



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 E N D 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



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.

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 our curriculum, are also welcome [provided that the SENCO can provide them with the help and support that they require]. As an Independent School there are some services from local support agencies that we cannot access, however Parent will be fully supported by the school should they wish to pursue applications for such services at their own expense.

THE ADMISSION PROCESS

The school's Admission policy can be viewed on the School website, or a hard copy requested from the School Office. 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 reports or educational psychologist's report to support any special requests, for example, for large print material, extra time, use of laptops or other special arrangements. Applications for students with ILPs/Learning Support Plans, EHCPs or equivalent are asked to provide copies of all relevant documentation to the Head teacher on application. Failure to disclose such information may result in a place being withdrawn if it is discovered that the school cannot subsequently meet the student's needs.

As a one form entry school we unfortunately do not have facilities and resources to provide highly specialised or intensive support. Any known Special Educational needs or Disabilities should be declared on application as stated in our Application Process.

Laleham Lea recognises that maturity, especially in EYFS and KS1 may impact readiness to learn. Many pupils may at some time experience difficulties that impact their learning either in the short, or long term. We aim to identify these needs as soon as possible and ensure strategies are put in place to aid learning. Where a pupil has special educational needs, learning difficulties and/or disabilities we endeavour to ensure that all appropriate adjustments are made to accommodate their needs and ensure they can make good progress.

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.

SAFEGUARDING

Children with Special Educational Needs and disabilities (SEND) can face additional difficulties which may conceal abuse or neglect. Any concerns about the welfare of a child on the SEND register will be referred via the Designated Safeguarding Lead following the usual Safeguarding procedures, as documented in the Safeguarding Policy.

AIMS

Laleham Lea School aims to:

- Identify and assess students with special educational needs, learning difficulties and/or disabilities as early as possible.
- Ensure that good practice (as set out in the SEND Code of Practice 2015) is followed to enable pupils with special educational needs, learning difficulties and/or disabilities to join in with the school curriculum and will educate students, wherever possible, in their own class group.
- Ensure that all Laleham Lea Staff are aware of students' needs with regular staff training to support them.
- Ensure that all pupils, regardless of needs have access to a broad, balanced and differentiated curriculum and have an equal opportunity to receive an education that is appropriate to their needs.
- Work closely with Parents/carers to assess and provide suitable provision for students and offer an educational provision that is additional and different where needed.
- Monitor, record and report on progress of pupils with learning difficulties and monitor our effectiveness in achieving the above objectives.
- Specific arrangements will be made for those students who may require additional support, adjustments and resources for assessments and exams.

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/Learning

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Support Plans. The school also promotes the wider personal and social development of pupils with SEND through opportunities such as Mass, PSHE, 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/Chromebooks 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 made 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).

The school policy reflects the following: Special Educational Needs and Disability Code of Practice January 2015 which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England In addition

The Equality Act 2010 which made 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.

The school also adheres to the changes and updates to KCSIE September 2021.

PUPILS WITH STATEMENTS EDUCATION, HEALTH AND CARE PLANS (EHCP) AND CARERS

If a child demonstrates a continued significant cause for concern, a request for assessment can be made to determine whether it is necessary to obtain an Education, Health and Care Plan (EHC Plan).

A range of written evidence about the child will support the request. For pupils with an EHC Plan there will be an Annual Review led by the SENCo to review the appropriateness of the provision and to recommend changes which may need to be made.

Where a prospective pupil has an EHC Plan, this must be disclosed on application. The Head teacher and SENCo will consult the Parents and, where appropriate, the local authority, to ensure that the provision specified in the EHC Plan can be delivered by the School. We will co-operate with the local authority to ensure that relevant reviews of EHC Plans are carried out as required. Any additional costs that are needed to meet the requirements of the EHC plan, for example one to one support, specialist teaching/therapy or specialist equipment will need to be charged to the local authority, if the local authority is responsible for the fees and our School is named in Section 1 of the EHC Plan. In all other circumstances, charges will be made directly to the parents unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.

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If a pupil's requires a dedicated carer, the carer is not a school employee and the pupil's parents would be asked to provide the school with a written undertaking indemnifying it from any legal responsibility or cost connected with the provision of their services to their child.

LEARNING SUPPORT

Learning support involves all Teachers; specialist training and support is provided for all Staff e.g ASD to enable everyone to support each pupil with a specific learning difficulty.

Additional Intervention

Some disabled pupils may also require specialist support. 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.

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 Deputy Headteacher and the other pastoral staff, the SENCO 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. The SENCO 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 Curriculum & RE 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.

STAFF TRAINING

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 SEND Code of Practice states that 'every Teacher is a Teacher of SEND'. The school trains its Teachers to differentiate within the curriculum and to take into account pupils' learning difficulties (as well as the

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needs of more able pupils 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, sexual harassment on/offline and sexual violence, 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. The School has a zero tolerance on racism and sexual harassment on/offline or any kind of sexual violence.

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.

This policy needs to be read in conjunction with:

- Accessibility Plan
- Admissions Policy
- The Safeguarding Policy
- Complaints Policy
- KCSIE updates Sept 2021
- Behaviour and Discipline Policy
- EAL Policy

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- Equalities Policy
- Anti-Bullying Policy
- Curriculum Policy

Date: November 2021

Review Date: November 2023