



Inclusion & Special Educational Needs (Prep School) Policy

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Description: This policy outlines the Prep 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 Prep (the Prep School) provides a broad and balanced curriculum for all children. 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.
- 1.2 The Special Educational Needs (SEN) reforms contained in the new Special Educational Needs and Disability 0 – 25 years Code of Practice, January 2015 and the accompanying Statutory Guidance, January 2015 provide the basis for provision for pupils with special educational needs and disabilities within the Prep School. Some children have barriers to learning which could mean that they have specific needs and require particular action by the Prep School. It is recognised that it is necessary to have a structured, whole-school approach to support these students and provide the reasonable adjustments necessary in order to help them to achieve their potential. This may include the need for additional or different help from that given to other children of the same age in the Prep School.
- 1.3 At the Prep School, a need might also be identified for a child who does not necessarily come onto the SEND (Special Educational Needs and Disability) range of categories. For example, a child might have somewhat limited comprehension of a particular subject or be underachieving in some way. Teachers take account of these requirements and make provision, where necessary, to support



individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age in the Prep School.

2.0 STATEMENT OF INTENT

- 2.1 This policy is in accordance with the Prep School's aims and learning policies, its policy on equality of opportunity and the DFE national programme, as well as Development Matters in the EYFS. It takes into account the Equality Act 2010, including the duty to provide reasonable adjustments, and the SEND Code of Practice January 2015, and its accompanying statutory guidance, January 2015. There is equality of opportunity for all pupils to follow a full national curriculum timetable and to take part in extracurricular activities and the full life of the Prep School. We believe that the teaching, learning, achievements and well-being of all pupils matter.
- 2.2 We embrace the individuality of our pupils and aim to meet the needs of all pupils at this Prep School so that they benefit as fully as possible from the education they receive and fulfil their individual potential.
- 2.3 The Governing Body believes that all pupils are valued equally at the prep School.

3.0 DEFINITION OF SPECIAL EDUCATION NEEDS and DISABILITIES (SEND) as well as LEARNING DIFFICULTIES

- 3.1 Pupils have special educational needs if they have a learning difficulty, or disability which calls for special educational provision to be made for them. Pupils have a learning difficulty if they:
 - have a significantly greater difficulty in learning than the majority of pupils of the same age or
 - have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age
- 3.2 Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. See Appendix D for details of provision for pupils with English as an Additional Language (EAL).
- 3.3 There are four areas of Special Education Need:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Mental and Emotional Health
 - Sensory and/or Physical

(see *Appendix A attached*)
- 3.4 Special educational provision means:

For pupils of two or over, educational provision is needed which is additional to, or otherwise different from, the educational provision made generally for pupils of their age as part of the Prep School's usual differentiated curriculum and strategies. (SEND Code of Practice. DFE, January 2015)
- 3.5 At the prep School, individual pupil needs are usually identified by a Specialist Assessor e.g. Educational Psychologist, Specialist Teacher, Occupational Therapist etc.



4.0 REASONABLE ADJUSTMENTS DUTY

- 4.1 The duty is 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service.
- 4.2 A pupil has a disability if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing. More guidance on the definition of disability is available from: <http://www.equalityhumanrights.com/advice-and-guidance/your-rights/disability/>

5.0 AIMS & OBJECTIVES

The Prep School, in line with the 2015 Code of Practice, aims to:

- Ensure that SEND pupils, have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs.
- 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.
- Help every SEND pupil realise his or her full potential and optimise their self-esteem
- Enable all staff to play a part in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs.
- Encourage the whole school community to demonstrate a positive attitude towards SEND.
- Include, where possible, the pupils themselves in decision-making about the type of intervention and the targets to be included in an Individual Education Plan (IEP) and to conduct regular reviews of the pupils' progress.
- Encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- Ensure that pupils' records include information relating to their individual needs and the interventions that have been provided with outcomes.
- Follow the SEND Code of Practice (2015) which recommends a graduated approach whereby appropriate actions are matched to the individual pupil's needs.
- To follow the Prep School's system of SEND support as described below.



6.0 IDENTIFICATION

- 6.1 The Learning Support department offers specific screening which will give a good indication of any dyslexic problems. In the first instance, teachers need to approach the parents for permission. Whole year group screening for dyslexia type difficulties is carried out in Year 3 in the Summer Term and for any new pupils entering Years, 4 and 5 in the Autumn Term.
- 6.2 A cause for concern can be identified from:-
- reading and spelling ages
 - internal Prep School test results – assessment and tracking
 - general level of classroom work
 - INCAS PIPs results
- 6.3 The triggers for intervention concerning a child could be:
- making little or no progress even when teaching approaches are targeted, particularly on a child's identified area of weaknesses.
 - showing signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
 - presenting persistent emotional and/or behavioural difficulties which are not ameliorated by the behaviour management techniques employed by the Prep School.
 - having sensory and/or physical problems and continuing to make little or no progress.
 - no progress despite provision of differentiated curriculum.
- 6.4 Early identification is the key. The SENDCO or Learning Support Tutors may go into classes and observe a particular pupil at the request of the parents or teacher.
- 6.5 In the Learning Support Department there are various screening tests for reading and spelling age as well as for dyslexia, e.g. DEST (Dyslexia Early Screen Test), DPA (Dyslexia Portfolio Assessment), DST (Dyslexia Screening Test) and PREST (Preschool Testing) as well as *Dyslexia Screener Digital* which is an online assessment delivered through GL Assessment's Testwise system.

7.0 ASSESSMENT

- 7.1 In identifying a child as needing SEN support the class or subject teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the Prep School's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent.
- 7.2 This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.
- 7.3 In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the Prep School to help inform the assessments. Where professionals are not already working with Prep School staff the SENDCO should contact them if the parents agree.



8.0 ACCESS TO THE CURRICULUM

- 8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
- understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2 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 differentiated appropriately, and assessment, both written and teachers', is used to inform the next stage of learning.
- 8.3 Individual Education Plans (IEPs), which employ a small-steps approach, feature significantly in the provision that we make in the Prep School. (See Appendix E)
- 8.4 The Prep School meets most of the SEND needs with the provision that:-
- Pupils with SEND will be taught in the classroom alongside their peers
 - Teaching techniques and strategies within each class, including differentiated resources and learning tasks, will accommodate those of differing abilities, including those with SEND, 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
 - The teaching arrangements for those pupils with an Education, Health and Care Plan (EHCP) will be determined by their EHCP.
 - Parents agree to specialist help where appropriate and/or External Service Assistance.
 - The child concerned agrees to either extra group sessions and/or attending the Learning Support Department for specialist help.

9.0 WHAT WE OFFER

- 9.1 We offer support and expertise to the whole Prep School to help resolve difficulties and promote positive solutions for pupils experiencing barriers to their learning.
- 9.2 We employ a range of strategies to achieve this including:
- Identification and assessment of individual needs (including referral to an educational psychologist or other professional as needed).
 - Monitoring by SENDCO.
 - Through regular assessment pupils are tracked and monitored and may be identified as suitable for Maths Mastery Groups and English Mastery Groups from Year 2 to Year 6 . These take place once a week and last between 20-30mins. The group works separately to the rest of the class. (no charge). Children identified by their teachers, as being below their expected level of working or timetabled to attend Little Wandle phonics programme catch-up sessions. This can be in the form of small groups, or 1:1 intervention.
 - Nesy. The Nesy programme is available to children predominantly in the Embracing English sets in Years 5 and 6; though licences have additionally been provided for children assessed as dyslexic working in the core sets in those years, and for some children in Year 4, who have also been formally assessed and who have come out of their second Modern Foreign Language.



- Offer reading recovery when resources allow.
- Up to 30 mins/week 1:1 or small group work if child is unable to work independently and are on
- SA+, have an EHCP (Education Health Care Plan).
- One to One tuition with a specialist Learning Support Teacher (LST) can be provided – Some parents may be offered this as an option for specific help with Literacy, Maths or Study Skills. Pupils usually have 30 minute lessons once a week. These lessons are an extra cost to the parents, paid directly to the LST.
- The school may offer an alternative lesson to a pupil's second MFL language. The decision will be taken with advice from staff, SEND department and (where appropriate) outside agencies. The school will consider the views of the parent and child but provision will be decided by the Head of Prep School and SENDCO.
- Advising and working with colleagues (academic)
- Liaising with external agencies
- Communicating with parents
- Offering individual TA support where appropriate and timetable allows.
- Screening for dyslexic type difficulties.

9.3 We are committed to equal opportunities and show due regard in our work, policy and procedures to SENDA 2001 and the Equality Act 2010.

10.0 COMMUNICATION & PARENTAL PARTNERSHIP

10.1 Aim

- To develop 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.
- Parents are fully involved in the school-based response for their child, and staff will be fully informed so they understand the purpose of any intervention and any subsequent programme of action.

10.2 Process

- Parents are informed when a teacher considers that a pupil's needs are significant enough for the pupil to receive extra support.
- Regular emails or meetings are held with parents, teachers, SENDCO, Head of Prep School or Director of Studies, and the pupil (where appropriate) to review the pupil's progress and the support strategy.
- If an application for statutory assessment (which may lead to a statement or EHCP) is necessary, parents will be given help, advice and support. Parents will receive a copy of the West Sussex/Surrey/Kent County Council Guidance to Parents on Statutory Assessment and will need to complete the relevant section.



- Pupils' progress is reported to parents through reports, IEPs, emails, phone calls and parents evenings, which are held twice a year.
- Whenever a specific concern is raised by a parent, it is investigated, and results reported back and discussed with parents.

10.3 Facilities

- There is a learning support room based on the ground floor in Batnors House in the Prep School.
- The room is equipped with computer facilities and other learning support resources, which can be borrowed by Class Teachers, Teaching Assistants and parents as well as used by specialist teachers for 1:1 teaching.
- There is a lift in the Oakleigh building which goes down to the Sports Hall.
- There is no lift to the first floor of St Joseph's building.

11.0 INVOLVEMENT WITH EXTERNAL AGENCIES

- 11.1 The Prep School asks for the advice of specialist advisory teachers as and when necessary.
- 11.2 When necessary the services of an Educational Psychologist or other specialist assessor or therapist will be sought as well as a mental health counsellor or other specialist assessors.
- 11.3 Where necessary, the Prep School will refer a pupil to an external specialist after consultation with parents.

12.0 LINKS WITH MEDICAL, SOCIAL AND VOLUNTARY ORGANISATIONS

- 12.1 When necessary the Prep School will have regular contact with health professionals, including GPs, speech & language therapists, physiotherapists and occupational therapists etc.
- 12.2 We may also contact specialist medical services, social services or voluntary organisations and may carry out specialist programmes recommended by them providing them with any relevant information requested, with the parents' permission

13.0 LINKS WITH SPECIAL/MAINSTREAM SCHOOLS

- 13.1 Whenever any pupil transfers to another school, including special schools, all relevant information for the support of the pupil will be passed on.
- 13.2 The SENDCO will liaise with the appropriate staff in the pupil's previous school to ensure the pupil's needs are fully understood.

14.0 RECORD KEEPING

- 14.1 The SENDCO oversees all the records of pupils with SEND.
- 14.2 Information on SEND pupils will be easily accessible to staff, both on iSAMS and staff common. These are updated by the SENDCO.
- 14.3 Pupils' paper records (e.g. EP reports) are kept locked away in confidential files in the Learning Support room.



- 14.4 The SENDCO maintains the Prep School's SEND lists which are in a SEND folder on the Prep staff common drive and on iSAMS.
- 14.5 Parents are contacted at the earliest concern either by telephone or email and are regularly updated on their pupil's progress. Records are kept on iSAMS.
- 14.6 Staff are updated with new information and regularly informed of pupils' needs in the weekly staff meeting and/or by email.
- 14.7 The SENDCO maintains a copy of the SEND handbook.
- 14.8 The SENDCO liaises regularly with peripatetic, self-employed LS teacher/s.
- 14.9 The SENDCO liaises with the Senior School where appropriate and meets regularly to ensure consistency of approach and smooth transition.
- 14.10 The SENDCO organises and conducts Annual Reviews for pupils with EHCP's.
- 14.11 The SENDCO gathers information from staff and completes Educational Psychologist referral forms.
- 14.12 Sometimes information is required by Ofsted, LEA, ISA etc. This is done so confidentially by the SENDCO or Head of Prep School.

15.0 ROLES & RESPONSIBILITIES

15.1 Governing Body

- To keep a general oversight of the Prep School's SEND provision
- To publish information about the SEND policy in the governing body's annual report (this will describe principles on allocating resources among SEND pupils)
- To ensure that information on the SEND policy is accessible to the whole school community.

15.2 The Headmaster and Head of Prep School

- Overall responsibility for the management of SEND provision.
- To ensure that pupils with SEND engage in all the regular activities of the Prep School, so far as is reasonably practicable.
- To ensure that pupils are receiving the special educational provision which their learning difficulties call for.
- To ensure the provision of efficient education for the pupils with whom they will be educated.
- To manage the efficient use of resources.
- Responsible for pastoral care including emotional and behavioural difficulties.

15.3 Current Representatives in the Prep School:

- Mr R Bool (Headmaster)
- Mrs J. Shackel (Deputy SENDCO, Head of Prep School, Designated Safeguarding Leader & responsible for pastoral care)
- Mrs P. Dickinson (SENDCO)
- Mrs T. Vickery (Early Years Foundation Stage)



15.4 SENDCO (Special Education Needs and Disability Co-Ordinator)

- Overseeing the day-to-day operation of the Prep School's I-SEND Policy (Inclusion and Special Educational Needs Policy).
- Coordinating learning support provision.
- Liaising with teachers about pupils who are underachieving or have learning difficulties.
- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the settings approach to identifying and meeting SEND requirements.
- Collaborating with specialist teachers to compile timetables for 1:1 teaching each term and distributing to specialist teachers, pupils, parents and staff.
- Adminstrating Individual Education Plans (IEP) and all records for pupils under Learning Support provision.
- Identifying and adopting the most effective teaching approaches for pupils with SEND and/or Learning Difficulties.
- Monitoring teaching and learning activities to meet the needs of pupils with learning difficulties or disabilities, including those who do not receive regular support.
- Liaising with parents of pupils with SEND or learning support provision. Ensuring that parents are closely involved throughout and their insights inform action taken by the setting.
- Liaising with other schools to ensure continuity of support and learning when transferring pupils with SEND.
- Liaising with external support agencies/bodies when necessary.
- Supporting and advising both colleagues and parents.
- Overseeing the records of all children with any educational needs.
- Managing the relevant resources to enable appropriate provision for the children with SEND.
- Annual action planning and budget control.
- Organising training for staff where necessary and attending regular training to keep up to date.
- Ensuring that pupil information is kept up to date on ISAMS.
- Screening children for dyslexic and other learning difficulties and writing reports as required.
- Where necessary, observing children in class and making recommendations.
- Assessing pupils where possible.

15.5 Current Representative: Mrs. P Dickinson – Prep School SENDCO, Mrs J. Shackel –Deputy SENDCO and Head of Prep School. EYFS SENDCO link – Mrs. T Vickery.

15.6 Learning Support Tutors (LST)

- All LSTs are self-employed which means they are directly responsible to the parents. Therefore, if parents require IEPs, regular updates on progress or any other information about the support lessons, they must liaise with the LST directly.



- A Weekly Parental Intervention record, outlining the work that has taken place during each session and the work planned for the following, is sent home to parents, copied to the SENDCO and the Class Teacher.
- Adopting the most effective teaching approaches for pupils with learning difficulties.
- Where appropriate they should teach organisation and study skills that will develop pupils' ability to work independently.
- Liaising with class teachers of pupils whom they support as appropriate.
- Writing reports when necessary.
- Where possible they must attend parent consultation evenings.

15.7 Current Representatives:

Role	Name	Qualification	Responsibility	P/FT
SENDCO	Mrs P. Dickinson	BA (Hons) Degree & PGCE. NPQH, National SENDCO award 2016	The day-to-day operation and management of provision made by the Prep School for pupils with SEND.	PT
DEPUTY SENDCO	Mrs J. Shackel	BA (Hons) Degree & PGCE. Managing the Role of the SENDCO.(since 2000)	Deputizing for the day-to-day operation and management of provision made by the Prep School for pupils with SEND.	FT
Early Years Foundation Stage SEND Liaison	Mrs T Vickery	Level 4 International Montessori Diploma BSc Hons in Psychology Level 6 Early Years Teacher Status Internal Quality Assurance Cert Level 4	Overseeing the day to day management of provision in EYFS	FT
Learning Support Tutor	Mrs J. Launders	Cert.Ed	1:1 teaching. Setting targets for IEP and monitoring progress of each pupil; liaison with parents; regular discussions with SENDCO.	PT (self employed)
Learning Support Tutor	Mrs R. Ford	BA (Hons) English Lit & PGCE.	1:1 teaching. Setting targets for IEP and monitoring progress of each pupil; liaison with parents; regular discussions with SENDCO.	PT (self employed)
Learning Support Tutor	Mrs H Fairbanks	PGCE Secondary Science BSc Hons Biology and environmental Biology She also has 60 credits	1:1 teaching. Setting targets for IEP and monitoring progress of each pupil; liaison with parents; regular discussions with	PT (self employed)



		at level 5 certificate in Dyslexia – literacy support and intervention	SENDCO.	
Senior School SENDCO	Mrs S. Sevier	BA (Hons) Degree and PGCE, CCEA-ACT QTS, CPT3A	SENDCO in the Senior School	FT
L.S. Assistant	Mrs C Amos	O levels, incl English and Maths	1:1 support in class	Full time

15.8 Teachers

- Using knowledge of individual needs to plan for differentiation as well as track progress with assessment.
- Setting achievable outcomes and informing pupils how to improve.
- Identifying potential requirements for additional support.
- Creating IEPs and reviewing them, as well as liaising with Learning Support Department.
- When necessary teachers attending SEN Annual Reviews and providing reports prior to the meeting.
- Working in conjunction with the Learning Support Department to support the pupils highlighted as needing support.
- Communicating with parents regarding the support for their pupils and any IEPs.
- Identifying and adopting the most effective teaching approaches for pupils with Special Educational Needs and/or Disabilities (SEND)

15.9 Current Representatives: See Prep School list of teachers (handbook)

16.0 **STAFF TRAINING & DEVELOPMENT**

- 16.1 Staff are regularly kept up to date about the needs of current pupils and given information at staff meetings about strategies to deal with a variety of special needs or disabilities, e.g. Dyslexia, Dyspraxia, ASD etc. Information is also kept on iSAMS and in the SEND folder on Prep Staff Common.
- 16.2 On Inset Days there is often a session dedicated to an aspect of SEND.
- 16.3 The SENDCO regularly attends courses to keep up to date with legislation and to keep refreshed about disabilities and pupils learning needs.
- 16.4 The information gathered on courses and at conferences is cascaded down through the staff at staff meetings.
- 16.5 The Prep School is a member of SESDA (South East Surrey Dyslexia Association) which provides regular training locally.



17.0 ADMISSION & TRANSITION

Lingfield College Prep is a co-educational, academic school. All external pupils 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. *For further information please refer to the School's Admissions Policy.*

18.0 EQUALITY ACT 2010

Refer to the School's Disability Policy.

19.0 COMPLAINTS PROCEDURE

In the instance of a complaint, please refer to the School's Complaints Policy.

20.0 Related Policies

Also see:

- Disability (LP-PW-009)
- Equality, Diversity and Inclusion (LP-PW-011)
- Teaching,
- Learning,
- Admissions (LP-MW-001)
- Assessment (TP-CP-003).

Last reviewed June 2024

Next review due June 2025



APPENDIX A

The Four Areas of Special Educational Need

Special Educational Needs and provision can be considered as falling under four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

Communication and Interaction

Children with SEN may have difficulties in one or more areas of speech, language and communication. These children need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

This may also include children with SCLN, ASD, Aspergers, Autism, PSS, and Dyslexia.

Cognition and Learning

Children with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Includes a range of conditions such as dyslexia, dyscalculia, dyspraxia, and dysgraphia.

Social, Mental and Emotional Health

For some children, difficulties in their emotional social development can mean that they require additional and different provision in order for them to achieve. Children who have difficulties with their emotional and social development may have immature social skills and find it difficult to sustain healthy relationships. The child may become withdrawn or isolated as well as show challenging, disruptive or disturbing behavior, e.g. anxiety, depression, aggression, oppositional problems, self-harm, substance abuse, eating disorders or physical symptoms that are medically unexplained. ADD, ADHD, Attachment disorder, autism, disruptive disorder, pervasive developmental disorder, bipolar and schizophrenia are included.

Sensory and or Physical Needs

This includes difficulties with Visual Impairment (VI), Hearing Impairment (HI), Multiple Sensory Impairment (MSI) and Physical Development (PD).



APPENDIX B

The Learning Support Framework

The Support Framework is a continuous cycle of assess, plan, do, review. It is flexible and can be adapted for individual cases if necessary. The majority of pupils will not need to pass through all the stages – only those whose lack of progress causes concern. The key test for any need of action is evidence that current rates of progress in whatever category are inadequate. The process begins with:-

Monitoring (Grey Star on iSAMS) ★

This is when staff have an initial concern that a child is not achieving and start asking questions or when a child has been flagged up through internal testing. Class teachers and/or parents can identify the first cause of concern. If a pupil remains on this level for two terms, then we will consider them moving onto the next level (Additional Support) or de-register them.

Additional Support – (Blue Star on iSAMS) ★

A child is on this level if they are not meeting expected targets and the class teacher needs to devise interventions additional to, or different from those provided as part of the Prep School's usual curriculum. This will firstly take the form of differentiation and Quality First Teaching <http://www.optimus-education.com/what-do-we-really-mean-quality-first-teaching>. The class teacher or classroom assistant (under the direction of the teacher) remains responsible for working with the child on a daily basis. The teacher devises an appropriate IEP, which is forwarded to the SENDCO for checking. It is uploaded to iSAMS, with a paper copy kept on file learning support folders kept in the Learning Support room. A copy of the IEP will be given to parents (generally before parent consultation evenings) and where appropriate the teacher may share the targets on the IEP with the child.

Children in Mastery Groups or having 1:1 private support are also included in this category.

Upon review and after satisfactory progression, the child can be removed from this level by contacting the SENDCO. If progress is limited, too slow or concerns have accelerated, a move should then be made to the next level.

NB Should a child present real difficulties the teacher can and should refer the child to the SENDCO during the time span on the first IEP.


SEND (Yellow Star on iSAMS) ★

If deemed necessary more specialist help may be required and the class teacher, in the first instance, will contact the parents to discuss options. In-class and in-school support will be considered first and reasonable adjustments will be made (at no charge to the parents). The Prep School can provide up to 30 minutes a week 1:1 for a child free of charge. If the parents would like further individualised support then the SENDCO may allocate him/her to an appropriate teacher within the Learning Support Department (at a cost to the parents). The SENDCO may agree to do some screening tests. If further help is needed, the relevant support teacher, in discussion with the SENDCO, class teacher and parents will refer the child to an external service (e.g. speech & language therapy). Should all the parties be in agreement, evidence will be collated and the necessary referral letter supplied. The class teacher and SENDCO will then receive advice or support from outside specialists. Additional or different strategies to those on the previous levels are put in place and a new IEP devised.



It is the teacher's responsibility to ensure continued progress. This can be an ongoing commitment or have a particular time span.

Statutory Assessment [Statement or EHCP] (Red Star on iSAMS)

Prior to a pupil with an EHCP (Education and Health Care Plan) entering the  Prep School the SENDCO will discuss their statement of SEN (EHCP) with parents and relevant staff to determine if the Prep School is able to provide fully for the pupil. The teaching arrangements for those pupils with a statement or EHCP will be determined by their statement of Special Educational Need.

If there are concerns that a child should have an EHCP, then where possible the SENDCO, the support teacher, the class teacher and parents will meet and discuss whether to approach the LEA for a Statutory Assessment or EHCP. This is the final level and will only be deemed necessary should all other levels of action be failing. At least three IEPs need to have been completed. The SENDCO will supply all the necessary paper work and deal directly with the appropriate LEA. At this stage either the Head of Prep School or Headmaster will be involved.

Finally, not all special needs are academic weaknesses. Whatever the category or weakness, the child will still progress, if necessary through the levels indicated but there might be a different emphasis on the IEP and therefore the lesson strategies.

Should a child's specific difficulties –

- a. inadvertently affect other children and/or
- b. cannot be improved upon (for whatever reason) by the Prep School and relevant action plans, the Prep School reserves the right to change and/or omit steps in the SEND programme. A different course of action may be deemed to be more appropriate according to the individual case. This area will come under the supervision of the Head of Prep School and Headmaster.

ADMINISTRATION AND COMMUNICATION

Any child who requires support at Blue, Yellow or Red Star, will have an Individual Education Plan (IEP). The IEP will show the short-term SMART targets (Specific, Measurable, Attainable, Relevant and Time-bound) set for the child and the teaching strategies to be used. It will also indicate the planned outcome and the date for the plan to be reviewed. These are reviewed just prior to Parent Consultation Evenings and again at the end of the summer term. Mastery Group pupils will not have an IEP.

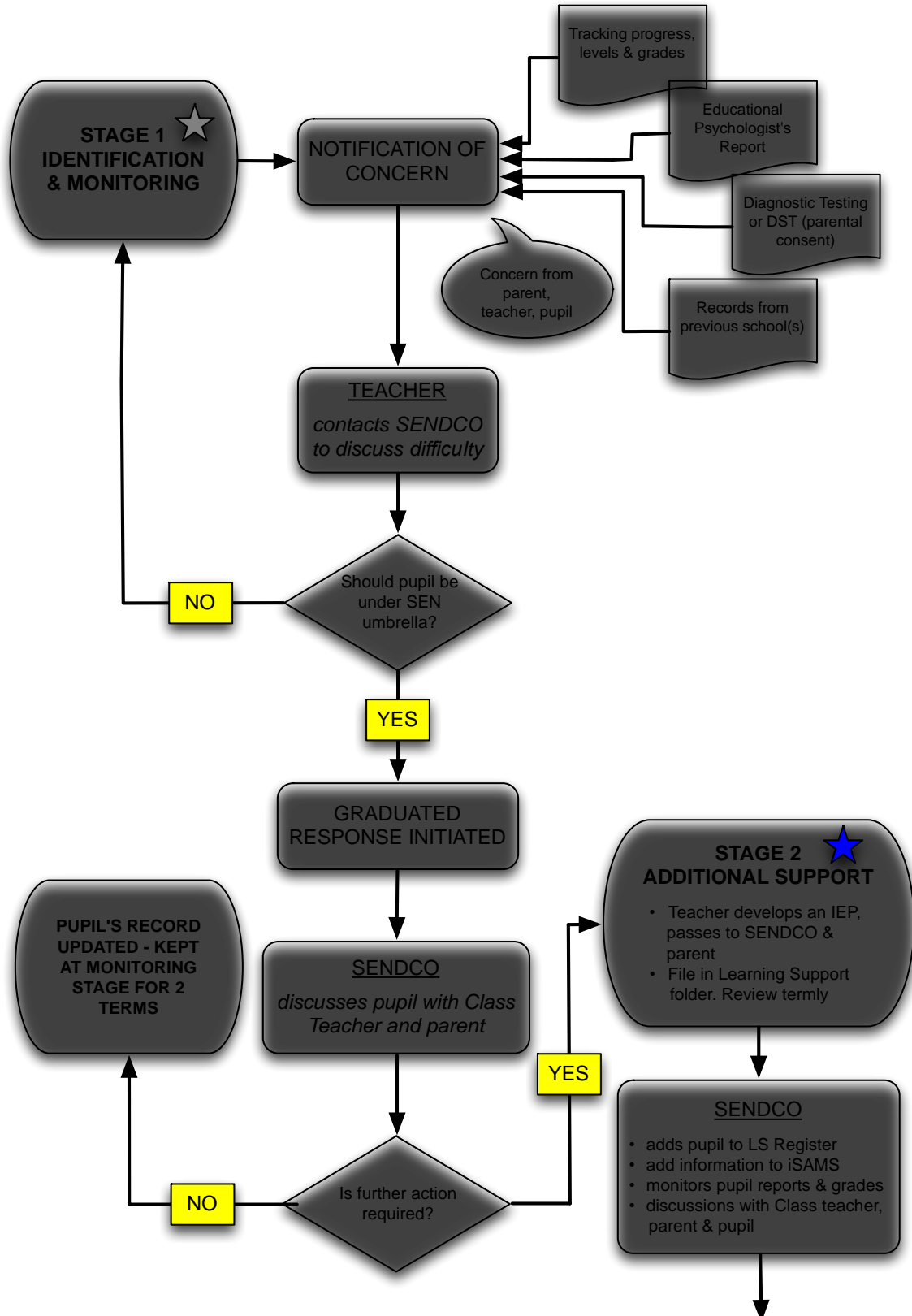
The Learning Support Department supports children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. The majority of work is done 1:1; some is small groups and some in-class support, some children are withdrawn for 1:1 with TA. There are regular meetings with parents who are kept informed of progress. Should any outside intervention become necessary parents are always consulted and referral letters may be written

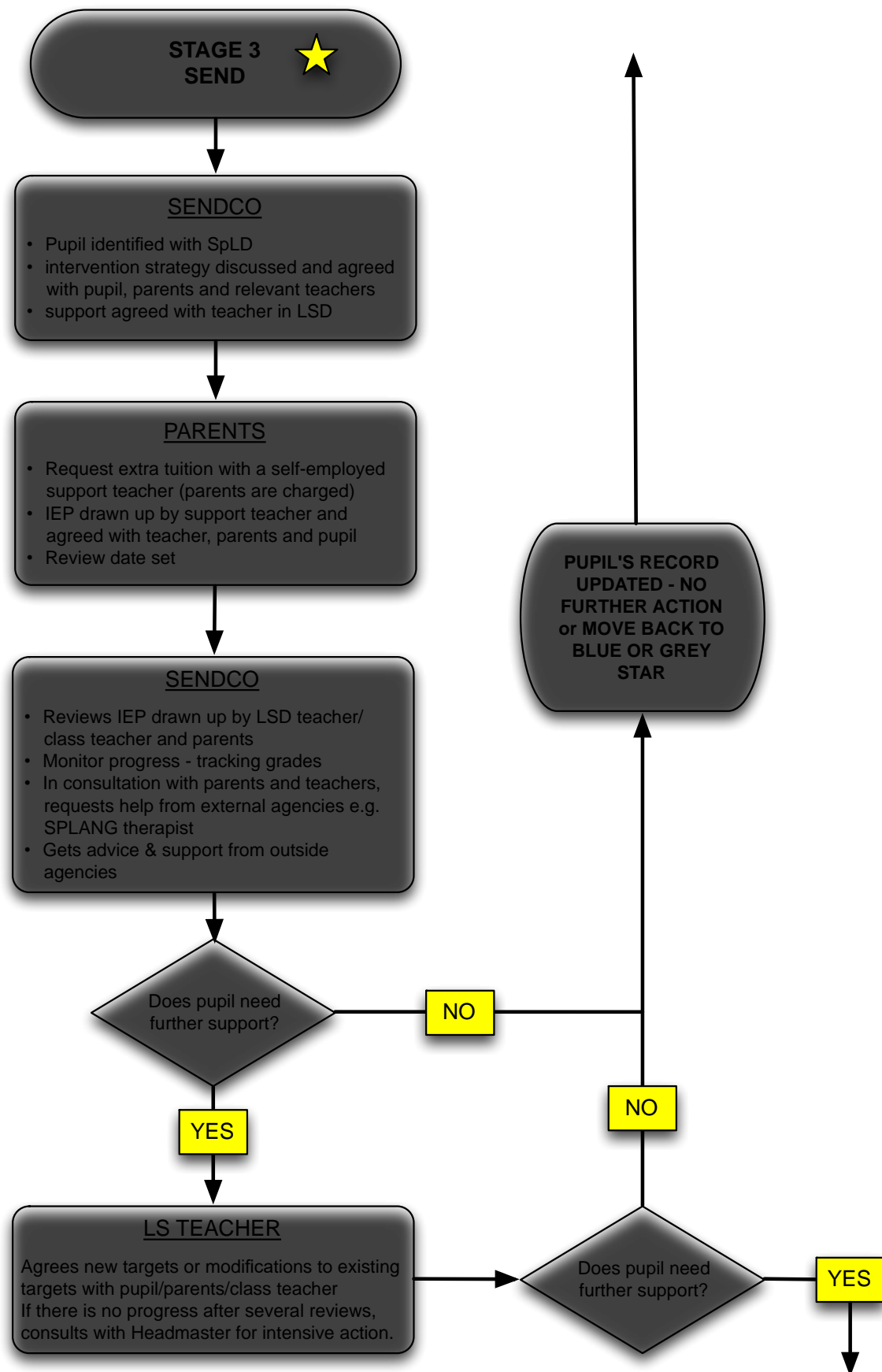
Staff use an IEP proforma. IEPs are due at the same time as the interim reports, just before Parent Consultation Evenings, enabling parents to be involved in setting the targets

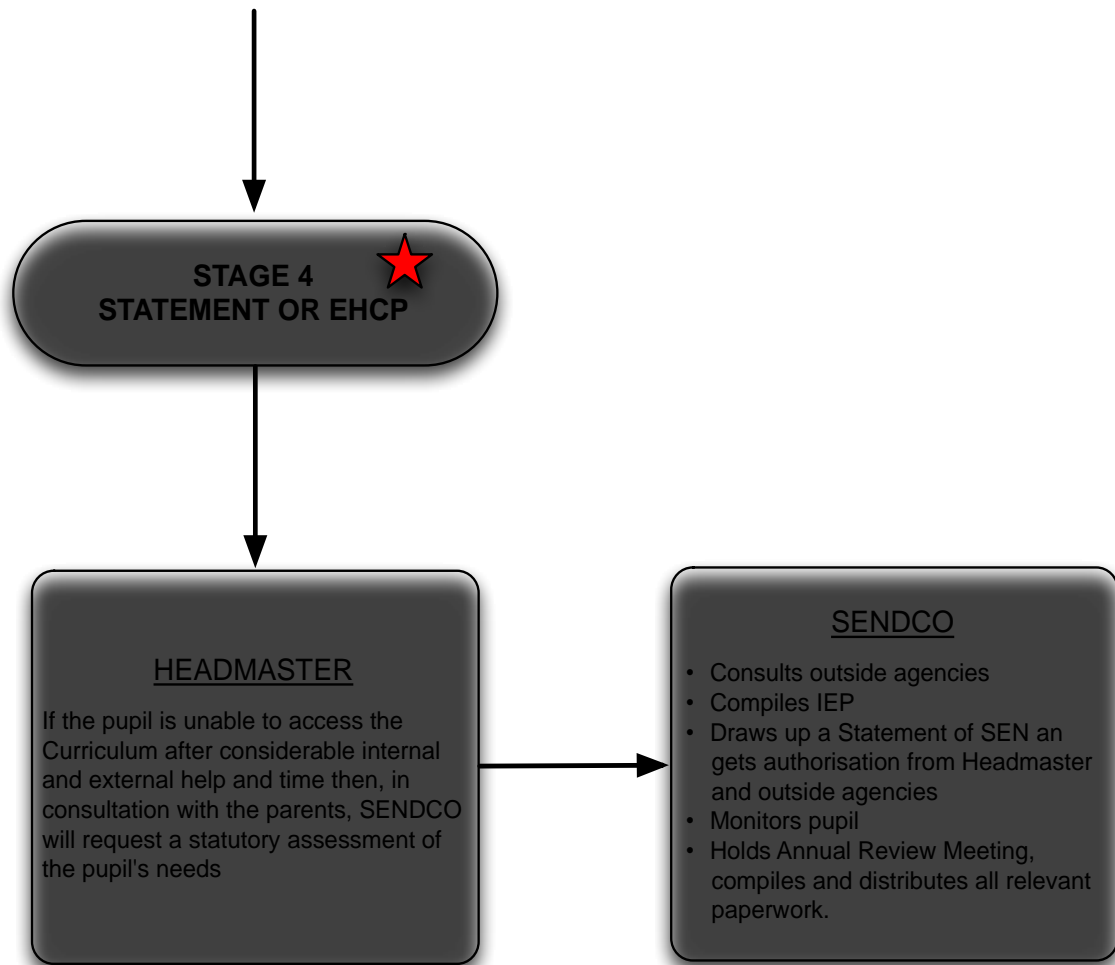


APPENDIX C

SEND IDENTIFICATION & GRADUATED RESPONSE PROCESS







PROVISION FOR PUPILS ENTERING LINGFIELD COLLEGE PREP WITH A STATEMENT OR EHCP

Prior to a pupil with a statement or EHCP entering the Prep School, the SENDCO would discuss their statement of Special Educational Needs with parents, the Headmaster and the Head of Prep School to determine if the Prep School is able to provide fully for the pupil.



APPENDIX D

English as an Additional Language (EAL) Policy

A pupil may have additional educational needs when the 'First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community. If a child acquires English subsequent to early development, then English is not their first language no matter how proficient in it they become.' Source: School census preparation and guidance for 2007 (DfES 2007)

A bilingual pupil includes 'all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages.' Source: Secondary National Strategy for School Improvement: Ensuring the attainment of pupils learning English as an additional language 'A Management Guide' (DfES 2007).

Lingfield College Prep is not a school with specialist expertise in English as a Second Language, but will support all students with EAL needs to reach their potential.

When joining the Prep School, pupils' parents are asked to identify any EAL needs, including whether English is not the primary language spoken at home. Upon admission, these pupils are then assessed to determine their baseline level of English and whether there is a need for specialist tuition or other support.

Support and interventions will be put in place according to need and may include classroom adjustments, providing teachers with a range of practical strategies to support language learning in the classroom, and/or individual specialist language tuition (at an additional cost).

As with all pupils, progress will be monitored and recorded in line with the Prep School Curriculum and Assessment Policies.



APPENDIX E

LINGFIELD PREP INDIVIDUAL EDUCATION PLAN 2020/2021

<u>NAME:</u> <u>DoB:</u> <u>Chronological Age at 01/09/19:</u> <u>IEP NO.</u>	<u>DATE IEP STARTED:</u> SEPTEMBER 2019 <u>REVIEW DATE:</u> FEBRUARY 2020 <u>END DATE OF THIS IEP:</u> MAY 2020	<u>YEAR GROUP:</u> <u>FORM TEACHER:</u> <u>SET TEACHER (Y5/6):</u> <u>I2I TEACHER:</u> <u>CLASS:</u>
<u>SPELLING AGE September 2019:</u>		<u>SPELLING AGE May 2020:</u>
<u>READING AGE September 2019:</u>		<u>READING AGE May 2020:</u>
<u>FOCUS OF IEP:</u> •		<u>EXTERNAL REPORT INFORMATION:</u> •
<u>EXTRA TIME:</u>		
<u>ADDITIONAL SUPPORT GROUPS:</u> •		



OBJECTIVE	SMART Targets	SMART Strategies	February Progress Review	Continued
Area of Learning:				

(Example of information)

OBJECTIVE	SMART Targets	SMART Strategies	February Progress Review	Continued
Area of Learning: Reading Comprehension				
To develop strategies to improve comprehension.	<p>To identify key phrases and words within texts to improve ability, independence and confidence when answering comprehensions. Engagement and independence will increase.</p> <p>To increase accuracy when answering questions from current level when completing written comprehension. Scores will increase.</p>	<ul style="list-style-type: none">• Read texts aloud to practise reading skills.• Highlight answers in texts and discuss word meanings, using a dictionary where needed. Practise writing answers.• Modelled answer writing with teacher.• Resources include stile tiles, comprehension sheets. Ask Jasmine to repeat instructions to ensure understanding and recall.		



Progress Review:	
FORM TEACHER	
February:	End of Academic Year:
PUPIL (If appropriate)	
February:	End of Academic Year:
PARENT/ GUARDIAN	
February:	End of Academic Year:

CLASS TEACHER SIGNATURE (e-signed)

PARENT/S SIGNATURE (e-signed)