

Special Educational Needs and Disabilities Policy

EATON HOUSE SCHOOLS
POLICY DOCUMENT

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Introduction

This document is a statement of the aims, principles and strategies for the teaching of pupils with special educational needs and disabilities (SEND) at Eaton House the Manor Pre-Prep School, including in the EYFS. This policy is written with due regard to the Equality Act 2010, the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2014) and the Children and Families Act (2014). Furthermore, when considering the provision for pupils in need of additional support, an awareness is maintained of the most recent DfE advice and information including:

- **Part 3 of the Children and Families Act 2014**, which sets out a schools' responsibility for pupils with special educational needs and disabilities
- **The Special Educational Needs and Disability Regulations 2014**, which outlines the schools' responsibility for education, health and care (EHC) plans and SEN Co-ordinators (SENCOs)
- Teachers' Standards (June 2013)
- Mental health and behaviour in schools (June 2014)
- Counselling in schools: a blueprint for the future (March 2015)
- Statutory Guidance on supporting pupils at school with medical conditions (August 2017)T

Our school philosophy is that inclusion is:

- **About developing a culture of acceptance, in which all children are valued equally, treated with respect and provided with equal opportunities;**
- **About creating an inclusive orientation, where staff, pupils and parents together with support services work towards removing barriers which restrict full access to education for all pupils;**
- **We provide the best setting possible through reasonable adjustments to meet the needs of children with SEND and to monitor and evaluate sites and resources in order to effect improvements;**
- **To ensure safeguarding procedures are in place to ensure that all pupils will be protected from harm and neglect.**

Definition

Special educational provision means educational provision that is additional to, or otherwise different from, the educational provision made generally for children of the child's age in school, other than special schools, in the area. At Eaton House the Manor Pre-Prep School, pupils are considered to have special educational needs and/or disabilities (SEND) if they:

1. Have a significantly greater difficulty in learning than the majority of children of the same age.
2. Have a disability that either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age.
3. Are under five and fall within the definitions at 1 or 2 above or would do if special educational provision were not made for the child.

A boy **must not** be regarded as having a SEND because the language or dialect spoken at home is different from the language in which he is taught (Special Educational Needs Code of Practice 2014).

If Eaton House The Manor Pre-Prep School accepts a pupil who speaks English as an additional language (EAL), provision will be made to enable him to access the curriculum.

All boys with SEND are provided with a safe, happy and positive environment in which to grow, develop and learn. They have equal access to a wide range of learning resources, which are used to enhance their progress and success.

Aims and Objectives

Eaton House the Manor Pre-Prep School adopts a holistic approach towards all pupils with SEND. The school provides the pupils with coordinated support from the Special Educational Needs and Disability Coordinator (SENDCo) / Head of Learning Enrichment, teaching staff, support staff and specialist therapists with the aim of giving the boys every opportunity to realise their full potential academically, emotionally and socially within a mainstream setting.

The most effective way to make gains for boys with SEND is by taking a holistic, strengths-based approach that enhances the self-esteem of the individual by emphasising his strengths and his potential to address challenges. The SENDCo / Head of Learning Enrichment and teaching staff work in partnership with pupils and their families to find solutions that support learning and achievement. The overall result is to build the schools' inclusive ethos and practice.

The aims of SEND / Learning Enrichment provision are:

- to provide a stimulating, inclusive environment through access for all and positive staff attitudes;
- to ensure that all pupils receive a broad, balanced and relevant curriculum through differentiated planning, teaching and learning;
- to ensure all pupils feel that they are a valued part of our school community;
- to remove, wherever possible, barriers to learning;
- to ensure all staff are aware of pupils who have additional needs and the nature of their needs;
- to identify and assess pupils as early as practically possible, following the raising of concerns of teachers, parents and / or other relevant bodies **using a graduated approach**;
- to work with other professional agencies, developing and maintaining close links with all agencies working with boys;
- to listen to each boy and involve him in his learning;
- to work in true partnership with parents / carers, valuing their views and contributions, enabling **and encouraging** them to take an active role in their son's education;
- to ensure the continual improvement of our setting to meet the needs of pupils with SEND, through regularly monitoring and evaluating resources, and support and training opportunities.

Educational Inclusion

Eaton House the Manor Pre-Prep affords all pupils the basic right to participate the whole curriculum by ensuring all needs are met irrespective of pupils' attainment. We seek to ensure that a caring and educationally appropriate environment is provided for the pupils who find learning more difficult or who have a specific disability that affects their ability to learn. Pupils who are more able and talented (M&AT) are also identified and provided with a stimulating and challenging environment in which to learn and develop. See More Able and Talented Policy.

All pupils with SEND are treated positively by teaching staff and they are encouraged in every aspect of their learning. Class teachers routinely provide differentiated learning opportunities that are pitched to different pupils' needs and abilities, including pupils with SEND, with the aim that every boy works as part of the class or group as much as possible.

In addition to class teacher support, a teaching assistant or member of the Learning Enrichment team may also provide intervention provision as appropriate. Pupils with SEND will either work as part of the class, in a group or on a one-to-one basis with an adult, depending on their needs and the nature and content of the lesson.

Class teachers respond to all pupils' needs by:

- Providing support for pupils who need help with communication, language, literacy, numeracy and difficulties of a physical nature;
- Planning for all pupils' full participation in learning, as well as in physical and practical activities;
- Providing differentiated activities as appropriate;
- Using the proper procedures for identifying, assessing and making provision for pupils with SEND;
- Informing the SENDCo / Head of Learning Enrichment and parents of any pupils they identify as having an area of need which requires learning support;
- Discussing with parents and, when appropriate, the pupil, the targets and strategies written in the pupil's **Individual Education Plan**.

SEND Responsibilities

The school as a whole, the Head teacher (Mr David Wingfield) and the SENDCo / Head of Learning Enrichment (Miss Lauren Robertson) will co-operate with relevant agencies and comply with the SEND Code of Practice (2015), in ensuring appropriate support and provision for pupils with Special Educational Needs and / or with Education, Health and Care Plans (EHCPs) or Individual Health Care Plans (IHCPs).

Other teaching staff may be involved in meeting the needs of the child: class teachers, subject coordinators, teaching assistants, support staff, external agencies.

The SENDCo / Head of Learning Enrichment is responsible for the day-to-day running of the Learning Support Department and the role includes:

- **Work with the head teacher to determine the strategic development of the SEN policy and provision in the school;**
- Overseeing the day-to-day implementation of the school's SEND policy;
- Having responsibility for the day-to-day management of provision for pupils with SEND;
- Working closely with class teachers, teaching assistants and the school's peripatetic specialists to co-ordinate provision for pupils with SEND;
- Having responsibility for overseeing the identification and assessment of pupils with SEND;
- Ensuring that, for those identified with SEND, **Individual Education Plans** are in place;
- Keeping up-to-date and accurate records on pupils with SEND and maintaining files containing current targets and cumulative information, such as specialist reports, previous targets and reviews;
- Liaising with parents, teachers and pupils in selecting learning targets to suit the needs of individual pupils;
- Acknowledging that teachers are responsible and accountable for the progress and development of SEND pupils in their class and, on their request, advising them on SEND strategies and provision to provide the most effective intervention;
- Liaising with external agencies including educational psychologists, independent tutors, social services and medical bodies, as appropriate;
- Purchasing and organising resources for the Learning Enrichment Department;
- Leading and contributing to in-service training of staff;

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- Liaising with the Designated Safeguarding Lead (Mrs Annabel Scott) should a safeguarding concern arise;
- Maintaining a list of all pupils with SEND; 'The Learning Enrichment Support List' (Register of Special Educational Needs) within the school.

Admission Arrangements

See the School's Admissions Policies, which complies with SENDA.

Arrangements for Coordinating Educational Provision for Pupils with SEND

The procedures for identification, assessment and provision for pupils with SEND have been developed with due regard to:

- Education Act (1993)
- Disability Discrimination Act Codes of Practice (Education) (2002)
- Every Child Matters (2003)
- Equality Act Code of Practice (2010)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2014)

All records are confidential.

The Head teacher (Mr David Wingfield) will:

- Be the "Responsible Person"

The DSL (Mrs Annabel Scott) will:

- Ensure the safeguarding of all SEND pupils

Identification, Assessment, Provision and Review

Eaton House the Manor Pre-Prep adopts a graduated approach of action and intervention for pupils needing learning support. A pupil with SEND is understood as having learning difficulty and / or psychological or physical condition which calls for intervention that is additional to or different from that which would be provided as part of the school's usual differentiated curriculum and strategies. The difficulties that may be experienced may be summarised under the **four key areas**:

Cognition and Learning

- Within the Early Years seven areas of learning
- Specific learning difficulty
- Short concentration span
- Difficulty in sequencing
- Difficulty in following instructions (processing information)
- Difficulty with auditory memory
- Moderate learning difficulty Gifted pupils

Physical and Sensory

- Hearing impairment
- Sight impairment
- Poor motor skills
- Clumsiness
- Lack of co-ordination
- Illness

Social, emotional and mental health difficulties

- Behavioural problems
- Anxiety
- Lack of self-esteem
- Pupils who are withdrawn

Communication and Interaction

- Speech/language impairment
- Isolation
- Difficulty in making relationships

New Pupils

On entry to school, all parents are required to complete a questionnaire, which contains sections relating to early childhood development and family history, a copy of which is held in the pupil's class file and **on Provision Map**. If any SEND concerns are raised, the child will be assessed internally by the Head of Learning Enrichment and / or using a range of specialist diagnostic tests. The Head Teacher and Head of Learning Enrichment will decide, after consideration and / or assessment of the difficulties, whether the child should be placed on the **Learning Enrichment Support List**.

Assessment and Support Procedure

Summative and formative assessments are used by class teachers to monitor the progress of individual pupils. They may include formal tests as well as ongoing informal observations. For further details of assessments, please see the Assessment and Recording Policy.

If assessment data suggests that a pupil is making 'less than expected progress', such a pupil may be experiencing specific learning difficulty. Pupils making 'less than expected progress' may be characterised as:

- making progress at a significantly slower rate than that of their peers, starting from the same baseline;
- progress that fails to match or better the pupil's previous rate of progress;
- progress that fails to close the attainment gap between them and their peers.

Phase 1

If a pupil's progress is causing concern, the class teacher will:

- review the teaching strategies currently employed and consider ways in which they may be developed and differentiated;
- consult with the pupil's parents and speak with the pupil if appropriate;
- continue to monitor and review the pupil's progress over a period of a term.

The SENDCo / Head of Learning Enrichment will:

- support and advise the class teacher, who remains responsible for working with the pupil on a daily basis;
- monitor progress made by the pupil through liaison with the class teacher.

Phase 2

If a pupil's progress continues to cause concern, following a period of monitoring, they will be placed on a **Concerns List** following the completion of a **Record of Concerns Form**, by the class teacher. The SENDCo / Head of Learning Enrichment will observe the pupil in the classroom setting and, depending on their difficulties, may carry out diagnostic assessments.

If special educational needs are identified, the pupil will be recorded on the Learning Enrichment Support List.

Subject to a boy's needs, he may be supported:

- in the classroom or within a group for a short period of time ('Flexible Provision') or where required;
- with one-to-one support with a specialist teacher ('Learning Support').

The parents will be informed by the class teacher of any recommended assessments and permission will be sought before an assessment takes place.

For those receiving **Flexible Provision**, targets will be included in the class planning by the class teacher.

Where a boy requires one-to-one **Learning Support**, a file will be created to record action plans, assessments and administered provisions. An Individual Education Plan (IEP) may be written, outlining a tailored intervention programme. The IEP will show the short-term targets set for the boy, the teaching strategies to be used and the dates for the plan to be reviewed. Pupils with an IEP will be offered a 30-minute weekly lesson during school hours and, at the discretion of the school, based on need and available resources they may be offered a second 30-minute lesson.

Phase 3

If the IEP review, or a previous assessment, identifies that support is needed from external agencies, the Head of Learning Enrichment and class teacher will consult with parents and suggest appropriate action. Services engaged may include:

- an educational psychologist;
- a clinical psychologist;
- an occupational therapist;
- a speech and language therapist;
- a behavioural optometrist;
- a paediatrician;
- a GP.

Phase 3

In some cases, external support services will attend the school. In cases where out-of-school support is offered, agencies involved are encouraged to provide information to the Head of Learning Enrichment, for a pupil's IEP or class targets to be updated appropriately. The strategies implemented in a boy's IEP will, where possible, also be implemented in his classroom setting and will be cross-referenced with the class teacher's planning.

Target reviews take place twice a year and at these reviews it is decided whether the pupil stays on Learning Support, moves back to Flexible Provision, or is removed from additional support altogether.

Phase 4

If a pupil continues to demonstrate significant cause for concern, an application for an Education, Health and Care Needs Assessment will be made to the local authority. This application will build on consultation and planning already established between the school, parents and pupil. The outcome of the review forms the basis of new Individual Education Plan, which are then formulated. It may be the case that a referral is made to the Local Authority Early Years Centre (children aged 4 to 9 years) to gain further advice. Further information is provided in the next section.

A record of intervention activities is maintained and the strategies are monitored and reviewed.

Education, Health and Care Plan (EHCP)

If it is considered at a Phase 3 target review meeting that a boy's difficulties are such that his needs cannot be met within the school-based stages, the Head Teacher and Head of Learning Enrichment, together with parents, may apply to the local authority for an Education, Health and Care Needs Assessment (COP 4:41). If, after the assessment, the authority grants an Education, Health and Care Plan, the local authority will fund the resources to meet the boy's needs and will monitor the provision, along with the boy's progress. The plan is reviewed annually or bi-annually if the child is under 5 years of age. If the local authority decides not to grant an Education, Health and Care Needs Assessment or compile an Education and Health Care Plan, parents may appeal against either of these decisions. The above procedures are also followed for Early Years Pupils.

The common assessment framework (CAF) is a process used to identify children's unmet needs and support them. Using the CAF, an assessor works with the child and their parents or carers to understand the issues at hand and then formulates an action plan to provide the best support possible. Although the completion of the common assessment framework form is not statutory, we might complete a form for a boy if it was felt he should be considered for an Education Health and Care Plan.

If the school receives a form from another agency, we would also complete the relevant educational section. The completion of any form would nearly always be done with parents' consent. However, the form may be completed without parents' consent if the needs of the child were such that the child would suffer unless they receive support. This might be because the parents are in denial of their child's SEND. The lead professional who will take the 'lead role' to coordinate the different services is the Head Teacher in conjunction with the SENDCo / Head of Learning Enrichment.

Those pupils who arrive at Eaton House the Manor Pre-Prep School with Education and Health Care Plans receive support in accordance with stated recommendations. Annual reviews are carried out (CoP 4:46).

Early Years Intervention and Support

At Eaton House the Manor Pre-Prep School, we recognise the importance of early identification, assessment and provision for any pupil who may have special educational needs. We realise that the earlier the action is taken, the more responsive the pupil is likely to be, improving long-term outcomes. Information provided by the pupil's nursery may be used as a starting point for the development of an appropriate curriculum for the boy. Teachers monitor pupils' communication, language and mathematical abilities closely, as they may reveal areas for early action to support the pupil within the class. (See earlier heading 'Identification, Assessment, Provision and Review' for procedure followed when a pupil is deemed to have special educational needs.)

In the Kindergarten, a continuous approach is taken to observation and assessment. Parents are kept fully involved in their son's achievements and are involved in developing and implementing a joint learning approach at home and in school.

Links with Support Services and Other Agencies

We are committed to working with local support services and other external agencies to ensure an up to date and comprehensive approach for SEND. Where a child requires additional support, outside agencies are contacted for advice and support. Parents are asked for their consent before their son(s) are referred to outside agencies.

Transition to Another Setting Due To SEND

If a pupil is not progressing adequately despite the school's intervention, the Head Teacher, the Head of Learning Enrichment, parents and external professionals will decide if the pupil's needs would be better met in a different setting. The Head Teacher and the SENDCo / Head of Learning Enrichment will advise parents on a more appropriate school or setting to meet the needs of their son. The pupil's reports and SEND file will be passed on to the next school and parents will be supported through the transition.

Arrangements for Pupils Moving to a Different Educational Setting

It is vital that parents plan at least a year in advance for their child's move to another school. Parents are offered the following support and guidance:

- Discussions with the Head Teacher, SENDCo / Head of Learning Enrichment and staff on appropriate placements.
- A list of possible schools is supplied to the parents.
- The Head Teacher or SENDCo / Head of Learning Enrichment may visit the school on behalf of the parent to help ensure a smooth transfer or to ascertain the suitability of the school to meet the child's needs.

Partnership with Parents

Eaton House the Manor Pre-Prep School firmly believes in working as closely as possible with parents of the pupils. This is particularly important with pupils' parents with SEND in order to keep them informed of the progress and areas of development of their pupils. The partnership will be achieved by:

- a) Actively listening to parents' wishes and feelings about their child and meeting with them on request.
- b) Involving parents at the appropriate stages of the formation, implementation and review of educational provisions and/or plans.
- c) The therapists, class teachers and Head of Learning Enrichment have frequent dialogue and/or written communication in the form of Learning Support Targets and programmes of work so that home and school can work together.
- d) Advice can be sought on Education Health and Care Plans, other schools, local authority or the health authority.
- e) Inviting parents to meetings, open days, parents' evenings and also opportunities to talk to staff informally.

Arrangements for Considering Complaints

In the first instance, a complaint would typically arrive in school via the class teacher or teaching assistant. This should then be passed on to the Head Teacher. Parents would be encouraged to make their representations in writing and will be given an indication of the procedure that will follow. In the case of parents believing that their child has a SEND that is not being recognised by the school, an assessment will be arranged by the school to determine the nature of provision that should be made.

In the case of a parent having a complaint that cannot be resolved informally, a meeting would be arranged with the parents, Head Teacher, SENDCo / Head of Learning Enrichment and the class teacher. The class teacher and the SENDCo / Head of Learning Enrichment would gather evidence and records about the child, which would then be discussed at the meeting. It is hoped that at the meeting, an agreement would be established between the parents and the school.

Induction of Members of Staff

The Head of Learning Enrichment highlights and explains the most relevant sections of the policy to ensure that teachers understand the procedures for identification, assessment provision and review of pupils with SEND.

Use of Physical Intervention

The use of any physical intervention on a pupil will be rare and usually only necessary when a pupil is a danger to themselves or others. [For details, please refer to the Physical Intervention policy.](#)

Quality Control

The schools SEND policy will be reviewed annually to ensure that any further developments or amendments are made and carried out by the school's staff.

Confidentiality

Eaton House the Manor Pre-Prep School's commitment is that no sensitive or confidential information will be made available to others except on parental instruction. The school commits to adhering to guidelines, stipulated by GDPR.