



## Inclusion & Special Educational Needs (Senior School) Policy

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Document Owner: **Sue Sevier (SENDCo)**

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

### OUR SCHOOL AIMS

- ❖ *To foster intellectual curiosity and a love of learning.*
- ❖ *To achieve high academic standards in a supportive but disciplined atmosphere.*
- ❖ *To equip pupils with the skills and knowledge to meet the challenges of our rapidly changing world.*
- ❖ *To instill an enthusiasm in interests and opportunities beyond the classroom.*
- ❖ *To support pupils' development of a sense of justice and an awareness of their rights and responsibilities as global citizens.*

### **1.0 INTRODUCTION**

- 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. Some children have barriers to learning which could mean that they have specific needs and require particular action by the 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 to help them to achieve their potential.
- 1.2 This policy is in accordance with the School's aims and learning policies, its policy on equality of opportunity and the DfE national programme, and takes into account the Equality Act 2010 including the duty to provide reasonable adjustments, 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 curriculum and to take part in extracurricular activities and the full life of the school. We believe that the teaching, learning, achievements and well-being of all pupils matter.
- 1.3 We embrace the individuality of our pupils and aim to meet the needs of all pupils at this school so that they benefit as fully as possible from the education they receive and fulfil their individual potential.
- 1.4 The Governing Body believes that all pupils are valued equally at Lingfield College.



## **2.0 DEFINITION OF SPECIAL EDUCATION NEEDS AND DISABILITIES (SEND) AND LEARNING DIFFICULTIES**

- 2.1 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
- 2.2 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).
- 2.3 There are four areas of Special Education Need (see *Appendix A attached*):
- Communication and Interaction
  - Cognition and Learning
  - Social, Mental and Emotional Health
  - Sensory and/or Physical
- 2.4 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 school's usual differentiated curriculum and strategies. (SEND Code of Practice. DFE, January 2015)
- 2.5 At Lingfield College, individual pupil needs are usually identified by a Specialist Assessor e.g. Educational or Clinical Psychologist, Specialist Teacher, Occupational Therapist etc.

## **3.0 REASONABLE ADJUSTMENTS DUTY**

- 3.1 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.
- 3.2 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/>.

## **4.0 AIMS & OBJECTIVES**

- 4.1 Lingfield College, in line with the SEND Code of Practice (2015) 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.
- 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.
- 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. This approach follows the Assess, Plan, Do, Review cycle as detailed in Appendix B in our Learning Support framework:

## **5.0 IDENTIFICATION**

- 5.1 All pupils in Year 7 and new to the school are screened for dyslexic-type difficulties using a computer-based specialist programme. Reading comprehension is also assessed.
- 5.2 All teachers through their Heads of Year and Heads of Departments are able to refer their concerns. (See Appendix C). 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 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.
- 5.3 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.

## **6.0 ACCESS TO THE CURRICULUM**

- 6.1 All pupils have an entitlement to a broad and balanced curriculum, which is differentiated 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.
- 6.2 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 that of the teacher, is used to inform the next stage of learning.
- 6.3 The 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.
- Access arrangements in exams are provided as follows:

### **GCSE and GCE Examinations**

- (1) The Joint Council for Qualifications (JCQ) sets the criteria which are updated at the beginning of every academic year. The criteria for 25% extra time for Specific Learning Difficulties from September 2019 – August 2020 require:
- (i) An assessment and report done by a JCQ recognized Specialist Assessor diagnosing a learning difficulty completed no earlier than the beginning of Year 9.
  - (ii) This assessment must show at least **one** standard score of 84 or below or in exceptional circumstances at least **two** standard scores between 85 and 89 in speed of reading, speed of writing, or cognitive processing. A picture of the candidate's normal way of working that clearly demonstrates the need for 25% extra time.
  - (iii) A compelling case must be demonstrated for 25% extra time with a clear and detailed picture of current need. This will normally include:
    1. A sample of internal tests/mock exam papers showing the application of extra time
    2. Comments and observations from teaching staff as to why the candidate needs extra time and how he/she uses the extra time awarded.
  - (iv) Pupils with ASD, sensory and/or physical needs, social, mental and emotional needs or speech language and communication needs must demonstrate a substantial and long term adverse effect on their speed of working usually evidenced by:
    1. Demonstration of normal way of working within the school
    2. Evidence from teaching staff that the pupil has persistent and significant difficulties which impact substantially on teaching and learning.
- (2) Other special examination arrangements (e.g. computer reader, scribe,) will be considered on a case-by-case basis in accordance with the current JCQ criteria.

### **Internal tests and exams**

From Year 7 to Year 10, those pupils with known SEND, assessed by a recognised Specialist Assessor, will be given extra time and other access arrangements whenever possible so that evidence can be gathered for application to the JCQ for access arrangements in external examinations

### **Entrance Examinations**

25% extra time will be given to a pupil with known SEND, assessed by a recognized Specialist Assessor, and substantiated by their current school as their normal way of working, **only if** the pupil meets the current JCQ criteria. Other special examination arrangements will be considered on a case-by-case basis in accordance with the current JCQ criteria.



## 7.0 WHAT WE OFFER

7.1 We offer support and expertise to the whole school to help resolve difficulties and promote positive solutions for pupils experiencing barriers to their learning.

7.2 We employ a range of strategies to achieve this including:

- Identification and assessment of individual needs (including referral to appropriate specialist professionals)
- Monitoring by the SENDCo including:
  - Mentoring with the SENDCo as appropriate
  - reading previous internal reports, checking effort and attainment grades, and setting targets as necessary
  - monitoring, reviewing, and evaluating targets set
  - monitoring classroom performance
  - studying and summarising educational psychologist (and that of other professionals) reports with strategies and recommendations provided for:
    - Heads of Year (HOYs)
    - Heads of Department (HODs)
    - Form teachers
    - Appropriate subject teachers
- Online literacy support programmes monitored by the Learning Support Department with support from other members of staff
- Specialised small group support according to need and demand
- One-to-One tuition with a specialist Learning Support Teacher in Maths can be provided. Pupils usually have 30 minute lessons once a week. These lessons are an extra cost to the parents. (Please contact the Learning Support Department for further details).
- Advising and working with colleagues (academic)
- Liaising with external agencies
- Communicating with parents
- Screening for dyslexic and other difficulties as appropriate.

**It is important that parents acknowledge the importance of suggested interventions as recommended. Assessment and identification is reliant on taking advantage of the programmes on offer.**

7.3 We are committed to equal opportunities and show due regard in our work, policy and procedures to the SEND Code of Practice (2015) and the Equality Act (2010). Further details on Accessibility can be found in the Senior School Accessibility Plan, included in Appendix E.

## 8.0 COMMUNICATION & PARENTAL PARTNERSHIP

8.1 Aim

- 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



- 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

## 8.2 Process

- Parents are informed when a teacher 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.
- If an application for statutory assessment (which may lead to an Education, Health and Care Plan) 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, emails, phone calls and Parents' Evenings.
- There are opportunities for teachers to consult with parents on one occasion in the year and parents are welcome to talk to or email teachers or the SENDCo whenever they have a concern about a pupil.
- Whenever a specific concern is raised by a parent, it is investigated and results reported back and discussed with parents.

## 8.3 Facilities

- There is a large learning support room based on the first floor of Le Clerc (full time use).
- There is no lift to the first floor
- The room is equipped with computer facilities and other learning support resources and is also used for specialist 1:1 teaching along with other accommodation in the building.

## 9.0 INVOLVEMENT WITH EXTERNAL AGENCIES

9.1 When necessary the School asks for the advice and/or services of:

- specialist advisory teachers;
- an appropriately qualified specialist assessor;

9.2 Where necessary, the school will refer a pupil to an external specialist after consultation with parents.

## 10.0 LINKS WITH MEDICAL, SOCIAL AND VOLUNTARY ORGANISATIONS

10.1 When necessary the school will have regular contact with health professionals, including GPs, speech & language therapists, physiotherapists and occupational therapists etc.

10.2 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.

## 11.0 LINKS WITH SPECIAL/MAINSTREAM SCHOOLS

11.1 Whenever any pupil transfers to another school, including special schools, all relevant information for the support of the pupil will be passed on.



11.2 The SENDCo will liaise with the appropriate staff in the pupil's previous school to ensure the pupil's needs are fully understood.

## 12.0 RECORD KEEPING

The School will use the following forms of record keeping:

- The SENDCo oversees all the records of pupils with SEND.
- Information on SEND pupils will be easily accessible to staff, both on ISAMS and senior staff common. These are updated by the SENDCo.
- Pupils' paper records (e.g. specialist reports) are kept locked away in confidential files in the Learning Support room.
- The SENDCo maintains the school's SEND lists on ISAMS .
- 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.
- Staff are updated with new information and regularly informed of pupils' needs in the weekly staff meeting and/or by email.

Full information on SEND can be found on Firefly under Staff Information, Learning Support.

- The SENDCo liaises regularly with peripatetic, self-employed LS teachers.
- The SENDCo liaises with the Prep School where appropriate and meets regularly to ensure consistency of approach and smooth transition.
- The SENDCo organises and conducts Annual Reviews for pupils with EHCP's.
- The SENDCo gathers information from staff and completes specialist referral forms.
- Sometimes information is required by Ofsted, LEA and ISA, etc. This is done confidentially by the SENDCo.

## 13.0 ROLES & RESPONSIBILITIES

### 13.1 Governing Body responsibilities

- To keep a general oversight of the 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

### 13.2 The Headmaster and Deputy Heads responsibilities

- Overall responsibility for the management of SEND provision.
- To ensure that pupils with SEND engage in all the regular activities of the 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.
- Current Representatives in the Senior School:
  - Mr R. Bool: Headmaster
  - Mrs A. Brown: Deputy Head (Pastoral) & DSL
  - Mr C. Fast: Deputy Head (Academic)

### 13.3 SENDCo (Special Education Needs and Disability Coordinator) responsibilities

- Overseeing the day-to-day operation of the school's I-SEND Policy (Inclusion and Special Educational Needs Policy).
- Coordinating learning support provision.
- Liaising with Heads of Year (HOY), Heads of Department (HOD) and teachers about SEND and other pupils who are underachieving or have learning differences.
- 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.
- Implementing, overseeing, monitoring and reviewing individual student support plans 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.
- Identifying the need for and teaching organisation and study skills that will develop pupils' ability to work independently
- 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.

Current Representative: Mrs. S Sevier – Senior School SENDCo.



### 13.4 Learning Support Tutors (LST) responsibilities

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

- Adopting the most effective teaching approaches for pupils with learning difficulties.
- Where appropriate, teaching organisation and study skills that will develop pupils' ability to work independently.
- Liaising with subject teachers of pupils whom they support as appropriate.
- Writing reports when necessary.

### 13.5 Current Representatives:

<b>Role</b>	<b>Name</b>	<b>Qualification</b>	<b>Responsibility</b>	<b>P/FT</b>
SENDCo	Mrs. S Sevier	BA (Hons) Degree & PGCE, QTS, CPT3A, Postgraduate Certificate in SpLD (Dyslexia) AMBDA (Associate Membership of British Dyslexia Association), APC (Assessment Practising Certificate) MEd SEND	The day to day operation and management of provision made by the school for pupils with SEND.	FT
Learning Support Teacher	Mrs Penny James	BA (Hons) Degree & PGCE	Reading programmes (Lexia) and teaching of small group lessons.	PT
Learning Support Tutor	Mrs Gill Martin	B Ed (Hons) Degree, PGCE	1:1 Teaching Monitoring progress of each pupil; liaison with parents; regular discussions with SENDCo.	PT (self employed)
Learning Support Tutor	Mrs Rachel Brookes	BSc (Hons) Mathematics for Management PGCE Mathematics (secondary)	1:1 Teaching Monitoring progress of each pupil; liaison with parents; regular discussions with SENDCo.	PT (self employed)

### 13.6 Teachers (Including Form Teachers, Subject Teachers, Heads of Year, Heads of Department) roles and responsibilities

- Using knowledge of individual needs to plan for differentiation and track progress with assessment.
- Setting achievable outcomes and informing pupils how to improve.
- Identifying potential requirements for additional support.
- When necessary, 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 with relevant support strategies
- Each department has a SEND representative to facilitate these goals listed in each departmental handbook



#### **14.0 STAFF TRAINING & DEVELOPMENT**

- 14.1 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, Firefly and in the SEND folder on Senior Staff Common.
- 14.2 On Inset Days there is often a session dedicated to an aspect of SEND.
- 14.3 The SENDCo regularly attends courses to keep up to date with legislation and to keep refreshed about disabilities and pupils learning needs.
- 14.4 The information gathered on courses and at conferences is cascaded down through the staff at staff meetings.
- 14.5 The school is a member of SESDA (South East Surrey Dyslexia Association) which provides regular training locally.

#### **15.0 ADMISSION & TRANSITION**

Lingfield College is a co-educational, academic school. All external pupils are required to sit an entrance exam before being selected to enrol at the school. *For further information please refer to the Lingfield College Admissions Policy at [https://www.lingfieldcollege.co.uk/lingfield-live/assets/File/Admissions\(LP-MW-001\)v6\\_1website\(002\).pdf](https://www.lingfieldcollege.co.uk/lingfield-live/assets/File/Admissions(LP-MW-001)v6_1website(002).pdf).*

#### **16.0 EQUALITY ACT 2010**

Refer to the School's Disability Policy.

#### **17.0 COMPLAINTS PROCEDURE**

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

#### **18.0 REVIEW**

The policy will be reviewed every year and after any changes in staff, school policy or government policy.

#### **19.0 RELATED POLICIES**

Disability (LP-PW-009)

Equal Opportunities and Racial Equality (LP-PW-011)

Admissions (LP-MW-001)

Assessment (LP-CS-002)

Last reviewed March 2021

Next review due March 2022



## 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, 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.

This 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. They may become withdrawn or isolated or 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).



### 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 pupil is not achieving and start asking questions or when a pupil has been flagged up through internal testing. Subject teachers (though their HOD), HOY, and/or parents can identify this first cause of concern. After two terms the pupil's progress will be re-evaluated and the pupil either deregistered or escalated to the next level if, despite good effort, adequate progress has not been achieved.

#### **Additional Support – (Blue Star on iSAMS)**

A pupil is on this level if they are not meeting expected targets and the subject teacher needs to devise classroom strategies additional to and/or different from those provided as part of the 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 subject teacher remains responsible for working with the pupil and will receive suggestions from the SENDCo regarding in class support. A pupil receiving additional support may be taking part in one of the school's specialist support programmes, receive small group support or be involved with subject specific clubs and support sessions. A pupil receiving additional support may or may not be eligible for access arrangements in exams. This category may include pupils with an identified learning difficulty who are making good progress with differentiation in the classroom.

Upon review and after satisfactory progression, the pupil 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.

#### **SEND (Yellow Star on iSAMS)**

SEND pupils will have a Disability or a Specific Learning Difficulty diagnosed by a recognised Specialist Assessor. Those pupils receiving Additional Support who do not progress as expected despite good effort will be screened by the SENDCo and an appropriate specialist assessment will be recommended if necessary (payable directly to the assessor).

SEND pupils will be monitored as often as timetabling allows and will often be involved with small group support sessions. Please note that pupils will not be taken out of key subjects and will be seen on a rolling timetable according to need. If weekly 1:1 support is preferred, the SENDCo will help to arrange this through one of the Learning Support Teachers (extra charge payable). All SEND pupils will have individual support plans available on ISAMS for subject teachers to implement in the classroom.



The SENDCo, HOYs and HODs will liaise regularly regarding these plans. Individual support plans will be reviewed regularly.

SEND pupils should attend subject specific support sessions as necessary.

### **Statutory Assessment [Statement or EHCP] (Red Star on ISAMS) ★**

Prior to a pupil with a statement or EHCP (Education, Health and Care Plan) entering the school the SENDCo will discuss the statement of SEN (EHCP) with parents and relevant staff to determine if the 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 Needs.

If there are concerns that a child should have an EHCP, then where possible, the SENDCo, the HOY, the form teacher and parents will meet and discuss whether to approach the LEA for an EHCP. This is the final level and will only be deemed necessary should all other levels of action be failing. The SENDCo will supply all the necessary paper work and will help communicate with the appropriate LEA. The actual application must be made by the parents with school support. At this stage either the Deputy Head or Headmaster will be involved.

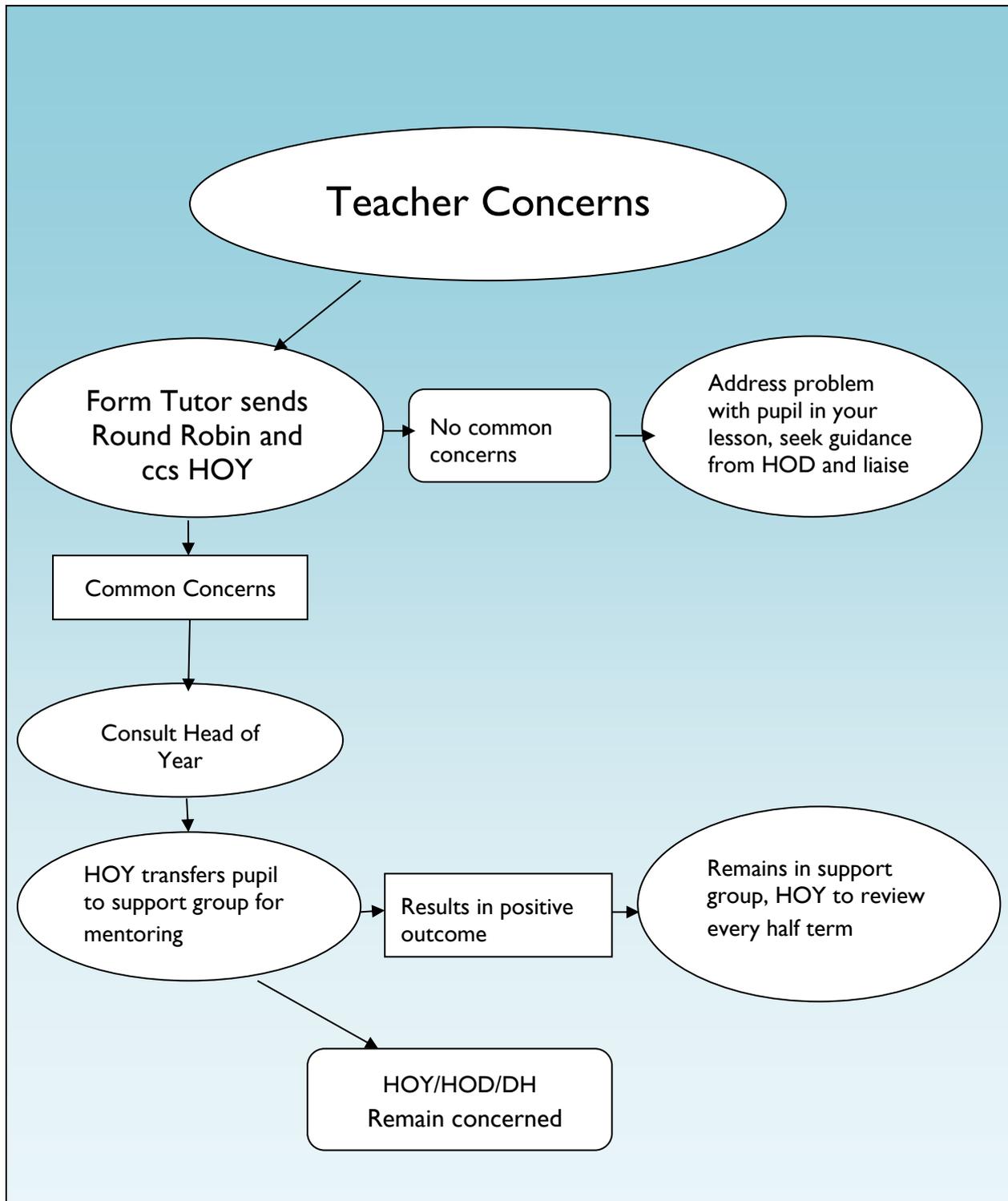
Finally, not all special needs are academic weaknesses. Whatever the category or weakness, the pupil will still progress, but there might be different strategies used in lessons. The pupil may also need to employ different strategies when revising or learning at home. The SENDCo will be able to help with this.

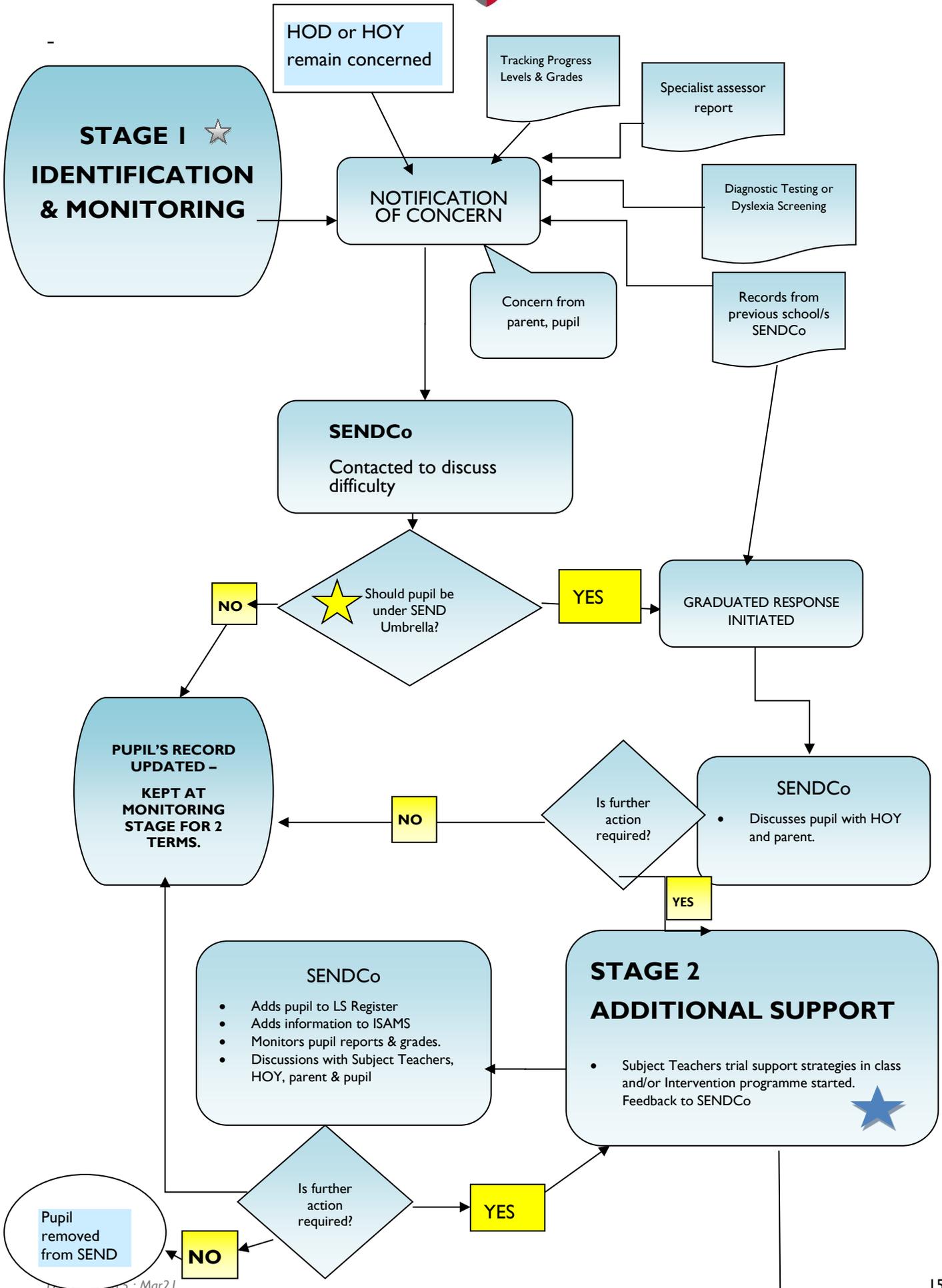
Should a pupil's specific difficulties –

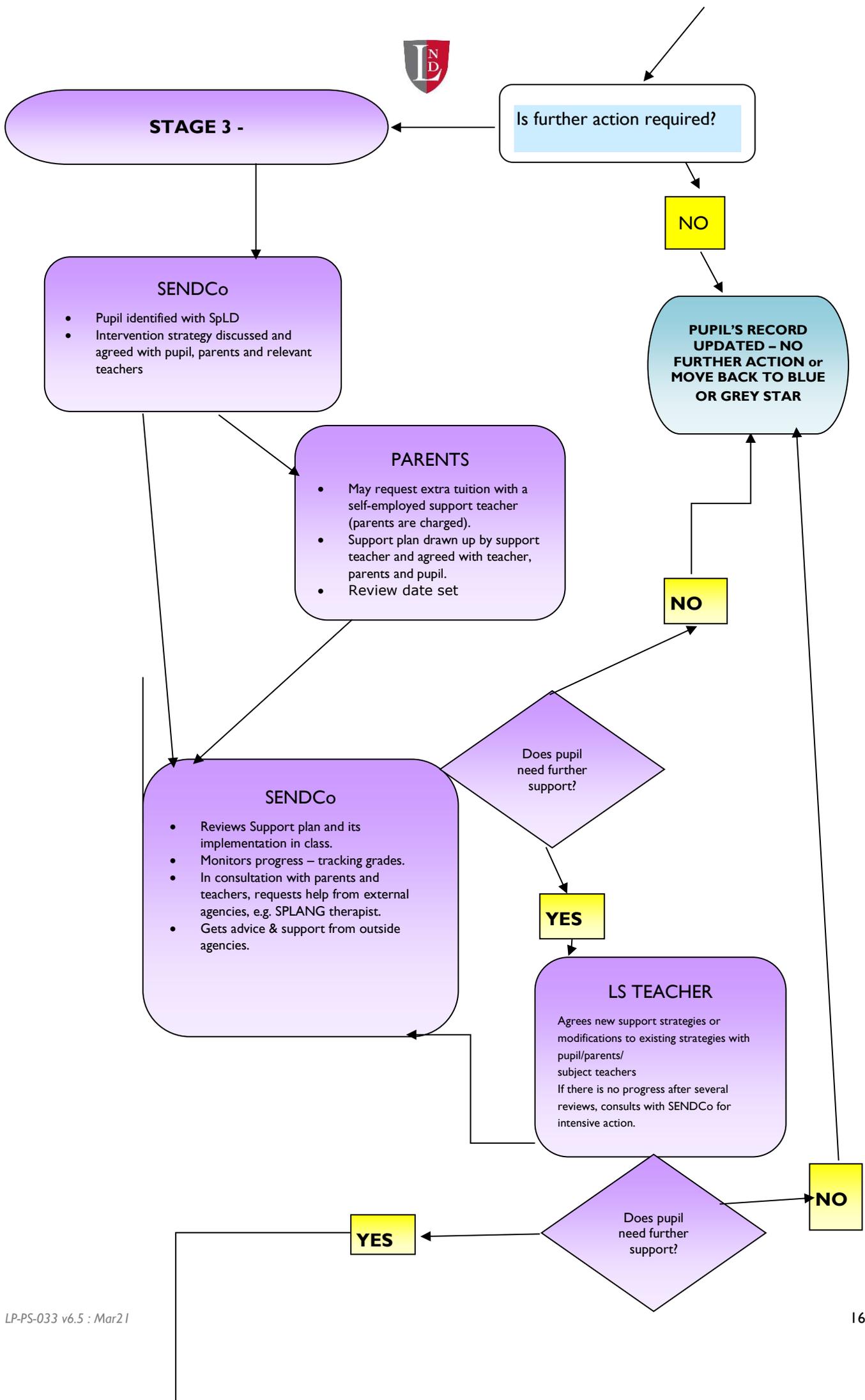
- inadvertently affect other children and/or
- not be improved upon (for whatever reason) by the School and relevant action plans, the School reserves the right to change and/or omit steps in the SEND programme. A different course of action may be deemed to be more appropriate according to the individual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

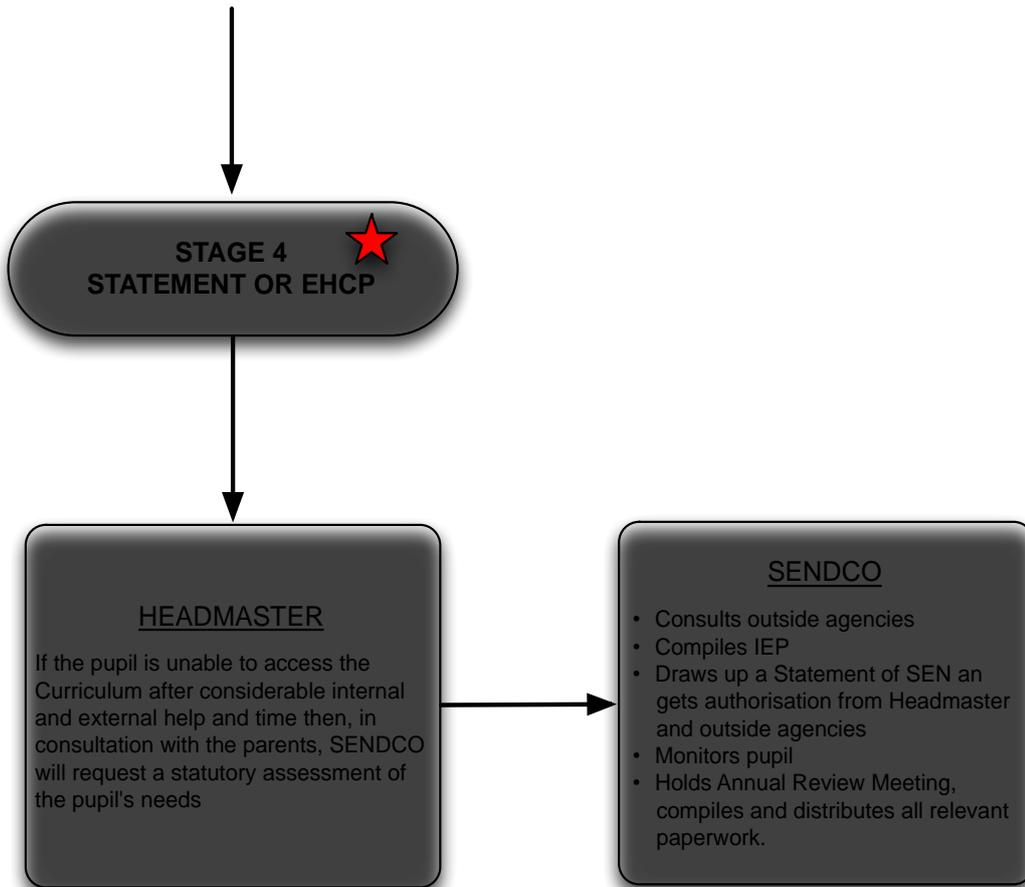


**SEND IDENTIFICATION & GRADUATED RESPONSE PROCESS**









## **PROVISION FOR PUPILS ENTERING LINGFIELD COLLEGE WITH A STATEMENT OR EHCP**

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



## APPENDIX D

### **English as an Additional Language (EAL) Policy**

Lingfield College 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 College, 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).

Pupils' progress will be monitored and recorded in line with the whole School reporting policy.

A pupil's '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 pupil may have additional educational needs when this is the case.

Bilingual pupils include '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).



## APPENDIX E

### SENIOR SCHOOL ACCESSIBILITY PLAN

1 <sup>st</sup> Sept 2016 – 1 <sup>st</sup> Sept 2019				1 <sup>st</sup> Sept 2019 – 1 <sup>st</sup> Sept 2022			
Action Plan	Strategy	Time Frame	Review	Action Plan	Strategy	Time Frame	Review
<b>Improving Curriculum Access</b>				<b>Improving Curriculum Access</b>			
<b>Foster an independent learning and work ethic for all SEND pupils</b>	<p>Create a series of study skills workshops for SEND pupils to foster independent learning in relation to SEND</p> <p>Foster SEND pupils' resourcefulness in lessons by encouraging them to adapt available resources to facilitate their own learning through the use of classroom observations.</p> <p>Provide homework support for underachieving SEND pupils.</p>	2016-17	Year 7 Study Skills club in place for new students with some sixth form support.	<b>Foster an independent learning and work ethic for all SEND pupils</b>	<p>Ongoing study skills workshops to foster independent learning for SEND pupils</p> <p>Create advanced study skills course for new Y12 students</p> <p>Foster SEND pupils' resourcefulness in lessons by encouraging them to adapt available resources to facilitate their own learning through the use of classroom observations</p>	<p>Ongoing</p> <p>September 2019 -</p> <p>Ongoing</p> <p>September 2019 -</p>	



					Homework support for underachieving pupils carried out through the Studyworks HOY team.		
<b>Foster the effective use of access arrangements in public exams, ensuring they are both fit for purpose and effective.</b>	<p>Students are taught to use their access arrangements through small group sessions prior to assessment weeks.</p> <p>Access information is emailed to all GCSE and A level students and their parents.</p>	2015-2017	<p>Sessions begun Autumn 2016</p> <p>ongoing</p>	<b>Foster the effective use of access arrangements in public exams, ensuring they are both fit for purpose and effective.</b>	<p>Students are taught to use their access arrangements through small group sessions prior to assessment weeks.</p> <p>Access information is emailed to all GCSE and A level students and their parents.</p> <p>Pupils will start collecting their own marked assessments and bring them to the LS room for discussion and advice as to how to improve the use of their arrangements</p>	<p>Ongoing</p> <p>ongoing</p> <p>2019-20</p>	



<p><b>Use SEND work scrutiny to help evaluate learning needs and to subsequently disseminate information to relevant staff, helping to give the SEND pupil a voice.</b></p>	<p>Discussions with SEND pupils during work scrutiny to find out what really works and what they find more difficult in a classroom situation and passing this information on to teaching staff.</p>	<p>2016-17</p>		<p><b>Integrate SEND work scrutiny into the normal work scrutiny process so that the work of SEND students is also checked.</b></p>	<p>SSE to use normal work scrutiny process to inspect SEND pupils' work</p> <p>Create pupil profiles via SEND pupil interviews to encourage pupils to think about how they can best be supported in the classroom.</p>	<p>2019 – 20</p> <p>2019-20</p>	
<p><b>Ensure reasonable adjustments are made as appropriate for SEND students in the classroom.</b></p>	<p>Support teachers to include reasonable adjustments in their planning through information on ISAMS and classroom observations / support of pupils.</p>	<p>2016-17</p>	<p>ISAMS information is up to date, but further classroom observation needs to be undertaken.</p>	<p><b>Ensure reasonable adjustments are made as appropriate for SEND students in the classroom.</b></p>	<p>Support teachers to include reasonable adjustments in their planning through information on ISAMS and classroom observations / support of pupils.</p>	<p>ongoing</p>	<p>Needs to be balanced in light of other workload commitments.</p>
				<p><b>Provide adaptations such as aids which are reasonable</b></p>	<p>The Learning Support Department has a supply of coloured overlay for students to use.</p>	<p>Ongoing</p> <p>2019 –</p>	



					<p>Reading pens are available for exams and pupils can have their own to use (deposit payable).</p> <p>Windows and Mac computers offer text to speech and speech to text facilities. Office 365 is available to all students</p>	ongoing	
<p><b>Use advanced report data to track SEND pupil progress</b></p>	<p>Works at a global level – now focus on individual subject tracking to improve support for SEND pupils in the classroom.</p> <p>Continue to improve quality and management of information about pupil health and welfare</p>	2016-2019		<p><b>Use advanced report data to track SEND pupil progress</b></p>	<p>Works at a global level – now focus on individual subject tracking to improve support for SEND pupils in the classroom, especially through the broken down Midyis/Yellis/Alis scores</p>		
	<p>Year 9 Diversity Workshop has become an annual booking; part of other PSHE work focuses on discrimination, equality and anti-bullying themes</p>						



<b>Introduce Dyscalculia screener to identify any underlying Maths difficulties</b>		2016-17	GL Dyscalculia screener purchased and being used with all Year 7 pupils				
<b>Identify students with reading / literacy difficulties and support them to improve</b>	<p>Dyslexia screener introduced autumn 2015 used in conjunction with Star reading test.</p> <p>Reading support programmes (Lexia and SRA) used to support students with identified difficulties</p>	2016 -	<p>Ongoing</p> <p>Improved monitoring of the schemes from Autumn 2016 in place.</p>	<b>Identify students with reading / literacy difficulties and support them to improve</b>	<p>Dyslexia screener introduced autumn 2015 used in conjunction with Star reading test.</p> <p>Reading support programmes (Lexia Core5 and PowerUp) used to support students with identified difficulties</p> <p>PowerUp introduced to all Y9 single linguists to improve overall literacy</p>	<p>Ongoing</p> <p>Ongoing</p> <p>2019-20</p>	
<b>Continued development of digital learning</b>	<p>Use of Ipads being expanded in Learning Support sessions</p> <p>Use of BYOD for SEND students who have an identified learning need.</p>	<p>2017</p> <p>Ongoing</p>	<p>Dyslexic students are encouraged to type 20</p>	<b>Continued development of digital learning</b>	<p>Use of Ipads being expanded in Learning Support sessions</p> <p>Use of BYOD for SEND students who</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Pupils with working memory difficulties are encouraged to type 20 wpm with</p>



	Touch typing club open to all students to help facilitate this	ongoing	wpm to use their own device unless there are additional underlying needs.		have an identified learning need.  Encourage use of OneDrive to allow regular access to documents at home and at school.  Touch typing club open to all students to help facilitate this  Touch Typing planned to be incorporated into Y8 Computer Science curriculum	Ongoing  Ongoing  TBC 9.2020	90% accuracy to use their own device in school unless there are additional underlying needs.
<b>Improving access to information</b>							
<b>Use tutor/parent evenings to emphasise the joint partnership between parents, SEND students and the school</b>	Encourage parent appointments by writing to all SEND parents prior to each parent evening.	2016 -	Attending all tutor parent evenings.	<b>Use tutor/parent evenings to emphasise the joint partnership between parents, SEND students and the school</b>	Online booking system will include SENDCo availability for all SEND pupils	2019-	



<p><b>Yearly SEND information evening to clarify the SEND process in school</b></p>	<p>SEND evening held regularly every November to explain the SEND monitoring systems in school, access arrangements, support in the classroom and any other parental concerns.</p>	<p>Ongoing</p>	<p>ongoing</p>	<p><b>Yearly SEND information evening to clarify the SEND process in school</b></p>	<p>SEND evening held regularly every November to explain the SEND monitoring systems in school, access arrangements, support in the classroom and any other parental concerns.</p> <p>Prep school parent information morning held in April to improve transition</p>	<p>Ongoing</p> <p>2019 -</p>	
<p><b>Improved staff training</b></p>	<p>In line with the School's Medical Conditions Policy 2016/17, the school is scheduling regular INSET training with external First Aid trainers for all staff which will take place annually</p> <p>Meetings with healthcare professionals (e.g. cancer or diabetes nurses etc) to continue to be scheduled for</p>	<p>From Jan 2017 &amp; annually as a minimum thereafter</p>		<p><b>Improved staff training</b></p>	<p>In line with the School's Medical Conditions Policy 2016/17, the school is scheduling regular INSET training with external First Aid trainers for all staff which will take place annually</p> <p>Meetings with healthcare professionals (e.g. cancer or diabetes nurses etc) to continue to be scheduled for staff</p>	<p>Ongoing</p> <p>Ongoing</p>	



	<p>staff and/or pupils wherever necessary.</p> <p>Ongoing INSET programme to support staff with ipads in class, understanding of SEND issues, improved learning &amp; pastoral strategies</p>				<p>and/or pupils wherever necessary.</p> <p>Epipen training scheduled for students and friends with severe allergies.</p> <p>Ongoing INSET to support staff with improved ICT, understanding of SEND, literacy, and improved learning and pastoral strategies</p>	<p>2019-20</p> <p>ongoing</p>	
<p><b>Improved access for staff and pupils to information</b></p>	<p>Firefly is being updated with more resources available to all pupils.</p> <p>Update Study Skills and accelerated learning skills on Firefly</p> <p>Programme to train staff in the use of ipads for teaching – compulsory programme of INSET for all staff</p> <p>Increased expectation that ipads are used by</p>	2016-17		<p><b>Improved access for staff and pupils to information</b></p>	<p>Firefly has been updated with resources for pupils, staff, and parents.</p> <p>Pupils use Firefly for homework tasks.</p>	<p>Ongoing</p> <p>ongoing</p>	



	<p>staff and pupils in lessons as an integral process of teaching rather than merely as an entertaining research tool</p> <p>Introduction of Apple TV in each classroom to enable staff to project material on ipads onto the screen</p>						
<b>Improving access to Physical Environment</b>				<b>Improving access to Physical Environment</b>			
<b>New construction work</b>	<p>All new work is built to building regulations which include access for people with disabilities. The school also takes the opportunity of improving access is surrounding areas wherever possible</p> <p>There are no further plans to improve areas of the school unless necessary.</p>	2016-19		<b>New construction work</b>	<p>All new work is built to building regulations which include access for people with disabilities. The school also takes the opportunity of improving access is surrounding areas wherever possible</p> <p>There are no further plans to improve areas of</p>	ongoing	



	The Senior School is fully accessible to disabled visitors, pupils and staff, save for the LeClerc building, which has not got wheelchair access at present.				the school unless necessary.  The Senior School is fully accessible to disabled visitors, pupils and staff, save for the LeClerc building, which has not got wheelchair access at present.		
<b>Security Audit</b>	<p>A security audit is scheduled for Nov. 2016 to look at ways of improving the safety of the site for pupils in terms of access</p> <p>Introduction of coloured lanyards for all adults in the school:</p> <ul style="list-style-type: none"> <li>• Staff (Teaching &amp; Support)</li> <li>• Visitors</li> <li>• Governors</li> <li>• Peripatetic teachers</li> </ul> <p>Scope for the lanyards to have some degree of functionality in future</p>	2016/17		<b>Security Audit</b>	<p>Security audit to improve safety</p> <p>Introduction of coloured lanyards for all adults in the school with printer functionality for more secure printing:</p> <ul style="list-style-type: none"> <li>• Staff (Teaching &amp; Support)</li> <li>• Visitors</li> <li>• Governors</li> <li>• Peripatetic teachers</li> </ul>	October 2019  2019 -	



	(potentially 2017/18)						
	<p>Improved shuttle service – from 2016, a minibus is being used rather than the smaller school caddy</p> <p>Plans for Junior School pupils to be collected by the Shuttle bus on the way to the station at 17:00</p> <p>Ongoing review of security processes and policies</p>				<p>Shuttle bus service in the winter months</p> <p>Ongoing review of security processes and policies</p>	<p>Ongoing</p> <p>ongoing</p>	
	<p>Medical room remains easily accessible</p> <p>Medical files are stored in the office in front</p>	2016/17			<p>Medical room remains easily accessible</p> <p>Medical files are stored in the office in front of it</p>	<p>Ongoing</p> <p>ongoing</p>	



Improving access for those with Mental Health Difficulties				Improving access for those with Mental Health Difficulties			
				<p><b>Improving support for pupils with mental health difficulties during the school day</b></p>	<p>APi and SWa as HOY support staff to work with general student mental health concerns and well being</p> <p>Safe space being set up in the old 'bunker' for students to have respite as needed</p> <p>Increased access to school counsellor – now 4 days per week</p> <p>Increased resources on Firefly for those in crisis</p> <p>Crisis helplines being added to back of pupil toilet doors.</p>	<p>2019 –</p> <p>2019 –</p> <p>2019 –</p> <p>2019 –</p> <p>October 2019 -</p>	



				<b>Improving training for staff on mental health</b>	Regular INSET on supporting those with mental health difficulties and on delivering PSHE sessions to support wellbeing.	2019 -	
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