



LAMBROOK

NURTURING
POTENTIAL
SINCE 1860

Special Educational Needs and Learning Difficulties Policy

This document applies to all parts of Lambrook School including the Early Years Foundation Stage.

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LAMBROOK'S AIMS

Since 1860, Lambrook has been laying the foundations for its pupils' futures. Children have one opportunity for an education which will form the basis of their lives and, at the same time, one childhood; Lambrook aims to keep a happy balance between the two. During their time with us, we give our pupils the 'Feathers to Fly' so that when they leave us, they will spread their wings and will take flight; leaving Lambrook as confident, happy, engaging, mature, considerate and thoughtful young adults who are outward looking global citizens.

Inspiring

Inspiring pupils from Nursery through to Year 8, ensuring an outstanding level of education from our exceptional staff.

Nurturing

Nurturing all pupils through an outstanding level of pastoral care, enabling them to flourish in a happy environment

Providing

Providing pupils with an abundance of opportunities to discover, develop and showcase new talents.

Preparing

Preparing our children for the next stage of their educational journey by giving them the skills for scholarship and Common Entrance entry at leading Senior Schools.

Equipping

Equipping our children for the ever-increasing challenges of the world in which they live; giving pupils the skills and the confidence to understand technology, the environment and other cultures better, thus enabling them to make a difference in the world, both now and in the future.

Introduction

1. Lambrook School's Special Educational Needs (SEN) policy has been approved by the staff and governors of the school. The school believes that every pupil has an entitlement to develop their full potential. Educational experiences are provided

which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource, and this supports the learning of all. In this school, we recognise that every child has the right to a broad and balanced curriculum that is relevant, challenging and appropriate for their individual abilities. Every teacher is a teacher of every child or young person including those with SEN. The policy is shared with the school's stakeholders and is available to current and prospective parents.

2. Lambrook has regard to the following statutory guidance and other advice:

- DfE Statutory Guidance 'Keeping children safe in education' (September 2022)
- HM Gov 'Working together to safeguard children' (July 2018)
- DfE Statutory Guidance on supporting pupils at school with medical conditions (Dec 2015)
- DfE Departmental Advice 'The Prevent Duty' (June 2015)
- DfE Statutory Guidance 'SEND Code of Practice 0 – 25 years' (January 2015)
- DfE Departmental Advice 'The Equality Act 2010 and schools' (May 2014)
- Children and Families Act 2014 DfE Guidance on Teachers Standards 2011 (updated 2013)
- The Education Act 2011

Roles and Responsibilities

a. Chairman of the Board of Governors

Mr Paddy Burrowes has overall responsibility for ensuring that adequate provision is made for pupils with Special Educational Needs.

b. Headmaster

Mr Jonathan Perry has responsibility for the arrangements for pupils with Special Educational Needs.

c. Head of Pre-Prep.

Mrs Louise Farrar is responsible for the arrangements for pupils with Special Educational Needs in the Pre Prep.

d. Head of Learning Development Centre & whole school SENCO

Mrs Jennifer Greenfield (Jan 23) is responsible for the day to day running of the department and Special Educational Needs across the school.

e. Pre Prep and Nursery SENCO

Mrs Nicky McDowell

Definition of SEN

A child has SEN when their learning difficulty or disability requires special educational provision. It can be described as provision that is different from and additional to pupils of the same age. Children are identified as having SEN if they are not making progress within a curriculum that sets suitable learning challenges, responds to pupils' diverse learning needs and overcomes potential barriers to learning.

The following four areas are an overview of the range of needs that are supported at Lambrook. The purpose of identification is to recognise the most appropriate provision and not to categorise a child with SEN. Children may have needs across all four areas and their needs could change over time. The four areas are:

Communication and Interaction;

Cognitive and Learning;

Social, Emotional and Mental Health Difficulties

Sensory and/ or Physical Needs.

Pupils with significant medical needs may also require SEN as well as particular safeguarding measures

Definition of Disability

Under the Equality Act 2014 many children who have SEN may have a disability. The document states "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." The definition includes children whom have sensory impairments and long-term health conditions. Long-term is defined as a year or more. Children who have these conditions do not necessarily have SEN but there is a significant overlap between disabled children and those with SEN.

Aims

- To produce happy, interested, motivated learners;
- To ensure pupils achieve their potential in all aspects of school life;
- To make our pupils feel secure and confident in their work;
- To challenge and stimulate, as well as offering support where necessary and;
- To make a successful transition into adulthood and further education.

Objectives

- To identify and provide for pupils who have SEN and additional needs;
- To work within the guidance provided in the ISI Regulatory Checklist for Inspectors 2018 and the SEND Code of Practice, 2014;
- To adopt a "a whole pupil, whole school" approach to the management and provision of support for SEN;
- To provide support and advice for all staff working with SEN pupils and;

- To work together with the parents/carers in supporting their child's education

Admissions & Special Needs

3. Lambrook welcomes all children who can make the most of the opportunities that we offer and can flourish in the caring environment of the school. Treating every child as an individual is important to us, and we welcome pupils with Special Educational Needs, providing that our school environment and Learning Development Centre (LDC) can provide them with the support that they require. We do not, however, have the facilities to offer highly specialised and intensive treatment.
4. We advise parents of children with Special Educational Needs to discuss their child's requirements with Lambrook School and the Head of our Learning Development Centre before he or she sits our assessment so that we can make adequate provision for him/her (See Admissions Policy). Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request (for example, for extra time or other special arrangements). Parents of Pre Prep children are advised to provide a copy of any assessments prior to admission so that the school is able to provide adequate support.
5. Each pupil with a Special Educational Need requires special consideration and treatment. Reasonable adjustments must be made in their provision at School. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before he/she becomes a pupil at the school.
6. Our Learning Development Centre (LDC) is staffed by specialists, in the Pre Prep and Prep School, who are able to support each pupil with mild to moderate specific learning difficulties such as dyslexia and associated areas of need and provide additional support and advice to teachers.
7. For further information relating to specific needs due to physical disability, please see the School Accessibility Plan.

Transition

8. There is regular liaison between LDC staff in the Pre Prep and Prep to ensure that support for pupils is recognised and continued at each transition from year to year as well as from Lambrook to other schools.

Assessment, Monitoring and Review

9. A referral process is followed when concerns are raised over a child's learning needs. This involves steps to remove barriers in the classroom environment before LDC involvement. The referral process is available on the shared area.
10. We can request parents to arrange for their child with identified or suspected learning difficulties to be assessed by a specialist at their own expense so that we can identify the areas that require support. Whilst reports from external specialists are the property of the parents, we would recommend that parents supply the school with a copy so that we are able to tailor the support accordingly. The LDC offer specialist one to one lessons and help with English, Maths and study skills outside the normal curriculum which are charged to parents on a termly basis. The LDC Staff work closely with the teachers, children and their parents to help them to overcome the barriers that their difficulties present.
11. Our Learning Development Centre will prepare an Education, Health and Care (EHC) plan for each child that has a Statement of Special Educational Needs, setting achievable targets. Where appropriate, the SENCo for the Early Years will draw up an Individual SEN Support Plan in consultation with the class teacher. For children identified as having SEN in the Prep School, a SEN Support Plan will be prepared which clearly sets out the provision required. The child, together with his/her parents and teachers reviews the plan regularly, and the child is encouraged to take ownership of it and to set his/her own targets in school. Targets should be SMART and continuously reviewed.
12. The teachers of the LDC will monitor the children's achievement from classroom assessments, INCAS scores and the grades attained in the half term effort and attainment grades, the school examination marks and the assessments carried out in the LDC. The targets set will then be reviewed and monitored at least once a term and will be further monitored by the Head of the LDC to ensure a continual review and improvement of provision for all pupils. Any adjustments to a child's provision will be discussed with teachers, parents and children involved.
13. The SEND-LDD policy is to be reviewed annually.

External Support

- Peripatetic Occupational Therapy specialists are welcomed to the School. Parents make independent financial arrangements for therapy sessions.

Physical Accessibility

14. We recognise that some children with Special Education Needs may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of Lambrook School's Accessibility Plan from the school. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

Use of Laptop Computers

15. We are able, depending on need, to arrange for children in the Prep School to use laptop computers in classes and examinations. The use of such equipment in examinations is monitored by the LDC.
16. The Joint Council for Qualifications states in its regulations that laptops may be used by pupils if a word processor reflects the pupil's normal way of working and is appropriate to their needs.
17. Use of laptops is governed by the same restrictions applied to computers in the ICT Room.
18. Pupils in Years 5-8 are provided with a laptop by the school. Pupils in Years 3 and 4 may access school laptops in their LDC lessons.

Speech and Language Therapy

19. Speech and Language assessments and support are available in School from our specialist therapists. Assessments and sessions are charged as extras and the rates can be obtained from the School Bursary.

English as an Additional Language

20. Teachers in the Learning Development Centre are able to provide support for pupils who have English as an Additional Language (see English as an Additional Language Policy).

Access Arrangements for Prep School pupils

21. Pupils who have had an assessment from an Educational Psychologist or Specialist Teacher which recommends access arrangements for exams, will be allowed access arrangements that reflect the pupil's normal way of working at school. Pupils who wish to use access arrangements for other entrance examinations and the ISEB Pre Test as well as the Common Entrance 11+ and 13+ exam will need to inform their future secondary school of the arrangements before sitting the exam and share the relevant documents with them.

Staff Training

22. Our teaching staff receive regular training on the learning needs of pupils with Special Education Needs and Disabilities. Training is delivered by specialist teachers or outside providers. A record of staff training is available from the Head of the LDC. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Head of the LDC to explain the systems and structures in place around the school's SEND provision.

Charges

23. Learning Development Centre lessons in the Prep School are charged as extras and the rates can be obtained from the school Bursary.
24. Specialist Formative assessments by The Learning Development Centre staff are not charged for. We may advise that specialist assessments are undertaken by other professionals and these are charged directly to the parents by the assessor.

Education and Welfare Provision

25. Teachers, Teaching Assistants and Pastoral Leaders play a pivotal role in identifying and supporting vulnerable children, both with and without SEN. Regular meetings of the Pastoral Leaders identify students who appear vulnerable or who may have undiagnosed needs in the above areas and ensure that vulnerable students are identified, and that appropriate support/provision is put in place as swiftly as possible. We provide extended pastoral support for students to improve their emotional and social development in the following ways:

- In the Prep School, pupils have opportunities to spend time in the LDC to build social skills, self esteem, confidence and resilience. Small group or 1-1 sessions are provided for pupils who would benefit from this support
- There are always opportunities for pupils to talk with members of the Learning Development Centre.
- The School has a counsellor; referrals are arranged through the Designated Safeguarding Lead.
- Pupils with SEN are encouraged to be part of the school council or other leadership responsibilities.
- Pupils with SEN are also encouraged to be part of after-school activities to promote teamwork/building friendships, resilience etc.
- Any pupil concerned about bullying can share their concerns with a trusted member of staff or via email to welisten@lambrookschool.co.uk and there is a link to childline on the pupil portal.

References

- The Education (Independent School Standards) (England) Regulations 2003 as subsequently amended (SI2003/1910)
- Equality Act 2010
- SEND Code of Practice, 2015 DFE
- www.direct.gov.uk/en/Parents
- www.education.gov.uk/schools

The following public bodies provided guidance documents used in the preparation of this policy:

- The Department for Children Schools and Families (DCSF)
- The Disability Rights Commission (DRC)
- The Equality and Human Rights Commission (EHRC)

Related Policies

- Accessibility Plan
- Anti-Bullying
- First Aid Policy
- Admissions
- Marking
- Teaching and Learning
- EAL