



LOUGHBOROUGH ENDOWED SCHOOLS

SPECIAL EDUCATIONAL NEEDS POLICY

To Parents/Legal Guardians
Copies to Staff and Governors

1. Aims

The aims of this policy are to promote good practice in our screening and management of Special Educational Needs and to explain the support which we can provide for children who have learning difficulties and the co-operation we will need from parents/legal guardians.

2. Definition

2.1 Children have *special educational needs* if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) 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 schools within the area of the local education authority.
- (c) are under five and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

(Education Act 1996, Section 312 (1) and (2))

2.2 A child who finds a particular subject difficult does not necessarily have a “learning difficulty” in the legal sense of the expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen.

2.3 Learning difficulties may affect children of all abilities. Sometimes a child’s learning difficulties may not become apparent until educational pressures increase.

3. General Statements

- 3.1 Admission to the schools within the Loughborough Endowed Schools' Foundation depends upon a prospective pupil reaching the appropriate standard in the entrance test and meeting the criteria required to maintain the academic standards of the school. For their part, the individual schools have a duty to take all reasonable care to educate and develop the pupils to the best of their potential, having regard to the standard and resources of the schools. The schools are committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their relevant merits and abilities. This commitment is shared by pupils, staff, parents/legal guardians and the board of governors.
- 3.2 The parents/legal guardians of all prospective pupils will be asked to give details of any known special educational needs and provide any relevant documentation when applying for a place for their child. Systems will be put in place to ensure that all applicants have equal opportunities in the entrance examinations. The Foundation and the individual schools will be sensitive to any request for confidentiality concerning a special educational need but may ask for reports or references from relevant agencies including previous schools.
- 3.3 Reasonable care will be taken to identify all children with special educational needs as early as possible. Our approach to the detection and management of learning difficulties will be guided by the Special Educational Needs Code of Practice.
- 3.4 Provision for any child with special educational needs will be made in the most appropriate way within the constraints of available resources. The schools may request pupils who are encountering learning difficulties to attend support classes/clinics conducted during the school day.
- 3.5 All reasonable care will be taken to report and consult with parents/legal guardians about their child's learning difficulties and to ensure that teachers are given necessary information about the child's special educational needs.
- 3.6 The school's references to another educational institution and/or agency will include relevant information on the pupil's learning difficulties.
- 3.7 Parents/legal guardians bear the overall responsibility for taking decisions about the management of their child's learning difficulties.

4. Procedures

4.1 The Schools must be notified by the child's parents/legal guardians of any known special educational needs. Confidential information of this kind will be communicated following current data protection guidelines.

4.2 Once in school, a child's special educational needs may become apparent through:

- (a) performance within the classroom or in the wider curriculum
- (b) expression of parental or pupil concern
- (c) screening/testing/tracking procedures

The screening tests used are not diagnostic tests of the kind which an educational psychologist would carry out, and are not infallible. The purpose of these tests is to detect circumstances which may need further investigation or formal assessment. The cost of these tests is included in the tuition fees. All pupils up to Year 11 will be screened for dyslexia within 12 months of entering school, with the exception of the Reception pupils who will be screened in Year 1.

4.3 If the outcome of a screening test or any other circumstance suggests the possibility that the child may have a learning difficulty, the School will report and consult with the child's parents/legal guardians as necessary and make recommendations. The child's progress and needs will continue to be monitored and the School may arrange for the child to have learning support in the area of their difficulty.

4.4 If the screening test results or other information indicate that the child may have a learning difficulty that ought to be assessed without delay, the School will ask the child's parents/legal guardians to agree to their child being formally assessed by a suitably qualified specialist. The School will ask the child's parents/legal guardians to agree to follow the recommendations of the specialist unless there are persuasive reasons to the contrary. The cost of any formal assessments must be borne by parents/legal guardians and it is the responsibility of the parents/legal guardians to ensure copies of any reports and recommendations are made available to the school. Once these have been received the School will continue to monitor the pupil and keep teaching staff informed.

4.5 The School may recommend a course of remedial teaching by a qualified specialist or a referral to an appropriate outside agency. Parents/legal guardians will be expected to bear the cost of this.

5. Examinations

Children who have been diagnosed by a suitably qualified specialist as having a special educational need may be eligible to apply for access arrangements in some internal (in so far as is reasonable) and all public examinations. The child's parents/legal guardians are asked to liaise with their child's form tutor/class teacher in good time with respect to this. Separate examination accommodation will not be guaranteed by the schools for pupils granted additional time in public/internal examinations.

Within the terms of current regulations (JCQ Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations: paragraph 2.1.1.), the schools have an expectation that pupils will have attended relevant support sessions prior to them being granted additional time in their external examinations.

6. Statements of Special Educational Need

6.1 Parents/legal guardians have the right under s.329(1) of the Education Act 1996 to ask the local education authority to make an assessment with a view to drawing up a Statement of Special Educational Needs.

6.2 The school also has the power (under s.329A) to ask the LEA to arrange an assessment. If the LEA refuses, the parents/legal guardians (but not the school), have the right of appeal.

6.3 However, the Endowed Schools are not approved schools for children with *Statements* of Special Educational Needs (s.347 of the Education Act 1996) but by section 347(5)(b) a child with a *Statement* of Special Educational Needs may attend the Schools if the Secretary of State consent to the child being educated here.

6.4 All funding provided for support of a pupil in receipt of a statement will be used by the schools to promote the best interests of that pupil (within the context of the whole school).

7. Alternative Arrangements

7.1 *Withdrawal.* The Schools reserve the right, following consultation with parents/legal guardians, to ask or require parents/legal guardians to withdraw the child from the school if, in the School's opinion:

- (a) the child is in need of a formal assessment, specialist teaching, learning support or medication to which parents/legal guardians do not consent; and/or
- (b) parents/legal guardians have withheld information from the School which, had the information been provided, would have made a significant difference to the school's management of the child's learning difficulties; and/or
- (c) the child's learning difficulties require a level of support or medication which, in the professional judgement of the Head, the school is unable to provide, manage or arrange;

- (d) the child has special educational needs that make it unlikely he/she will be able to benefit sufficiently from the mainstream education and facilities which the school provides.

7.2 *Alternative placements.* In any of these circumstances the school will do what is reasonable to help parents/legal guardians find an alternative placement which will provide the child with the necessary level of teaching and support.

7.3 *Financial.* Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of the child will be credited to the account.