



BROCKHURST & MARLSTON HOUSE SCHOOLS

Including all of the Pre-Prep Department and Early Years Foundation Stage

LEARNING DEVELOPMENT CENTRE

HANDBOOK & SEN POLICY

Brockhurst & Marlston House Schools (the School) is committed to providing the best possible care and education to its pupils, and to safeguarding and promoting the welfare of children and young people. This policy is written with that commitment in mind, and in accordance with KCSIE September 2025.

Reviewed - September 2024

Next review - September 2026

CReSTeD

Registration until March 2028

Learning Support Centre School

LEARNING DEVELOPMENT POLICY

Last review: Sept 2024

Next review: Sept 2026

The named SENDCO in the school is Mrs Yvette Khoshab and with the Heads, it is their joint responsibility to supervise the provision of Special Educational Needs and to monitor and evaluate special educational needs provision throughout the school.

The school has a Learning Development Centre (LDC) which is on the top floor of Ridge House, which is central to the school in location and easily accessible for children, teachers and parents.

The school is registered with the 'Council for the Registration of Schools Teaching Dyslexic Pupils' and is inspected and re-registered every 3 years. The most recent up-dated report can be found on the CReSTeD website.

AIMS

It is the aim of the school to identify the children experiencing learning difficulties, to assess their specific needs and give them encouragement and support to learn, progress and receive an education that meets their special needs.

A learning difficulty is a significantly greater difficulty in learning than the majority of children of the same age or a disability which makes it difficult to use the educational facilities.

Special educational provision is provision additional to, or different from, that made generally available for children of the same age.

POLICY STATEMENT

Every child is unique with his or her own individual needs. We believe all children have a right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and allows a child to enjoy the learning experience, develop confidence and achieve their potential.

SAFEGUARDING

The Learning Development Centre (LDC) follows the Safeguarding Policy of Brockhurst and Marlston House Schools: Safeguarding Policy.

At Brockhurst and Marlston House Schools, we recognise that children with special educational needs and/or disabilities (SEND) may face additional safeguarding challenges, both online and offline. Research shows that children with SEND are significantly more vulnerable, being three times more likely to experience abuse than their peers. We also acknowledge the heightened risks for children with SEND from bullying (including sexual violence and sexual harassment), grooming, and radicalisation.

All pupils are taught how to keep themselves and others safe, with safeguarding education tailored to meet individual needs. This includes age-appropriate and developmentally appropriate online safety education. Our approach is grounded in a clear set of values and standards, which are embedded across all aspects of school life. These are supported by our behaviour policy, strong pastoral care systems, and a planned, evidence-based PSHEE and RSHE curriculum.

This curriculum is delivered through regular, timetabled lessons and reinforced throughout the wider curriculum. It is inclusive of all pupils and specifically designed to support those with SEND and other vulnerabilities, ensuring they receive accessible, relevant, and empowering safeguarding education.

CODE OF PRACTICE

The school endeavors to meet the principles laid out in the Special Educational Needs and Disability Code of Practice, 0 – 14 years 2014:

- a child with special educational needs should have their needs met
- the views of the child should be sought and taken into account
- parents have a vital role in supporting their child's education
- children with special educational needs should be offered full access to a broad, balanced and relevant education.

New Definition of Dyslexia 2024

Dyslexia is primarily a set of processing difficulties that affect the acquisition of reading and spelling.

In dyslexia, some or all aspects of literacy attainment are weak in relation to age, standard teaching and instruction, and level of other attainments.

Across languages and age groups, difficulties in reading and spelling fluency are a key marker of dyslexia.

The nature and developmental trajectory of dyslexia depends on multiple genetic and environmental influences.

Dyslexic difficulties exist on a continuum and can be experienced to various degrees of severity.

Dyslexia can affect the acquisition of other skills, such as mathematics, reading comprehension or learning another language.

The most commonly observed cognitive impairment in dyslexia is a difficulty in phonological processing (i.e. in phonological awareness, phonological processing speed or phonological memory). However, phonological difficulties do not fully explain the variability that is observed.

Working memory, orthographic skills and processing speed problems can contribute to the impact of dyslexia and therefore should be assessed.

Dyslexia frequently co-occurs with one or more other developmental difficulty, including developmental language disorder, dyscalculia, ADHD, and developmental coordination disorder.

An updated definition of dyslexia from a Delphi study of dyslexia experts. Prof Julia Carroll et al SASC presentation 15th May 2024

IDENTIFICATION

Identification of Special Educational Needs is the recognition of the difficulties which a child is experiencing in accessing the curriculum and/or physical environment and/or managing socially acceptable behaviour.

Children are assessed informally and formally, including using screening tests in Reception and the information gained from these assessments is included within any identification of special

educational needs. Throughout the school the children take annual CAT tests, reading tests and maths tests. Regular meetings are arranged with Form tutors as well as maths and English staff to discuss any children who are of concern.

It is ultimately the role of the class teacher to identify any child they believe may have special educational needs.

The process for identifying and supporting children with special educational needs follows the three step model set out in this document.

IDENTIFICATION in the EYFS

Mrs Caroline Simm (Nursery Teacher) takes responsibility with the SENDCO for children in the EYFS.

Early identification should start from the time a child enters early education and consequently special educational needs identification, assessment and provision commences in the EYFS, where deemed appropriate.

During their first year in the Nursery, children are assessed using the Early Years Foundation Stage Profile, which is ongoing throughout the year. This in itself will not establish whether individual pupils have special educational needs but will be crucial in helping to show where a child has problems which require attention. It should show those pupils who need a targeted teaching strategy or further classroom-based assessment. Children are monitored closely by their class

teachers/key workers and appropriate action will be implemented.

EYFS staff help to identify a child with special educational needs by continuously assessing the children through observations. Where EYFS staff are made aware of potential concern prior to a child joining Ridge House liaison will take place between parents, Health Services, the EYFS SENDCO and the child's key worker.

At this stage outside support from professionals such as our speech and language therapist may be sought.

IDENTIFICATION FROM PRE-PREP ONWARDS

The school believes in early identification, assessment and provision for any child who may have learning development needs. Initial concerns or identification of a child's needs may be via the class teacher, parents, dyslexia screening tests or the annual reading and spelling tests carried out by the school. Teachers can refer concerns at any time to the SENDCO and also welcome observations or advice. A teacher's concern sheet is initially completed for the SENDCO to consider. The school has adopted a graduated response to initial concerns about a child's progress. This takes the form of three possible interventions.

Children within these Steps are entered onto the SEND Register which is made available to all staff and which contains a summarised description of an individual's difficulties and strategies for support. At all stages self-esteem building is considered to be of the utmost importance.

Step 1

Step 1 is the provision of differentiated support in the classroom. The teacher will provide differentiation by the use of resources, outcome, a differentiated curriculum or adult support. Where appropriate, teachers take into account the needs of individual children in their weekly and termly plans. The child is monitored closely during this stage and if progress is insufficient the child moves

onto Step 2.

Step 2

The child is referred to one of the school's specialist teachers or other professional who carries out relevant assessments. After discussion between the Director, the specialist teacher, the parents and the mainstream teachers concerned, it will be decided whether individual tuition from the specialist teacher is required. A child starting individual tuition will have a Target Plan written by the specialist teacher.

Tuition typically takes the form of two thirty minute sessions a week following an individualised work programme. The child's class teachers liaise with the specialist teacher and adapt their teaching to the needs of the child. The Director reviews progress in discussion with the specialist teacher and a twice- yearly report is sent to the child's parents. The specialist teacher makes an assessment and verbal report to the child's parents at parents' evenings. During the term, appointments may also be made to discuss concerns or review progress with the specialist teacher. Contact via email is available at all times. The LDC operates an open door policy where staff and parents are welcome at any time.

Step 3

After an assessment has been made by a specialist teacher and differentiated teaching has taken place in the classroom, it may be decided that the child is making insufficient progress. At this stage a range of outside professionals may be contacted for advice and assessment. A child at this stage may need significant differentiation in the classroom.

KEY RESPONSIBILITIES

It is the responsibility of the class teacher to:

- recognise the special needs of any child as early as possible. These may be of a physical, psychological, sensory or cognitive nature such as sight, hearing, speech or attention difficulties, weak literacy/numeracy skills, emotional or behavioural problems or gifted children.
- assess, record and monitor classroom performance and discuss educational needs with the Headmaster, Headmistress and Director of the LDC.
- adapt the curriculum to individual needs by the use of differentiation in planning.
- consider the need for an initial assessment in conjunction with the Director.
- carry out recommended strategies.

It is the responsibility of the LDC staff to:

- organise and carry out dyslexia screening tests in Reception.
- evaluate the screening and assessment results and inform senior management, class teachers and parents of results, where appropriate.
- carry out specialist teacher assessments of children, with parental consent, and advise accordingly.
- write and review Target Plans and provide lessons , with parental consent. These should be arranged to minimise disruption of the children's timetables.
- maintain close liaison with parents and staff, so that all aspects of the child are considered.
- use recommendations from Educational Psychologist's and other specialist's reports.
- keep accurate, relevant and up to date records.
- review progress and monitor children who are no longer receiving extra support lessons.
- teach pupils according to their individual needs using structured, cumulative, multi-sensory methods.

It is the responsibility of the Director to:

- consider, at the point of enquiry, whether the special needs of a particular child can be met at this school.
- liaise with parents, teachers and LDC staff.
- maintain a register of all LDC children and closely monitor progress.
- oversee the organisation of the LDC and co-ordinate provision for individual children, including allocation of any teaching support assistants.
- ensure assessments and information on individual children are circulated to all relevant staff.
- organise contacts with outside specialists such as Educational Psychologists and Speech Therapists in co-operation with parents, LDC staff and class teachers.
- liaise with other schools when admitting or transferring LDC children.
- organise appropriate exam arrangements.
- provide INSET to main school staff and unit staff.
- provide direction on matters of curriculum, staff development and policy.

PROVISION

Once identified the LDC offer a number of options to support pupils with additional needs.

LDC lessons and class support

The LDC's qualified dyslexia staff can offer one or more lessons per week to support pupils with either English or maths. Some pupils may also require support with organisational skills, revision, anxiety or emotional regulation.

Teaching assistants are available to support pupils in class in their English or maths lessons. This may be 1:1 or in a small group.

Speech and Language

Part of the LDC team includes a speech and language therapist, Claire Heslop, who is available for assessments and individual therapy sessions. She is in school every week.

Occupational Therapy

Assessments are organised on a regular basis with 'Hands Up OT' to support difficulties with co-ordination, handwriting or sensory issues

Assessments

The LDC are able to conduct a number of assessments such as for reading or spelling or to assess the need for access arrangements for exams.

The LDC also provides parents with advice and details of outside professionals for dyslexia assessments, ADHD or ASD.

Touch Typing

Children can enrol on our touch typing programme 'English Type Junior' and typically attend once a week during assembly time.

Mindfulness

Mindfulness sessions are available when the need arises for groups of pupils to attend at lunch time.

Library passes

The library is available for children from Year 3 onwards who need a quiet space to be during break times. This is agreed with the Heads and SENDCO. Younger children are encouraged to come to the LDC for a quiet space.

Anxiety

With a growing number of pupils reporting anxious feelings key staff have been trained in the 'Flex it' programme, which aims to deliver strategies to support these pupils.