



# Inclusion & Special Educational Needs Policy

Ref: **LP-PW-051**

Version: **1.2**

Date: **29<sup>th</sup> September 2025**

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Description: This policy outlines the School's approach to inclusion and special educational needs and disability.

## OUR SCHOOL AIMS

- ❖ *To be a safe and trusted foundation for our pupils to achieve their individual academic, social and creative potential.*
- ❖ *To cultivate the skills, knowledge, self-awareness and academic credentials our pupils will need to confidently meet the challenges of our rapidly changing world.*
- ❖ *To instil and nurture a strong sense of social responsibility, integrity and environmental awareness so our pupils positively contribute to a sustainable and just society.*
- ❖ *To guide each pupil in the discovery, delight and development of their individual gifts, talents and character.*
- ❖ *To create and sustain an inclusive and contemporary school culture, where diversity, difference and individuality are recognised and celebrated.*
- ❖ *To prioritise physical and emotional wellbeing across every facet of our school community.*

## 1.0 RATIONALE

- 1.1 Lingfield College provides a broad and balanced curriculum for all children. The Special Educational Needs and Disability 0 – 25 years Code of Practice, and the accompanying Statutory Guidance, January 2015 provide the basis for provision for pupils with special educational needs and disabilities within the school. The National Curriculum and the DFE programme, Every Child Matters and Development Matters in EYFS are the starting points for planning that meets the specific needs of individuals and groups of children in our early years provision. Some children have barriers to learning which could mean that they have specific needs and require 'reasonable adjustments' (Equality Act 2010) by the school. It is recognised that it is necessary to have a structured, whole-school approach which is the responsibility of all staff who work at the school, to support these students and provide the reasonable adjustments necessary to help them to achieve their potential. We believe that the teaching, learning, achievements and well-being of all pupils matter.
- 1.2 We embrace the individuality of our pupils and aim to meet the needs of all pupils at the School so that they benefit as fully as possible from the education they receive and fulfil their individual potential.
- 1.3 This policy is written in agreement with the Special Educational Needs Discrimination Act 2001 (SENDA); the Special Educational Needs and Disability Regulations 2014, the Equality Act 2010, The Children and Families Act 2014, the SEND code of practice: 0 to 25 years, Equality and Human Rights Commission



Technical guidance for schools in England (updated September 2023, and Schedule 10 of the 2010 Disability Act).

## **2.0 POLICY AIMS**

In line with the SEND Code of Practice (2015) and by adopting a whole-school approach that focuses on quality teaching and learning, extra support, appropriate additional resources, and accessible pastoral care in a nurturing environment, the School aims to:

- 2.1 Ensure that SEND pupils have access to a broad, balanced, and relevant curriculum which is differentiated adapted to meet their individual needs.
- 2.2 Ensure that feelings and wishes of pupils and their parents are considered to facilitate the development of every pupil to achieve their individual academic, social and creative potential.
- 2.3 Follow the SEND Code of Practice (2015) which recommends a graduated approach whereby appropriate actions are matched to the individual pupils' needs.
- 2.4 Ensure early identification, assessment and provision for any pupil who may have special educational needs through Quality First Teaching according to guidelines in the SEND Code of Practice (2015).
- 2.5 Ensure less favourable treatment or discrimination does not occur and all pupils and applicants have equal opportunities, and reasonable adjustments are made for those with a learning difference or disability.
- 2.6 Ensure best endeavours are used to ensure the School pays due regard to all current SEND legislation, that all pupils are valued, and that the whole curriculum and all activities are accessible to everyone, without discrimination on any grounds, where diversity and difference are recognised and valued.
- 2.7 Where possible, include the pupils themselves in decision-making about the type of intervention and the targets to be included in a monitoring plan and to conduct regular reviews of the pupils' progress.
- 2.8 Encourage parents to be involved in their children's education through the regular reporting system, tutor evenings, parents' evenings, and individual meetings with the Learning Support Department as necessary.
- 2.9 Enable all staff to play a part in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs, supporting progression, positive mental health, and wellbeing.
- 2.10 Ensure that individual pupil needs are identified by careful monitoring and assessment.

## **3.0 LEARNING SUPPORT OBJECTIVES**

- 3.1 Ensure a whole school approach to positively supporting pupils with a learning difference and/or special educational needs through the use of the pastoral and academic support and monitoring systems with full integration of the Learning Support Department to enable all staff to play a part in identifying and supporting pupils with learning differences, disabilities, and special educational needs.
  - This is done by providing advice to school staff in the form of individual advice, whole school INSET, training and attendance at a range of meetings to support inclusion for all pupils.
- 3.2 Help every pupil realise their full potential and optimise their self-esteem by having a positive learning environment and aspirational educational outcomes.
- 3.3 Monitor progress of each pupil and identify others who may require additional support.
- 3.4 Encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- 3.5 Encourage the whole school community to demonstrate a positive attitude towards SEND.
  - Ensure that pupils' records include information relating to their individual needs and the interventions that have been provided with outcomes.



#### **4.0 ADMISSIONS AND SPECIAL EDUCATIONAL NEEDS**

- 4.1 *Lingfield College is a co-educational, academic school. All external applicants to the EYFS Provision must spend time at the school so that we can establish whether we can meet their needs. If we are unable to, we reserve the right to withdraw any existing offer of a place. Due to the young age in which children attend the Nursery provision, consideration is key when assessing children's needs as these may develop as the child grows. It is therefore challenging to determine children's needs upon enrolment so all children are considered for a place within the Nursery unless the child has been identified with SEN needs that may require specialist support that the school or Nursery cannot facilitate as suggested in paragraph 4.2.*
- 4.2 All external pupils to the Prep School are required to spend a period of time at the Prep School so that we can assess their ability in Maths and English and identify any needs they may have. All external pupils to the Senior School are required to sit an entrance exam before being selected to enrol at the School. As part of the admission process, reports will be sought from previous and or existing educational settings, and any external reports e.g. from an Educational Psychologist or Specialist Assessor will be taken into consideration. For further information please refer to the Lingfield College Admissions Policy (LP-MW-001) in the whole school policies section on the School's website [Policies & Safeguarding | Surrey | Lingfield College](#).
- 4.3 The School welcomes all pupils who can make the most of the opportunities offered and welcomes pupils with a learning difference or disability provided that our Learning Support Department and School resources can provide them with the support they require. We do not, however, have the facilities to offer highly specialised or intensive interventions and support for pupils with complex educational or psychological difficulties. The School reserves the right not to admit students whose needs it cannot meet after reasonable adjustments have been considered. The Head's decision will be final in all cases.
- 4.4 We recommend parents of children with additional needs make their child's requirements known to the school at the point of application so that adequate provision for the child can be made. In the Prep School this may for example, mean extra time allowance. In the Senior School this will reflect current JCQ Access Arrangements and Reasonable Adjustments regulations.
- 4.5 Parents must provide a copy of any specialist reports, including educational psychologist, medical, and other recognised specialist reports, along with, in the Senior School, evidence of the pupil's normal way of working from their current school (also known as access arrangements), to support their request for extra time or other access arrangements.
- 4.6 Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the school is named in the EHC Plan. In all other circumstances, charges may be made directly to the parents, subject to the School's obligations under the Equality Act 2010.
- 4.7 The Learning Support Departments work together with the whole school pastoral and academic structure to support pupils with learning differences and/or disabilities.

#### **5.0 MONITORING AND REVIEW**

- 5.1 All pupils have an entitlement to a broad and balanced curriculum, which is adapted to enable pupils to:
- understand the relevance and purpose of learning activities.
  - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 5.2 The Learning Support Departments are staffed by professionals whose aim is to work with teachers, tutors, parents and pupils to identify those pupils who demonstrate a learning difference and/or a disability and to



make available the appropriate level of support from subject and specialist teachers (where available), working closely in consultation with parents, tutors, and medical staff along with any relevant outside doubleagency.

- 5.3 In the Prep School, through regular assessment, pupils are tracked and monitored and may be identified as suitable for Maths Mastery groups and English Mastery groups from Years 2 – 6. Children identified by their teachers as being below their expected level of working are timetabled to attend Little Wandle Phonics catch up sessions. 1:1 tuition with a specialist Learning Support teacher (LST) can be provided at an additional cost. Further details are available in our Learning Support Handbook.
- 5.4 In the Senior School, the department can offer some small group lessons, study skills clinics (as part of our club system), and ad hoc sessions as needed for literacy skills as indicated by our Lexia programme.
- 5.5 Teachers use a range of different strategies to meet pupils' educational needs, but primarily they use Quality First Teaching. Lessons have clear learning objectives; work is adapted appropriately, and assessment, both written and informal, is used to inform the next stage of learning.
- 5.6 Other classroom adjustments are regularly made through the use of Individual Education Plans (IEP) in the Prep School and Student Passports in the Senior School, which allow the sharing of information and strategies with staff and parents to support learning. Assistive technology such as the use of word processors and reading software and pens are encouraged to promote independent working, especially in the Senior School.
- 5.7 The Learning Support Departments are also responsible for determining and organising appropriate access arrangements for internal and external exams and assessments. Some examples are extra time, the use of a word processor, and/or the use of reading software or an exam pen.
- 5.8 This policy is written in conjunction with the SEND Code of Practice in terms of identification, assessment, and support of pupils with learning differences and/or disabilities. However, it is unlikely that pupils at the School will have an Education, Health and Care Plan (EHCP) and as such a graduated approach is adopted:
- Pupils are initially monitored with adapted learning as needed, being taught alongside their peers in the classroom. Teaching techniques and strategies within each class, including adapted resources and learning tasks, will accommodate those of differing abilities, including those with learning differences and/or disabilities, wherever appropriate and necessary to enable individual learning needs to be met and all pupils to maximise their potential in all areas of the curriculum.
  - Pupils receive additional support through our literacy intervention programmes, support clinics, and/or small groups.
  - Pupils in the Prep School have an IEP and pupils in the Senior School have their own passport detailing their learning needs which will encompass both in class and additional support strategies.
  - The teaching arrangements for those pupils with an EHCP will be determined by their EHCP.
- 5.9 In line with the Children and Families Act 2014, we fully acknowledge the importance of a partnership where professionals and parents work together in the best interests of the pupil, taking the views and wishes of the pupil into consideration at an age-appropriate level.
- Parents are informed when the Learning Support department considers that a pupil's needs are significant enough for the pupil to receive extra support.
  - Communication (email, telephone, and/or meetings) is maintained with parents, teachers, SENDCo and the pupil (where appropriate) to review the pupil's progress and the support strategy.
  - Pastoral support is also available through the school's pastoral system.



- Pupils' progress is reported to parents through reports, emails, phone calls and Parents' Evenings.
  - There are opportunities for teachers to consult with parents on at least one occasion in the year during Parents' Evenings, and parents are welcome to talk to or email teachers and/or the SENDCo if they have a concern about a pupil at other times.
  - Whenever a specific concern is raised by a parent, it is investigated, and results reported back and discussed with parents.
- 5.10 All pupils in Years 3, 7, and new to the School from Year 4 onwards are screened for dyslexic-type difficulties using a computer-based specialist programme. Reading comprehension is also assessed. Pupils felt to be at risk or where literacy or processing difficulties are identified will start an intervention programme or be assessed for access arrangements and their progress will be monitored. Parents will be informed throughout this process.
- 5.11 Sometimes, difficulties appear at different stages of a pupil's education. All teachers are able to refer their concerns. All pupils are also closely monitored for underperformance. Where there is a cause for concern, pupils are, in the first instance, put on a suitable intervention programme and their subsequent progress monitored to determine if underlying additional learning needs are present. For some types of learning differences, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.
- 5.12 In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the SENDCo will contact them when appropriate with parental agreement.
- 5.13 Children identified as requiring an IEP in the Prep School have new targets set in November, reviewed in February and again in May. Should the targets not be met in May, a new IEP will be written the following November. The Senior School makes use of Student Passports which are created for each pupil on the Learning Support Register with an additional learning need. These are updated annually, or when there are any significant changes, by a member of the Learning Support Department and are shared with parents and staff. These are used to highlight where teaching staff can make adaptations in the classroom, identify additional support received, and also to give the student the opportunity to detail how they are supporting themselves. Children identified as requiring an IEP in the Nursery have new targets set after a period of observation and discussions with parents. The Nursery IEP template in Appendix A is generated in September or 6 weeks after the child's start date if starting in-year. These targets are reviewed termly with new targets being set both in the January and July. Key people are aware of children's needs contributing significantly to the child's targets and context. Progress checks, external agency supports, parent contribution and reports inform children's targets for adaptation and intervention where required.
- 5.14 Some formal assessments, such as for the identification of dyslexia, can be done in school for an additional charge. Alternatively, the SENDCo, will work with parents to identify a suitable external professional. If parents choose to seek an external assessment, it is expected that the SENDCo provides relevant evidence to the assessor. Long term additional specialist tuition is provided at an extra cost to parents and is normally payable directly to the tutor in the Prep School.
- 5.15 If an application for statutory assessment (which may lead to an Education, Health and Care Plan) is sought, it is expected that parents inform the school. Parents will then be given help, advice and support to complete any documentation required.



## **6.0 PHYSICAL ACCESSIBILITY AND DISABILITY PROVISION**

- 6.1 The School recognises that some pupils with learning differences may also have a physical disability. Parents and prospective parents should refer to the Accessibility Plan and Disability Policy (LP-PW-009).
- 6.2 The School will also discuss the provision that could be reasonably made to address other disabilities through which a pupil might be disadvantaged, including sensory impairments such as visual or hearing impairments. The School works with parents, medical specialists, specialist advisory teachers and other health professionals to improve the provision of information and to support the teaching and learning of disabled pupils.

## **7.0 PUBLIC EXAMINATIONS ACCESS AND INCLUSION**

- 7.1 The School believes that all pupils should be able to demonstrate their ability under fair assessment and examination conditions. Standard assessment conditions may disadvantage some pupils, as acknowledged by the Joint Council for Qualifications (JCQ). Access arrangements are designed to minimise barriers to this and allow pupils to demonstrate their attainment. Access arrangements will be applied throughout the school in accordance with current JCQ regulations.
- 7.2 Pupils with learning differences and/or disabilities may require special arrangements, known as access arrangements, which along with careful choice of subjects will help to remove any disadvantage a pupil might experience.
- 7.3 At the public exam stage, access arrangements will be based on teacher observations of a pupil during their normal classroom activities and examinations. These will become the pupil's normal way of working in the classroom and for assessments and exams. These arrangements will be regularly reviewed and monitored. They are individualised, reflect the correct level of support, and are based on current requirements.

## **8.0 EQUALITY ACT 2010**

Refer to the School's Disability Policy (LP-PW-009)

## **9.0 COMPLAINTS PROCEDURE**

In the instance of a complaint, please refer to the School's Complaints Policy (LP-MW-023).

## **10.0 RELATED POLICIES**

Also see:

- Admissions policy (LP-MW-001)
- Disability policy (LP-PW-009)
- Equality, Diversity and Inclusion policy (LP-PW-011)
- Teaching
- Learning
- Assessment policy (Prep: TP-CP-003 / Senior LP-CS-002)

Policy created September 2025 (amalgamating Prep & Senior versions)

Next review due September 2026



## APPENDIX A

CHILD'S INFORMATION		REVIEW PERIODS	NURSERY INFORMATION
NAME:  DOB:  PARENTS/CARERS NAMES:		IEP NO:  DATE IEP STARTED: September 2  REVIEW DATE: January 2  REVIEW DATE: April 2  REVIEW DATE: July 2	NURSERY CLASS:  PRIMARY KEYPERSON:  BUDDY KEYPERSON:  SENDCo:
CONTEXT			
<u>ALL ABOUT ME</u>	<u>AREAS OF NEED</u>	<u>IEP FOCUS AREAS</u>	<u>EXTERNAL AGENCY INFORMATION</u>



September 23 SMART Targets	September 23 SMART Strategies	January 24 Progress Review
Area of Learning: Communication & Language		
Area of Learning: Physical Development		
Area of Learning: Cognition and Learning		





January 24 SMART Targets	January 24 SMART Strategies	April 24 Progress Review
Area of Learning: Communication & Language		
Area of Learning: Physical Development		
Area of Learning: Cognition and Learning		



April 24 SMART Targets	April 24 SMART Strategies	July 24 Progress Review
Area of Learning: Communication & Language		
Area of Learning: Physical Development		
Area of Learning: Cognition and Learning		

**Transition Progress Review:**

**KEYPERSON COMMENTS**



Beginning of Academic Term:	End of Academic Term:
<b>PARENT/ GUARDIAN COMMENTS</b>	
Beginning of Academic Term:	End of Academic Term:

Keyperson Signature	Keyperson Name	Date
SENDCo Signature	SENDCo Name	Date
Parent/s Signature	Parent/s Name	Date
Parent/s Signature	Parent/s Name	Date