



L A L E H A M L E A

A Catholic Independent Primary School for boys and girls aged 3 to 11

Head Teacher: Ms K Barry

L A L E H A M L E A S C H O O L & N U R S E R Y
S P E C I A L E D U C A T I O N N E E D S P O L I C Y

This is a whole school policy which applies to all sections of the school, including Early Years Foundation Stage, Out of School Care and Clubs.

Person responsible for this policy:

Karen Barry
Head teacher



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Mission Statement

Recognising that Christian values are central to the life of the school, we at Laleham Lea aim to create a loving, welcoming safe environment in which our children may grow intellectually, socially and emotionally; an environment in which their talents are recognised and fostered and their differences treated with compassion; an environment which provides quality teaching and learning within a balanced curriculum framework and which helps every child to reach their true potential.

Together with parents, who are the first educators, we aim to lead our children towards tolerance, understanding and sensitivity to the needs of others so that they may grow up as well balanced individuals with a strong sense of personal identity and an awareness of God's love."

ADMISSIONS AND PUPILS WITH DISABILITIES, SEN AND LEARNING DIFFICULTIES

The 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]

THE SELECTION PROCESS

The school's selection policy is described in its [prospectus/admissions procedure]. Applications from all who have the ability and aptitude to access an academic curriculum are welcome. However, parents of children with SEND or learning difficulties are advised to discuss their child's requirements with the school before they attend an assessment day so that adequate provision can be made for them on the day. Parents are asked to provide a copy of a medical report or educational psychologist's report to support their request, for example, for large print material, extra time, use of laptops or other special arrangements.

BEFORE ENTRY

Each pupil with SEND requires special consideration and treatment. If appropriate adjustments need to be put in place, they will be discussed thoroughly with parents and their medical advisers, including adjustments that can reasonably be made to the curricular and extra-curricular activities before their child becomes a pupil at the school.



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BARRIERS TO LEARNING

The school recognises that social, emotional and behavioural barriers to learning can be associated with some disabilities. Mental illness or learning difficulties can cause behavioural issues. The school aims to work together with families to overcome or minimise these as far as is possible.

Since pupils with SEND have very different needs, the school recognises the importance of communicating closely with parents with regards to learning assessments for their child/ren and related targets for improvement. The school shares targets with pupils and parents through Reports twice a year, parent consultation evenings and IEP's. The school also promotes the wider personal and social development of pupils with SEND through opportunities such as Mass, PSHCE, Assemblies, After School Clubs and more.

PHYSICAL ACCESSIBILITY

Parents of current and prospective pupils with disabilities may wish to obtain copies of the school's accessibility plan from the school office. This shows the ways in which the governors plan to make the buildings progressively more accessible to disabled pupils, disabled parents and visitors. The school has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic buildings, scattered site. Facilities for wheel-chair users and hearing loops are being introduced progressively as the buildings are upgraded.

OTHER ADJUSTMENTS

Depending upon need, children can use laptop computers in class, and can be given large print or documents printed on coloured paper if required.

From 1 September 2012: AUXILIARY AIDS AND SERVICES

The Equality Act is making significant changes to the law on discrimination as it affects disabled pupils and in particular the extension of duties on schools to include the provision of auxiliary aids and services (which has been effective from 1 September 2012). Further guidance from the DfE is currently awaited on this but the principal guidance is in the EHRC draft Code of Practice for Schools.

PUPILS WITH STATEMENTS AND CARERS

Pupils with statements from their local authorities who are suited to the school's educational offer are welcome. If a pupil with a statement 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 CRB 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

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with a written undertaking indemnifying it from any legal responsibility or cost connected with the provision of their services to their child.

THE LEARNING SUPPORT DEPARTMENT

The learning support department is staffed by fully qualified specialists who are able to support each pupil with a specific learning difficulty in the following areas:

[Dyslexia, dyspraxia, autism, asperger's syndrome etc]

Some disabled pupils may also require specialist support from the learning support department. This would normally be discussed with parents before their child enters the school. Pupils with identified or suspected learning difficulties will be assessed at their parents' expense by a specialist so that the areas that require support can be identified. Specialist one-to-one lessons and help with study skills are offered outside the normal curriculum. The school works closely with the child and their parents and to help them to overcome the barriers that their difficulties present.

The learning support department will prepare an individual education plan for each child, setting achievable targets. The child, together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets.

ENGLISH AS AN ADDITIONAL LANGUAGE

In order to cope with the [high] academic and social demands of Laleham Lea School pupils must be fluent English speakers. The school may recommend that some children, whose first language at home is not English, receive [individual] tuition in English as an additional language.

ROLE OF THE SENCO

The head of the learning support department has an important role as Laleham Lea's SEN co-ordinator (SENCO). Working closely with the pastoral deputy and the other pastoral staff, she plays a key role in determining the strategic development of the SEND policy and provision in the school in order to cater for the individual needs of pupils with SEND. She will liaise closely with the pupil's teaching staff, family and where appropriate, with the school's medical staff and with external agencies. The head of the learning support department attends regular external training in order to remain current with latest her duties as SENCO.

One of the responsibilities of the governors' educational and pastoral committee is oversight of the provision of learning support and accessibility for pupils with SEND and learning difficulties. Our governors' take their responsibility extremely seriously to monitor, support SEN within the school and also to undertake their duty to meet the Independent School Standards in welfare, and safety (part 3).

STAFF TRAINING



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All staff (including teaching and support staff) are given regular annual training on working with SEND by the SENCO. This training focuses on helping each child to reach their maximum potential, the appropriate adjustments (such as large print or using coloured paper) that can give full access to the curriculum and facilities of the school to the greatest extent possible.

The school trains its teachers to differentiate within the curriculum and to take into account pupils' learning difficulties (as well as the needs of gifted and talented pupils). The SENCO liaises with the teaching staff about the most appropriate means of meeting the needs of pupils with SEND and learning difficulties. The SENCO has an important role in ensuring consistency of approach by all teachers in providing, for example, access to learning materials that are easier to read and understand, or extra time in exams.

SCHOOL BEHAVIOUR AND DISCIPLINE

The school takes pride in its well developed system of pastoral care for social interaction amongst pupils. All pupils, [from the youngest in the nursery upwards] are taught that victimisation and bullying is prohibited and will not be tolerated. The school's objective is to ensure that a pupil with SEND or other protected characteristic does not suffer less favourable treatment as a result of discrimination. Pupils are taught through the curriculum and other activities the importance of respecting each other and behaving towards each other with courtesy and consideration. The school's behaviour policies/school rules make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated homophobic, disabled and cyber, in causing serious psychological damage and even suicide. Considerable teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All pupils understand that the school has a zero tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

PARTNERSHIP WITH PARENTS

The school's hope is that all parents will feel able to share any concerns about their child with the pastoral staff in order that a healthy partnership for the care of their child can be developed. The SENCO, other pastoral staff, tutors teaching [and medical 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.

COMPLAINTS

The school naturally hopes that a parent will not feel that they have cause to complain but its complaints policy is available from the school office 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 or daughter has been discriminated against.

CHARGING POLICY

From 1 September 2012 it has been unlawful to charge for auxiliary aids and services (if these amount to "reasonable adjustments") however the school is funded and in any circumstances. Whether or not schools can



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charge for extra support for disabled pupils will therefore turn on whether or not any steps taken are reasonable. It is suggested that any charging policy should state that:

"Whether or not it is appropriate to levy any further fees for additional support for individual pupils this will be considered on a case-by-case basis, on the basis of what is reasonable".