



## LOCKERS PARK SCHOOL

### SPECIAL EDUCATIONAL NEEDS POLICY (Applicable to Early Years Foundation Stage)

Date Reviewed	By?	Date of next review
Sept 2016	TD/CMP	Sept 2016
Jan 2017	TD/ISI Consultancy	Sept 2017
Sept 2017	TD/CMP	Sept 2018
Oct 2017	TD/CMP	Sept 2018
Oct 2018	TD/CMP	Sept 2019
Sept 2019	TD/CMP	Sept 2020
Sept 2020	TD/MPF	Sept 2021
Sept 2021	TD/MPF	Sept 2022

## **School Mission Statement for Special Educational Needs and Disabilities (SEND)**

At Lockers Park School we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.

Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEN.

### **Policy Guidance**

This policy refers to and is guided by:

- The Children and Families Act 2014
- The Equality Act 2010
- The Special Educational Needs and Disability Code of Practice, 0-25 years, 1 January 2015 (SEND Code 2015).
- Handbook for the Inspection of Schools Regulatory Requirements (ISI – February 2016)
- The Early Years Foundation Stage: Statutory Framework (Sept 2014)

### **Definitions**

“Special Educational Needs” and “Learning Difficulty” as defined by the Education Act 1996 Section 312 are:

*Lockers Park is aware that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- a. has a significantly greater difficulty in learning than the majority of others of the same age, or*
- b. 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*
- c. he or she is under compulsory school age and is, or would be if special educational provision were not made for him, likely to fall within paragraph (a) or (b) above*

*“A child is not to be taken as having a learning difficulty solely because the language (or form of the language) in which he or she is, or will be, taught is different from a language which has at any time been spoken in his home.”*

As defined by the Equality Act 2010 Section 6 a person has a disability if he or she:

- a. “ has a physical or mental impairment, and
- b. the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

Special educational provision is educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

A child who finds a particular subject difficult does not necessarily have a “learning difficulty” in the legal sense of that expression. There will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen. The school provides subject matter which is appropriate for the ages and aptitudes of pupils so that all pupils, whatever their ability and need, have the opportunity to learn and make progress in accordance with our Curriculum Policy.

Learning difficulties may affect children of any academic ability and may become apparent for the first time at any stage of his education, particularly when curriculum pressures increase. Although we acknowledge that not all children with a disability have a special educational need in line with the above definition, we understand our statutory and will make reasonable adjustments to include all children and their families, where appropriate.

### **Roles and Responsibilities**

Lockers Park is aware that SEND provision is the responsibility of the Governors and SEND is highlighted and discussed at the Educational Sub-Committees which are held on a termly basis.

The person coordinating the day-to-day provision for SEND is Maria Fitzgerald. Her title is Head of Learning Enrichment (SENDCo). She teaches 4 days per week to support 1 – 1 for boys requiring additional support. In addition to this she co-ordinates in-class interventions and takes a study skills class. She reports to the Director of Studies – Tim Dawes who is her line manager and has a weekly meeting to discuss any issues concerning SEND at Lockers.

Maria Fitzgerald organises and meets with all parents and has an ‘open door’ policy to discuss parents’ concerns and strategies to support them and their child. (Currently these meetings are online due to Covid19 restrictions)

Maria Fitzgerald organises the appropriate use of learning plans including organising early help e.g. Pupil Passports and works closely with Tim Dawes the Director of Studies on SEND issues on a weekly basis. Maria Fitzgerald is available for the liaison, advice and support for staff working with Pupils with SEND. Staff can speak to her on a daily basis as she has an ‘open door’ policy

or arrange to meet with her to discuss specific issues about children or questions on how to support children.

### **Objectives of SEND Provision**

- Lockers Park has a shared belief that every pupil will have access to a broad and balanced education.
- Lockers Park will ensure that all pupils will have their needs identified in order to support progression and good mental health and well-being. (See assess, plan, review and do flow chart.)
- Lockers Park accepts and values each (individual) other and their differences and will use its 'best endeavours' to ensure that the school is accessible and that no pupil will be discriminated against.
- Lockers Park has safeguarding procedures in place to ensure that all pupils will be protected from harm and neglect. (Please see Safeguarding Policy)
- At Lockers Park pupils with SEND are able to access the curriculum providing differentiated teaching and learning opportunities, extra support or additional resources where appropriate. Maria Fitzgerald provides 1 – 1 support lessons of 30 minutes duration which are agreed with parents. The Teaching Assistants, Sara Bull, Keeley Connolly, Jamie-Lee Elderfield and Leanne Whitehead help children where extra support has been identified.

### **Lockers Park shows a commitment to:**

- The early identification, assessment and graduate provision is available for all pupils causing concerns. (Assess, plan, do, and review flow chart).
- The continuous monitoring of pupil progress to aid identification and that the continued progress of pupils with SEND is the responsibility of ALL STAFF.
- Regular monitoring and evaluating provision is in place to overcome barriers to learning.
- Working in partnership with parents/carers thus enabling them to take an active role in their child's education.

### **Graduated Response to SEND provision**

All teachers are responsible and accountable for the progress and development of all pupils in their class and high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who appear to be experiencing difficulties.

The school regularly and carefully reviews the quality of teaching for all pupils and makes information and training available for staff to support those children with SEND once these have been identified.

Where a teacher has concerns about a pupil not appearing to be progressing at the expected level, especially when compared to their peers or where they appear to have more difficulties in the classroom than their peers, a referral is made to the learning support department. This can be made by any member of staff or can be made separately at any time by a pupil's parents.

Once a concern has been raised with the Learning Support Department, Lockers Park provides a graduated response that encompasses an array of strategies and provision aimed at removing barriers to learning and putting in place effective provision to support that pupil to achieve better outcomes.

This takes the form of a four-part cycle: Assess, Plan, Do, Review

**Assess:**

- A variety of current, valid and reliable assessment tools are used, depending on the area of concern.
- Prior permission would be sought from the parents for any assessments to be carried out and a follow-up meeting after the assessments would be held with parents by MPF
- If a parent feels after a discussion with the SENDCo that they would like an external professional or agency to make a further assessment to inform support and intervention, then the SENDCo will provide contact details of those whom the school feels to be professional and reliable.
- The findings and report from such assessments remain the property of the parents but parents are encouraged to share them with the school since they will contain important information relevant to the education and care of the child. The school respects that information within these assessments is the property of the parents and it will not be shared with a third party without parental permission. However, the SENDCo will summarise the findings and recommendations of such reports internally with staff to inform their teaching. Any concerns are dealt with sensitively and in strict confidence.
- Pupils who receive Learning Enrichment are assessed on a regular basis to monitor progress and inform intervention.
- Prospective pupils prior to admission will have a short assessment, which may include one by the SENDCo. This will inform any potential need for support.

## Plan

- Any boy who is assessed by MPF, has a Learning Enrichment (LE) Referral Form raised about them or who sees MPF for extra sessions will be placed on the Pupil Progress Sheet. This will include targets and outcomes that are reviewed termly by the class teacher, Director of Studies and the Head of Learning Support.
- If a boy has a significant difficulty over and above their year group then they are given a Pupil Passport to set targets and outcomes to plan a way forward for that pupil and help staff differentiate for them. These are child focused and are generated via a conversation with the pupil.
- MPF keeps Information on individual pupil's special educational needs, including action plans, targets set and copies of Pupil Passports. Pupil Passports are discussed with children, parents and staff. Staff have access to the Pupil Passports via the R Drive.
- A list of pupils causing concern and levels of support is kept on ISAMS and MPF provides a list of children receiving 1 – 1 support to staff at the beginning of each term.

## Do

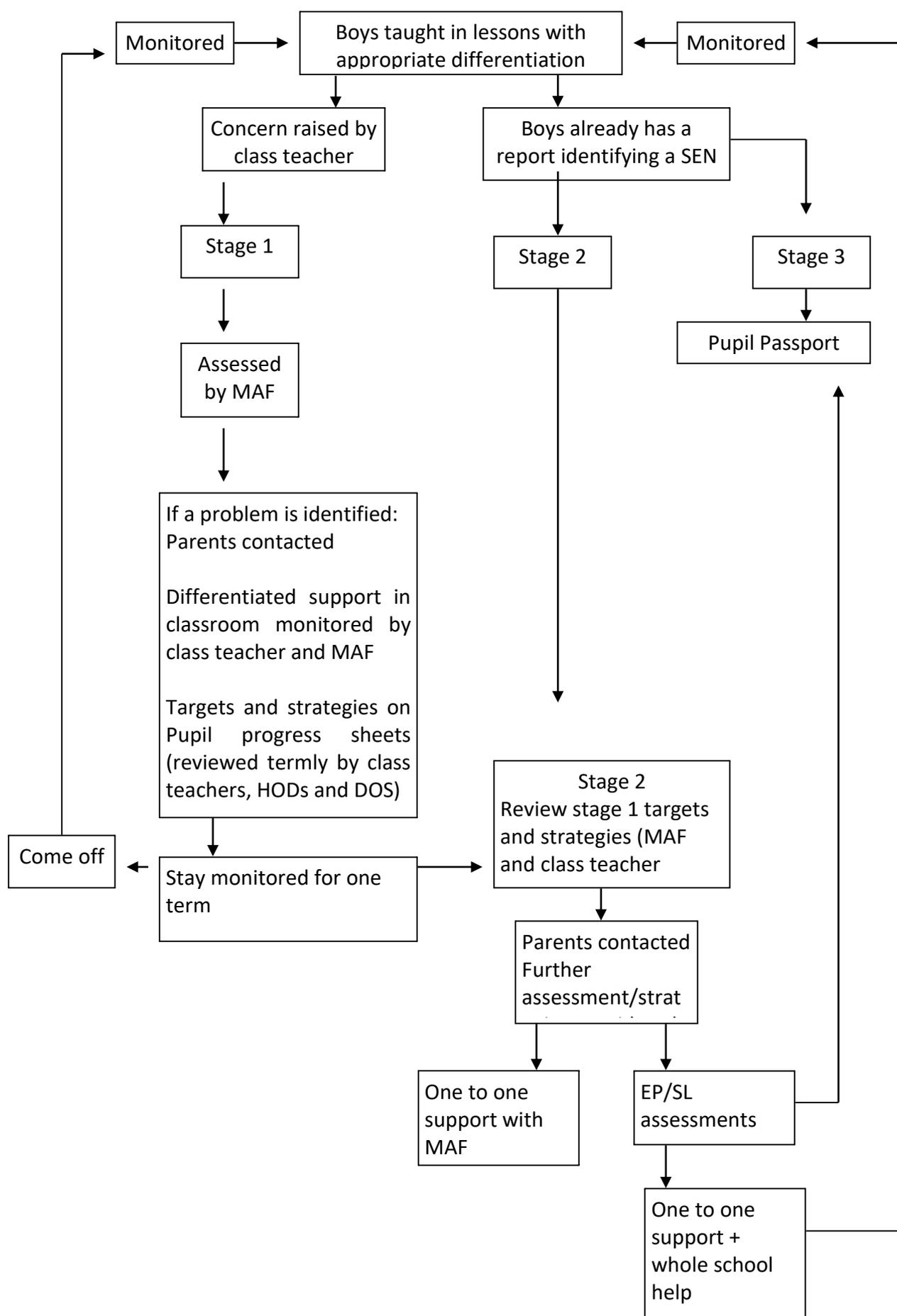
The support which is provided by the School comprises:

- **In-class support** where MPF may provide specific strategies to assist the class teacher support a pupil in class; she may also visit classes to observe children to gain an understanding of the issue and help the teacher.
- **Out-of-class support** where pupils can be supported in shared (in place of Latin in Yrs 7 & 8) or individual lessons with MPF on a rolling timetable. Teaching Assistants also run intervention groups in Years 1 – 6
- Where support is provided on a 1:1 basis with MPF then these lessons are chargeable as an additional fee. The lesson length is 30 minutes. Rates are reviewed annually and will be advised to parents.

## Review

- Pupil Passports are reviewed termly. These are shared with the parents, pupil and teaching staff.
- Support for pupils may be stopped or added at any time during the academic year although a terms notice is required.
- Pupils who no longer have support are closely monitored (through Pupil Progress Sheets) and information regarding learning strengths and difficulties, as well as any external or internal assessment reports, remains available to staff whilst the pupil is in the school.

## Flow Chart of Graduated Response



## **Consultation with Parents**

We will do all that is reasonable to report and consult with parents about their child's SEND and LD and to ensure that all of a pupil's teachers are given all necessary information about a child's strengths and difficulties so that their teaching practices are appropriate.

Parents may discuss any concerns which they have with a pupil's teacher at any point during a term but also have the opportunity formally at Parents' Receptions (once every two terms). Parents of pupils who are receiving support from the Learning Enrichment Department are invited to meet the SENDCo at least twice each year to discuss the pupil's progress towards the agreed targets.

The Learning Enrichment Department is available to meet with the parents of any pupil to help with any concerns regarding learning by making an appointment.

## **Pupils with EHCPs**

Where Lockers Park School is the named school in the EHCP the School's aims are the same for these pupils as for all our pupils. The School will endeavour to ensure that pupils with an EHCP have access to the same high quality education as the rest of our pupils, and access to our wide ranging, broad and balanced curriculum, whilst at the same time providing the curriculum as set out in the EHCP.

The School works together with the relevant Local Authority (LA) in supporting any pupils with EHCPs. Whilst the School falls within the jurisdiction of Hertfordshire (Dacorum) County Council, the relevant LA maybe different and will be that in which a pupil's homes address is located.

The school will only accept pupils with an EHCP if it is the named school. It is the responsibility of the Headmaster, together with the SENCo, to:

- Monitor the provision as outlined in the EHCP and ensure that all needs are met
- Ensure that all relevant staff are aware of the range of the pupils strengths and difficulties and the implications for curriculum delivery
- Co-ordinate and review the pupil's learning activities and ensure that all staff are aware of the pupils needs and the programmes to be followed
- Offer support through the inclusion of differentiation, modification and adaptation of teaching materials and methods as appropriate
- Manage these resources and use them in the most appropriate way to meet the pupil's needs
- Monitor and record the pupil's progress.

Close and effective liaison will be maintained between the School, the Local Authority (LA) and other outside professionals, Health, Welfare and Social Services agencies involved together with the pupil's parents, to ensure a regular exchange of information about the pupil's work, progress and general welfare.

The full annual review of the EHCP for a pupil is the responsibility of the LA, however, the SENDCo will check that the review takes place and co-operate with the relevant LA in the process. This review will take place within 12 months of the issue of an EHCP, and every subsequent 12 months thereafter, or sooner where there are any serious concerns about progress, or any suggestion that the pupil's needs have considerably altered. The review will assess a pupil's progress against the outcomes set out in the EHCP and will also incorporate, at the appropriate time, joint planning by the School, the parents and the LA for the pupil's transition into the next phase of his or her education

If it is felt that an existing pupil may need an EHCP, the Headmaster, together with the SENDCo and in close consultation with the pupil's parents, may make a referral for statutory assessment to the relevant LA, giving reasons for this request. As part of this referral to the LA, the School would provide all necessary information to support the application.

### **Gifted and Talented Children**

Provision for children with an assessment of Gifted and Talented can be found within the School's Gifted and Talented Policy.

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

See EAL Policy

### **Pastoral Care**

The School takes its pastoral responsibilities in this area very seriously and acknowledges that the emotional and social well-being of pupils is a very important element of their learning. The encouragement of an inclusive approach in every aspect of school life is central to the school.

- The SENDCo attends the weekly pastoral staff meeting to assist in the monitoring of the emotional and social development of pupils
- Any concerns raised will be referred immediately to the relevant pastoral staff
- If there are concerns which are felt to require specialist input, parents will be consulted and they may be advised to consult an appropriate external professional.
- Any inappropriate attitudes and/or practices by other pupils, or staff, towards pupils with, or in relation to, SEND or LD, will be taken seriously and challenged. Further details of this may be found in our Anti-Bullying Policy and Behaviour Policy for further information.

## **Examination/Assessment Requirements**

### **Exams**

If a boy has an Educational Psychologist's (EP) report that states that he would benefit for extra time in internal exams then we will ensure that correct adjustments are made for exams.

For external exams (e.g. Common Entrance) it is at the discretion of the senior school as to whether a pupil can receive extra time; as general rule pupils must have an EP report to be eligible. The SENDCO in consultation with the DOS will find out this information from each senior school.

### **Assessments**

Lockers Park undertakes a variety of standardised tests throughout the year (see marking, assessment and recording policy) as a means of assessing progress and finding out a pupil's strengths.

With regards to Cognitive Ability tests (CAT) GL Assessments issue the following advice:

"It is **not** valid to administer the tests with non-standard time limits, as might be done for school examinations, if you wish to obtain standardised scores for the person. This is because, although the CAT4 subtests are generously timed and most children reach the final items, there may have been a minority in the norms samples who would have obtained higher scores if given more time. Therefore, giving extra time to a particular person and then comparing their results with the norms could give an inflated view of their relative ability."

### **Laptops**

Use of a laptop for internal examinations is at the discretion of the SENDCO in consultation with the Director of Studies. Use of laptop for external examinations is subject to permission from the examination board or future school.

Permission to use a laptop or other device in school for curriculum work is at the discretion of the SENDCO in consultation with the Director of Studies and is subject to evidence of need (an EP report) and competence of use.

Pupils should use a school laptop which is networked and secure. They may not take these home.

Staff will be made aware by the SENDCO that a pupil is using a laptop.

### **Transfer arrangements**

Every effort is made to ensure that the transition for all pupils from Lockers Park School to their follow-on school is as smooth as possible and this is often particularly the case for those with SEND or LD. To ensure this the Headmaster's reference to the senior school will indicate any SEND/LD issues. The SENDCO at the senior school can then contact the Head of Learning Enrichment and request further information if required.

Any reports from external agencies are only shared with other parties with permission of the parents.

## Related policies

- Accessibility Plan
- [Admissions Policy](#)
- [Behaviour Policy](#)
- [Curriculum Policy](#)
- Equal Opportunities
- [Safeguarding Policy](#)