SEND Policy

Special Educational Needs and Disabilities

Lochinver House School provides a rich and varied learning environment that uses a full range of teaching methods, taking into account the different learning styles and needs pupils have. We aim to create an environment in which quality teaching and learning takes place to enable pupils to acquire new knowledge, develop skills and make progress to their full potential according to their ability. We are committed to enabling all our pupils to have equal access to the broad and balanced curriculum Lochinver House School offers and the School takes a positive and professional whole-school approach to pupils with Special Educational Needs and Disabilities ("SEND"). This policy applies to children in the Early Years. The person with responsibility for SEND is Mrs Victoria Russell, Assistant Head i/c of Learning Support.

The aim of the Learning Support Department is to raise the aspirations and expectations of all pupils with SEND. This policy has been developed in line with the 'SEN and Disability Code of Practice, 0 - 25 years, 2015', the 'Children and Families Act 2014', The Equality Act 2010 and the General Data Protection Regulation 2016 (GDPR).

'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. Children and young people who have SEND may also have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Children and young people with such conditions do not necessarily have special educational needs (SEN), but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.' (Code of Practice)

The Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN and/or disabilities. The school aims to:

- focus on inclusive practices and removing barriers to learning
- identify early the special educational needs of pupils
- make high quality provision to meet the needs of pupils and to ensure equality of opportunity
- take into account the views of pupils and their families
- enable pupils and their parents to participate in decision-making
- collaborate with partners in education, health and social care where appropriate
- ensure that appropriate resources are available for pupils with temporary or long-term special needs
- provide support for teachers to meet the learning needs of all pupils, making reasonable adjustment to provision to meet such needs.

Pupils with SEND are the shared responsibility of all employees, who are expected to have an understanding and awareness of the impact of specific learning profiles on teaching and learning.

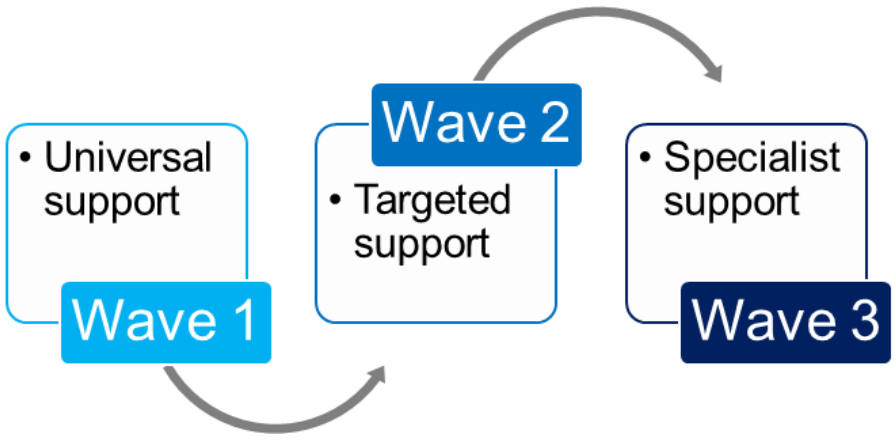
To ensure the needs of pupils with SEND are addressed, the Head of Learning Support will:

- identify and assess pupils with SEND, and where necessary, refer for further assessment by other professionals such as Educational Psychologists, Specialist Teachers, external Specialist Teachers and Therapists
- develop and monitor support measures where a need is identified
- develop and update the SEND Register and ensure that these are available for employees to view
- work in close liaison with teaching staff to ensure confidential communication on learning needs and progress of pupils
- produce pupil passports, action plans and guides, highlighting key teaching and learning strategies for individual pupils should this be necessary
- teach pupils according to their specific needs, recognising their particular strengths and learning needs to promote achievement of their academic potential
- communicate effectively with parents/guardians on the learning needs of pupils and provide an action plan if required and ensure these are available for staff to view
- collate evidence to support applications for additional funding and access arrangements in examinations.

Early identification of pupils' needs is the key to unlocking the potential of pupils who may have special educational needs. We adopt a graduated approach to ensure that pupils who do not develop age-appropriate knowledge and skills, or who fall behind their peers, are identified as early as possible. In attempts to understand the learning needs of pupils, we apply the four broad categories of need as set out in the SEN and Disability Code of Practice:

Communication and interaction needs	**Cognition and learning needs**	**Social, emotional, and mental health needs**	**Sensory and/or physical needs**
Pupils who experience difficulties with speech, language, and communication.	Pupils who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes pupils with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general.	Pupils' needs may be manifested in different ways, such as becoming withdrawn or displaying challenging behaviour. These may include being disruptive or self-harming. Pupils who have difficulty paying attention, or forming attachments with adults also fall into this category.	Pupils who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available.

We use a simple categorisation of pupils which helps provide consistency.



Wave 1 Universal Support	Wave 2 Targeted Support	Wave 3 Specialist Support
It is our firm belief that pupils' needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all pupils they teach, including those with SEND. At this universal level, we communicate with teachers through weekly meetings to advise on differentiation for individual pupils. We review the progress of all pupils at least three times per year and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual pupils they teach. In addition, we talk to pupils and their parents to gain as full an understanding of their learning needs as possible.	We provide targeted support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to a pupil's learning, or to help them catch up when termly data analysis shows they have fallen behind their peers. Such specific, targeted one to one or small group interventions may be run outside the classroom, to minimise disruption to the regular curriculum, and to help the individual.	We provide specialist support when we consider it necessary to seek specialist advice and/or regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for those pupils who fail to make progress in spite of high-quality teaching and targeted intervention. This may include assessment and/or support from: an Educational Psychologist, a Speech and Language Therapist, Specialist Dyslexia Teacher, Specialist Sensory Advisory Teachers (for pupils with hearing or visual impairments); an Occupational Therapist; a Physiotherapist; an Arts Psychotherapist; a Psychotherapist or a Counsellor. This is not an exhaustive list.

The School's approach to identifying and supporting SEN is informed by the SEN Code of Practice 2015, which recommends a graduated response to pupils who may be underachieving, based on a continuous process of assessment, planning and review. The school will endeavour to make reasonable adjustments to remove barriers to learning or to increase access to all aspects of school life, including academic and extra-curricular activities.

The first response to existing SEN or possible SEN is High Quality teaching in subject lessons, using differentiated teaching strategies to target specific difficulties. Teachers use data that has been collected by the School and any available information regarding existing SEN to gain a full understanding of progress and individual needs. Sources of information might include:

- Standardised tests (e.g. Aspects, BASE, SWST, InCAS, LUCID, MIDYIS) and other diagnostic assessments)
- OTrack (Year 1-8) and 7 Strands assessment judgements
- Educational Psychologist (EP) or Specialist Teacher reports and recommendations
- Information from previous schools for new pupils
- Discussions with teachers/tutors
- Discussions with parents/guardians
- Observations in lessons
- In-class assessments
- Pupil passports/Pupil Guides
- Discussions with the Learning Support Team.

Subject teachers will implement strategies in response to the picture of need and then review outcomes within a reasonable time frame.

Where pupils have not made progress despite this approach the cycle will begin again but may incorporate further specific interventions such as:

- Additional assessment by the Head of Learning Support
- Targeted one-to-one or small group lessons to help with key skills
- Support from the Child and Family Support Worker who will aim to provide emotional, social and personal support to pupils found to be in need and to support their families with advice on promoting positive behaviours at home should this be necessary.
- The Head of Learning Support may observe lessons and offer advice regarding additional strategies in subject lessons.

Once again, the pupil's progress will be reviewed following these specific interventions and if the desired progress has not been made, the level of support may increase to include liaison with outside agencies such as:

- Educational or Clinical Psychologist
- Full Specialist Teacher assessment
- CAMHS involvement
- GP Review
- EHCP request.

Using all the information gathered at this stage, the process of applying new strategies and reviewing progress will continue.

The SEND Code of Practice makes explicit that, 'teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff'. All subject staff are required to be aware of a pupil's specific needs and be prepared to differentiate work appropriately with particular regard to the advice included in the Action Plan and Pupil Passport. The Head of Learning Support works closely with pupils and parents when reviewing targets and assessing effectiveness of strategies/interventions. In cases where there is a complex need (including pupils who have an Education Health and Care Plan), reviews may need to include outside agencies/specialists.

Provision for pupils on the SEND Register is continuously reviewed and evaluated through everyday practice such as reflection on planning and lessons, marking, informal discussion with teachers, teaching assistants, as well as with parents.

Pupils, where appropriate, will have an Action Plan which contains a profile outlining their needs and the provision in place to support them. Pupil passports are also produced highlighting strengths, interests and teaching and learning strategies for some pupils.

Termly Pupil Progress Meetings are held with class teachers, Head of EYFS, Head of Years 1 and 2, Head of Years 3 and 4, Deputy Head Pastoral, Deputy Head Academic, Head of Learning Support and School Nurse to discuss and review the progress of (and provisions for) some pupils, including those on the SEND register and recent referrals.

Cause for Concern (C4C) meetings are held termly. Key members of staff overseeing pupils' development meet to review the support individual pupils receive. At these meetings, next steps are agreed, and appropriate, targeted provision is made. Additionally, the meeting ensures a closer working relationship between key members of staff and promotes awareness and continuity of care for the pupils.

Parents receive regular feedback (at least termly, but more often if required) regarding pupil progress and evaluate support for those who have an action plan. We provide a weekly Drop-In for parents to discuss their concerns.

Where appropriate, an application may be placed to the appropriate Local Authority/London Borough (LA/(LB)) for an Education, Health and Care Plan (EHCP) for an individual pupil. This process will involve presenting to the appropriate LA/LB detailed records of needs, provision and impact, as well as supporting documentation from relevant external agencies. Parents and carers will be fully involved in the process and will contribute to the reports.

Where a pupil has an Education, Health and Care Plan (EHCP):

- The Head of Learning Support will facilitate any additional staff training as required, to meet the terms of the EHCP.
- The Head of Learning Support will collaborate with external multi-agency teams as required, to meet the terms of the EHCP.
- Provision of information by the Head of Learning Support will ensure that all those teaching or working with a pupil named in an EHCP, are aware of their needs and the arrangements in place in to meet them.
- It will be reviewed annually as a minimum.

We as a School have a duty to co-operate, so will hold annual review meetings when due and complete the appropriate paperwork for this process. Documentation will be sent to all those invited to an annual review at least two weeks prior to the meeting. The accounts department will ensure preparation of an annual account of income received and expenditure incurred by the School in respect of that pupil, whether they be wholly or partly funded by a Local Authority/London Borough. This will be provided to the relevant Local Authority/London Borough and, on request, the Secretary of State.

Particulars of educational and welfare provision for pupils with Education, Health and Care Plans are made available to parents, parents of prospective pupils and, on request, to the Chief Inspector, Secretary of State or Independent Inspectorate.

We are required by law to keep a record of those pupils who have been identified as having SEND, and the provision we make for such pupils. For each pupil with SEND, the Head of Learning Support will record on the data management system, SchoolBase their broad area/s of need as listed above, as well as a description of any specific areas of need. This will make up the school SEND register. Where a pupil no longer requires the additional provision or support, the entry will be monitored and/or deleted from the SEND register. We always work proactively and collaboratively with external agencies where appropriate.

Examination boards set out the regulations that all schools are required to follow when considering exam concessions. Schools are required to make 'reasonable adjustments' while ensuring that no pupil is given an 'unfair advantage'. The Head of Learning Support will assess needs and update the evidence. If a report by an Educational Psychologist or other professional, such as an Occupational Therapist, recommends the use of an iPad in class, pupils should aim to type faster than they write and touch-typing classes are suggested to support this. If the device is part of a normal way of working in lessons, then it may be used in examinations. In order to qualify for extra time in an examination, the School will adhere to examination board regulations. Alongside specific assessment test outcomes stipulated by examination boards, it is usual practice to demonstrate that the use of additional time is part of a normal way of working in School.

Transition can be challenging for many pupils, but in particular for those pupils with SEND. The following key principles are adhered to in order to support successful transitions for children with SEND. Transition arrangements are made for pupils needing significant support with SEND matters in collaboration with the family, the receiving school and any outside agencies involved:

- An exchange of effective and meaningful documentation in order to understand prior learning need.
- A member of the school's Senior Leadership Team ("SLT") or Head of Learning Support will contact the previous school if appropriate.

Where children with SEND leave the school, the Head of Learning Support will work cooperatively with the receiving school to provide information about the pupil.

All schools have duties under the Equality Act 2010, not only to ensure that 'reasonable adjustments' are made for pupils already attending the school, but also to consider what might be needed to ensure that any future pupils with a disability are not disadvantaged. The SLT, led by the Head, regularly reviews how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement. To ensure best practice, the Head of Learning Support is an experienced, qualified teacher with relevant specialist qualifications.

Class and subject teachers are responsible for the progress of pupils with SEND.

The Head of Learning Support is responsible for:

- day-to-day responsibility for the operation of the SEND Policy and coordinating provision made for pupils with SEND.
- providing professional guidance to colleagues with the aim of securing high quality teaching for pupils with SEND, and works closely with pupils, parents and other professionals to ensure pupils with SEND receive appropriate support.
- playing an important role with the Head and Governors in determining the strategic development of the SEND Policy and provision within the School in order to raise the achievements of pupils with SEND.

In compliance with the Special Educational Needs and Disability Regulations 2014(and Amendment Regulations, 2015), the Head of Learning Support is also responsible for the following:

- In relation to each of the registered pupils who the Head of Learning Support considers may have special educational needs, informing a parent/carer of the pupil that this may be the case as soon as is reasonably practicable.
- In relation to each of the registered pupils who have special educational needs:
  - Identifying the pupil's special educational needs, and co-ordinating the making of special educational provision which meets those needs.
  - Monitoring the effectiveness of any special educational provision made.
  - Securing relevant services for the pupil where necessary.
  - Ensuring the records of the pupil's special educational needs and the special educational provision made are maintained and kept up to date.
  - Liaising with and providing information to a parent/carer of the pupil on a regular basis or when appropriate, about that pupil's special educational needs and the special educational provision made.
  - Ensuring that, where the pupil transfers to another school or educational institution, educational provision made is conveyed, where necessary to the appropriate authority or the proprietor of that school or institution, where applicable.
  - Promoting the pupil's inclusion in the School community and access to the School's curriculum and facilities..
  - Recruiting, supervising, and training learning support assistants who work with pupils with special educational needs.
  - Advising teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs.
  - Contributing to in-service training for teachers at the School to assist them to carry out necessary tasks to meet the needs of pupils with special educational needs.
  - Preparing and reviewing the information required by law to be published in relation to special educational needs provision.

The Head has overall responsibility for the strategic planning and day-to-day delivery of SEND provision.

We are required to keep SEND documents for specified amounts of time in accordance with legislation, please see the Data Retention Policy for specific guidelines.

All complaints should be dealt with via the School's Complaints Policy.

Reviewed By	SENCo
Approval Body/ Committee	Education
Last Review	Spring 2025
Next Review	Spring 2027
Policy Linked To	Admissions and Attendance Policy, Behaviour Policy, Complaints Policy, Curriculum Policy, Data Protection Policy, English as an Additional Language (EAL) Policy, Equal Opportunities Policy, More Able Policy, Privacy Notice, Personal, Social, Health and Education (PSHE) Policy

Any data held in relation to the content of this policy will be managed in accordance with our Data Protection Policy and Privacy Notice.