



L A L E H A M L E A

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

Acting Head Teacher: Mrs. Maria Reece

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:

Mrs. Maria Reece
Acting Head Teacher

Reviewed by: Ann Mary Jose (SENCO)

Date: January 2024

Review Date: January 2025



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1. 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."

2. Definition and Objectives

Our primary objective is to address the diverse needs of our students through collaborative efforts involving parents, children, and professionals. Special educational provision, for children aged two and above, refers to educational measures that are either supplementary to or distinct from the general educational provisions for children of their age within locally maintained schools by the Local Authority (LA), excluding special schools. It is essential to recognize that the term 'pupils with special educational needs' extends beyond those with an Education Health and Care Plan (EHCP).

This policy acknowledges the protocols for Special Educational Needs and Disabilities (SEND) aligned with the provisions outlined in the Children and Families Act 2014, the SEN and Disability Code of Practice 0-25 years 2015 (SEND Code 2015), and the Equality Act 2010. In accordance with the Special Educational Needs Code of Practice (2015), a learning difficulty is characterized by children facing (a) significantly greater challenges in learning compared to the majority of children of the same age, or (b) a disability hindering their utilization of educational facilities typically provided for children of the same age in schools. It is crucial to note that children should not be deemed as having a learning difficulty solely due to differences in language or the form of language spoken at home compared to the language of instruction at school.

3. Legislation and Guidance

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.

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



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The Equality Act 2012 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.

4. Roles and Responsibilities:

SEND Coordinator (SENDCo):

The head of the learning support department has an important role as Laleham Lea's SEN co-ordinator (SENCO). Working closely with the Senior Leadership Team 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 updated with her duties as SENCO.

One of the responsibilities of The Governing Body 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 and support SEN within the school and also to undertake their duty to meet the Independent School Standards in welfare, and safety.

Class Teachers:

The class teacher actively supports the educational needs of SEND pupils by identifying need and monitoring their progress in collaboration with the SEND Coordinator. Through close collaboration, they engage in planning to address specific needs and maintain regular communication with the SEND Coordinator to stay informed about progress and challenges. The class teacher plays a pivotal role in creating awareness of unique SEND needs among school colleagues and ensures equal access to the curriculum through tailored learning experiences. They meticulously document Individual Education Plan (IEP) targets and strategies for SEND pupils, actively participating in professional development to enhance teaching practices.

Teaching Assistants:

Teaching Assistants, guided by the class teacher and SEND Coordinator, engage in various responsibilities. They execute activities and learning programs planned by the class teacher and the SEND Coordinator, maintaining records of their work as required. Their role includes supporting children in the classroom or through individual and small group interventions. Additionally, they attend relevant INSET and courses as needed and ensure a comprehensive understanding of the school's SEND policy.



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5. Our Approach to SEND support

The school acknowledges that the needs of students can be classified into four main areas: communication and interaction (including language and autistic spectrum disorder), cognition and learning (covering learning difficulties like dyslexia and dyspraxia), social, emotional, and mental health, as well as sensory and/or physical challenges (including hearing and visual impairments). Acknowledging a spectrum of learning difficulties, the school embraces a graduated response, considering it an approach 'additional to or different from' the standard differentiated curriculum and strategies provided by the school (Code of Practice 2015).

In case of concerns, any adult working with a student is encouraged to promptly bring them to the attention of the Head Teacher or the SEND Coordinator. Moreover, termly meetings to assess student progress are conducted to identify those not progressing as expected. The school's approach encompasses several key elements:

1. **Identification and Documentation:** Any acknowledged learning difficulty is recorded on the SEND register at stages 1-3 (Explained below).
2. **Parental Communication:** Parents are consistently kept informed throughout the process.
3. **Assessments and Support:** A variety of assessments is carried out, leading to tailored support for each student.
4. **Individual Education Plans (IEPs)/ Support plans:** IEPs/ Support plans may be developed for students at stage 2, stage 3, and if necessary, collaboration occurs in creating a Local Authority Education Health and Care Plan (EHCP). These plans undergo biannual reviews.
5. **Student Involvement:** Students are involved, as far as possible, in discussions about their targets, provision and success. Further referral may be made to other support services, with parental agreement.

6. Monitoring and Evaluation

If a teacher, parent, or concerned party identifies issues with a child, the teacher may complete a required SEND form or consult the SEND Coordinator. Parents are promptly informed, and further informal assessments may occur, determining the level of support: stage 1, stage 2, or stage 3.

Stage 1 - Classroom Support: The child receives additional support within the classroom (e.g., TA support, subject setting, intervention programs, small group work). The class teacher closely monitors progress, and records are kept. Some progress may lead to a reduction or removal of additional support.

Stage 2 - Specialist Support: If progress is a concern, the child may move to stage 2, requiring additional specialist support. An Individual Education Plan (IEP)/ Support plan is developed, reviewed termly, involving professionals, parents, and the child (when possible). Discussions may arise about assessing the child by experts (e.g., OT, SALT, Ed Psych) before progressing to stage 3. Parents are encouraged to actively participate in the process.



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Stage 3 - Diagnosed Need: At stage 3, outside agencies, including Educational Psychologists or Occupational Therapists, are often involved. Formal assessments and observations occur. The SENDCo and specialists collaborate in developing the IEP, reflecting the level of school support. Parents are urged to attend reviews. Even with progress, a pupil may remain at stage 3 to ensure awareness of diagnosed needs among staff.

7. Pupils with statements- Education, Health and Care Plans (EHCP) and Carers

Pupils with statements EHCPs 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 DBS 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.

Where the school receives any funding from public funds, e.g. a local authority, related to a pupil with an EHC plan, such information as may reasonably be required for the purpose of the annual review of the EHC plan is provided to the responsible local authority. In addition, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006)

A pupil's dedicated 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.

8. Admission arrangements

The school's selection policy is described in its Admissions Policy. 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.

9. 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

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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.

10. 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.

11. 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.

12. Links with other policies and documents

- Accessibility Plan
- Admissions Policy
- The Safeguarding Policy
- Complaints Policy
- KCSIE updates Sept 2023
- Behaviour and Discipline Policy
- EAL Policy
- Equalities Policy
- Anti-Bullying Policy
- Curriculum Policy

Rewritten by: Ann Mary Jose (SENCO)

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