discussion and encourages pupils' responsibility for their own actions and respect for others. Supporting cross-curricular subjects opens opportunities to broaden their knowledge. Respect for others and living out a life of consideration for others is consistently fostered.

ACCESS ARRANGEMENTS FOR PUBLIC EXAMINATIONS

If a student is to have the benefit of Access Arrangements in public examinations then it will be necessary to demonstrate that he/she has difficulties which have a "substantial adverse effect" or which result in a "substantial impairment". (This reflects the language of the Equality Act.2010).

An individual with dyslexia or any other disability is not automatically entitled to extra time or any other special arrangement.

In order for a pupil to be awarded any sort of Access Arrangement in public examinations it must be possible for the school to demonstrate a 'history of need' and in almost every case this must be supported by assessment data. Having gathered sufficient evidence an application for Access Arrangements will be made at the appropriate time.

OTHER ADJUSTMENTS

We are able, depending on need, to arrange for students to use laptop computers in classes. In most cases the student will bring their own laptop to school and use in classes that are deemed appropriate. Evidence is collected of students' work for the purposes of supporting a request to have laptop use in exams. Leweston School has laptops for exam use; spellcheck, except for exemptions, and the Internet are disabled.

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ENGLISH AS A SECOND LANGUAGE

In order to manage the academic and social demands of Leweston School, students must be competent English speakers. We may recommend that some children, whose first language is not English, receive tuition in English as an additional language.

STAFF TRAINING

Our teaching staff have received training and are regularly kept up to date on the learning needs of students with special education needs and disabilities.

CHARGING POLICY

Specialist learning support lessons for literacy and numeracy are charged as extras at the following rates: £46.00 (£28.50 for half hour lesson) for the academic year 2017-2018.

Leweston School acknowledges the assistance provided by guidance documents prepared by the following public bodies:

The Department for Children Schools and Families (DCSF)

The Disability Rights Commission (DRC)

The Equality and Human Rights Commission (EHRC)

Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS)

EARLY YEARS FOUNDATION STAGE

The Government's 'Early Learning Goals' set out what most children will have achieved by the end of the Foundation Stage. Children will progress at different rates during the Foundation Stage and it is important to remember that at the end of this stage some children may still be working towards the goals. Such children will have differentiated learning opportunities to help them progress and regular monitoring of their progress but do not necessarily have specific special educational needs, thus all children's needs will be catered for through planning and assessing.

EYFS is based on a set of guiding principles and seeks to provide:

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equality of opportunity and anti-discriminatory practices, ensuring that every child is included and supported

DfE (2014) *Statutory Framework for Early Years Foundation Stage*

Each pupil with a special educational need or disability is considered individual and the child's teacher, in collaboration with parents, will devise an Individual Plan to set targets and monitor progress. The child's voice is also important when discussing these to include likes, dislikes, strengths and weaknesses. These are regularly monitored, reviewed and updated to ensure the practice is most effective to meet the targets. Through free play, all needs are carefully considered when planning activities to ensure accessibility for all; this includes those that promote diversity and difference.

Named Nursery Special Educational Needs Co-ordinators

Below 3 years of age – Lucy Hillier

Above 3 years of age – Jessica Bartlett

SEND Assessment

At Leweston School the SEN policy includes:

- identification
- assessment
- provision
- monitoring and record-keeping
- use of outside support services and agencies.

The SEN Co-ordinator should be responsible for:

- the day-to-day operation of the school's SEN policy;
- responding to requests for advice from other teachers;
- co-ordination of SEN provision, including appropriate liaison with the various teachers who will teach any given student with special educational needs;

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- maintaining an SEN register, with Personal Learning Plans (PLP's) on pupils with special educational needs;
- liaison with parents of children with special educational needs;
- establishing the SEN in-service training requirements of the staff, and contributing as appropriate to their training;
- liaison with external agencies.

Leweston School's senior management ensure that structures within the school allow the SEN co-ordinator's functions to be carried out effectively.

Identification and Assessment

It is important that children's special educational needs are identified at an early stage. The earlier action is taken the more responsive the child is likely to be to the additional provision made to support the child's progress. To assist in early identification, use is made of formative as well as summative assessment, and information is obtained from parents. Cognitive Ability Tests are carried out in Y6 and Y8; this information is valuable in identifying Gifted and Talented students as well as those with possible learning difficulties. Internal school assessments, Midyas and Yellis, are also used for monitoring of contemporary students and a further means of identifying of girls who might require additional specialist support. All students wishing to enter Leweston School undertake an assessment when visiting the school for a Taster Day.

Provision

The Individual Needs department has specialist trained staff who deliver tailored lessons in both literacy and numeracy based on the child's specific learning needs. Tailored Study Skills support is offered to older students approaching public examinations. When possible these lessons are usually delivered on a one to one basis during a free Study period to reduce disruption to the individual's timetabled lessons. These are charged for at an hourly rate (See SEN Policy for current charges).

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Monitoring and Record Keeping

It is the SEN Coordinator's responsibility to keep a register of all students with special educational needs, recording on the student's PLP the steps taken to meet those needs and the progress which has resulted. Assessment is updated when deemed appropriate and in particular for determining the need for Exam Access Arrangements. The SEN co-ordinator ensures that these records are properly and securely kept and available as needed.

Use of Outside Support Services and Agencies

The identification of a special educational need may be alarming to some parents; Leweston adopts the approach that any concerns with regard to their son or daughter's learning is raised at the earliest opportunity and that appropriate internal assessment takes place to identify the nature and extent of the difficulty. In some cases it may be necessary for further assessment to be carried out by an external agency such as a specialist Educational Psychologist/Speech and Language therapist. In this event parents are asked to take part in a full discussion process with the SEN Coordinator before arrangements are set in place. In most cases the outcome of these assessment are seen to be of huge importance and value in understanding the nature of their child's unique method of learning and in informing academic staff of targeted and specific differentiated approaches to teaching. Leweston School seeks at all times to foster the active participation and involvement of parents.

Training

Leweston School ensures that arrangements are in place for the in-service training and professional development of staff to help them work effectively with students with special educational needs. Such arrangements might appropriately be included in the school's development plan.

Partnership with Parents

The relationship between the parents of a child with special educational needs and their school has a crucial bearing on the child's educational progress and the effectiveness of any school-based action. School-based arrangements should therefore ensure that assessment reflects a sound and comprehensive knowledge of a child. At Leweston School parents are seen as partners in the educational process with unique knowledge and information to impart. Professional help is effective if it builds upon this involvement and provides

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reassurance to parents that the expression of their views and anxieties are intrinsically important.

Involving the Child or Young Adult.

At Leweston School all reasonable efforts are made to ascertain the views of the child or young person about his or her own learning difficulties and education, offering encouragement where necessary. Young people are more likely to respond positively to intervention programmes if they understand the rationale for them and are given some personal responsibility for their own progress. Such positive involvement can also enhance self-image and confidence.

In particular, we consider how best to:

- involve pupils in decision-making processes which affect their own assessment, provision and progress;
- determine Students' levels of participation, taking into account approaches to assessment and intervention which are suitable for their age, ability, past experiences and prior learning;
- record students' views in identifying their difficulties, setting goals, agreeing a development strategy, monitoring and reviewing progress;
- Involve students in implementing their individualised learning plans.

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