

# **SEND/ SpLD Policy (Whole School including EYFS)**

**Independent Day School for Boys and Girls**

**Our Lady of Sion School**

Reviewed: 5 December 2018

Date of next review: December 2019

Frequency: Annually

# Our Lady of Sion School

## SEND/SpLD POLICY EYFS/JUNIOR/SENIOR SCHOOL

### 1 Aims

- 1.1 The aims of this policy are to promote good practice in our detection and management of special educational needs and to explain the support we can provide for children who have learning difficulties or differences and the co-operation we will need from parents. It should be read in conjunction with the School's separate Disability Policy and Equal Treatment Policy to which it has due regard.
- 1.2 This policy can be made available in large print or other accessible format, if required.

### 2 "Special educational needs" and "learning difficulty"

- 2.1 Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.
- 2.2 Children have a learning difficulty if they:
  - 2.2.1 have a significantly greater difficulty in learning than the majority of others of the same age; or
  - 2.2.2 have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream Schools or mainstream post 16 institutions within the area of the Local Authority (if your child has a disability, please ask to see our Disability Policy;
  - 2.2.3 are under five and fall within the definition at 2.2.1 or 2.2.2 above or are likely to do so when of compulsory school age if special educational provision was not made for the child.
- 2.3 A child must not be regarded as having a learning difficulty solely because the *language or (form of language) in which he or she will be taught is different from a language (or form of language) which is or has been spoken at home (section 20 (4) Children and Families Act 2014)*. However, children for whom English is an additional language will be provided with appropriate support provided they meet the School's academic criteria.
- 2.4 A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen.
- 2.5 The expression "learning difficulty" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from emotional, social

or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing or who have an autistic spectrum disorder.

- 2.6 Learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning difficulty becomes apparent for the first time at the age of 11+ or older, when the educational pressures tend to increase.

### **3 Policy statement**

- 3.1 **The School:** Our Lady of Sion School is a mainstream independent School with high academic standards which accepts boys and girls from the age of three years. Even so, we carry out screening tests on each pupil, in order to detect signs of learning difficulties, where apparent from the test results. Treating every child as an individual is important to us, and we endeavour to provide all students with a high quality learning experience. However, our facilities for specialist support are limited. Parents of a child with special educational needs or learning difficulty are advised to inform us when applying to sit our entrance exam so that we can make reasonable adjustments 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.
- 3.2 **Provision:** The provision which we can make for children who appear to have a learning difficulty includes: personal learning plans shared with teachers, additional targeted teaching and learning support, psychometric assessment of needs and management of exam access arrangements and referral to an OT or educational psychologist for a formal diagnosis.
- 3.3 **Consultation:** We will do all that is reasonable to report and consult with parents about their child's learning difficulties or differences and to ensure that teachers are given any necessary information about a child's learning difficulties and that teaching practices are appropriate.

### **4 Implementation and procedures**

#### 4.1 ON ENTRY

Any pupil with a special educational need (whether or not that need has given rise to a Statement of Educational Need or Education Health and Care Plan) / learning difficulty requires special consideration and treatment.

- 4.2 On entry, our Learning Support Co-ordinator (LSC) meets each student with a SpLD together with his/her parents to discuss their understanding of their difficulties. The LSC proposes strategies, taking into account recommendations in Educational Psychologists' Reports or medical notes. With the Learning Support Assistant, the LSC disseminates relevant information to teaching staff and assists with the adjustment of teaching and learning for the students concerned. The Learning Support team work closely with the Assistant Head (Academic), Junior School Senior Teacher Curriculum and Deputy Headmaster at all times.

#### 4.3 MONITORING AND REVIEW-SENIOR SCHOOL

All students joining the Senior School are screened for LDD using Lucid Rapid early in their first term. Any weaknesses highlighted may be further investigated using computerised assessment tools such as LUCID Exact and LUCID Recall which can then be followed up by more detailed psychometric tests including CTOPP2, WIATII and DASH. These assessments are suitable to qualify students to access exam arrangements in the case of qualifying scores. We may on occasions recommend that pupils with suspected learning difficulties should then be assessed by a specialist in order to gain a formal diagnosis if this is something they and their parents desire.. The Learning Support Co-ordinator and the Learning Support Assistant organise and run support groups for students who experience specific learning difficulties, including but not limited to reading, writing, essay skills, self-image and motivation and study skills. They work on a one-to-one basis with students, inside and outside the classroom as considered appropriate, and liaise with parents in order to help the child to overcome the barriers that his/her difficulties present.

#### 4.4 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 the Junior School Senior Teacher. Students in the Junior School are screened in years 2+4 using the Lucid Rapid programme which assesses working memory and phonological processing. Students can be screened apart from these times in response to teacher, student or parental request. Weak scores in any area of the screener results will be followed by further assessments with an assessment such as CTOPP2. Children are closely monitored by the Class Teachers. Where suspected specific learning difficulties arise these are then brought to the attention of the Senior Teacher and Learning Support Co-ordinator. Areas of concern may be targeted in a PEP in order to address specific difficulties. If a SpLD is suspected the LSD will run assessments to clarify strengths and weaknesses as appropriate. Student assessment scores such as PTE and PTM will also be taken into account. The Learning Support Co-ordinator and Class Teacher may in some cases discuss with parents whether it may be helpful to seek further assistance from medical professionals / educational psychologists / specialists in order to gain a formal diagnosis. The LSD work on a one-to-one basis with students, inside and outside the classroom as considered appropriate, and liaises with parents in order to help the child to overcome the barriers that his/her difficulties present

#### 4.5 MONITORING AND REVIEW-EYFS

Where a child appears to be behind expected levels <sup>[1]</sup>information is gathered and ‘early help’ is sought according to the SEND Code 2015 as appropriate.

#### 4.6 OTHER ADJUSTMENTS

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

4.7 STAFF TRAINING

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

**5 Alternative arrangements**

**5.1 Withdrawal:** We reserve the right, following consultation with you, to ask or require you to withdraw your child from the School if, in our opinion after making all reasonable adjustments and exhausting appropriate strategies:

5.1.1 your child is in need of a formal assessment, additional specialist teaching, learning support or medication to which you do not consent; and / or

5.1.2 you have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of your child's learning difficulties; and / or

5.1.3 your child's learning difficulties require a level of support or medication which, in the professional judgment of the Headmaster, the School is unable to provide, manage or arrange;

5.1.4 your child has special educational needs that make it unlikely he / she will be able to benefit sufficiently from the mainstream education and facilities which we provide.

**5.2 Alternative placement:** In any of these circumstances we will do what is reasonable to help you to find an alternative placement which will provide your child with the necessary level of teaching and support.

**5.3 Financial:** Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of your child will be credited to your account.

<p><b>Authorised by</b></p> <p>Chair of Governors</p> <p><b>Date</b> 5 December 2018</p>
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