

Lincoln Minster School

Special Educational Needs (SEN)

1. Policy Statement

Since the Warnock Report of 1978, it is accepted that one fifth of the general population of pupils in mainstream schools might have learning difficulties/disabilities of some kind during their school lives. It may also be necessary for about two per cent of these pupils to have statutory statements made of their needs, under the regulations of the Education Act 2011. The range and degree of learning difficulties/disabilities, behavioural problems, physical or sensory disabilities that might be found in a typical class will vary, but we recognise that we have children with a range of SEN in this school.

Recent legislation associated with the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, aims to improve outcomes for children and young people with learning difficulties/disabilities by ensuring close co-operation between education, health and social care services.

Lincoln Minster School, through implementation of this policy, aims to ensure that pupils who have been identified as having learning difficulties/disabilities are encouraged, along with their parents, to participate fully in decision-making at individual and strategic levels, in accordance with The Special Educational Needs and Disability Regulations 2014.

Lincoln Minster School is committed to providing a curriculum and teaching which effectively provides for subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement/EHCP. We are also committed to providing a curriculum and teaching through which all pupils, including those with special educational needs and disabilities, have the opportunity to learn and make progress, where all pupils are encouraged to have high aspirations, and where they can achieve their very best.

We are committed to ensuring the safe evacuation of all pupils, including those with special needs and pupils with learning difficulties/disabilities from the school in the event of an emergency. We are equally committed to ensuring that all pupils, including those with special needs, and pupils with learning difficulties/disabilities are able to enter and leave the school and operate through the school day in safety and comfort. Pupil Specific Health and Safety Risk Assessments are carried out, and as needs are identified, measures are taken to implement recommendations to ensure safety and comfort. We are committed to considering the number of pupils, individual needs, including special educational needs and disabilities (use of wheelchair for example), when allocating classrooms and other teaching areas to ensure that they are appropriate in size and suitability to allow effective teaching and learning. This consideration includes assessment of furniture and fittings as appropriate for the age and specific needs, including special needs, of all pupils registered at our school.

The LMS SEN policy document outlines our procedures for:

- the identification, and assessment of pupils with Learning Difficulties/Disabilities or SEN
- meeting the needs of each individual through a range of provisions

- monitoring the progress of individuals and adjusting programmes to ensure that each child reaches his or her potential

We aim to:

- ensure that SENDA (Special Educational Needs and Disability Act), and relevant Codes of Practice and guidance are implemented effectively across the whole school.
- ensure full entitlement and access for pupils with learning difficulties/disabilities and with SEN to high quality education within a broad, balanced and differentiated curriculum, appropriate to the ages and aptitudes of those pupils which will help each reach his full potential and build self-esteem
- identify and assess pupils with Learning Difficulties/Disabilities or SEN as early and thoroughly as is possible and necessary, to plan and implement individual programmes to meet individual needs and to involve parents/carers and pupils in appropriate stages in the process
- ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with Learning Difficulties/Disabilities or SEN, and to make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education
- monitor progress and adjust programmes accordingly, identifying needs as they arise and anticipating appropriate provision to meet those needs
- provide specific input, matched to individual needs, in addition to differentiated class room provision.

It should be noted that, as appropriate, the aims and objectives of the Curriculum Support Department relate directly to those of the school, and are also based on the values derived from The Children and Families Act 2014, and the Special Educational Needs and Disability Code of Practice: 0 to 25 years.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

Lincoln Minster School is fully committed to ensuring that the application of this Special Educational Needs Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

Lincoln Minster School seeks to implement this policy through adherence to the procedures set out in the rest of the document.

In line with our Provision of Information Policy, this document is available to all interested parties on our website, on request from the main school office, and on request from the Senior School SENCo, and should be read in conjunction with our Accessibility Plan (SENDA 3), Disability Policy, Curriculum Policy and Equal Opportunities policy.

This document is reviewed annually by the Senior School SENCO and the Prep School SENCO as events or legislation change requires. The next scheduled date for review is September 2019.

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2. Abbreviations and terminology

The term **parents** is employed throughout this policy and others to refer to any parent, guardian, or other adult in 'loco parentis'.

LMS	<i>Lincoln Minster School</i>
SEN	<i>Special Educational Needs</i>
SENCO	<i>Special Educational Needs Coordinator</i>
IEP	<i>Individual Education Plan</i>
LEA	<i>Local Education Authority</i>
CSD	<i>Curriculum Support Department</i>
SLT	<i>Senior Leadership Team</i>
EHCP	<i>Educational, Health and Care Plans</i>

3. Special educational needs

If a pupil has significant problems (physical, emotional, psychological, medical, or if English is an additional language) that hinder/prevent him/her from learning or benefiting from the normal education or educational facilities provided for the majority of his/her peers (who attend main stream secondary schools within the LEA area) then that Pupil has **Special Educational Needs**.

If the pupil needs different or additional educational provision to that generally provided for his/her peers (who attend a main stream secondary school) then that educational provision is deemed '**special educational provision**'.

Any child categorised as in need of SEN support or in receipt of an EHCP will be entered onto the school's Learning Difficulties/Disabilities register.

4. The Process of identification, assessment and provision

The School's core curriculum is inclusive and differentiated and thereby allows most pupils to achieve their potential without additional support. The curriculum is based on the principles of setting suitable learning challenges, responding to pupils' diverse learning needs, and overcoming potential barriers to learning.

However, there are sometimes circumstances in which some additional or different action is needed, if pupils with Learning Difficulties/Disabilities or SEN are to make adequate progress. In all cases, there are decisions to make about what resources, targets and actions are most appropriate to the needs of the pupil. The School ensures that the resources that they have at their disposal are being used effectively and efficiently to meet the needs of *all* pupils.

A process for identification, assessment and provision in accordance with the Code of Practice is in place. This process recognises that there is a continuum of SEN and this is responded to with a graduated response.

This entails a cyclical process of

- Assessment
- Planning
- Action/intervention
- Review

Working closely in liaison with the parents, child and staff involved this process is implemented with an outcomes focus, using individualised target setting and monitoring.

5. EHC Plans

In some cases, the correct provision for an individual will depend upon resources that can only be accessed via an EHCP. Those children who have an EHCP will have their progress monitored through Annual Review in the coming academic year. This stage is only applicable for around 1% of pupils at LMS.

For detail about how this is implemented across the three sites, please see the documents that follow.

6. Senior School

6.1 Aims and Objectives

Our seven key aims are listed below, along with our relevant objectives which are intended to show how the structures and systems that are in place actually put the aims into practice.

At LMS we aim to:

Ensure full entitlement and access for Pupils with Learning Difficulties/Disabilities to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.

How we do this:

- The Headmaster and SENCO monitor our annual intake to ensure that pupils with Special Educational Needs (with or without an EHCP) are properly identified and their needs supported both in the wider curriculum and in Study Support.
- The Curriculum Support Department works closely with the senior managers of the School Curriculum and timetable, as well as department heads, to ensure that:
 - o allowance is made for differentiation according to individual needs
 - o subject specific vocabulary and terminology is presented visually and in advance of the relevant subject where possible. This information is also passed on to Curriculum Support
 - o it offers the opportunity for alternative forms of note taking and presentation of coursework and homework

Educate pupils with Learning Difficulties/Disabilities or SEN, wherever possible, alongside their peers within the normal curriculum after giving due consideration to their individual needs ensuring a safe, suitably equipped, accessible learning environment.

How we do this:

- The Curriculum Support Department offers advice and INSET (training) opportunities to departments and subject teachers on employing differentiated teaching methods and resources. We work together to develop Individual Education Plans (IEPs) and approaches to enhancing pupil self esteem
- The Curriculum Support Department staff:

- provide expertise in the education of pupils with learning difficulties
- provide expertise in the education of pupils with emotional and behavioural difficulties
- provide expertise in the education of pupils with dyslexia
- provide care and expertise for a small number of pupils with physical disabilities
- provide expertise in the education of pupils with dyspraxia
- Close liaison between subject teachers and the Curriculum Support Staff is necessary if personal resources are to be made effectively. A sound knowledge of the subject scheme of work is extremely helpful. (See policy on Working with other Departments).
- The Curriculum Support Staff ensure that subject staff are fully informed as to the specific needs of any pupils in their charge. A pupil profile is available on Curriculum Support pupils, a copy of which can be found on group shared resources. Further details are available in the Curriculum Support Department.
- The SENCO ensures that on request, our pupils' Learning Difficulties/disabilities and Special Educational Needs are known to other schools or Colleges to which they may transfer.
- Educational provision is achieved through full integration into the mainstream classroom. Sensitive and creative adaptation of the curriculum may be required in order to match what is taught and how it is taught to the pupils' aptitudes and abilities. This can be done by adopting appropriate teaching methods and resources which are sensitive to the expected pace of learning. We consider that one of our key roles is to raise awareness of staff in these issues, and to support them to 'deliver' the Curriculum to maximum effect. We truly support staff in the widest sense which is of crucial importance if the SEN policy statement is to be realised.

Stimulate and maintain pupil curiosity, interest and enjoyment in their own education.

How we do this:

- Curriculum Support Staff provide a variety of experiences/activities during a course of study/session and during a lesson if possible. There are opportunities for individual and/or group activities.

Enable pupils with learning difficulties/disabilities or SEN to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to access the curriculum. The Curriculum must be broad to promote intellectual, emotional, social and physical development, in order that pupils can develop as valuable members of society both now and in the future, e.g. pupils should develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, initiative and independence.

How we do this:

- Curriculum Support Staff offer advice and INSET (training) opportunities to subject teachers and other departments on employing teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, special needs, etc.) to have equal access to the curriculum and to experience success and enjoyment in their work. These INSET courses may cover issues such as working with dyslexic, dyspraxic, ADHD, or language impaired pupils, for example, and how best to construct worksheets and differentiated materials.
- Lessons are conducted in a secure, supportive and disciplined manner. The pupils and the staff interact in a manner that demonstrates mutual respect. The CURRICULUM SUPPORT Staff believe that learning takes

place most effectively in the context of a caring relationship and that good teacher/pupil relationships foster trust and promote self-reliance and initiative.

- Staff encourage pupils to pursue a piece of work over a period of time, e.g. project work, where research is carried out - possibly using a library or the internet.
- Staff use a reward system, e.g. direct verbal praise, and a Merit system. This encourages pupils to work to their full potential and to experience a sense of achievement.
- Pupils have regular homework that has a direct relationship with the course work and a clear purpose.
- Safety is always a major concern, particularly when working in the science, art photography and textiles areas.

Identify and assess pupils with Learning Difficulties/Disabilities or SEN as early and thoroughly as is possible and necessary

How we do this:

- The process of identification and assessment normally starts through liaison with our Primary feeder schools. They will pass on relevant information to us about the special educational needs of pupils, which will inform our planning.
- During the first three weeks of September all Year 7 Pupils are given a Reading and Spelling Test and a cognitive abilities test. If we do not already know of a pupil's learning difficulty/disability, these tests in the first few weeks can alert us to the need to put in support. The tests are culturally neutral and useful for a range of ethnic groups. CSD Staff may spend a short time observing Year 7 classes, and will discuss with Department Heads before decisions are made on the kind of support to be provided. Specific requests for support are also considered from various sources including Department Heads, parents, class teachers, etc. Some pupils may personally request support and the School endeavours to assess, identify and intervene as far as is possible within the limits of the resources.

Fully involve parents and pupils in the identification, assessment and delivery of SEN and to strive for close co-operation between all parties. An individual Education Plan may be drawn up with the pupil, and with the support of parents, if implementation is to be effective

How we do this:

- The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the Pupil and his/her parents. Please see later notes on involving pupil and parents, and the policy on Parental Liaison.

Meet the needs of all pupils who have SEN by offering continual and appropriate forms of educational provision by the most efficient use of all available resources

How we do this:

- We implement a model of special educational needs based upon that described in the Code of Practice. (See

the section on Identification/Assessment). The Curriculum Support Department offers specific help to pupils in the areas of handwriting, reading, writing, spelling, language development and study skills.

6.2 Identification, Assessment and Provision

Pupils who are thought to have a Learning difficulty/disability or Special Educational Needs are identified and assessed as early and thoroughly as is possible and necessary.

The process starts through liaison with our Primary feeder Schools. All reports from the feeder school along with any previous Educational Psychologist Reports, and EHCPs are examined. The school and any other professionals whose information can enhance our understanding of the Special Educational Needs of the individual, are contacted before we begin our own assessment so that an Individual Education Plan can be properly designed and appropriately implemented.

During the first three weeks of September all Year 7 pupils are given a Reading Test (indicating reading and comprehension ages), a Spelling Test and a Non-verbal Reasoning Test. Identification of pupils needing support will be largely based on the results of these tests which are culturally neutral and useful for a range of ethnic groups.

The School's core curriculum is inclusive and differentiated and thereby allows most pupils to achieve their potential without additional support, i.e. the curriculum is based on the principles of:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning.

However, there are sometimes circumstances in which some additional/different action is needed, if pupils with learning difficulties/disabilities or Special Educational Needs are to make adequate progress. In all cases, there are decisions to make about what resources, targets and actions are most appropriate to the needs of the Pupil. The School ensures that the resources that they have at their disposal are being used effectively and efficiently to meet the needs of *all* pupils.

A process for identification, assessment and provision in accordance with the new proposed Code of Practice will be implemented. This process recognises that there is a continuum of Special Educational Needs and that the needs of the majority of pupils with a learning difficulty/disability can be met through the school's own resources.

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs by using the following:

- Baseline assessment results
- National Curriculum descriptors for the end of a Key Stage
- Standardised screening and assessment tools
- Observations of behavioural, emotional, social and cognitive development
- An existing EHCP
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LEA which has identified or has provided for additional needs

Based on the school's observations and assessment data, discussions will be arranged between the class teacher, SENCO/learning support teacher, parent and child. The child may then be recorded as needing SEN support involving a graduated response of either differentiated curriculum support within the class or small group or additional specific support by the SENCO or curriculum support teachers.

If any additional support is deemed necessary then individual education plans (IEP) are drawn up by the Specialist Teacher for each pupil and progress is reviewed, measured and adjusted accordingly. Parents', pupils', subject and specialist teachers' views are invited and highly valued. Parents are informed about their child's learning and encouraged to participate fully in their child's education at all stages.

For Pupils of an ethnic minority group, (including those whose first language is not English), lack of competence in English does not conform to the definition of SEN. These pupils will be supported by our ESOL department throughout their time at Lincoln Minster School.

School may require help from outside agencies and other specialists to meet the specific needs of some of our pupils. This may include speech therapy, physiotherapy, behaviour counselling and so on. Where appropriate, teachers and parents/guardians will be made aware (by the SENCO) of the agencies and outside specialists who are involved. This could include CAMHS, SALT, Behaviour management / therapy for example.

6.3 EHC Plans

For children with an EHCP there is documented liaison via established channels with the LEA for review and funded provision.

Liaison will be maintained and coordinated by the SENCO/learning support teacher with parents, staff and outside agencies including health and social services. In a few cases, the correct provision pends upon resources that can only be accessed via an EHCP. We have some such pupils at Lincoln Minster School and their progress is monitored through Annual Review in accordance with the Code of Practice and in partnership with the LEA and all necessary outside agencies including Educational Psychologists, Speech and Language and Occupational Therapists and Careers personnel. N.B. This stage is only applicable for around one per cent of pupils at Lincoln Minster School.

When an EHC plan is reviewed, documentation is compiled by the school in the form of notes outlining:

- progress towards meeting objectives listed in the plan,
- how provision has been managed and progress measured,
- future targets

This documentation is detailed and thorough and includes input from subject and specialist teachers, parents and any other professionals involved. This documentation is also sent to the LEA and all relevant parties prior to and following the Annual Review Meeting.

6.4 Involving the Pupils and Parents

The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the pupil and his/her parents. Both the parents and the pupil have important and relevant information to offer and if the pupil is consulted then his/her self-esteem and confidence often benefit. Successful education is dependent on the active and positive participation of parents/pupil/teachers, supported when and where appropriate by other specific professionals and agencies. Parents are always contacted if assessment or referral indicates that a pupil has

a learning difficulty or disability. The parents are spoken to and consulted along with the pupil with respect to background history, current and future needs and aspirations.

The dialogue with the parents and pupil should:

- contain an explanation of the purpose of any assessment arrangements;
- contain a reference to the possibility of regular pupil reports;
- occur within a system that:
 - has a structure that encourages and records the pupil's comments;
 - has a structure that facilitates systematic feedback to the pupil.

Once that identification, assessment and intervention have taken place, pupils and parents are kept regularly informed by a variety of means, including personal contact, reports, annual reviews and the formation and implementation of IEPs where appropriate.

6.5 Testing

All pupils will have completed tests on reading, comprehension and spelling and also a non-verbal reasoning test. Very low scores in each of these areas will indicate where extra help is needed or at least that further investigation is required. Discrepancies between non-verbal, verbal and spelling ages also highlight specific areas for focus. Pupils with more severe difficulties will complete diagnostic tests to indicate more specific areas of difficulty and guide the Curriculum Support Staff in planning and implementing an appropriate programme.

The diagnostic tests used may include:

- PhAB (Phonological Assessment Battery) to establish pupils' phonological ability, which is fundamental to good reading and spelling.
- Ann Arbor Skills Level C to investigate cognitive abilities in visual and auditory processing, hand-eye co-ordination, near and far point copying etc.
- British Picture Vocabulary Scale and Mill Hill Vocabulary Scales to establish levels of receptive and expressive vocabulary
- CTOPP to assess phonology and speed of processing
- Allcock free writing test to establish language processing skills and speed and accuracy of writing
- TOWRE 2 (test of word reading efficiency) to assess phonology and language processing skills

6.6 Coordinating IEPs Across the Curriculum

Although the co-ordinating and planning of a pupil's IEP, especially setting appropriate targets, is the responsibility of SENCO, the devising of strategies and the identification of appropriate methods of access to the curriculum should lie within the area of expertise and responsibility of individual subject teachers. All teaching staff should therefore be involved in providing further help to pupils through *the assess, plan, do, review process*. We ensure that the subject co-ordinators and individual teachers are informed of and have access to the profiles and education plans for individuals, so that they can support the targets and actions within their own curriculum area, and report outcomes to the SENCO.

The profile/ IEP should include information about:

- the history of strengths and weaknesses of the pupil
- welfare concerns for that individual
- the actions (including teaching strategies and provision) to be employed;

- the short-term targets for the pupil

The IEP only records that which is additional to or different from mainstream differentiated curriculum provision. The IEP is brief but informative and focuses on three or four individual targets relating a pupil's individual short-term needs. IEPs drawn up in conjunction with a pupil profile, are available to all staff on our intranet system.

For pupils for whom **English is an additional Language**, an individual Learning Plan and profile is drawn up. This will include any welfare issues and as above, information to help the class teachers ensure access to a broad and balanced curriculum for those pupils with English as an additional Language, while small group and individual lessons to improve their English speaking, listening, reading and writing further ensures this access.

6.7 Advising on Teaching Styles

- Staff should provide a variety of differentiated experiences/activities during a course of study/session and during a lesson if possible.
- There should be opportunities for individual and/or group activities during a course of study/session and during a lesson if possible.
- Educational visits should be encouraged and pupils should express their thoughts and ideas through drawing, displays, photographs and tape recordings, etc.
- Staff should provide a glossary of words with each topic in order to aid correct spelling, understanding of the meanings of and the use of words.
- Staff should encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations.
- Staff should allow opportunities at various times for group discussion. At these times we can listen to each other's views and hopefully reflect upon them.
- Staff should refer to work in other subject areas, e.g. Humanities, Maths, Music, Languages, etc. whenever appropriate.
- Staff should attempt not to spend inequitable amounts of time with any one pupil, group of pupils, gender group, etc. However, Staff will often need to spend considerable amounts of their own time helping individual pupils.
- Staff should encourage pupils to follow both verbal and written instructions accurately.
- Staff should encourage pupils to share their experiences and culture with others in order to enhance the quality of learning.
- Staff should be aware of the range of learning styles and vary their teaching style accordingly, using visual, auditory and kinaesthetic methods to stimulate all pupils.

6.8 Advising on Safety and Risk Assessments

Risk assessments should identify the need for any additional teaching or ancillary support and any provision of such support must be allocated in order to minimise the risks. For some pupils with learning difficulties/disabilities, individual risk assessments may be required for each identified activity. We are committed to ensuring that emergency evacuations of all pupils can be accomplished taking into account specific needs of some with sight or mobility problems for example. We ensure that Emergency plans are posted in each relevant classroom relating to any individual for whom a plan is necessary and that a team of staff are familiar with and practised in any emergency procedure that may be necessary. If possible, the working environment should be altered to allow full access for pupils with physical disabilities for example, we have supplied a special kneeling stool/chair for a pupil with mild

cerebral palsy and ensure that stairways have luminous strips or indeed that an alternative route is planned for one or two individuals who have visual problems and therefore see in two dimensions and have a reduced field of vision. After a risk assessment, Curriculum Support Department can still deny access for a pupil to a particular task or machine if it is considered that the pupil's health, behaviour or disability places that pupil or others at risk, but every effort is made to blend full access to a broad and balanced curriculum with ensuring the health and safety of all concerned.

We are mindful of furniture and fittings, actual classroom allocation for certain groups, and that equipment in science labs for example should be appropriate to the needs of all individuals. We appreciate that access for all pupils coming to and from school and moving around all the school buildings has to be carefully considered and adjustments made to ensure full entitlement of all pupils to a broad and balanced educational experience during their time with us.

7. Preparatory School (KS1 and KS2)

Lincoln Minster Preparatory School is committed to providing an appropriate and high quality education, believing that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, to be fully included in all aspects of school life and to have the opportunity to make progress.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

We will respond to learners in ways which take account of their varied life experiences and needs.

This policy describes the way we meet the special needs of children i.e. those who experience barriers to their learning due to sensory or physical impairment, learning difficulties, or emotional and/or social development issues. The barrier could also relate to factors in their learning environment in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

7.1 Objectives

- To ensure the SEND Act and Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as needing SEN support.
- To ensure that pupils with Learning Difficulties/Disabilities or SEN are perceived positively by all

members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.

- To enable children to move on from us with well-planned transition, equipped in the skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.
- To ensure children with Learning Difficulties/Disabilities, SEN or EAL are catered for in a safe, suitably equipped, accessible learning environment and peer group setting.
- To ensure that children with EAL are recognized and supported within the setting according to individual emotional and educational needs.

7.2 Arrangements for Coordinating SEN Provision

- The SENCO will liaise with class teachers to discuss additional needs, concerns and to review IEPs.
- Where necessary, reviews will be held more frequently than twice a year for some children.
- Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- The SENCO, together with the Head of the Preparatory Department and Deputy Head of the Pre-Preparatory Department, monitors the quality and effectiveness of provision for pupils with Learning Difficulties/Disabilities or SEN through classroom observation and re-assessment.
- SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and by trained learning support assistants. The support timetable is reviewed annually and amended according to need.
- Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

7.3 Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs by using the following:

- Baseline assessment results
- Key performance indicators
- Standardised screening and assessment tools
- Observations of behavioural, emotional, social and cognitive development
- An existing EHCP, or SENA assessment
- Assessments by a specialist service, such as educational psychology, identifying additional needs.
- Another school or LEA which has identified or had provided for additional needs.

Based on the school's observations and assessment data, discussions will be arranged between the class teacher, SENCO, parent and child. The child may then be recorded as needing SEN support involving a graduated response of either differentiated curriculum support within the class or small group or additional specific support by the SENCO.

7.4 Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school defines *adequate* progress as that which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behavior

Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, provision may be enhanced to offer individual or small group targeted interventions additional to the class based support implemented by learning support teaching staff or assistants.

The graduated response to the identification of individual need follows the provision map laid out by the SEN department responding to needs in 4 main areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and /or physical development

A cyclical approach of planning, intervention and then review is implemented, driven by outcomes with staff, parents and children involved at all stages.

7.5 EHC Plans

For children with an EHCP, there is documented liaison via established channels with the LEA for review and funded provision.

Liaison will be maintained and coordinated by the SENCO/learning support teacher with parents, staff and outside agencies including health and social services. Links are also made with transfer schools to ensure information regarding SEN provision is shared appropriately prior to any transition.

All records are treated confidentially.

8. EARLY YEARS FOUNDATION STAGE

Early Years Foundation Stage is in this instance the children in our Nursery Discoverers, Nursery Explorers and Reception classes.

8.1 Aims

- To ensure that all children, including those with Special Educational Needs, have access to a broad, balanced and purposeful curriculum, encompassing all seven areas of learning within the Early Years Foundation Stage
- To meet the needs of all children in our setting by ensuring that those who are thought to have Special Educational Needs are identified and assessed as early and as thoroughly as possible
- To meet the needs of all children with Special Educational Needs by offering appropriate forms of educational provision by the most efficient use of all available resources
- To fully involve the parents and pupils in the identification, assessment and delivery of Special Educational Needs and to strive for close co-operation between all parties including outside agencies
- To ensure that all staff have an awareness of and are sympathetic to the Special Educational needs of the children within our setting
- To ensure that all information regarding children within our setting is treated with sensitivity and in confidence
- All staff within Lincoln Minster Early Years Foundation Stage believe that all children have the right to a broad and balanced early years curriculum

In the EYFS we provide a happy, positive environment that offers a broad, balanced and stimulating curriculum which will encourage the child to reach his or full potential through excellence of teaching and a strong parent school partnership.

8.2 Definition of Special Educational Needs in the EYFS

A child has Special Educational Needs if they have a learning difficulty or medical condition which calls for special educational provision to be made for them.

A child has a learning difficulty if they:

Have a significantly greater difficulty in learning than the majority of children the same age

Or

Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools

Or

Is under five and falls within the two definitions above or would do if special educational provision was not made for the child

8.3 Identification and Assessment of Children with Special Educational Needs

We have regard for the code of practice on the early identification and assessment of children with Special Educational Needs. We adopt the graduated SEN support model from the guidelines of the SEND Code of Practice 2014.

Initial identification of SEN concern will be discussed by the class teacher/ Head of EYFS/Deputy Head of the Pre-Preparatory School with parents triggered by:

- lack of progress, even though teaching methods are targeted towards the child's area of weakness
- The child working at a level significantly lower than expected
- Persisting behaviour/ emotional difficulties
- Sensory/ physical problems and little progress with support/ equipment available
- Communication/ interaction/ concentration difficulties impacting on learning
- Communication impairment (developmental or specific) or due to multiple language learning (EAL)

When a child is identified as having Special Educational Needs and needing SEN support, provision is mapped out encompassing differentiated, individualised activities, firstly class-based. Targeted activities are planned and reviewed, involving the parents/ carers and child where possible.

8.4 Statutory Assessment

The request for statutory assessment may be required for exceptional cases and the specific requirements are dictated via the SEND Act and Code of Practice for the gradual introduction of EHC Plans.

8.5 Role of the EYFS SENCO

Named SENCO: Mrs Victoria Whitworth, Deputy Head of the Pre-Preparatory School.

. The main role of the SENCO is:

- To act as a contact for other members of staff on interpreting the Code of Practice and for training
- To support colleagues in identifying and meeting the Special Educational Needs of children in the setting
- To oversee records kept on Special Educational Needs for individual children
- To act as a first point of contact on Special Educational Needs for the LEA, Health Services, Social Services and others
- To seek outside advice and support if needed with regard to children in the setting or for those about to join it
- To ensure that parents/ carers of children with Special Educational Needs are kept informed and consulted throughout
- to monitor the progress of any child with Special Educational Needs and liaise with staff and parents/ carers over the targets.

8.6 Planning, Intervention, Monitoring and Assessment

Staff meet regularly to discuss planning and progress so as to plan effectively to meet the needs of all children in our setting. Children's progress is monitored carefully by use of observations, photographs and post it notes. Further to this, the following strategies are in place to monitor the progress of children with Special Educational Needs:

- As with all our planning, targets are written with reference to the Early Years Foundation Stage curriculum and are discussed with all those involved so as to provide the best possible outcomes for the child
- All targets are closely monitored using various methods including observations, tick sheets, post it note and photographs
- Targets are reviewed regularly with all agencies, including parents involved being invited to contribute to progress made and future planning needs

- Ongoing discussions with outside agencies (with parents/ carers consent) to make sure all relevant information is up to date
- Parents/ carers are encouraged to discuss their child's progress or concerns at any time, we have an open door policy whereby parents can come in to discuss matters at any time or make an appointment for a more personal meeting.

When a child is identified as having Special Educational Needs and needing SEN support, provision is mapped out encompassing differentiated, individualised activities, firstly class-based. Targeted activities are planned and reviewed, involving the parents/ carers and child where possible. Intervention may be enhanced with the involvement of The Birth To Fives services and other outside agencies.

8.7 Transition

At Lincoln Minster School we strive to make each child's transition from one phase of their education to the next as easy and as smooth as possible.

Children moving from our Nursery Explorers class to our Reception class have regular visits to their new class, getting to know staff and environment. The Foundation Stage SENCO and the school SENCO have regular meetings during this phase to discuss the progress and needs of any child with Special Educational Needs so as to ease their transition to Reception and onto Key Stage 1.

If a child with Special Educational Needs is moving to a new school at the end of Early Years then staff from the new school are invited to attend review meetings during the last term and staff from our school will visit the new setting with the child so as to make the move as smooth as possible.