



# **Lüderitz Blue School**

## **Special Educational Needs and Disabilities (SEND) Policy**

### **1. SCHOOL STATEMENT**

Lüderitz Blue School is committed to providing inclusive education that supports every learner and allows them to reach their full potential. As a school, we recognise that some learners may have Special Educational Needs and Disabilities (SEND). We are committed to identifying those needs and working with parents and guardians to ensure that learners are supported and may thrive in our school environment.

### **2. DEFINITION OF A LEARNING DISABILITY**

- i) A learning disability can be defined as a disorder that affects a person's ability to acquire, process, and use information effectively.
- ii) These disabilities may result in difficulties with reading, writing, maths, and other academic skills, as well as issues relating to communication, attention, memory and problem-solving.
- iii) Learning disabilities are not related to intelligence.
- iv) Examples of learning disabilities include, but are not limited to:
  - Dyslexia
  - Dyspraxia
  - Dyscalculia
  - ADHD (Attention Deficit Hyperactivity Disorder)
  - ADD (Attention Deficit Disorder)
  - SPD (Sensory Processing Disorder)
  - ASD (Autism Spectrum Disorder)

- v) People may have multiple or combined learning disabilities.
- vi) It is noted that learning disabilities may have different names in different countries.

### **3. SCHOOL RESPONSE**

- i) A member of staff may notice signs of a learning disability in a learner. Please refer to 4. SIGNS OF A LEARNING DISABILITY for guidance.
- ii) If a member of staff suspects that a learner may have a learning disability, the first step is to communicate this with the designated school SENCO (Special Educational Needs Co-ordinator). Please refer to 5. SENCO for further information.
- iii) Depending on the severity of the concern, the school may choose to perform an informal pre-screening of the learner.
- iv) In most cases, the SENCO will set up a meeting with the parents/guardians and class teacher of the learner concerned. Concerns should be communicated in a clear yet sensitive manner.
- v) The child's educational history, including concerns raised by previous teachers, will also be discussed in this meeting.
- vi) The SENCO, class teacher and parents/guardians will work together to put together an action plan for the learner.
- vii) It is noted that the school is not able to provide official screening or diagnosis of learning disability. If deemed necessary, the school will recommend that the learner visits an educational psychiatrist or psychologist for a formal diagnosis of the learning disability.
- viii) This visit must be arranged by the parents/guardians. The school will however cooperate and provide all necessary information to the professionals concerned.
- ix) It is noted that the school strongly recommends a formal diagnosis from an educational psychiatrist or psychologist, so that sufficient support structures may be put in place for the learner.
- x) If parents/guardians do not wish for the learner to receive a formal diagnosis, the school will support the learner as far as is possible to meet their needs.
- xi) If deemed necessary, the school may choose to provide training opportunities to staff members to support learners with learning disabilities.

#### **4. SIGNS OF A LEARNING DISABILITY**

- i) Signs of a learning disability may include, but are not limited to:
- Lack of enthusiasm for reading or writing
  - Anxiety or worry about reading or writing
  - Difficulty memorising things
  - Working at a slower pace than expected
  - Difficulty following instructions
  - Difficulty remaining focused on a task
  - Difficulty understanding abstract ideas
  - Lack of attention to detail
  - Excessive much attention to detail or particularity
  - Poor social skills or excessive difficulty making friends
  - Disruptiveness

#### **5. SENCO**

- i) The school SENCO (Special Educational Needs Co-Ordinator) is the member of staff who is responsible for assessing, planning and monitoring the progress of children with special educational needs and disabilities (SEND).
- ii) Current Acting school SENCO/s: Head/s of Primary, Head/s of Secondary.

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