



# LYNDHURST HOUSE SCHOOL

## SEND POLICY (Whole School, including EYFS)

**This policy has been written with due regard to :**  
**SEN and Disability Code of Practice, DfE, 2014 (updated 2015)**  
**The Equality Act, 2010.**

### GENERAL AIMS AND PRINCIPLES

At Lyndhurst House School we aim to create a curriculum and environment in which all boys, including those with special educational needs and/or disabilities, can develop physically, intellectually and emotionally at a pace that is suited to their individual need and where all boys have equal opportunity to access the curriculum in order to realise their full potential.

We encourage, in all members of the School, a code of positive behaviour that promotes consideration for and tolerance of the needs of others. We believe that every boy should feel able to make a valued contribution to school life so that his self-confidence and self-esteem can develop.

### ADMISSIONS

The school will make reasonable adjustments for pupils on the grounds of special educational need or disability where their learning difficulty or disability can be catered for within the mainstream setting. When deciding on admissions and other educational matters, the School applies permitted forms of selection to assess (prospective) pupils and takes reasonable measures to enable any (prospective) pupil with a disability to undertake such assessment.

### WORKING DEFINITIONS

Disability is defined as: ‘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.’

The SEND Code 2014 says that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A boy has a learning difficulty or disability if:

(a) he has significantly greater difficulty in learning than the majority of boys of the same age, or  
(b) he 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

or

(c) he is under compulsory school age and he is likely to fall within the definition at (a) or (b) above when he reaches compulsory school age or would so do if special educational provision was not made for him (Section 20 Children and Families Act 2014)

Boys must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Some children have needs or disabilities that affect their ability to learn. For example:

- behavioural/social (eg difficulty making friends)
- reading and writing (eg dyslexia)
- understanding things
- concentrating (eg Attention Deficit Hyperactivity Disorder)
- physical needs or impairments

The definition of a disability under the 2010 Equality Act 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’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have 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.

In dealing with SEND pupils a staged approach will be used.

(N.B. The stages were replaced in the SEND Code 2014 by: Assess, Plan, Do, Review. Consideration is being given to the redrafting of the stages at LHS).

## STAGES OF PROVISION

There are THREE stages. Only the initial stages are the responsibility of the Form Teachers; however an understanding of all stages is required.

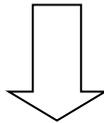
At ALL stages parents have a right to be involved.

### Pre Stage 1:

Needs identified from observation, screening, assessment, planning and review  
OR from evidence received from previous educational establishments.

Provision altered to meet individual needs and allow access to curriculum.

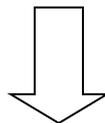
SENDSCO consulted if adequate progress not made.



### **1. School Action / Early Years Action:**

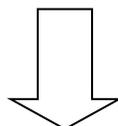
If additional or different interventions are required, the class teacher (and SENDSCO if necessary) should facilitate further assessment and plan, monitor and review a suitable in-house programme in the form of a Personal Learning Plan (PLP) (also known as an IEP).

Form teachers must take the initiative and register their concern in respect of a pupil's difficulties. The 'Special Educational Needs Identification Record' should be used: it records the concerns raised. A pupil's physical, emotional and social development should be considered alongside his learning progress.



### **2. School Action Plus/ Early Years Action Plus:**

If little or no progress is made over a long period, a request for external services to be involved should be made. These will advise staff on strategies and targets which are additional or different from School Action. Again a PLP will be put in place, followed and monitored.



### **3. Education, Health and Care Plan:**

This comes into effect once a multidisciplinary assessment has been made. The EHC Plan is written by the Education Authority and is a legally binding document. It must be reviewed at least once a year and involve all necessary agencies.

## FURTHER INFORMATION

### Pre Stage One

We aim to identify a boy's special educational needs as early as possible. At the pre-entry stage, the Headmaster gathers information from the boy's parents and any other agencies involved with the boy before their admission to the school, for example, speech therapist, physiotherapist, etc.

Teachers will use their own professional judgement to make informed decisions about boys they consider to be performing at a level significantly different to that of their peers or to have some form of special need. A number of standardised assessment opportunities are scheduled within the academic year (see ASSESSMENT POLICY). These assessments will highlight a boy's strengths, weaknesses and, in cases of very low attainment, may indicate learning difficulties or, in cases of high attainment, pupils who are particularly able.

It is important to recognize other factors that may have an adverse effect on a boy's performance. These may include family upsets, new school setting, absence due to illness etc. If these factors are having an impact on the boy's educational performance then the boy will require monitoring and will be referred to the SENDCO.

The school has details of a number of outside agencies, including Educational Psychologists, Speech and Language therapists and specialist Dyslexia tutors. The SENDCO is also able to diagnose some specific learning difficulties.

A member of staff's concerns at Pre Stage One should be discussed with other staff at staff meetings. Written evidence (pupil's work) should normally be presented to support and assist the effective diagnosis of difficulties. It may be decided to monitor the boy for a while. Such pupils will be discussed at staff meetings and their progress checked every term by the SENDCO.

### Stage 1: School Action/Early Years Action

When an Early Years practitioner or class teacher who works day-to-day with the child, or the SENDCO, identifies a child with special educational needs, they should devise interventions that are additional to or different from those provided as part of the setting's usual curriculum.

A boy is designated as requiring School Action/Early Years Action if, despite receiving differentiated learning opportunities, he:

- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, communication and/or interaction difficulties and continues to make little or no progress, despite the provision of specialist equipment or assistance.

Depending on the nature of the boy's difficulties, the SENDCO may use some diagnostic testing or informal assessment. The results will be discussed with the Headmaster. If it is felt that the boy would benefit from additional learning support then the parents will be informed.

There will be a short review meeting to check a pupil's progress after half a term (or equivalent period). The pupil's progress will then be monitored in total for a period not

exceeding one full term (or equivalent period), after which a review will be held. Parents will be informed if any change to the level of support is indicated.

For boys who are deemed to need one to one assistance for a specific area of learning, the Form Teacher and SENDCO will draw up a Personal Learning Plan (PLP) in close collaboration, identifying areas of strength and weakness, detailing general teaching strategies that will assist the pupil in his learning, his attainment of specific short term targets and success criteria. At this stage the boy moves from the Learning Support register to the SEN register. The PLP is a working document for all teaching staff, pupils and parents. It is reviewed termly.

### Stage 2: School Action Plus / Early Years Action Plus

#### Assessment by Educational Psychologist or other Outside Specialist

If it has been noted at a review that the boy continues to have significant difficulties or is making insufficient progress towards the agreed targets, despite receiving an individualised programme of support, then external advice will be sought. This usually takes the form of a recommendation to parents to arrange for a full report to be conducted by a chartered Educational Psychologist or other outside specialist. It may also be possible for further psychometric tests to be conducted by the SENDCO.

Following the assessment, a full review meeting is normally held between the SENDCO, the parents and the class teacher (and sometimes the Headmaster), to confirm strategies that will be used when teaching the boy, as recommended by the Educational Psychologist's assessment (EPA) or a report from another outside specialist or the SENDCO. A revised PLP is then drawn up.

The school will make every effort to provide the amount of time (specialist teaching) recommended in the report. If this is for expert provision, e.g. speech therapy, specialist dyspraxia support, educational physiotherapy, then the school may provide an environment for a visiting professional to support the boy on site, with the cost of this paid for by the parent, thus saving valuable time travelling to and from such professionals during the school day.

### Stage 3 Boys with an EHC Plan

Boys may have an EHC plan due to physical or emotional problems or severe learning difficulties. It is not necessary for a school to obtain the consent of the DfE to accept a pupil with an EHC plan, provided the school is able to provide the boy with effective education.

Should the School feel that a boy needs to be considered for an EHC plan then this would be discussed with parents following an educational psychologist's assessment. All boys with EHC plans will have a PLP and this will be reviewed termly. The standard school curriculum provided may be adjusted.

For boys with EHC plans, the School will work closely with all outside agencies, depending on the nature of the EHC plan. The SENDCO will be the primary contact for all working with boys who have an EHC plan.

The EHC plans of all pupils in this category, whether placed by parents or the local authority, must be reviewed annually and the required curriculum must be provided as set out in the EHC plan (including the full National Curriculum, if this is specified). It is the responsibility

of the local authority and not the school to review the EHC plan, but it is good practice for the school to check that the review takes place.

The school is compliant with the Equality Act 2010. In order to ensure that the SEND children are accessing the curriculum to the best of their ability, the information is presented in a range of ways and tailored to meet individual needs through differentiation by task. For boys who require PLPs on a long-term basis, a less demanding environment is often more beneficial. Very occasionally a boy is directed to another more suitable school, where the approach is more appropriate. This is done after discussion and in conjunction with the boy's parents, staff and any outside agencies involved.

## STORAGE AND COMMUNICATION OF INFORMATION

Information collected about a boy's SEND will be filed securely in different places according to its nature; it is always confidential and will only be communicated to involved persons with the knowledge and agreement of the boy's parents and the Headmaster. A written record will be kept of all meetings.

## ROLES AND RESPONSIBILITIES

### The Headmaster

The Headmaster has responsibility for the day to day management of educational provision for all boys including boys with SEND. The Headmaster will also:

- ensure the school's SEND Policy is monitored and reviewed
- ensure that the school's policy is put into practice
- meet with parents of SEND children to discuss progress and implementation of PLPs
- be involved in the induction of new staff to inform them of the School's SEND processes
- ensure that the admissions procedure takes account of a boy's learning difficulties or disabilities
- ensure in-service training of staff is provided, to develop understanding and whole school approaches.

### The Deputy Heads

The Deputy Heads have responsibility for the day-to-day management of the school and for all boys including those with SEND. The pastoral well being of boys is the responsibility of the Deputy Head Pastoral and she has particular concern for the social integration of boys with SEND. In addition she will:

- ensure that all information and instructions can be readily understood by boys with SEND
- ensure matters relating to discipline and other procedures (for example, arrangements for school trips or examinations) take account of boys' learning difficulties or disabilities
- ensure that relevant staff, including peripatetic staff, are aware of the impact of a boy's learning difficulties or disabilities (for example dyspraxia), especially those teaching games, physical activities or musical instruments.

### The Special Educational Needs and Disabilities Coordinator (SENDCO)

The Special Educational Needs Coordinator has a fundamental role to play in the process of providing for the needs of boys on the Learning Support and SEND registers.

The SENDCO will:

- monitor the progress of any boy whose performance is giving cause for concern
- consider if any boy has a particular learning difficulty or disability
- advise the Form Teacher and Headmaster if she thinks specialist help is needed
- co-ordinate the provision for boys with SEND as agreed with the Headmaster
- ensure PLPs are complete and that the school's SEND records are maintained.
- deliver programmes of work to groups of boys or individuals who require additional support and ensure that those that she does not see personally have the necessary support
- write termly reports on boys receiving small group or individual tuition
- support and liaise with Form Teachers and Subject Teachers.
- assist with the collation of evidence and information from or for outside agencies.

### Form and Subject Teachers

A whole school approach is fundamental to our policy for boys with SEND. Regular liaison, both formal and informal, serves to support procedures and provision for pupils with SEND. Careful attention is given to ensuring that relevant activities to promote the learning of pupils with SEND are undertaken within the classroom setting and appropriate expectations are set at all times.

Staff must ensure that they have obtained full information from the SENDCO of any boy that they teach who is on the SEND register, and must be prepared to offer their individual assessment of the boy's learning and progress at any time. Staff are expected to use their professional judgement as to whether a whole class activity is suitable for a boy on the SEND register, and should provide differentiated material as necessary.

Form and Subject teachers must also pay particular attention to the social wellbeing of all boys under their care, but with particular concern for SEND boys, who may be targets for bullying or other unpleasantness. They should be proactive in ensuring that such boys are socially integrated with their peers.

## Teaching Assistants

Teaching Assistants also have a crucial role to play in SEND provision within the School. They will deliver programmes of work, generally in Literacy or Numeracy, to groups of boys who require additional support. They may also deliver a more extended programme to exceptionally able boys. The boys may be taught within the class setting or withdrawn for certain activities. Class teachers should, wherever possible, involve teaching assistants in the planning process. They should be informed of learning objectives for each activity, the needs of individual boys in the group and their Targets as identified on their Personal Learning Plans.

## Parents

A boy's parents have a wealth of knowledge and information about their boy. They can also provide a valuable source of support for their boy's learning at home.

At Stage One of the process it is important that parents are informed of the concerns that the school has about the boy's difficulties. The nature of the boy's needs should be discussed sensitively with the parents and they should be given the opportunity to provide any (confidential) background information or information regarding external influences which may be affecting their boy.

Parents of boys with a PLP will be informed of their boy's progress by receiving copies of termly evaluations of progress and copies of new Targets for each term.

## SEND REGISTER

- The specific recommendations of the Educational Psychologist's report contain guidance for the School on necessary approaches for class lessons, so that pupils can access the curriculum given their particular learning difficulty. It sometimes recommends specific work to be covered in Support Lessons too
- From this information the pupil's Personal Learning Plan is drawn up. The boy's name is also entered on the School's SEND Register; this is continually updated and all staff have access to it. Pupil support continues for as long as required, which could be throughout the School
- The Form Teacher and Subject Teacher are always kept informed of the pupil's particular needs
- From Year 3 onwards, pupils diagnosed with a specific learning difficulty remain on the Register even though they may have already found strategies that enable them to cope. Learning Support is stopped if Form/Subject Teacher, SENDCO and pupil agree
- Within the Register, pupils who are receiving support will fall into different categories: some will be 'Cause for Concern' being monitored by the Class/Subject Teacher and/or SENDCO; others will have been screened and been found to have some degree of learning difficulty; yet others will have been diagnosed by a professional educational psychologist, speech therapist, occupational therapist or other clinician; the remainder will be pupils who are receiving additional support outside school (perhaps with a speech therapist or occupational therapist)
- Pupils with an EHC Plan follow a modified curriculum as prescribed in their EHC Plan

## PERSONAL LEARNING PLANS (PLPs) (or IEPs)

- These are devised collaboratively by the Form Teacher and/or Subject Teacher and the SENDCO each term. They contain up to 4 achievable Targets that will help meet the pupil's particular needs (in literacy, mathematics, communication skills, behaviour or physical skills) together with teaching strategies to be used. A review date is also included when outcomes can be discussed. A successful pupil will have shown progress and evidence of meeting all the set Targets by the end of the term
- The views of parents and the pupil are sought and any specific issues affecting progress will be discussed together with the Form Teacher and SENDCO. Each term a new PLP is written by the Form Teacher and/or Subject Teacher and the SENDCO, then signed by the parents and returned to school.

## MEASURING GENERAL PROGRESS

- All boys in Years 1-7 are formally assessed each term. Form Teachers use PIPS baseline tests (Reception); Foundation Stage Profile tests (Year 1); NFER Reading and Spelling Age tests (Year 1-8); Cognitive Ability Tests (Verbal, Non-Verbal, Quantitative and Spatial Reasoning) (Years 2-7) and GL Progress Tests in English, Mathematics and Science. Pupils on the SEND Register participate in all these assessments
- Pupil progress is also continually monitored informally by Form/Subject Teachers
- Form/Subject Teachers, the SENDCO and the Headmaster use all assessment results to track the progress of individual boys and to ensure that appropriate and effective interventions are in place

## LEARNING SUPPORT LESSONS

- Individual or small group lessons are carefully timetabled for pupils so that they miss a minimum of class lessons in examined curriculum subjects
- Multi-sensory methods are used to aid the various learning processes (visual, auditory and kinaesthetic). Memory, perception and phonology skills are emphasised along with listening and attention, word-finding and grammar/numeracy skills. In some cases, skills in social communication, spatial awareness and motor movements are also developed
- Small group/individual Learning Support lessons are intended to increase pupils' confidence, despite their difficulties and to help them fulfil their academic potential. Boys learn coping strategies that will overcome their learning difficulties and meet their specific educational needs. They are also encouraged to work independently
- If a boy misses a Learning Support lesson, the Co-ordinator will tell the Form Teacher to remind the pupil about attending lessons. If further lessons are missed, the Co-ordinator will report back to the Form Teacher again with a view to contacting the parents. Although the nature of a pupil's difficulty may cause forgetfulness, it is hoped that by adopting this approach, pupils will improve their organisational skills

- Lessons are tailored to boys' individual needs but aim to cover any of the following areas, as required: reading; comprehension; spelling; punctuation; written communication; vocabulary building; numeracy; specific subject support; organisational skills; memory skills; social skills and behaviour issues

## RESOURCES

- A number of resources are kept in the Library, being the dedicated teaching room for Learning Support. Other resources, listed for staff information, are kept in individual classrooms as required by Class Teachers for their lessons

## DIFFERENTIATION IN CLASS LESSONS

- Form Teachers and Subject Teachers are responsible for devising Lesson Plans that accommodate different levels/types of learners. Pupils on the Learning Support Register may need modified worksheets and tasks that will enable them to achieve the same ends as their peers, but by different means
- Form Teachers are also responsible for supervising Classroom Assistants, Teaching Assistants/Support staff and ensuring that they know what support provision they are expected to provide within the classroom or other area. Any issues arising during in-class support should be reported back to the Form Teacher

## EXAMINATIONS and EXTRA TIME

- Up to 25% extra time is granted (for reading through exam questions and proof-reading answers) to those pupils who have been diagnosed with special educational needs or disabilities. The precise amount of extra time granted is determined by individual need and may only amount to 15%. The SENDCO will decide this
- The extra time concession is only available to pupils who have been recommended for it by an Educational Psychologist and who are known to have particular difficulty with processing speed and/or working memory
- The SENDCO will advise the pupil on the best use of any extra time allowed, in collaboration with the Form Teacher/Subject Teacher

## USE OF LAPTOPS

- Boys with weak fine motor skills affecting handwriting, are encouraged to learn the layout of the computer keyboard and to learn how to Word Process at speed as early as possible
- Only boys who have adopted the laptop as their normal way of working in preference to handwriting are permitted to use a laptop in examinations

## STUDY SKILLS and REVISION TECHNIQUES

- Study skills are taught to Years 7 & 8 by Elevate Education
- Advice on ways of studying and revising is also given at appropriate times to pupils in Years 3-8 by their Form Teachers and Subject Teachers
- The SENDCO too advises pupils who have Support Lessons on ways to approach their general learning and exam revision

## MONITORING AND EVALUATION OF POLICY AND PROVISION

The success of this SEND policy will be judged by:

- the early and accurate identification of boy's learning difficulties and needs
- boys achieving the targets set on PLPs that indicates that targets are specific, achievable and appropriate
- appropriate progress of boys
- close working links with outside agencies when appropriate
- positive involvement and feedback from boys and parents.

This policy will be reviewed annually.

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.....	Headmaster	July 2019
This policy is reviewed annually		
To be reviewed: July 2020		





**SEND APPENDIX 2: PERSONAL LEARNING PLAN**

**LYNDHURST HOUSE SCHOOL**

**EDUCATION PLAN**

**Date:**

**Name(s):**

**Year group:**

**Review date:**

<b>Strengths:</b>		<b>Areas to be developed:</b>	
<b>Targets (including pupil's views)</b>	<b>Strategies/Activities/Resources</b>	<b>Evaluation and evidence</b>	<b>Progress toward term's Targets</b>

**Form Teacher:**

**TA's:**

**SENDCO: Miss Elizabeth Norman**

**Parents:**

### APPENDIX 3: USEFUL WEBSITES

DfE

<http://www.education.gov.uk/schools/pupilsupport/sen>

Resources

<http://www.primaryresources.co.uk/sen/sen.htm>

<http://www.senteacher.org/>

National Association for SEN

<http://www.nasen.org.uk/>

Dyslexia

<http://www.bdadyslexia.org.uk/>

Dyspraxia

<http://www.dyspraxiafoundation.org.uk/>

ADHD

<http://www.adders.org/>

Dyscalculia

<http://www.dyscalculia.org/>