

The Lloyd Williamson Schools

**Special Educational Needs and
Disability Policy
2020-2021**

Policy last reviewed: 22.1.2021

SENCO: Lucy Meyer / Jerry Wong

Contact with the SENCO should be made through the school office:
020 8962 0345 or admin@lws.org.uk

Lucy Meyer can be directly contacted at lucy@lws.org.uk
Jerry Wong can be directly contacted at jerry@lws.org.uk

Compliance

This policy complies with the statutory requirement set out in the SEND Code of Practice (2014) and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE (February 2013)

SEND Code of Practice 0 – 25 (2014)

Schools SEN Information Report Regulations (2014)

Statutory Guidance on Supporting Pupils at School with Medical Conditions
(April
2014)

Lloyd Williamson Schools Safeguarding Policy 2020/2021

Accessibility Plan

Teachers Standards 2012

KCSIE 2020

SECTION 1

LWS aims to be an inclusive school and to accommodate a range of children irrespective of ability/disability/gender/sexuality/culture/religion or ethnicity. All children are individuals and have varying needs throughout their time at Lloyd Williamson Schools.

All staff recognise that every child has gifts, abilities and weaknesses, which need to be adequately addressed by their class teacher. We believe that “every teacher is a teacher of every child or young person including those with SEN” (Nasen, 2014) and, in line with the SEND Code of Practice (2014) class teachers are responsible for the learning and progress of all children. The school’s SENCO, in negotiation

with parents, pupils and staff will develop strategies to ensure all pupils make progress.

This policy includes children who have significantly greater difficulty in learning than the majority of children of the same age and those with a disability where any special provision needs to be made.

All children must have an equal opportunity to take part in a broad and balanced curriculum and in all activities of the school. Where necessary, special arrangements may need to be made for those children with specific needs, e.g. hearing impairment, communication difficulties, physical disabilities. Those who have additional needs will be encouraged to develop their strengths, take responsibility and be helped to become as independent as possible.

SECTION 2 – Our Aims and Objectives

Aims

LWS aims to:

Raise the achievement of all children Promote the self-esteem and motivation of all children. Listen to children's views and involve them in planning their education.

Work in partnership with parents

Objectives

The above aims will be realised in the school environment as follows:

- The curriculum, for those with additional needs, will be fulfilled by breaking down / differentiating work into smaller steps so that the level of the task matches the ability of the child
- All pupils will have access to a broad and balanced curriculum using appropriate learning objectives from the scheme of work
- Specific individual needs will be taken account of at the planning stage
- The SENCo and class teachers (and LSAs where appropriate funding allows) will organise effective use of people, interventions, resources and time to maximise the learning of all children
- The school will liaise with other agencies e.g. Specialist Teaching Team, Educational Psychologists, Health and Social Care, Education Welfare Service and any voluntary organisations to provide more specialist support.

(More information below – parents will seek their own funding for additional services).

- Where differentiation is not possible the LSA in conjunction with the class and subject teachers to prepare work in each subject which suits the child and encourages further learning and development
- The school plans to bring in Functional Skills training by 2022 for children for whom IGCSEs are not appropriate

SECTION 3 – Identification of Need

The needs of all individuals and groups will be met by:

- Setting suitable learning challenges within a broad and balanced curriculum for all children
- Responding to pupils' diverse learning needs as presented in the classroom and the home
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils by supporting them to learn and demonstrate their learning in the most appropriate way for them.

The school will use the graduated response as laid out in the SEND Code of Practice 0 – 25 (2014) as follows:

- Using teacher's assessments and discussions with parents, the SENCo and class teachers will meet when necessary to discuss the provision needs of the pupils in their class – these discussions also take place during staff meetings – there is also an open door policy with the Co-Principal and SENCo.
- Consideration is be given throughout the academic year to the achievement of each pupil, the progress made and the mental and emotional resilience demonstrated by each pupil including the behaviour exhibited in school and reported behaviours from home.
- Where it is identified that specific children are making less than expected progress for their age, the SENCO and class teacher will consider Targeted Support regardless of whether they are deemed to have SEND.

A pupil will be deemed to have Special Educational Needs “where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.” (SEND Code of Practice 0 – 25, 2014, p94) A pupil’s Special Educational Need will be identified in discussion with parents and, where appropriate, with pupils.

At LWS we will endeavour to identify pupils with SEND at an early stage in their education although we recognise that some pupils’ needs will only become evident as they develop.

The needs of the whole child will be used to determine additional provision.

We recognise that children may also have a temporary special need such as a broken leg – risk assessments will be carried out and provision adapted as needed.

Where children’s needs impair their physical abilities a PEEPS assessment will be conducted and staff trained in evacuation procedures.

We recognise that some pupils’ progress and attainment is affected by factors other than a Special Educational Need. For example:

- their attendance and punctuality
- their health and welfare
- having English as an Additional Language (EAL)
- being in receipt of the Pupil Premium Grant
- being a Looked After Child (LAC)
- being a child of a serviceman/woman

Where parents seek admission to the school, knowing their child has an identified SEN, the school will assess the needs of the child and negotiate with parents to provide additional support, as necessary. Parents should be aware that this may incur additional costs above the standard fees of the school.

Where parents seek to place a child with a statement of SEN, they must provide the school with a copy of the most recent statement and any relevant reports. The school will assess the needs of the child and the provision made in the statement, negotiating additional support, as necessary. Parents must be clear with the school about the provision of funding which may either come from the LEA or directly from the parents. Please note that if the parents wish to bring in their own employees to support the child in school all necessary recruitment checks and associated costs must be covered by the parents before the staff are able to start at the school. The school will interview such staff before they agree that they may work in the school. Such staff are expected to follow the ethos of the school and

all the regulations pertaining to the school. These support staff must additionally complete all safeguarding/ health and Safety etc qualifications and take part in all continual training. The school has the right to refuse staff attending the schools if they fail to adhere to our rules and ethos.

Prior to offering a place, the school will invite the child for an informal 'try-out' day and the offer of a place will be dependent upon the school being adequately able to meet the needs of the child.

When the school identifies special educational needs in a pupil already at the Lloyd Williamson Schools, they will invite the parents in to discuss how best to help the child access the curriculum and to meet their needs. The school expects the parents to work closely with the school SENCo and staff to ensure that we enable the child to gain the best possible help. Parents should be aware that this may incur additional costs above the standard fees of the school. Where the school deems it appropriate for the child to be formally assessed parents will be advised by the school to seek a referral from their GP. Parents may also, at their own discretion, seek a private assessment.

With regard to the placement of a child with English as an additional language, the school will assess the current level of skill and negotiate the additional support necessary for the child to access the curriculum appropriately and make adequate or good progress at the school. This may incur additional costs for language tuition, which can be arranged by the school. The school will make ongoing informal assessments of the child's progress in language and reduce the tuition, as appropriate.

SECTION 4 – The Graduated Approach to SEN Support

Where a child has been identified as have SEND, support will be put into place as follows:

- The class teacher will remain responsible and accountable for the progress and development of the pupil. They will continue to provide high quality teaching and learning opportunities that are differentiated to the needs of the individual pupils.
- The class teacher and SENCO will meet to discuss the individual needs of the child and to discuss possible strategies and intervention programmes to support the child on a half-termly basis.
- The class teacher will meet regularly with Jerry Wong to discuss strategies to be used in school and strategies that could be used at home. IEPs will be

shared between the LSA and the parents. This will be recorded on an Individual Education Plan (IEP) (appendix 2). This will be reviewed regularly. The regularity of IEPs will depend on the needs of the child.

- The SENCO will advise parents, when it is deemed appropriate, to get their child assessed by an external agency and the school will read and make use of any reports and deploy appropriate support through intervention programmes or individual support. This will likely incur additional cost to the parent as advised in the school contract. The SENCO will monitor the quality of that provision.
- Regular feedback between class teacher and intervention staff will ensure continuity in learning for the child.
- The SENCO and parents will keep track of records of the progress made through interventions.
- The class teacher will use formative assessment strategies to monitor progress made towards IEP targets and adapt where necessary. This will take place as necessary.

Following review meetings between teachers and parents, the SENCO will review the impact of interventions and strategies used to date. Where adaptations are required the SENCO and class teacher will discuss these and make adjustments to the provision. It may be decided that further investigation is required by the school SENCO in identifying specific difficulties whereby in-school assessments will be used.

Where the SENCO and class teacher, in consultation with parents, feel that further advice or input is required, the SENCO will refer the child to an additional external agency

Parents and the school will, as appropriate, apply for an EHCP. The school acknowledges that some parents would prefer to have an EHCP whilst others may not. The school will work in conjunction with parents to apply for an EHCP as necessary.

SECTION 5 – Managing Pupils Needs on the SEND Register

The SENCO will keep an up-to-date list of pupils who are deemed to have SEND including the category of need which best describes the pupils' needs.

All pupils on the SEND register will also be categorised by the level of support received.

Where the SENCO, class teacher and parents agree, pupils on the SEND register who make accelerated progress and close the attainment gap and no longer require provision that is additional to and different from that of their peers, will be exited from the SEND register.

SECTION 6 – Supporting Pupils and Families

The school agrees to work with a variety of external agencies to ensure children and families receive the support they need.

If parents wish to move their child to an alternative provision Lucy Meyer will be available to, where necessary, support parents to visit alternative settings, e.g. special schools or secondary schools, to discuss their child's specific requirements. Pupils will also be offered additional visits to their new setting and opportunities to discuss and develop strategies for dealing with the changes.

SECTION 7 – Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have SEN and may have a statement or EHCP which brings together health and social care needs. These needs will be met in line with the provision outlined in this policy.

SECTION 8 – Storing and Managing Information

The SENCO will hold central records relating to pupils with SEND. This will include copies of all IEPs, EHCPs, CAFs and advice from external agencies.

Where appropriate school based assessments will also be kept. These files will be locked in the filing cabinet in the SENCO's room.

The class teacher will have a SEND folder with copies of IEPs and recent advice from external agencies. These records will be kept in a file that is stored out of sight i.e. in a cupboard or drawer.

SECTION 19 – Complaints

Complaints under this policy fall under the school's General Complaints Procedure. Copies can be obtained from the school office.

Lucy Meyer
Co-Principal
SENCo

Addendums:

Templates for forms to be used for children with a medical condition:

Template A: individual healthcare plan

Name of school/setting	
Child's name	
Group/class/form	
Date of birth	
Child's address	
Medical diagnosis or condition	
Date	
Review date	

Family Contact Information

Name	
Phone no. (work)	
(home)	

(mobile)

Name

Relationship to child

Phone no. (work)

(home)

(mobile)

Clinic/Hospital Contact

Name

Phone no.

G.P.

Name

Phone no.

Who is responsible for providing support in school

--

Describe medical needs and give details of child's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues etc

--

Name of medication, dose, method of administration, when to be taken, side effects, contra-indications, administered by/self-administered with/without supervision

--

Daily care requirements

--

Specific support for the pupil's educational, social and emotional needs

--

Arrangements for school visits/trips etc

--

Other information

--

Describe what constitutes an emergency, and the action to take if this occurs

--

Who is responsible in an emergency (*state if different for off-site activities*)

--

Plan developed with

--

Staff training needed/undertaken – who, what, when

--

Form copied to

--

Template B: parental agreement for setting to administer medicine

The school/setting will not give your child medicine unless you complete and sign this form, and the school or setting has a policy that the staff can administer medicine.

Date for review to be initiated by

Name of school/setting

Name of child

Date of birth

Group/class/form	
Medical condition or illness	

Medicine

Name/type of medicine <i>(as described on the container)</i>	
Expiry date	
Dosage and method	
Timing	
Special precautions/other instructions	
Are there any side effects that the school/setting needs to know about?	
Self-administration – y/n	
Procedures to take in an emergency	

NB: Medicines must be in the original container as dispensed by the pharmacy

Contact Details

Name	
Daytime telephone no.	
Relationship to child	
Address	
I understand that I must deliver the medicine personally to	[agreed member of staff]

The above information is, to the best of my knowledge, accurate at the time of writing and I give consent to school/setting staff administering medicine in accordance with the school/setting policy. I will inform the school/setting immediately, in writing, if there is any change in dosage or frequency of the medication or if the medicine is stopped.