

MICKLEFIELD SCHOOL (including Early Years Foundation Stage (EYFS))



LEARNING DIFFICULTIES AND DISABILITIES (LDD) POLICY

1 Introduction

- 1.1 This Policy has regard to the 2014 Code of Practice for Special Educational Needs and Disability (**SEND**) and the Children and Families Act 2014, as amended from time to time.
- 1.2 Micklefield School (**the School**) is a non-selective, mixed ability, family school where admission is open to all children including those with additional needs, provided that:
 - Their needs can be catered for;
 - Their admission is compatible with the provision of effective education for the children with whom they will be educated; and
 - Their admission is compatible with the efficient use of resources.
- 1.3 All School staff are expected to be familiar with the 2014 Code of Practice and this Policy.
- 1.4 The School supports the concept of neurodiversity: *“The range of differences in individual brain function and behaviour traits, regarded as part of normal variation in the human population”* (Oxford Living Dictionary definition). This forms the basis of the School’s aim to meet the needs of all children at Micklefield School through personalisation and appropriate input. In practice, this covers a wider spectrum of pupils, including those that may find some aspects of learning challenging as well as those who are highly able in specific areas.
- 1.5 The School provides a broad and balanced curriculum for all children. The School’s starting point for planning that meets the specific needs of individuals and groups of children are the Early Years Foundation Stage (**EYFS**) and the National Curriculum in England. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs. Some children have barriers to learning that mean they have, or develop, short term, additional needs and require particular action by the School.
- 1.6 These requirements are likely to arise as a consequence of a child having special educational needs and/or disabilities. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in the School’s curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.
- 1.7 Children may have special educational needs and/or disabilities either throughout or at any time during their school career. This Policy ensures that curriculum planning

and assessment for children with special educational needs and/or disabilities takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

2.1 The aims of this Policy are:

- To create an environment that meets the special educational needs and/or disabilities of each child within mainstream education;
- To ensure that the special educational needs and/or disabilities of children are identified, assessed and provided for;
- To make clear the expectations of all parties in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs and/or disabilities;
- To enable all children to have full access to all areas of the School's curriculum; and
- To ensure that parents are able to play their part in supporting their child's education.

3 Educational inclusion

3.1 The School has high expectations of all its children. The School aims to offer excellence and choice to all its children. The School wants all its children to feel that they are a valued part of Micklefield School's community. Through appropriate curricular provision, the School respects the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates and in different ways; and/or
- Need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- Providing support for children who need help with communication, language, literacy and numeracy;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely; and
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special Educational Needs and Disability

4.1 The most common special educational needs or disability in the School is one of Specific Learning Difficulty (**SpLD**) manifesting itself as Dyslexia, Dyscalculia or Dyspraxia. There may also be other SpLDs such as autistic spectrum disorders, speech and language difficulties or children with a range of difficulties.

- 4.2 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:
- They have significantly greater difficulty in learning than the majority of children of the same age; or
 - They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.
- 4.3 Some of the children who apply to join the School have previously attended an early education setting with their needs already assessed. Acceptance of a pupil with Learning Support Requirements or special educational needs and/or disabilities is at the discretion of the Headmaster in consultation with the Special Educational Needs and Disability Coordinator (**SENDCo**). If the School is able to meet the pupil's needs, the child will be accepted.
- 4.4 The School's children are regularly assessed so that the School can build upon their prior learning. The School uses this information to provide starting points for the development of an appropriate curriculum for all its children. Everyone involved with the children has a positive role to play in supporting the needs of the pupil and developing and protecting self-esteem. It is essential that a good working partnership is developed between home and School, so that the child is well supported.
- 4.5 If the School's assessments show that a child may have a learning difficulty, the School uses a range of strategies that make full use of all available classroom and School resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the School's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The SENDCo, if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENDCo will then take the lead in further assessment of the child's needs.
- 4.6 The School will keep records of the strategies used to support the child along with the short-term target/s set for the child. Some children may have a personalised Target Sheet that details their strengths and challenges and details the support received and targets set. In most cases, a review will take place once a term. Some children with more complex needs may require an Education, Health and Care Plan (**EHCP**). Where this is the case, the School will liaise with parents, the child (as appropriate) and the Local Education Authority (**LEA**).
- 4.7 The SENDCo works with, and supports, the classroom teachers to help differentiate, plan and monitor work that is appropriate to those children who have an EHCP. In Lower School, progress and the ongoing support required is reviewed half termly between the SENDCo and the class teacher. Sometimes this is on an informal basis.
- 4.8 If the review identifies that support is needed from outside services, the School will consult parents prior to any support being requested. Where possible, children will be seen in School by external support services. This may lead to additional or different

strategies being used for that child. The new strategies will, wherever possible and appropriate, be implemented in the child's normal classroom setting.

4.9 If the child continues to demonstrate significant cause for concern, the parents will be asked to initiate an Educational Psychologists's assessment or other specialist assessment as deemed necessary.

4.10 In Micklefield School, the SENDCo:

- Manages the day-to-day operation of this Policy and co-ordinates the Target Sheets in partnership with the relevant class teachers;
- Co-ordinates the provision for, and manages the responses to, children's special needs and/or disabilities;
- Supports and advises colleagues*;
- Oversees the records of all children with special educational needs and/or disabilities;
- Liaises with the Headmaster, acts as the link with parents, outside agencies and anyone else supporting the child;
- Monitors and evaluates the SEND provision and meets with the Headmaster on a regular basis;
- Manages a range of resources, human and material, to enable appropriate provision for children with special educational needs and/or disabilities;
- Contributes to the Continuing Professional Development of all staff;
- Arranges co-ordinated Learning Support;
- Attends meetings where the individual needs of the pupils are discussed;
- Monitors the effectiveness of SENDCo-directed interventions;
- Liaises with potential next providers; and
- Works with the Headmaster and Governors in relation to the Equality Act 2010, as amended from time to time.

*The SENDCo liaises with class teachers/specialist subject teachers to discuss and advise on pupils/teaching strategies in the classroom and in the Skills Unit. The SENDCo is available to support teaching staff.

5 The role of teachers

5.1 All teachers have a responsibility for the pupils with special educational needs and/or disabilities whom they teach. It is their responsibility to:

- Be aware of this Policy;
- Be responsible for following guidelines and advice and strategies for pL pupils with special educational needs and/or disabilities given by the SENDCo or any other professional supporting the child;
- Identify children causing concern, collecting evidence and presenting it to the SENDCo;
- Plan differentiation (long term and short term) to ensure all children can access the School's curriculum;
- Support the SENDCo in developing and delivering the Target Sheets, and EHCP provision, where applicable; and

- Be responsible for developing their own skills in working with children with special educational needs and/or disabilities via INSET and individual training opportunities.

5.2 The School:

- Uses the “*Assess, Plan, Do, Review*” model as advocated in the 2014 Code of Practice; and
- Has a graduated response to children with SEND.

6 The Role of the Governing Body

6.1 The Governing Body has due regard to the 2014 Code of Practice when carrying out its duties toward all pupils with special educational needs and/or disabilities.

6.2 The Governing Body has identified a Governor to have specific oversight of the School’s provision for pupils with SEND. The School’s “*responsible person*” is the Headmaster and the named governor is Mrs T Bates.

6.3 The SENDCo reports to the Governing Body on developments within the department, forward planning and training needs following the School’s Management Matrix.

7 Assessment

7.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

7.2 The class teacher and the SENDCo assess and monitor the children’s progress in line with existing School practices. This is an ongoing process. If appropriate, other members of staff are asked for their observations during the daily briefing session.

7.3 The SENDCo works closely with parents and teachers to plan an appropriate programme of support, reporting back to the Headmaster.

7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the School. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators

7.5 If a request is made to the LEA for an EHCP, the LEA will seek a range of advice before agreeing to initiate the process. The needs of the child are considered to be paramount in this. The School’s staff will do all they can to contribute to this process.

8 Access to the curriculum

8.1 All children are entitled to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities; and
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

- 8.2 Teachers use a range of strategies to meet children's special educational needs and/or disabilities. Lessons have clear learning objectives; teachers differentiate work appropriately, and teachers use on-going assessment to inform the next stage of learning.
- 8.3 Personal target setting that employ a small-steps approach, feature significantly in the School's educational provision. By breaking down the existing levels of attainment into finely graded steps and targets, the School ensures that children experience success.
- 8.4 The School supports children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, the School does not withdraw children from the classroom situation. There are times, though, when to maximise learning, teachers ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9 Partnership with parents

- 9.1 The School works closely with parents in the support of those children with special educational needs and/or disabilities. The School encourages an active partnership through an ongoing dialogue with parents. Parents have much to contribute to the School's support for children with special educational needs and/or disabilities.
- 9.2 The School has regular meetings to share the progress of children with special educational needs and/or disabilities with their parents. The School informs the parents of any need for outside intervention, and the School will share the process of decision-making by providing clear information relating to the education of children with special educational needs and/or disabilities

10 Monitoring and evaluation of pupils

- 10.1 The SENDCo monitors the movement of children within the LDD system in School. The SENDCo provides the Headmaster and staff with regular summaries of the impact of this Policy on the practice of the School.
- 10.2 The SENDCo is involved in supporting teachers involved in drawing up next step targets. The SENDCo also jointly monitors any provision outlined in a child's EHCP with his/her teachers. The SENDCo and the Headmaster hold regular meetings to review the work of the School in this area.
- 10.3 Further information can be obtained in the School's Admissions Policy, Accessibility Plan and the Inclusion Policy.

11 Monitoring and review

- 11.1 This Policy is reviewed annually with Mrs T Bates, the School's named Governor for LDD.

Mr R M Ardé

Headmaster

Mrs J M Hamilton

Chair of Governors

Reviewed: September 2021

Review date: September 2022