



# LAMBROOK

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NURTURING  
POTENTIAL  
SINCE 1860

## SEND Policy

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This document applies to all parts of Lambrook School including the Early Years Foundation Stage.

Reviewed: January 2026

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## **Lambrook School – Our Purpose**

Since 1860, Lambrook has been laying the foundations for its pupils' futures. Children have one opportunity for an education which will form the basis of their lives and, at the same time, one childhood; Lambrook aims to keep a happy balance between the two.

During their time with us, we give our pupils the 'Feathers to Fly' so that when they leave us, they will spread their wings and will take flight; leaving Lambrook as confident, happy, engaging, independent and kind young people who are outward looking in all that they do.

### **Inspiring**

Inspiring pupils from Nursery through to Year 8, offering the most outstanding breadth of educational experiences, encouraging academic intrigue and a desire to learn.

### **Nurturing**

Nurturing and supporting all pupils through an outstanding level of pastoral care, empowering pupils to flourish and have healthy relationships with others within our vibrant and caring School community.

### **Providing**

Providing pupils with an abundance of opportunities to discover, pursue and develop their skills, talents and interests.

### **Preparing**

Preparing our children for the next stage of their educational journey, developing the many 'feathers' necessary for their time at Lambrook, at their future senior schools and beyond.

### **Equipping**

Equipping our children with the skills and the confidence to understand the challenges of the world in which they live; recognising their responsibility towards others, the environment and themselves and enabling them to make a difference, both now and in the future.

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## Ethos and Aims

Lambrook aims to offer the highest quality of teaching and learning and support to all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs and/or disabilities (SEND) can bring to school life. We also value parental knowledge, and their right to confidentiality.

We aim to:

- Raise the aspirations of and expectations for all pupils with SEND, by providing a focus on outcomes and not simply hours of provision or support
- Ensure that all pupils have access to a broad and balanced curriculum
- Provide learning which is differentiated according to the needs and abilities of the individual
- Promote sensitivity and responsiveness to SEND throughout the school
- Encourage pupils with SEND to take as full a part as possible in all school activities
- Educate pupils with SEND, whenever possible, alongside their peers within the mainstream curriculum
- Provide effective communication with the parents regarding their child's progress and attainment, and to recognise and encourage the vital role played by parents in supporting their child's education
- Stimulate and maintain curiosity, interest and enjoyment for pupils with SEND in their own education, setting themselves aspirational personal targets, and ensuring that they are involved, where practicable, in decisions affecting their future SEND provision

A child with SEND is one who may not be able to gain full access to the curriculum offered to the majority. Their needs will be identified as:

- Physical disability, including visual or hearing impairment
- Specific learning disorders, such as dyslexia or aspects of memory function
- Motor skill difficulties (fine and gross)
- Oral and/or written expression limitations
- Social, emotional and mental health
- Illness and long-term absence

National figures indicate that around 13% of school age pupils have special educational need support. Generally, they will exhibit a discrepancy between expected performance and actual performance. Irrespective of their intellectual ability, specific challenges may inhibit their ability to work to their potential.

This policy clarifies the approach we take to accommodating pupils with SEND challenges and supporting them in maximising their potential. Other policies are also relevant when considering SEND pupils, such as the Safeguarding Policy, the Teaching and Learning, Feedback and Curriculum Policies and the Admissions Policy.

## Procedural Objectives

- A designated person (HLD) is responsible for coordinating and overseeing the SEND provision within the educational environment
- A pupil's SEND needs will be identified as early as possible
- Details regarding the SEND of pupils will be treated with appropriate levels of discretion and confidentiality
- The HLD, teacher, pupil and parents will form a working partnership to ensure that appropriate support is established and maintained
- Provision and progress will be monitored and reviewed regularly

- Outside agencies will be involved when appropriate
- Resources will be managed to ensure such needs can be appropriately met
- Appropriate training will be provided for staff and volunteers

## Roles and Responsibilities

The School Governors have ultimate responsibility for SEND children at Lambrook. This is overseen by the Head who has overall responsibility for the management of SEND provision within the school. On a day-to-day basis, this responsibility is delegated to the Head of Learning Development (HLD) / Learning Development Leader (LDL) who keeps the Head and Senior Leadership Team fully informed.

The SENDCO at Lambrook is known as the Head of Learning Development.

The HLD will take a strategic overview of all forms of support designed to ensure that children with special educational needs achieve success.

All teachers have a key role in ensuring that pupils' needs are identified and met. They are responsible for the progress, development and attainment of all SEND pupils in their classes, including where pupils access support from teaching assistants or any other specialist staff.

Teaching Assistants and Intervention teachers are a valuable part of the support for pupils with SEND.

(See Appendix IV for further detail about Roles and Responsibilities.)

## Legal Framework

This policy is provided in accordance with the Children and Families Act (2014), as well as other legislation and associated regulations relating to children and young people with special educational needs (SEN) and disabilities (D). These include:

- SEND Code of Practice: 0-25 years (January 2015)
- The Special Educational Needs and Disability Regulations (2014)
- The Special Educational Needs (Perchild'al Budgets) Regulations (2014) in relation to Education Health and Care Plans
- Equality Act 2010 (Including the Disability Discrimination Act)
- The Mental Capacity Act (2005)

Whilst the SEND Code of Practice is not applicable to independent schools (other than independent special schools) it is considered best practice and we therefore adopt many of its recommendations at Lambrook.

## Definition of Special Educational Needs and Disabilities (SEND)

We consider a child as having SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them because they:

- have a significantly greater difficulty in learning than the majority of children of the same age,
- have a disability, which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Needs can be categorised in four key areas, as detailed in the SEND Code of Practice (2015):

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

(See Appendix II for further detail.)

A pupil will not be regarded as having a learning difficulty solely because their home language is different from that in which they are taught. We may recommend that some children, whose first language at home is not English, receive support in English as an additional language (see our EAL policy).

We recognise that many pupils will have additional needs at some time during their educational career, which may not be deemed to be ongoing and may only be short term. It is also recognised that some pupils will have long-term additional needs. We believe that by implementing this policy their needs may be appropriately supported in order for them to achieve to the best of their abilities.

The following acronyms are used in this document:

- SEND – Special Educational Needs and Disability
- SENDA – Special Educational Needs Disability and Accessibility
- HLD – Special Educational Needs and Disability Coordinator at Lambrook
- LDL – Learning Development Leader
- IEP – Individual Education Plan
- EHCP – Education, Health and Care Plan

This policy works in conjunction with the Accessibility Policy.

## Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum, and the school environment to make sure that pupils with SEND are included in all aspects of school life.

All teaching and non-teaching staff are responsible for ensuring that all pupils, irrespective of ethnic origin, sexual orientation and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while at our school. (Please refer to our Accessibility Plan for further details.)

## Admissions Policy in Relation to SEND

We are firmly committed to inclusivity and to giving every child the best possible start in life. Irrespective of their special educational needs or disability, we consider all children for admission to Lambrook who have the ability and aptitude to access an academic curriculum. Pupils whose SEND are suited to the curriculum are welcome, provided that we have the appropriate resources and facilities to provide them with the support that they require.

Preferably before a place is offered, but at the very latest before a child starts at Lambrook:

1. Parents must disclose to the school any known or suspected circumstances relating to their child's health, development, allergies, disabilities and learning difficulties. Lambrook reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances.
2. Parents must disclose any reports or assessments their child has had to ensure we are able to meet the needs of the child.
3. Based on such disclosure, the school will confirm whether or not it is able to fully meet the needs of the child.

Where a child's SEND is identified, or develops, after the child has started at Lambrook, we will endeavour to continue to support the child as long as:

1. We have the appropriate resources and facilities to provide them with the support they require, and,
2. We believe it is in the best interest of the child and of the school community for the child to remain at Lambrook.

Where, in our judgement, either of these conditions no longer apply, we reserve the right to withdraw a place at the school. In such circumstances, we will use our reasonable endeavours to support parents in finding alternative arrangements.

## Identification, Assessment and Provision

We recognise the importance of early identification of SEND. Evidence shows that early intervention and response improves the long-term outcomes for pupils.

Skills and attainment will initially be assessed via EYFS Learning Goals and Baseline Assessment. At the same time, we will consider whether a child has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made and whether we can reasonably accommodate and support these needs effectively.

High quality teaching, differentiated for individual pupils, is the first step in responding to those who have or may have SEND. Additional support cannot compensate for the lack of good quality teaching. Reviews of the quality of teaching will include teacher's understanding of strategies to support SEND pupils.

### Identification and Assessment

Identification and provision will be determined through the school's SEND assessment process and pupils will then be placed on the Star system, as set out in the Appendix I.

The needs of pupils are evaluated through a range of indicators and in conjunction with the SEND framework (Appendix II):

- The outcome of annual standardised attainment assessments
- The outcome of internal exams
- Concerns raised by class or specialist teachers
- Observations made by the HLD
- Concerns raised by parents, the pupil and outside agencies and to take account of any information that they provide (for example Educational Psychologist, Occupational Therapist or Speech and Language reports).
- Behaviour data
- Regular in-class and/or subject assessments. Class and Subject teachers will make regular assessment of all pupils and identify those who are making less than expected progress. An in-class 2-cycled approach will be used to support the pupil before considering a SEND response.

- *The first response to any pupil who falls into this category will be highly targeted teaching at the area of weakness by the subject / class / form teacher with high quality differentiation and scaffolding strategies to support learning tasks and activities.*
- *Following this, if there is no improvement, the subject and/or Form tutor will review their own practice still further - reflecting on alternative ways in which to support the pupil via visual representations, chunking information, presenting vocabulary prior to learning, over-learning techniques, paired learning with a higher-level pupil, practical activities to consolidate learning.*
- *If the pupil is still not making progress after this 2-cycled process, evidence will be gathered (class test results, quality of independent work, views of the pupil and parents).*
- *In addition, a Microsoft Concern Form will be completed by the Form tutor for the Learning Development Leader and HLD to consider (advice, observation and/or an intervention proposal).*

#### NOTE:

Persistent disruptive or withdrawn behaviour do not necessarily mean that a child has SEND. If there are concerns, a brief screener/ assessment will be made by the Learning Development Leader and/or HLD and the school team working with the child, to try to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties. Parents will be consulted on whether an additional investigation through a specialist assessment is required. In any instance, it may be that a multi-agency approach might be most appropriate and therefore considered. It should be remembered that SEND pupils are vulnerable in terms of safeguarding and mental health.

SEND provision will be based on all information received, but initially through our own in-school pupil progress data and teacher views or concerns, via the Microsoft Concern Forms. Additional information, such as private assessments, will not be the main data used, as this is not available for all pupils, but will be used in conjunction with our own data.

Once the appropriate assessments have taken place, a decision will be made whether a pupil should be placed on the SEND register and which area of support is recommended.

Finally, a pupil's level of SEND need will be recorded on the SEND Register as well as the Provision Overview Document, accessible to all teachers via iSAMS/MS Teams. The SEND register records all pupils and their associated stars. These records are working documents that are updated termly with consultation between the HLDHLDL and Form tutors.

#### Provision

Special Educational Provision means:

- *Educational or training provision that is additional to, or different from, the educational provision made generally for children of the same age... SEND Code of Practice, 2015*

Where a pupil is identified as having SEND, action will be taken to remove the barriers to learning. This SEND support will take a four-part cycle, known as the 'graduated approach'. The four parts to the cycle are: Assess, Plan, Do, Review (SEND Code of Practice 2015).

If additional 1:1 support, is to be provided, parent/carers will be informed.





- Assess -** Internal and/or external assessments, Pupil Progress Meetings, Concern Form - sent to the HLD/LDL at any point (See Appendix III).
- Plan -** HLD/ LDL Teacher(s), parents and pupil (if appropriate) collaborate, where appropriate, to formulate a plan in response to any assessments. If this results in 1:1 support, an Individual Education Plan, henceforth referred to as IEP (see Appendix V) is formulated.
- Do -** Implement strategy determined at planning stage.
- Review -** HLDHLD/LDL, Teacher(s) meet to discuss progress as part of the Pupil Progress meetings. This information is then conveyed to parents and a decision on whether the cycle needs to continue is taken. It is possible, that a child may no longer be considered as SEN or needing additional support and therefore this 4-part approach is terminated.

SEND Provision may take a number of forms that are specifically appropriate to support the identified individual needs of a child.

Where there is need for in-class support (for example from a TA or Learning Development Teacher), the SEND Support Framework will be used to decide where the in-class support is best allocated.

Receiving SEND support is not conditional upon a specialist report.

It is at the School's discretion who qualifies for specialist support and for how long support is given. The school welcomes reports from the School's recommended list of external professionals.

## Individual Education Plans

Pupils on the SEND register and receiving additional support or intervention will have their progress monitored within the targets of their IEP. This is over and above the school-wide progress tracking.

An Individual Education Plan, See Appendix V, (IEP) will be available to all staff via the SEND Information Team.

If a pupil is deemed to be red star, and is receiving 1:1 support from a specialist teacher or speech and language therapist, targets will then be detailed within an IEP. This will be shared regularly, at least twice yearly, with parents/carers either through a meeting or via email, if discussion has previously taken place in another capacity. The IEP is a working document and will be discussed with pupils whom form part of the process. For pupils in the Pre-Prep child friendly versions of these targets will be shared with the pupil.

SMART Targets will be used to inform the IEP with the pupil's next steps, they are:

- *Specific* – target a specific area for improvement.
- *Measurable* – quantify or at least suggest an indicator of progress.
- *Assignable* – specify who will do it.
- *Realistic* – state what results can realistically be achieved, given available resources.
- *Time-related* – specify when the result(s) can be achieved.

The new IEP will be made available to all staff working with the pupil via the SEND information Team and a copy will also be given to the parents/carers.

Any pupil with an Education Health and Care Plan (EHCP) will have the recommendations within the plan followed. Additionally, an annual Review will be held between the Head Teacher, HLD/LDL, parents, Local Authority representative and any other specialists to assess progress and current needs in order to ensure their welfare and the continued successful provision of their education.

## Reasonable Adjustments for Examinations

We believe in best practice and make decisions about which pupils will benefit from differentiated exam conditions. We take into consideration several factors: advice and recommendations by external specialist reports as well as parent, teacher and LDL/HLD's opinion. It is most likely that any pupil that receives specialist 1:1 support in School will benefit from differentiated exam conditions. As pupils progress up the School, we gather evidence to support these exam concessions ahead of taking ISEB Pre-Tests and Common Entrance as well as the transition to next schools. Lambrook aim to support the JCQ guidelines for exam concessions.

## Involving Specialists

Where a pupil continues to make less than expected progress due to SEND, despite the use of an evidence based approached and well matched interventions, we may recommend consultation, assessment and support from outside agencies (for example Speech and Language, Educational Psychologist, Psychiatrist or Occupational Therapy). Equally, parents/carers are advised to involve the school if specialist provision is sought privately and share any reports from this.

The school has a recommended list of professionals, Educational Psychologist, Psychiatrist, Play Therapists or Occupational Therapists.

All teachers should be aware of the individual and differing needs of the pupils and have access to individual records via the SEND Information Team. The HLD, in conjunction with LDL, will ensure that when an external report is received, a summary of the report is circulated to all relevant members of staff with a synopsis, and any recommendations made, added to the pupil's IEP if appropriate.

## Resources

The responsibility for determining the amount of resource for SEND lies with the school Senior Leadership Team who will seek advice from the HLD/LDL.

The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the HLD are met from the main school budget.

The HLD has the key responsibility for determining the allocation of these resources in consultation with the Senior Leadership Team and may also consult the rest of the staff regarding areas of need within the classroom.

## SEND Professional Development

All staff in the school will be provided with general or specific training or information on meeting the needs of SEND within their classroom.

The SEND department should be given the appropriate opportunities to attend external courses to keep abreast with current expertise and thinking in order to best address SEND issues and support SEND pupils.

The HLD should be aware of relevant courses relating to SEND which staff can request access to and the HLD can advise as necessary. All staff have access to training, including teaching assistants. Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this.

Occasionally, specialised training will be necessary to support the needs of a particular pupil. This will be provided to those staff most directly involved with the pupil.

There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working with SEND pupils.

## Communication and Collaboration – Partnership with Parents/Carers

We will ensure that all parents/carers are fully informed of any SEND provision their child may have.

Partnership with parents/carers plays a key role in promoting a culture of co-operation. This is important in enabling pupils with SEND to achieve their potential.

Parents/carers hold key information and have a critical role to play in their child's education. They have knowledge and experience to contribute to the shared view of a pupil's needs. We actively seek to work with parents and value the contribution they make.

Parents/carers may be expected to:

- Recognise and fulfil their responsibilities playing an active and valued role in their child's education by supporting their child's SEND needs
- Alert the school to any concerns they have about their child's learning or provision
- Fulfil their parental obligations to their child. This will usually be done through: Parent Consultations/Meetings (informal or formal) and Annual EHCP plan reviews

Parents/carers may expect to:

- Be informed by the school of their child's provision within the SEND system
- Be informed of what support their child is receiving
- Be informed of their child's progress via parent-teacher meetings, school reports, exam results and more informal communications such as email or direct conversation
- Be involved in formulating their child's targets for their IEP, if appropriate

- Have the opportunity to make their views known about how their child is educated during meetings, at parent/teacher consultation evenings or via direct communication with the child's Form tutor or HLD/LDL

## Pupil Participation

For children with SEND, we aim to involve the pupil in understanding their difficulties and what is needed to overcome them. We also encourage students with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary. Therefore, as part of the student's SEND provision the school should listen to the views of the pupil.

## Parental Concerns Regarding SEND

Where parents have concerns about the School's SEND provision, they should first raise their concerns informally with the LDL/HLD. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in the School should be made to the Headmaster in the first instance. They will be handled in line with the School's Complaints Policy.

If the parent or carer is not satisfied with the School's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

## Record-keeping and Evaluating the Success of the Policy

Records are kept of the progress of SEND pupils and this policy is reviewed on an annual basis to assess how we are doing. The process of review will involve the HLD and the SLT. Review of the policy will take into account:

- Any legislative changes
- The progress made by pupils with SEND at Lambrook School
- The success of the school at including pupils with SEND
- Any recommendations from internal governance reviews and external inspections

## Appendix I - Lambrook SEND Star System

In class support	
LDL Monitoring	
Exam Concessions only	
1:1 Provision	
Small Group/Intervention	
External professional report	

A clear and defined system for identifying and acting upon SEND is set out below.

### 1) Initial Action

The Form tutor has the initial responsibility for identifying pupils who may have Special Educational Needs; the most important and effective method of assessment in all areas of the curriculum is teacher observation. Teachers who have concerns about pupils complete a concern form and discuss it with the LDL/HLD. The LDL/HLD will observe the pupil in the classroom and look through his classwork. In conjunction with the Form tutor the LDL/HLD will then decide if a pupil needs monitoring, internal testing or go onto receive an intervention or additional support through 1:1.

### 2) Monitor Stage

At the end of each year some pupils are given a green star for close monitoring the following year. A discussion will take place with the parents and they will be asked for their views and input. Parents will be kept up to date through informal meetings and at two Parents' Evenings over the course of the academic year. The pupil's assessment and test results are tracked.

If it is decided in the future that a pupil needs individual support from a SEND teacher then parents will again be contacted and asked for a meeting. During the meeting appropriate support for the pupil is discussed and decided by the LDL/HLD and the parents. At this stage, the child will be allocated yellow, red or blue star and put on the school's SEND register.

Pupils may also participate in small group interventions, during the course of their time at Lambrook. These interventions are carefully selected to boost specific weaknesses. Pupils who receive an intervention are will be given a yellow star if the do not already have a star. Parents are not always informed of interventions.

### 3) Individual Support

Pupils listed on the SEND register are supported within the school by specialist teachers. Some pupils on the register have an IEP (Individual Education Plan) which includes a list of SMART targets. These are drawn up by the specialist teachers in conjunction with the LDL and/or HLD and in consultation with the pupil's teachers and parents, when appropriate. These include practical suggestions for teachers to help pupils in class. Copies of all IEPs and SMART targets are kept by all specialist teachers and can be accessed by teachers who teach the pupil, in the SEND Information Team. A pupil's IEP or SMART targets is also shared with parents at least twice yearly.

Pupils are withdrawn from class to work in a small group or on a one to one basis with one of the teachers which might include the LDL/HLD. The frequency of this support is recommended by the SEND team. We have a variety of resources at school and order new materials to support the needs of pupils as required.

Any change to the existing provision, or alternative suggestions for new provision are discussed with LDL/HLD first. The parents will then be informed about this.

## **Educational Health Care Plan (EHCP)**

If a pupil has an EHCP the school will take responsibility for ensuring that all staff working with the pupils have read and understood the EHCP and any specialist reports. We will ensure a clear range of strategies and approaches to support differentiated day-to-day teaching is agreed by all those involved, based on specialist advice. The school will target provision to address the pupil's needs and ensure that agreed outcomes and review points are in place. Teachers, with support from the LDL/HLD, will monitor progress towards meeting agreed outcomes regularly, adjusting planning where needed and the LDL/HLD will monitor and oversee progress at least once a term with all relevant staff, parents/carers and pupils.

## **Outside Agencies**

Some pupils will need more support than can be offered by the school. In these cases external agencies will need to be consulted. The school will contact parents in order to suggest further investigation by an



- Educational Psychologist
- Occupational Therapist
- Physiotherapist
- Paediatrician
- Behavioural Psychologist
- Behavioural Optometrist
- Any other relevant professional

Once an outside assessment has been carried out and the report shared by the parents with the school, the report will be read by the HLD/LDL, and any other member of staff that teaches the child (e.g. music, PE and French teachers). A meeting will then take place between the parents, LDL/HLD, specialist teacher, Form tutor and, if necessary a member of the SLT. An appropriate plan of action will be discussed with the parents.



The recommendations of the outside professional are included in an IEP and shared with all teachers that teach the pupil. Any pupils receiving support outside school will also be placed on the SEND register.

## Appendix II - SEND Support Framework (4 Key Areas as detailed in the SEND Code of Practice 2015)

### Communication and Interaction



Star	Possible Indicators	Possible Pupil Support	Staff Involved
All pupils are without star unless otherwise identified	<ul style="list-style-type: none"> <li>Minor difficulties with social inference</li> <li>Generally attends in lessons, follows teacher instruction</li> <li>Enjoys structure/routine</li> <li>Becomes disorientated by change in routine or familiarity</li> </ul>	<ul style="list-style-type: none"> <li>Support from Form tutor using high quality differentiated tasks and visual / concrete materials</li> <li>Visual timetable</li> <li>Broken down instructions</li> </ul>	<ul style="list-style-type: none"> <li>Form tutor</li> </ul>
 monitoring level. Not classed as SEND	<ul style="list-style-type: none"> <li>Some difficulties with social inference</li> <li>Cannot recall more than 5 unrelated items, in correct order, in a verbal memory task</li> <li>Minor receptive or expressive language irregularities/difficulties</li> <li>Generally attends well-structured lessons, follows teacher instruction literally</li> <li>Agitated, upset by change in routine or familiarity or finds them quite challenging</li> <li>Challenged by group work, often wanting control</li> </ul>	<ul style="list-style-type: none"> <li>Concern form possibly submitted to HLD for advice, support, observation or notification (with evidence of L1 support complete but not successful)</li> <li>Intervention via social group/TA support</li> <li>Observation/recommendations from SALT</li> <li>Contact parents</li> </ul>	<ul style="list-style-type: none"> <li>Form tutor</li> <li>LDL/HLD</li> <li>TAs</li> <li>Speech and Language Therapist</li> </ul>
 1:1 support received or external agencies involved	<ul style="list-style-type: none"> <li>Regular/noticeable difficulties with social inference</li> <li>Frequent receptive or expressive language irregularities / difficulties (word finding difficulties)</li> <li>Unable to follow a 2-part (Infants), 3-part (junior) instruction</li> <li>Possibly diagnosed with ASD or PDD</li> <li>Noticeable difficulties with social interaction, poor communication and understanding affecting behaviour</li> <li>Struggles to follow whole class situation – needs to be told instruction directly</li> <li>May be socially withdrawn / vulnerable</li> </ul>	<ul style="list-style-type: none"> <li>Concern form submitted by Form tutor</li> <li>Withdrawal for intervention 1:2 or 1:1 (social skills) by school staff</li> <li>Speech and Language Therapist x 1 session per week</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>LDL/HLD</li> <li>TAs</li> <li>Form tutor</li> <li>Speech and Language Therapist</li> </ul>
	<ul style="list-style-type: none"> <li>Education Health and Care Plan (EHCP)</li> </ul>	<ul style="list-style-type: none"> <li>As detailed in Statement or EHCP</li> </ul>	<ul style="list-style-type: none"> <li>LDL/HLD</li> <li>TA/LSA</li> <li>Form tutors</li> <li>Other external agencies</li> </ul>

**Cognition and Learning**  
(SWST = single word spelling test, INCAS, PTM, PTE)



Star	Possible Indicators					Possible Pupil Support	Staff Involved
	Non-verbal Reasoning	Verbal Reasoning	Star Reader NRSS	PTM/PTE	CATS		
All pupils are without star unless otherwise identified	>100	>100	>100	>100	>100	<ul style="list-style-type: none"> <li>First class quality teaching</li> <li>Differentiation/extension where applicable</li> </ul>	<ul style="list-style-type: none"> <li>Form tutor</li> <li>TA</li> </ul>
 monitoring Level. Not classed at SEN	90-100	90-100	90-100	90-100	90-100	<ul style="list-style-type: none"> <li>Concern form possibly submitted to LDL/HLD for advice, support, observation or notification (with evidence of L1 support complete but not successful)</li> <li>Support from Form tutor using high quality differentiated tasks and visual / concrete materials</li> <li>In-class support</li> <li>Small group intervention</li> <li>And/or early morning group</li> <li>Contact parents</li> </ul>	<ul style="list-style-type: none"> <li>Form tutor</li> <li>LDL/HLD</li> <li>TAs</li> <li>Intervention teachers</li> <li>Specialist teachers</li> </ul>
 1:1 support received or external agencies involved	<90	<90	<90	<90	<90	<ul style="list-style-type: none"> <li>Concern form possibly submitted to LDL/HLD for advice, support, observation or notification (with evidence of L1 support complete but not successful)</li> <li>1:1 support with specialist teacher</li> <li>Intervention group support x 1 per week (withdrawn)</li> <li>And/or early morning group</li> </ul>	<ul style="list-style-type: none"> <li>LDL/HLD</li> <li>Specialist teachers</li> <li>Form tutor</li> <li>SEND teacher</li> <li>TAs</li> <li>Educational Psychologist</li> <li>Head of School</li> </ul>
	<ul style="list-style-type: none"> <li>Education Health and Care Plan (EHCP)</li> </ul>					<ul style="list-style-type: none"> <li>As detailed in Statement or EHCP</li> </ul>	<ul style="list-style-type: none"> <li>All of the above + Local Authority</li> </ul>



## Social Emotional and Mental Health

Level	Possible Indicators	Possible Pupil Support	Staff Involved
All pupils are without star unless otherwise identified	<ul style="list-style-type: none"> <li>Shy, introverted, low confidence</li> <li>Poor behaviour, extroverted</li> </ul>	<ul style="list-style-type: none"> <li>Form tutor / TA to talk to child</li> <li>Give pupil roles of responsibility to improve self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>Form tutor</li> <li>TAs</li> </ul>
 monitoring Level. Not classed at SEN	<ul style="list-style-type: none"> <li>Significantly broken attendance</li> <li>Disengagement in 2 or more subjects</li> <li>Withdrawn / behaviour issues</li> <li>Troubled friendships</li> <li>Poor / unkempt clothing or hair appearance</li> <li>Poor self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>Attendance monitoring</li> <li>Buddy system</li> <li>Clear personalised reward chart</li> <li>Concern form or CPOMS for advice, support, observation or notification</li> <li>Significant responsibility within class</li> <li>Contact parents</li> </ul>	<ul style="list-style-type: none"> <li>LDL/HLD</li> <li>Head of Pastoral Care</li> <li>School Councillor</li> <li>Form tutor</li> <li>TAs</li> </ul>
 1:1 support received or external agencies involved	<ul style="list-style-type: none"> <li>School refusal</li> <li>Attendance is extremely patchy, rare</li> <li>Rarely on-target in class</li> <li>Achievement is extremely poor</li> <li>Progress is limited, if at all</li> <li>Very poor self-esteem</li> <li>Behaviour is significantly impacting on learning for the individual and the class</li> </ul>	<ul style="list-style-type: none"> <li>Concern form submitted by Form tutor</li> <li>Attendance monitoring –contact parents</li> <li>Social groups x 1 weekly</li> <li>Specialist support, ELSA?</li> <li>Individual Learning Plan?</li> </ul>	<ul style="list-style-type: none"> <li>LDL/HLD</li> <li>Head of Pastoral Care</li> <li>School Councillor / ELSA</li> <li>Form tutor</li> <li>TAs</li> <li>LA? Social Services?</li> <li>CAMHs?</li> <li>Paediatrician?</li> </ul>
	<ul style="list-style-type: none"> <li>Education Health and Care Plan (EHCP)</li> </ul>	<ul style="list-style-type: none"> <li>As detailed in Statement or EHCP</li> </ul>	<ul style="list-style-type: none"> <li>LDL/HLD</li> <li>Head of Pastoral Care</li> <li>School Councillor</li> <li>Form tutor</li> <li>TAs</li> <li>LA? Social Services?</li> <li>CAMHs?</li> <li>Paediatrician?</li> </ul>

## Sensory and Physical

Level	Possible Indicators				Possible Pupil Support	Staff Involved
	Visual	Hearing	Medical	Neurodiversity		
All pupils are without star unless otherwise identified	<ul style="list-style-type: none"> <li>No concern</li> </ul>	<ul style="list-style-type: none"> <li>Mild hearing loss</li> </ul>	<ul style="list-style-type: none"> <li>Mild hypermobility/poor writing speed</li> </ul>	<ul style="list-style-type: none"> <li>Social / behavioural challenges</li> <li>Sensory seeking behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Consider seating position in class</li> </ul>	<ul style="list-style-type: none"> <li>Form tutor</li> <li>TAs</li> </ul>
 monitoring Level. Not classed at SEN	<ul style="list-style-type: none"> <li>Frustration with work</li> <li>Poor reading speed</li> <li>Poor writing speed</li> </ul>	<ul style="list-style-type: none"> <li>Mild hearing loss</li> <li>Difficulty with attention and / or concentration</li> </ul>	<ul style="list-style-type: none"> <li>Fatigue</li> <li>Hypermobility Syndrome</li> <li>Poor writing speed</li> <li>Generally takes longer to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>Challenges working in groups / pairs</li> <li>Alone at playtimes</li> <li>Overwhelmed by busy noisy environment</li> <li>Repetitive sensory seeking behaviour despite re-focusing</li> </ul>	<ul style="list-style-type: none"> <li>Concern form possibly submitted to HLD for advice, support, observation or notification</li> <li>Reasonable adjustments made in class</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>LDL/HLD</li> <li>Form tutor</li> <li>Matron</li> <li>TAs</li> </ul>
 1:1 support received or external agencies involved	<ul style="list-style-type: none"> <li>Registered as partially sighted</li> <li>Distance vision worse than 6/18</li> <li>Spatial and perception difficulties</li> <li>Coordination difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Moderate hearing loss</li> <li>Possible use of hearing aids</li> </ul>	<ul style="list-style-type: none"> <li>Student specific e.g. significant hypermobility syndrome affecting many areas of life</li> </ul>	<ul style="list-style-type: none"> <li>Regular use of Box of Tricks (fidgets / ear defenders etc)</li> <li>Challenges with executive functions</li> <li>Needs refocusing and regular movement breaks</li> <li>Tired or overwhelmed by tasks</li> <li>Seek adult support</li> </ul>	<ul style="list-style-type: none"> <li>Concern form submitted by Form tutor</li> <li>Pupil seated facing and close to teacher</li> <li>Teacher to look at pupil when speaking</li> <li>Possibly seek advice from specialists</li> <li>IEP created and plan made for pupil</li> <li>Reasonable adjustments made in class</li> </ul>	<ul style="list-style-type: none"> <li>LDL/HLD</li> <li>Form tutor</li> <li>Matron</li> <li>TAs</li> <li>External Services</li> <li>All staff aware of need and strategies</li> <li></li> </ul>
	<ul style="list-style-type: none"> <li>Education Health and Care Plan (EHCP)</li> </ul>				<ul style="list-style-type: none"> <li>As detailed in EHCP</li> </ul>	<ul style="list-style-type: none"> <li>LDL/HLD</li> <li>Form tutor</li> <li>Matron</li> <li>TAs</li> <li>External Services</li> </ul>



1. Your name

Enter your answer

2. Pupil's name

Enter your answer

3. Pupil's class

Enter your answer

4. What is your concern?

Enter your answer

5. What have you put in place before raising this concern?

Enter your answer

6. Please upload any pictures / evidence of concern (if applicable)

Upload file

File number limit: 1 Single file size limit: 10MB Allowed file types: Word, Excel, PPT, PDF, Image, Video, Audio

+ 
 ☒ Choice 
 ☐ Text 
 ☐ Rating 
 ☐ Date 
 ☐

Recommended Add all ×

Have you or someone you know ever seen someone else cheating in school?	*
Have you ever cheated on a test before?	*
How strictly are you checked before, during and after a test?	(?)
Have you ever cheated on a test before?	*
How strictly are you checked before, during and after a test?	(?)
When you cheat on a test, who do you blame?	*
When you cheat, how does that make you feel?	*

## Appendix IV– Individual Education Plan (IEP)



### Lambrook School Individual Education Plan (IEP)

<b>Name:</b>	<b>Date of Birth:</b>	<b>Year:</b>	<b>Star:</b>
<b>Exam Concessions:</b>			
<b>Skills &amp; Interests</b> <ul style="list-style-type: none"> <li>Examples of passions interests and achievements</li> </ul>		<b>Overview of Support:</b> 4 x 1:1 lessons (Eng & Maths) No French lessons Touch Typing Intervention CE Maths Booster Counsellor	<b>Photo:</b> Insert ISAMS photo here
<b>I would like you to know that:</b> <ul style="list-style-type: none"> <li>Information on the diagnosed need (s) and what this means to the learner (make sure this is clear and useful to staff)</li> </ul>		<b>I find it difficult to:</b> <ul style="list-style-type: none"> <li>Add specific areas that are difficult, with a focus on in-class learning but also practical challenges that staff need to keep in mind</li> </ul>	
<b>It would support me if you could:</b> <ul style="list-style-type: none"> <li>Highlight teaching and learning strategies and practical support</li> </ul>		<b>I will support myself by:</b> <ul style="list-style-type: none"> <li>Highlight teaching and learning strategies and practical support</li> </ul>	

1:1 Learning Targets	Strategies/Provision	Met/partially met/not met
<b>January 24</b> <ul style="list-style-type: none"> <li>Most recent targets should be inputted here. All targets must be SMART targets</li> </ul>	Add name of any programme used or ideas around 1:1 strategies employed	Dates of targets being achieved (there should be a minimum of 3 dates of targets met and this should be across 1:1 sessions as well as independently)
<b>September 23</b> <b>English Targets</b> <ul style="list-style-type: none"> <li>To use a variety of sentence starters in my writing</li> <li>To use a capital letter at the start of every sentence</li> </ul> <b>Maths Targets</b> <ul style="list-style-type: none"> <li>To understand place value including decimals to XXX</li> <li>To be able to answer multi step word problems</li> </ul>		

Baseline Assessments								
	September 23							
SWST/ Spelling age								
HAST								
TOWRE PDE								
YARC RA								
YARC RR								
YARC COM								

Recommendations from External reports:

Ed Psych	OT	S&L
snap shot from reports (SS) and recommendations	snap shot from reports (SS) and recommendations	snap shot from reports (SS) and recommendations

Please note this is a working document which is regularly updated.  
If you have any concerns or queries about anything on this report please contact the school at your earliest convenience.

## Appendix VI - Roles and Responsibilities

### **The Head of Learning Development (HDL) and Learning Development Leader (LDL) must:**

- Ensure that when the Head is informed of a pupil having special educational needs or disability on entry to Lambrook that these needs are made known to all staff who are likely to teach the pupil.
- Ensure that teachers in the school are aware of the importance of identifying and providing for pupils with SEND.
- Ensure that parents are notified of a decision by the school that their son has SEND.
- Report annually to parents on the implementation of the school's policy for pupils with special education needs.
- Ensure that a pupil with SEND joins in the activities of the school, together with other pupils so far as it is reasonably practical and compatible with the efficient education of all students.

### **The Senior Leadership Team (SLT) and Governors evaluate the success of the educational provision for pupils with Special Educational Needs through:**

- The appointment of a named person responsible for special educational needs.
- Regular HLD and SEND Senior Leadership meetings.
- The involvement of the HLD in the appointments of SEND staff (where appropriate).
- The monitoring of provision by the SLT.

#### **Responsibilities of the HLD**

- Overseeing the day-to-day operation of the school's SEND policy.
- To review the SEND Policy annually.
- Coordinating provision for pupils with special educational needs and disabilities.
- Twice yearly review of SEND levels in response to the outcome of the standardised assessments, school exams and Pupil Feedback Meetings.
- Liaising with and advising fellow teachers in areas of SEND.
- To maintain a current SEND register.
- To liaise with the SLT, teaching staff and parents regarding SEND concerns.
- Managing specialist teachers, speech and language therapist and Learning Development Leaders.
- Overseeing the records of all students with special educational needs and disabilities.
- To keep historical records of support for current pupils with SEND.
- To liaise with parents of students with special educational needs and disabilities.
- Work with the SLT to ensure that the school meets its responsibilities under the Equality Act (2010) and the Special Education Needs and Disability Code of Practice (2014).
- To liaise with external agencies where necessary.
- Contribute to the in-service training of and providing of information to staff relating to SEND practice and legislation.
- In the case where a pupil is considered 'Looked After', as determined by a court order, the HLD will liaise with all those responsible for this child, both internally and externally, to ensure the school is providing the necessary support for this child within school.

#### **Responsibilities of LDLs**

- Work in close liaison with the HLD: regular meetings, informing the HLD of progress and issues that arise, as necessary.

- Keep all paperwork up to date in relation to their section of the school.
- Support and implement the provision of SEND in their section of the school, working closely with the Heads of School and staff
- Carry out assessments to determine progress and attainment.
- Where necessary, to devise and regularly evaluate an individualised programme of support/ intervention to meet needs of the pupil.
- Monitor progress of pupils receiving support, making adjustments to their programme where appropriate.
- Identify suitable resources and materials including ICT to support teachers in their sections of the school.
- Contribute to professional training of staff, including teaching assistants.
- Liaise with parents/carers regarding the progress of SEND pupils being directly taught.

### **Responsibilities of Specialist Teachers**

- Work in close liaison with the LDL/HLD.
- Support and implement the provision of SEND in the school.
- Carry out assessments to determine progress and attainment.
- Where necessary, to devise and regularly evaluate an individualised programme of support/ intervention to meet needs of the pupil.
- Monitor progress of pupils receiving support, making adjustments to their programme where appropriate.
- Work closely with pupils teachers to ensure shared strategies are in place.
- Contribute to professional training of staff, including teaching assistants.
- Liaise with parents/carers regarding the progress of SEND pupils being directly taught.

### **Responsibilities of Form Teacher or Subject Teacher in relation to SEND**

- Inform or seek advice from LDL/HLD when necessary.
- Be informed regarding the SEND needs of all SEND pupils in their class.
- Gather information and make formal assessments about a pupil.
- Inform and discuss with parents their concerns and review regularly.
- Take action to meet the pupil's needs within his normal classroom work through high quality differentiation. Recording strategies/actions to be used.
- Plan and monitor focused work done within the classroom with support staff where appropriate.
- Contribute to the planning and review of pupils with SEND in conjunction, by means of an IEP, with the HLD, parent and pupil.
- Ensuring 2- cycle approach to possible SEND pupils is carried out (identifying needs, targeting with in class strategies, reviewing success and making changes).

### **The Role of the Teaching Assistants in relation to SEND**

- To support provision of SEND within the school.
- To follow programmes set by class teacher/HLD/outside agencies.
- To keep records and monitor pupils' progress using the procedures employed by the school.
- To help and assist pupils with SEND, either individually or as part of a group.
- Regular informal discussions with staff on a day-to-day basis.
- Support class teachers and SEND planning.