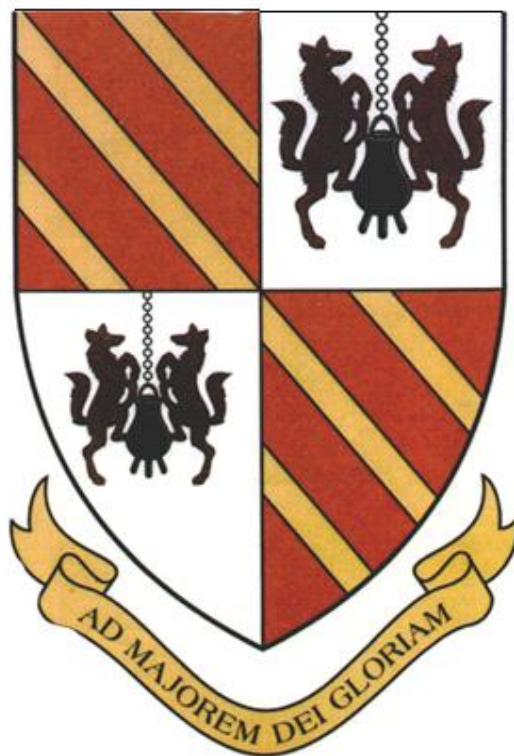


# Loyola Preparatory School Policy for SEND

*“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.**

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.

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.

## **Definitions:**

### **Special Educational Needs**

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.

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.

### **Disability**

Disability is defined under the Equality Act of 2010 as a person has a disability if he/she has "a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities".

### **English as an Additional Language**

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.

## **Policy Aims**

### **The overarching aims of this policy are that:**

- The school will create a culture of encouragement, respect and an understanding for all pupils appreciating and valuing each individual and their differences;
- A coherent framework is in place for all staff, pupils, parents and other professionals involved with a child's development to plan, implement and evaluate learning support provision;
- Reasonable adjustment will be made to ensure every pupil has the opportunity to participate in lessons fully and effectively;
- All pupils, whatever their special educational need or disability, will receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that enables progression in learning;
- Every pupil will have the opportunity to fulfil their potential whilst promoting their individual well-being.
- Pupils with SEND have equal opportunities to take part, as far as it is appropriate, in all aspects of the school's provision;

## **Policy Objectives**

### **These aims will be achieved through the following objectives:**

- Ensure early identification, assessment and provision for any pupils causing concern;
- Maintain relevant pupil records detailing individual needs and suggesting support strategies for teaching staff to employ;
- The setting of individual learning outcomes will be based upon a pupil's prior achievements and aspirations. These should be informed by the learner, the teacher/teachers and, where appropriate, the pupils family;
- Making efficient and effective use of school resources, including through the sharing of expertise and good practice across the school;
- All staff are responsible for recognising, addressing and monitoring the individual needs of pupils;
- Relevant information is available to staff in support of their curriculum planning regarding pupils' learning difficulties and disabilities;
- A culture of inclusion that incorporates high quality teaching for all learners, with teachers using a range of appropriate and effective differentiation methods;
- Pupils have access to a broad, balanced and relevant curriculum which is designed and differentiated to meet the individual needs of pupils;
- INSET and support is provided to all teaching and support staff to ensure staff are well-informed about how to meet the needs of SEND pupils;
- Effective parent partnership is encouraged to ensure a joint learning approach at home and at school;
- Developing and sustaining strong links with relevant schools, organisations and outside agencies, for example specialist teachers;
- Staff are expected to promote equality, mutual respect and appreciation of diversity and difference through the curriculum, the PSHE programme, other school activities and their relationships with pupils, parents, other staff and members of the wider community;
- Barriers to inclusion such as discrimination, stereotyping and indifference are actively challenged;
- Ensuring suitable pastoral care and support is available for all pupils so that they may develop in all areas and build a strong sense of self-esteem;
- Pupils with an EHCP are reviewed according to procedures deemed appropriate by the Local Authority.

## Implementation

### **Roles and Responsibilities**

#### **The Role of the Headteacher**

The Headteacher, Mrs Athony, takes overall responsibility for the school's policies and procedures in relation to areas of SEND, ensuring that these accord with the principles and aims of the school and that all staff are aware of their responsibilities in this area.

#### **The Role of the Governing Body**

Our school SEND Governor is Mrs G Spencer.

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.

#### **The Role of the Head of Learning Support**

The Head of Learning Support is Mrs Jeffs. The Head of Learning Support is responsible for the day to day implementation of the SEND policy and managing provision. This will encompass:

- Coordinating the provision for and managing the responses to the pupil's needs through the Assess, Plan, Do, Review cycle;
- Maintaining records and ensuring relevant information is communicated to other staff, particularly at transition points;
- Liaising with relevant staff about pupil tracking and monitoring pupil progress;
- Advising and supporting teaching staff to identify and make provision through in-class differentiation and support for pupils with SEND;
- Ensuring suitable assessment arrangements are made for pupils who may need adaptations to the usual exam procedures;
- Liaising with external agencies;
- Monitoring and evaluating the impact of policy and provision;
- Keeping up to date with relevant legislation, research and current good practice;
- Revising policies and procedures as necessary;
- Seeking the views of pupils and taking them into account where appropriate;
- Working closely with the Headteacher and SLT on policy development and relevant aspects of whole school planning.
- Attending training on at least an annual basis (especially the Independent Schools Council Special Educational Needs Conference);
- Line managing the teaching assistants;
- Leading INSET and ongoing training for all Teaching Assistants and teaching staff;
- Contributing to and managing the records of all pupils with special educational needs;
- Acting as the link with parents and carers of pupils with SEND;

- Maintaining a range of resources, both human and material to enable appropriate provision to be made;
- Acting as the link with outside agencies involved in supporting children with SEND;
- Liaising with other schools when pupils are transferring to other educational institutions to ensure relevant information is passed on;
- Writing termly reports to the governing body through the SEND Governor;

### **The Role of Teachers and Learning Support Assistants**

All teaching and support staff are expected to provide for diverse pupils' needs, maximising their access to the whole educational offer, and enabling them to succeed. This will involve:

- Being familiar with the school's policies relevant to inclusion and being fully aware of the procedures for identifying, assessing and making provision for pupils with SEND;
- Being aware of which pupils in the school have SEND;
- Having a clear understanding of the physical, social and intellectual development of children at different stages and the needs of all pupils, including those with SEND, and being able to personalise their approach in order to overcome barriers to learning and engage and support them;
- Using high quality teaching and learning procedures to ensure effective differentiation is in place and to review and improve practice;
- Keeping up to date with new approaches /resources which may be particularly appropriate for pupils with SEND;
- Ensuring opportunities are open equally to pupils with and without SEND;
- Assessing and monitoring the progress of pupils with SEND and recording and reporting relevant information;
- Developing constructive relationships with parents;
- Liaising with the SENDCO about support and progress;
- Teachers liaising with all support staff about their expectations for the lesson and deploying them appropriately.

### **The Role of Parents/Carers**

Loyola Preparatory School aims to liaise with parents in order to encourage them to have an active role in their child's education. The relationship between the school and parents has a crucial bearing on the progress of pupils, particularly those with SEND. The Head of Learning Support, class teachers and other teaching staff are always happy to discuss any parental concerns and will also raise concerns they have to the child's parent.

Parents attend Parents' Evenings, as well as additional individual meetings, as and when appropriate. They are also expected to inform the school of any relevant essential information pertaining to their child's SEND or indeed any factors that could affect this.

### **The Role of Pupils**

Pupils are encouraged to take responsibility for their own progress and complete set homework. Learning targets are shared with pupils and celebrated when achieved. Age-appropriate pupils are invited to give input and feedback on their IEPs.

## Identification and Assessment

### The Four Areas of Need

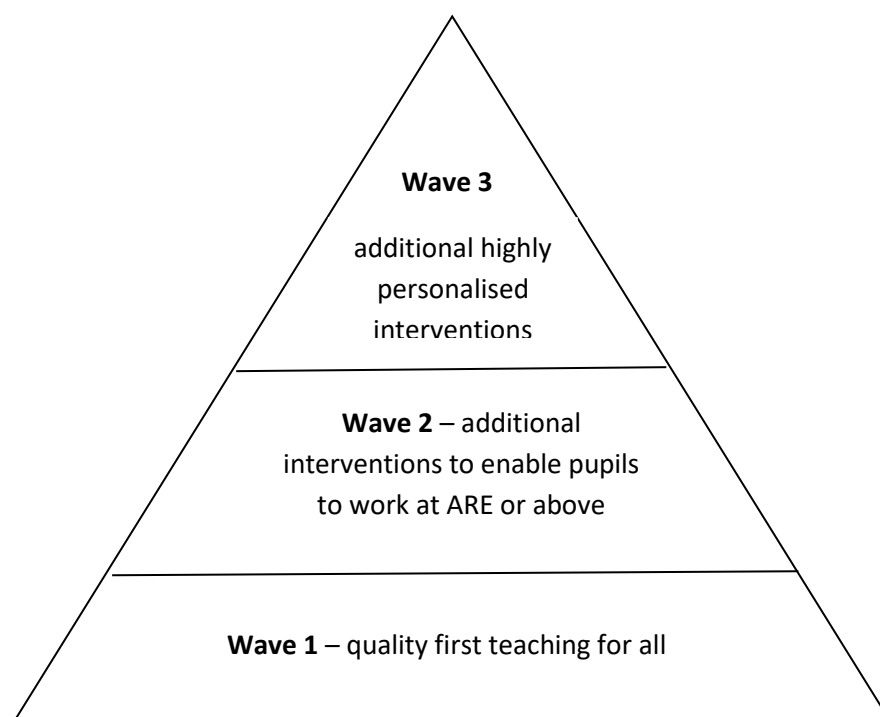
The SEND Code of Practice 2015 outlines four broad areas of need:

- **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

Needs may cut across some or all of these areas and may change over time. Any assessment should ensure that the full range of a pupil's needs is identified, not simply the primary need.

Early identification of need is a whole school responsibility. Every member of staff involved in a pupil's learning has a responsibility for recognising and passing on any concerns associated with a pupil demonstrating potential underlying learning difficulties. These concerns must be documented on a Pupil Concern Sheet and given to the Head of Learning Support.

### Waves of Intervention



### **Wave 1 – Quality First Teaching for all**

Loyola Prep School works on the principle that, differentiated high quality teaching is an expectation for all pupils, including those with SEND. This will ensure that the majority of pupils are engaged in their learning and achieve their potential.

All teachers are responsible for planning and delivering an individualised, differentiated programme of learning, personalising their teaching and providing constructive formative feedback to take

account of different learning styles, abilities and preferences of individual pupils. This is regarded as **quality first teaching**.

Pupils who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provision, in order to meet their needs. This SEND support takes the form of a four-part cycle (assess, plan, do, review) which is known as the **graduated approach**.



**Assess:** the teacher (with advice from the Head of Learning Support) assesses the pupil's strengths and needs, drawing on a range of evidence to inform effective planning and appropriate provision.

**Plan:** From these assessments, targets will be planned on an Individual Education Plan. These targets will be SMART (specific, measurable, attainable, realistic and timed).

**Do:** Staff will deliver specific interventions to support the pupil.

**Review:** the plan will be reviewed termly.

Loyola provides staff training to ensure teachers and support staff have the knowledge and skills to work effectively with pupils with SEND. The Head of Learning Support is available to provide advice and/or carry out lesson observations.

### **Wave 2**

Pupils at Wave 2 have known learning support needs that may need some additional support outside of the classroom, coordinated by the Head of Learning Support. Class teachers will write an Individual Education Plan (IEP) with the support of the Head of Learning Support which will then be discussed and agreed with parents once a term.

### **Wave 3**

Pupils at Wave 3 are at risk of not making acceptable progress without specific intervention. This involves the school working 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).

### **Whole class reviews**

- These will take place each term. Input will be provided by all teachers who have contact with the boys during their time at school. Boys in the class will be assessed against general intellectual development, specific learning difficulties, emotional and behavioural difficulties, physical difficulties, medical conditions, pupils with EAL requiring support and Pupils on the MAGT register.

## **Learning Support Provision**

Pupils with SEND will receive support in the following ways:

- Differentiation in the classroom – High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND.
- To make use of formal streaming in English and Mathematics from Elements.
- Whilst ensuring that all pupils receive a broad and balanced curriculum, teachers will moderate tasks and expectations according to individual standards and if necessary to adapt homework assignments to the needs of the particular pupil.
- Attendance as part of an individual or small group session at regular timetabled sessions with the Head of Learning Support (or a learning support assistant supervised by the Head of Learning Support) is also available, but is not used as a replacement of core teaching sessions. These sessions are focused on one/a handful of targets.
- Additional specialist resources, for example a reader pen or computer based support programmes.
- To allow for pupils with diagnosed special needs difficulties to attend specialist sessions
- To co-operate with outside agencies in the formation and management of appropriate strategies for the child's difficulties.
- 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 learning support assistants provide support with individual speech or occupational physiotherapies as laid down by therapists. The Head of Learning Support liaises with outside therapists, learning support assistants and parents.
- Extra support groups (LEXIA, Word Shark, Touch Typing, Handwriting) are offered before school to pupils who it is felt would benefit from these sessions.

## **Behavioural and Emotional Support**

Loyola 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 The Headteacher, the Head of Learning Support and Phase Leader).
- To provide for regular contact for the individual with the Head of Learning Support and/or a member of the Senior Leadership 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 pupil's needs.
- In consultation with parents to engage the services of a counsellor from Brentwood Children's Society

## **Medical Support**

Loyola 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 relevant staff are aware of specific medical needs.



- To recognise 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.
- To support, as far as is possible, any child who has a diagnosed medical condition, in order that they can access the curriculum.

### **Reasonable Adjustments for Examinations**

Loyola believes 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

### **Provision for Disabilities**

Loyola has a Disability Access Policy. Where provision for specific disabilities is not already in place, the school will work with individual pupils, their parents and specialist professionals to determine appropriate support.

### **Evaluating the Success of Provision**

The effectiveness of the school's provision is evaluated in regular reviews of the progress of individual pupils. This is done via pupil tracking and monitoring and discussed with staff in termly pupil progress meetings. There are periodic consultations with parents and pupils. The success of SEND provision as a whole is monitored through the outcomes of external inspection.

### **Record Keeping**

The Head of Learning Support maintains registers of pupils identified as having SEND. Information is kept on all identified pupils in the computer SEND folder and/or in individual pupil files which are kept in a locked filing cabinet in the Head of Learning Support's office.

Confidential records are kept in a restricted access computer SEND folder and/or locked filing cabinet in the Head of Learning Support's office. Staff are informed on a need to know basis.

These sources of information are updated regularly and may include:

Details of any assessments;

- Details of any observations from staff;
- Notes on provision and updates to provision;
- Information from monitoring procedures;
- Communication with and reports from external agencies;
- Notes on communications with parents;
- Records of intervention.

Relevant information is also made available to staff by email and in meetings.

## **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.

## **Charging Policy**

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. 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. In consultation with parents, referrals to external private specialists, for example an educational psychologist will incur an additional cost to parents.

Revised: September 2022

Review: September 2023