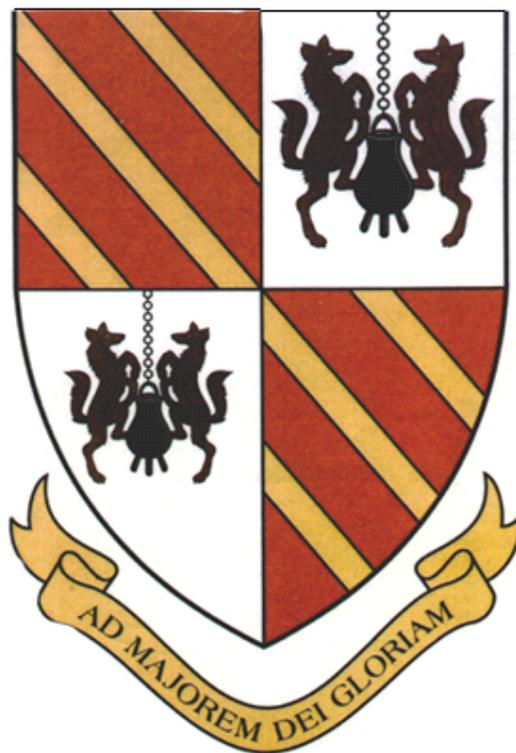


Loyola Preparatory School Policy for SEND

“Loyola Preparatory School will strive to instil recognition of the talents and achievements of all its members. It will seek to identify and develop a range of skills , techniques and abilities within its pupils which will serve the individual in future life, but will also be put to use as an expression of the Greater Glory of God, both in the personal development of the self and in service to others and the community.”



*Ad Majorem Dei Gloriam
To the Greater Glory of God*

SEND Policy

This policy applies to all the pupils at Loyola Preparatory School including those in Early Years Foundation Stage.

It is the objective of this policy that all pupils are exposed to a broad, balanced curriculum in accordance with their physical and emotional development, state of health, intellectual, motor and fine motor skills, abilities and aspirations; and that the spiritual and moral needs of pupils are met to the full. This policy recognises individual differences between children and notes the Warnock Committee's expectation of 2% of all children having significant special needs and 20% of all pupils requiring special needs provision of some kind.

The school recognises that under the provisions of the Disability Discrimination Act, special needs are observed as being relevant to the provisions of the act. The school undertakes to meet all reasonable costs to meet the diagnosed specific needs of individual pupils, but may need recourse to parental additional financial contribution in certain cases.

Loyola Preparatory School welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life. Treating every child as an individual is important, and pupils with physical disabilities are welcome. Pupils, whose Special Educational Needs and Disability (SEND) and learning difficulties are suited to the curriculum, are also welcome, provided that the Learning Support Department can provide them with the help and support that they require, subject to any budgetary constraints. Our SENDCO and EY SENDCO both receive regular training.

1. Aims and Objectives

Loyola Preparatory School has a graduated approach to SEND and aims to provide all pupils with strategies for dealing effectively with their needs in a supportive environment.

We aim to:

- Ensure that all pupils, whatever their special educational need or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that enables progression in learning;
- Ensure high aspirations for all pupils;
- Deliver high quality teaching and differentiation;
- Enable each pupil to achieve the maximum success possible;
- Ensure that the special educational needs of pupils are identified, assessed and effectively provided for;
- Ensure that pupils with SEND have equal opportunities to take part, as far as it is appropriate, in all aspects of the school's provision;
- Identify, assess, record and regularly review relevant pupils' progress and needs;
- Involve parents/carers in planning and supporting all stages of their child's development;
- Provide pupils with strategies/support for dealing with their needs effectively and give them full access to the curriculum.

2. Definitions

This policy is written in accordance with the Children and Families Act 2014 and the Code of Practice 2015.

Under Section 20 of the Children and Families Act 2014, children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Pupils have a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of the children of the same age;
- b) Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age.

Children do not have a learning difficulty or disability, within the legal definition, solely because the language or form of language of their home is different from the language in which they will be taught.

Special Educational provision is defined as provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.

3. Identification and Assessment of Barriers to Learning

The SEND Code of Practice 2015 describes the possible barriers to learning under four broad areas:

- **Communication and Interaction** including speech and language difficulties and autistic spectrum disorders
- **Cognition and learning** including specific learning difficulties (SpLD) like dyslexia, dyspraxia, dyscalculia
- **Emotional, social or mental health** including ADHD, ADD, self-harm
- **Sensory, medical or physical** including hearing, visual or physical needs

4. Stages of Intervention

For our SEN support, Loyola will continue to make use of Pupil Concern Sheets and Individual Education Plans and to implement the stages below:

Stage 1 – Pupil Concern will involve the class teacher and special needs coordinators (Main School and EYFS) and in the case of first aid matters the school's first aid officers. Initial concerns will be expressed by parents or teachers and should be discussed with the SENDCO in the outset. Concerns must be documented on a Pupil Concern Sheet by the class teacher. On a rotating cycle, each week the special needs and teacher concerns in specific year groups is discussed as part of the curriculum staff meetings. As appropriate, pupils will be screened by the SENDCOs using appropriate screening tools. The SENDCO will advise on appropriate strategies to support children in class.

Stage 2 – SEN Support involves the pupil, teachers, SENDCOs and parents. Class and subject teachers will draw up Individual Education Plans (IEP) and One Page Profile (OPP) with the SENDCO which will then be discussed and agreed with parents once a term – one copy to be retained by the school for general staff use, one by the class teacher, one by SENDCO and one by the parents. Each IEP will be reviewed on a termly basis. In certain circumstances pupils may revert to a Pupil Concern Sheet or ...

Stage 3 – the school will work in conjunction with support agencies having agreed that intensive action with specialist support is necessary. Parents will be referred to outside agencies as appropriate. Due consideration will be made to whether application should be made for an Education, Health and Care Plan (EHC plan).

5. Special Needs Coordinators

The SENDCOs for the school are **Mrs Canda Payne** and for Early Years' funded children and Reception, **Mrs Barbara McHardy**.

Teachers with pupil concerns should refer these to the SENDCO for appropriate action. The SENDCO's role will include:

- To maintain a special needs register;
- To coordinates the provision for and manages the responses to the pupil's needs through the *Assess, Plan, Do, Review* cycle;

- To lead and take note of discussions on individual pupils at staff meetings; to initiate further preliminary discussions with teachers regarding the possible issue of Pupil Concern Sheets and liaise with parents;
 - To attend any meeting with parents, teachers, or specialists with regard to pupils on the register. To attend and inaugurate review meetings regarding pupils on the register;
 - To assist and advise on the production of Individual Educational Plans;
 - To undertake screening and assessment of pupils as required and to report back to stakeholders;
 - To attend training on at least an annual basis (especially the Independent Schools Council Special Educational Needs Conference);
 - To manage the day to day operation of the policy;
 - To support and advise colleagues;
 - To lead and facilitate ongoing training and professional development for all Teaching Assistants and teaching staff;
 - To contribute to and manage the records of all pupils with special educational needs;
 - To manage the school based assessment and complete the documentation required by outside agencies;
 - To act as the link with parents and carers of pupils with SEND;
 - To maintain resources and a range of teaching materials to enable appropriate provision to be made;
 - To act as the link with outside agencies involved in supporting children with SEND;
 - To monitor and evaluate the SEND provision and write termly reports to the governing body through the SEND Governor;
 - To manage a range of resources, human and material, linked to children with SEND.
6. **Implementation of policy – individual pupil reviews.** Individual pupil matters should be discussed by concerned teachers with the SENDCOs as soon as possible. Such matters may result from or lead to the issue of a Pupil Concern Sheets or an IEP and will be transmitted to the whole staff through the weekly staff meetings and its minutes. Appropriate screening may take place as part of the process. Every PCS and IEP should be reviewed at least once a term. A visible audit trail must be maintained.
- Implementation of policy – whole class reviews.** These will take place routinely. Input will be provided by all teachers who have had or will have contact with the boys during their time at school. Boys in the class will be assessed under the following headings:
- General intellectual development with particular reference to reading, writing, spelling and manipulating number. Such criteria as standardised test scores will be taken into consideration as will teacher assessments of National Curriculum levels. Note will be taken of pupils significantly underachieving against national norms and against internal expected norms and of pupils significantly over achieving. The potential of each pupil to achieve entrance standard at 11+ will be assessed using the above criteria;
 - Specific learning difficulties: possible dyslexia, dyspraxia, dyscalculia etc. receiving further investigation;
 - Emotional and behavioural difficulties;
 - Physical difficulties – hearing, vision, language, motor/fine motor skills, continence;
 - Medical conditions – including asthma, allergies, specific conditions requiring medication, autism etc;
 - Pupils with EAL requiring support;
 - Pupils on the MAGT register.
7. Pupils assessed as requiring to be placed onto the Special Needs Register will be noted and in the case of pupils going on to SEND Support, the class and subject teachers with assistance from the SENDCO will draw up an Individual Education Plan and One Page Profile for discussion and agreement with parents and pupil. A copy of the completed IEP will be sent home. Where the use of external expertise

is considered necessary, parents will be referred to the appropriate agency and IEPs and One Page Profiles will be adjusted according to reports and findings received.

8. Implementation of policy – learning support

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. The quality of teaching for pupils with SEND, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

Pupils requiring extra support whether on the Special Needs register or not may currently receive this in one of the following ways:

- Differentiation in the classroom. All subject teachers have a duty to differentiate in relation to pupils with SEND in the classroom as well as for pupils identified as being More Able, Gifted and Talented (MAGT) or EAL needing support. Specialist one-to-one lessons and help with study skills are offered when required outside the normal curriculum, though our school policy is for most support to be offered in the normal classroom. Attendance as part of a small group or an individual at regular timetabled sessions with Mrs Payne (or a TA supervised by Mrs Payne) at KS2 and with Mrs McHardy (*or Teacher Assistants under her supervision*) in Early Years is also available but should not be used as a replacement of core teaching mainstream classes. It should be noted that this facility is provided also to extend the brightest pupils within a class, and to reinforce the attainment of the middle range pupils as well as to offer support. The school works closely with the child and their parents and to help them to overcome the barriers that their difficulties present.
- To make use of formal streaming in English and Mathematics from Year 3 at KS2. Whilst ensuring that all pupils receive a broad and balanced curriculum, to moderate tasks and expectations according to individual standards and if necessary to adapt homework assignments to the needs of the particular pupil.
- To allow for pupils with diagnosed special needs difficulties to attend specialist units.
- To co-operate with outside agencies in the formation and management of appropriate strategies for the child's difficulties.
- Pupils with EAL coming into Early Years join a structured phonetic course in language development whilst staff liaise with parents with advice about encouraging the use of English at home. The school has successfully integrated numbers of pupils with EAL in this manner and staff have attended appropriate training. More senior pupils with EAL may be withdrawn for specialist lessons if needed and where appropriate will be provided with an IEP following consultation with the SENDCO.
- The school provides access to external therapists (such as for speech or Occupational Therapy) who visit the school on a regular basis as arranged with parents. Trained TA's provide support with individual speech or occupational physiotherapies as laid down by therapists. The SENCO liaises with outside therapists, Teaching Assistants and parents.

Implementation of policy – behavioural and emotional support. The school will seek to offer support in various ways:

- Liaison with parents.
- The implementation of a behavioural management plan if appropriate using appropriate incentives and positives reinforcements (co-ordinated by Mrs McHardy, Mrs Anthony and Mrs Payne).
- To provide for regular contact for the individual with the SENDCO and/or a member of the Senior Management Team, but to avoid power seeking behaviours from receiving positive reinforcement.
- As appropriate to provide an individual with access to one of the Rudiments Pastoral Mentors.

- To co-operate with outside agencies such as Educational Psychologists in the formation and management of appropriate strategies for the child's difficulties.
- In consultation with parents to engage the services of a counsellor from Brentwood Children's Society

Implementation of policy – medical support. The school will seek to offer support in the following ways:

- To maintain a copy of all relevant medical matters in the medical need files
- To provide medical support for pupils as outlined in the school's Health and Safety Policy Document.
- To ensure that all matters appertaining to medical or physical need as divulged by parents on admission joining papers are relayed to all staff concerned.
- The school recognises disability for medical reasons as a special need and will operate measures described in the Medical and Disability Access Plan Policy in conjunction with specialist advice sought and received and the contents of any Care Plans.
- School will support as far as is possible any child who has a diagnosed medical condition, in order that they can access the curriculum.

Implementation of policy – resources

- The school budget provides for learning resources that may be used by special needs students. However, parents who are referred towards specialist help may have to fund this for themselves.
- Pupils can be assessed using a variety of screening and standardised assessment tests administered by the school SENDCO who has an OCR Level 7 Diploma in Specific Learning Difficulties Teaching Assessment or referred for further testing by outside agencies where appropriate. Follow up assessments by outside agencies will be at parental expense.
- In the case of physical, emotional or medical difficulties, the school cooperates closely with the appropriate authorities and has attended case conferences under the auspices of both the West Essex and Redbridge Health Services or through Social Services.
- Extra support groups (LEXIA, Word Shark, Touch Typing, Handwriting) are offered before school to pupils who it is felt would benefit from these.

Implementation of policy – training

It is envisaged that the SENDCOs attends at least one Special Needs based in service training a year – such is provided by the ISC. The school will ensure that all staff will receive up to date first aid/medical training.

Implementation of policy – evaluation Evaluation and review of pupils on the special needs register will take place termly with parents unless it is considered that a pupil should move to or from external agency support in the interim. Such evaluations will include a review of IEPs then current. Continuous assessment of each child's measured progress throughout the curriculum, his performance in relation to himself and in relation to his peers, and his general state of well-being and standards of conduct will be taken into account as criteria for measuring the effectiveness of the provisions provided.

Implementation of policy – Reasonable Adjustments for Examinations

We believe in best practice. Therefore, the Joint Council for Qualifications (JCQ) guidelines for the implementation of reasonable adjustments is followed within our school and for all our internal exams.

In practice this means that whilst advice and recommendations may be given in external specialist reports, it may not always be possible to follow these if the assessment results data does not fall with the limits set down by the JCQ. However, we will enforce all reasonable adjustments in examinations,

as recommended by a specialist report (e.g. Educational Psychologist), that are supported by the evidence of standardized data, which fall within the JCQ guidelines

9. Pupils with Carers

Pupils with EHC plans from their local authorities who are suited to the school's educational offer are welcome. If a pupil with an EHC plan requires their dedicated carer in school, for example, to assist with personal care, writing, etc this can be accommodated provided that the carer has an enhanced Disclosure and Barring Service check arranged by the school and complies with the child protection regulations in force at the time. The school would require a carer (like a new member of staff) to sign a written agreement undertaking to comply with the school's child protection policies and to attend the child protection induction briefing that is given to all new members of staff before working unsupervised on site.

A pupil's dedicated carer is not a school employee and the pupil's parents would be asked to provide the school with a written undertaking indemnifying it from any legal responsibility or cost connected with the provision of their services to their child.

10. Governors

Our school governors:

- Ensure that the school has a policy on SEND including early identification and monitoring procedures, appropriate staffing and INSET arrangements, and provision for SEND to be reviewed annually;
- Ensure that pupils with SEND are integrated and not discriminated against;
- Ensure that parents are informed regarding school procedures.

Our school has a designated school governor, especially responsible for coordinating SEND issues.

11. Parents

The school's hope is that all parents will feel able to share any concerns about their child with the school staff in order that a healthy partnership for the care of their child can be developed. The SENDCO, class teachers, and other teaching staff who are involved with their child are always happy to discuss any parental concerns. A member of staff will always ask to see a parent if they felt that an adjustment to the curriculum or individual education plan followed by their child might be in their best interests, or if there was a specific concern.

12. Complaints

The school naturally hopes that a parent will not feel that they have cause to complain but its complaints policy is published on the website for any parent who wishes to use it. Additionally, all parents of children with SEND have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son has been discriminated against.

12. Charging Policy

Whether or not it is appropriate to levy any further fees for additional support for individual pupils will be considered on a case-by-case basis, on the basis of what is reasonable.

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Review January 2020