

# OUR LADY OF SION SCHOOL



## **SEN/LDD POLICY (incorporating EAL)**

January 2011

**Our Lady of Sion School**  
**SEN/LDD POLICY (Incorporating EAL)**  
**EYFS/JUNIOR/SENIOR SCHOOL**

**ADMISSIONS AND SPECIAL NEEDS**

We are an academically selective school and we welcome all children who can make the most of the opportunities that we offer, can access our curriculum and can flourish in the caring environment of Our Lady of Sion School. Treating every child as an individual is important to us, and we endeavour to provide all students with a high quality learning experience. We do not however, have the facilities to offer highly specialised support. Parents of a child with special educational needs are advised to inform us when applying to sit our entrance exam so that we can make adequate provision for him/her. Where appropriate, parents are encouraged to provide a copy of an Educational Psychologist's report, a medical report or a specialist teacher's report.

**ON ENTRY**

Any pupil with a special educational need (whether or not that need has given rise to a Statement of Educational Need) / learning difficulty requires special consideration and treatment. We will discuss thoroughly with parents and, where appropriate, their medical advisers, any 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.

While we have some experience in working with pupils with a range of special educational needs including dyslexia, dyspraxia, ADHD and Asperger's Syndrome, we do not have a Learning Support Department. The Director of Studies (Senior School) Deputy Head (Junior School) coordinates reports from Educational Psychologists and other evidence from medical professionals and/or other sources and produces a document outlining recommended strategies for the use of teachers. In the case of the Junior School, Class Teachers/Head of Nursery are consulted in regards to outlining strategies.

**MONITORING AND REVIEW-SENIOR SCHOOL**

All students joining the Senior School are screened for LDD using Lucid software early in their first term. We recommend that pupils with identified or suspected learning difficulties should then be assessed by a specialist in order to identify the areas that require support. We may offer help with study skills outside the normal curriculum and work closely with the child and his/her parents and to help him/her to overcome the barriers that his/her difficulties present.

**MONITORING AND REVIEW-JUNIOR SCHOOL**

All students joining the Junior School will have visited the School and been assessed formally/informally (see admissions policy) by either the Deputy Head/Class Teachers/Head of Nursery. Children are closely monitored by the Class Teachers/Head of Nursery. Where suspected learning difficulties arise these are then brought to the attention of the Deputy Head. A child is then monitored as an "area for concern" which may develop into an IEP, so specific areas can be targeted. We may also use the Nfer

Nelson Dyslexia Screener. Parents are also informed by the class teacher of specific issues. Parents may also be advised to seek further assistance from medical professionals/educational psychologists/specialists in order to identify the areas that require support. We may offer help with curriculum skills outside the normal curriculum and work closely with the child and his/her parents and to help him/her to overcome the barriers that his/her difficulties present.

### PHYSICAL ACCESSIBILITY

Parents and prospective parents of children with physical disabilities can obtain copies of the school's SENDA from the web site. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

### OTHER ADJUSTMENTS

We are happy to arrange for children to use laptop computers in classes as and where this is recommended, for example in an Educational Psychologist's Report. The Examinations Officer holds a small number of laptops for the specific use of children with access arrangements in examinations.

### ENGLISH AS AN ADDITIONAL LANGUAGE

In order to cope with the high academic and social demands of the school, pupils must be fluent English speakers. We may recommend that some children, whose first language at home is not English, receive individual tuition in English as an additional language, but we do not provide this service.

### STAFF TRAINING

It is our policy to provide training, advice and information to staff, as appropriate, on how we, as school, may meet the needs of pupils with learning difficulties or disabilities.

January 2011