



Special Educational Needs and Disability Policy

January 2017

Loyola Preparatory School Special Needs Policy

- 1. Introduction** This is the Special Needs Policy of Loyola Preparatory School. As stated in the school mission statement: *Loyola Preparatory School 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. Furthermore vocational learning, such as for examinations, remains very important, but the virtue of receiving a delight or joy from learning: to be made aware of God's glory through all learning should underlie classroom practice.* 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 difference 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 Prep 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 SENCO and EY SENCO have both received training on the new 2014 SEN code of practice.

2. Definitions

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.

Pupils may be identified as having special needs in any of the following categories:

- ◆ **Learning difficulties** – Pupils whose general level of academic attainment is significantly below that of their peers. In most cases, they will have difficulty acquiring basic literacy and numeric skills and many will have significant speech and language difficulties. Such pupils may also have problems associated with memory and concentration. Some also may have poor social skills and may show signs of emotional and behavioural difficulties.
- ◆ **Specific learning difficulties (e.g. dyslexia, dyspraxia)** – Some pupils may have specific difficulties in spatial awareness, reading, writing, spelling or manipulating number which are not typical of their general level of measured performance. They may gain some skills in some subjects quickly and demonstrate a high level of ability orally, yet may encounter sustained difficulty in gaining literacy or numeric skills. Such children can become severely frustrated and also may have emotional/behavioural difficulties.
- ◆ **Emotional and Behavioural Difficulties** – EBD may result from a variety of sources. Hyperactivity or attention deficit disorder (ADHD) will often be manifested in behavioural difficulties and severe lapses in concentration. EBD may result from abuse or neglect; physical or mental illness, sensory or physical impairment, or psychological trauma. In some cases EBD may be associated with other learning difficulties. It may become apparent in a wide range of forms including withdrawn, depressive or suicidal attitudes; obsessional preoccupations, school phobia, substance misuse, disruptive, anti social and uncooperative behaviour, frustration, anger and threatened or actual violence.

- ◆ **Physical Difficulties** – These may result from an illness or injury or may arise from a congenital condition.
- ◆ **Sensory impairment: hearing difficulties** – A significant proportion of children have some degree of hearing difficulty. Hearing loss can be temporary or permanent. Temporary hearing loss, particularly in early years, usually is caused by ‘glue ear’. Such loss fluctuates and can be mild or moderate in degree. However, it can compound seriously other learning difficulties.
- ◆ **Sensory impairment: visual difficulties** – Visual difficulties take many forms with widely differing implications for a child’s education. The major issue in identifying and assessing the child’s S.E.N. will relate to the degree and nature of functional vision, partial sight or blindness, and the child’s ability to adapt socially and psychologically as to progress in the educational context. The wearing of coloured lenses to aid perception of the written page has proved to be particularly valuable in the case of some dyslexic conditions.
- ◆ **Speech and language difficulties** – Most of these will have been identified before school age. Early identification and prompt remedial action is essential.
- ◆ **Medical conditions** – Some may have significant impact on the child’s academic attainment and may give rise to EBD. Some of the most common conditions likely are: allergies (such as nut allergies), congenital heart disease, epilepsy, asthma, renal failure, sickle cell anaemia, haemophilia, eczema, rheumatoid disorders, leukaemia and other childhood cancers. These conditions may in themselves significantly impair the child’s ability to take a full part in the life of the school either intermittently or throughout the pupil’s school entire career. Some medications (e.g. for epilepsy) may similarly impair concentration. Certain conditions may involve periods of hospitalisation. Provision must be given for pupils with temporary disability (for example, following an accident). In each case the school will liaise with areas of expertise and parents to provide reasonable adjustments to allow access to the curriculum.

3. The Identification and Assessment of Special Educational Need.

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 SENCO 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. Pupils with diagnosed SEND

are registered on the Special Needs Register. As appropriate, pupils will be screened by the SENCOs using appropriate screening tools. The SENCO will advise on appropriate strategies to support children in class.

- ◆ Stage 2 – involves teacher, SENCOs and parents. Class and subject teachers will draw up Individual Education Plans with the SENCO 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 SENCO 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).

4. **Special Needs Co-ordinators** The SENCOs 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 SENCO for appropriate action. The SENCO's role will include:

- ◆ To maintain a special needs register
- ◆ To keep copies of specialist reports, minutes of meetings, individual education plans, assessments and evaluations of all pupils on the register
- ◆ 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 through the headmaster to 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 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 liaise with and support teaching assistants and outside therapists in supporting children.
- ◆ To report to the headmaster on all pupils on the register on a termly basis.
- ◆ To report to the school governors on special needs provision as required.

5. **Implementation of policy – individual pupil reviews** Individual pupil matters should be discussed by concerned teachers with the SENCOs as soon as possible. Such matters may result from or lead to the issue of a Pupil Concern Sheet 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 in the appropriate Special Needs files.

A pupil on an IEP for over two years should be considered for referral to external agencies *although it is noted that many children with diagnosed conditions such as dyslexia or dyspraxia will continue to require additional provision that may be continued through an IEP.* If parents decline for their child to be assessed¹ and the school considers that there are evidential reasons why the pupil may not be suited to the school, parents may be advised that they may not be fulfilling their legal duty in providing the correct education for their child.

6. **Implementation of policy - whole class reviews.** These will take place routinely on a six week cycle as an agenda item in each weekly Curriculum Staff Meeting (currently held on a Tuesday after school). Input will be provided by all teachers and class assistants 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.
7. Pupils assessed as requiring to be placed onto the Special Needs Register will be noted and in the case of pupils going onto School Intervention, the class and subject teachers with assistance from the SENCO, parents and head will draw up an Individual Education Plan for discussion and agreement with parents, and the IEP will be signed by all parties concerned. Where the use of external expertise is considered necessary, parents will be referred to the appropriate agency and IEPs

¹ Due consideration will be given to parents who have genuine financial constraints to provide reasonable support

will be adjusted according to reports and findings received. All parties will sign the IEP or register agreement of the IEP's contents.

Implementation of policy - learning support

8. 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.

9. 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 Able, Gifted and Talented (AGT). 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 classroom assistants at KS1 and 2 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 remedial 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 such as Dyslexia Action 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 and where appropriate will be provided with an IEP following consultation with the SENCO

- ◆ *The school provides access to external therapists (such as for speech or OT) who visit the school on a regular basis as arranged with parents. Trained TAs provide support with individual speech or occupational physiotherapies as laid down by therapists. The SENCO liaises with outside therapists, Teaching Assistants and parents.*

10. **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 as part of an IEP 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 SENCO 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

11. **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 special 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 the following measures in conjunction with specialist advice sought and received and the contents of any EHC plans or IEPs.
- ◆ Hearing Loss: if pupils can lip read, they shall be placed in close proximity to the teacher who will ensure good eye contact. If necessary staff will make use of amplification devices wired into pupils' ear receivers. Staff will ensure that pupils have access to copies of notes provided in class. The school will seek to liaise with the L.E.A. for the provision of a suitably trained Learning Support Assistant to support the pupils around the school.

- ◆ Sight loss: arrangements will be made that as far as is possible pupils who are entirely blind are maintained in the same classroom to which they have easy access. The school will seek to liaise the L.E.A. for the provision of a suitably trained L.S.A. to support the pupils around the school or when using the lavatory.
- ◆ Immobility (either permanent or transient): arrangements will be made that as far as is possible pupils who are immobile are maintained in the same ground floor classroom to which they have easy access. This would need to be either the current Reception or Kindergarten. Access to the Disabled Toilet will be easier from the current Reception. The school will seek to liaise with the L.E.A. to support the pupils around the school or when using the lavatory.
- ◆ Continence: arrangements will be made that as far as is possible pupils who are incontinent will be supported by the school. Where this is a diagnosed medical problem an IEP will be drawn up with both staff and parents in order to support the child. The school will seek to liaise with the L.E.A. to support the older pupil.
- ◆ Allergic reactions (e.g. to nuts): support will be given to pupils who require access to an epipen from appropriately trained staff
- ◆ Asthma: arrangements will be made that as far as is possible pupils are responsible for administering their own medication ie. Ventolin inhalers. It is the responsibility of all staff to ensure that pupils have their own medication when off site. Supporting medical statement is required and an awareness sheet completed.
- ◆ Epilepsy: arrangements will be made that as far as is possible pupils who suffer from Epilepsy will be supported by the school.
- ◆ Diabetes: arrangements will be made that as far as is possible pupils who suffer from diabetes will be supported by the school. The school will seek to liaise with the school nurse to draw up a care plan, which will form the basis of an IEP.
- ◆ School will support as far as is possible any child who has a diagnosed medical condition, in order that they can access the curriculum.

13 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 the *Copps or Lass Junior Screening Programme* and the *Dyscalcular Screener* or any other appropriate screening program and 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. There are no cost implications here.

- ◆ Extra support groups (LEXIA, Word Shark, Touch Typing, Handwriting) are offered before school to pupils who it is felt would benefit from these.

14. Implementation of policy - training

It is envisaged that the SENCOs 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.

15. **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.

16. 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.

17. 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 Mrs Fox especially responsible for coordinating SEND issues.

18. 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 SENCO, 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.

19. 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.

20. 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.

21. This policy will be reviewed and updated in January 2018

P.G.M.N./C.P. January 2017