

**SPECIAL  
EDUCATIONAL  
NEEDS  
AND  
DISABILITY (SEND)  
POLICY**

EATON HOUSE SCHOOLS  
POLICY DOCUMENT

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# Introduction

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This document is a statement of the aims, principles and strategies for the teaching of children with special educational needs and/or disabilities (SEND) at Eaton House the Manor Prep School.

We have taken into account the following DfE guidance and advice:

SEND Code of Practice 0-25 years 2014 (updated 2015)

Supporting pupils with medical conditions at school 2014 (updated 2017)

Mental health and behaviour schools 2014 (updated 2018)

The Equality Act 2010 for schools (updated 2018),

The Educational Act 2011:equalities impact assessment.

Teachers' Standards 2011 (updated 2021)

The Children's and Families Act 2014

Counselling in schools 2015 (updated 2016)

Working together to safeguard children 2015 (updated 2020).

Protecting children from radicalisation: the prevent duty 2015 (updated 2015)

Use of reasonable force in schools 2013

Data protection in schools 2018

# Definition

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*'A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her'* (SEND code of practice, 2015).

In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty if he or she:

- have significantly greater difficulty in learning than the majority of children at the same age (a child must not be regarded as having a learning difficulty because the language or form of language at home is different from the language in which it will be taught). Nevertheless, if Eaton House the Manor Prep School accepts a pupil whose first language is not English, provision will be made to enable them to access the curriculum.
- have a disability which either prevents or hinders a child from making use of educational facilities of a kind generally provided for children of the same age.

The SEND code of practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

At Eaton House the Manor Prep the children 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 successes and progress.

## Mission statement

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Eaton House the Manor Prep School allows all children the basic right to share in the whole curriculum. This is achieved by ensuring all needs are met. We will ensure that a caring and educationally appropriate environment is provided for children who find learning more difficult, or who have a specific disability that affects their learning.

All the children with special educational needs or learning difficulties and/or disabilities (SEND) will be treated positively by all staff and are always encouraged in every aspect of their learning. Where appropriate an assistant provides support. We will ensure that the child and the family are the focus of the school's SEND processes. We aim for all pupils to achieve the maximum possible for their ability whilst promoting high expectations and high aspirations for all children.

## Aims of the school's SEND policy

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Eaton House the Manor Prep School adopts a holistic approach towards all of its children with special educational needs. The school provides the children with co-ordinated support from the Head of Learning Enrichment, specialist learning enrichment staff, teaching staff and therapists, with the aim of giving the children every opportunity to realise their optimum potential; academically, emotionally and socially, within a mainstream setting.

Aims:

- To provide a stimulating and inclusive environment; all staff will include and nurture all pupils with SEND and will adopt a positive attitude towards additional learning needs. Children on the SEND list receive a broad, balanced and relevant curriculum through differentiated planning, teaching and learning (reasonable adjustments).
- To prioritise the aspirations and wishes of all children and to ensure that the child and family are the focus of the school's SEND processes.
- To ensure early identification, assessment and provision for any child who may have SEND.
- To communicate openly with families about their child's needs and progress, working in partnership with them, specifically ensuring that parents/carers are informed when special

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educational provision is made for their child and are kept up to date as to their child's progress and development.

- To implement, record, monitor and review learning enrichment targets.
- To work collaboratively with other agencies and psychologists to meet the needs of pupils with SEND. We actively support the establishment and maintenance of close links with all agencies working with the child.
- To be committed to the continual improvement of our setting to meet the needs of children with SEND, through regular monitoring and evaluating of resources, support and continuous professional development (CPD) opportunities.
- To ensure safeguarding procedures are in place to ensure that all pupils are protected from harm and neglect.
- To ensure that pupils with medical conditions are supported to enable maximum inclusion in all activities.
- To make reasonable adjustments so that pupils with SEND are not at a disadvantage and have full access to examinations and admission processes.
- To work in collaboration with the school's mental health policy.

# Roles and Responsibilities

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Laura Williams (Head of Learning Enrichment) is responsible for co-ordinating & running the Department & reporting to the Headmistress of Eaton House the Manor, Mrs Sarah Segrave.

Laura Williams is responsible for:

- overseeing the day-to-day operation of the school's SEND policy and the co-ordination of specific provision made to support individual pupils with SEND including those who have Educational Health Care Plans (EHCP's).
- working closely with the school's one-to-one specialist teachers, class teachers, subject teachers, learning support assistants and co-ordinating provision for children with SEND.
- having responsibility for overseeing the identification and assessment of children with SEND.
- keeping records on pupils with SEND and maintaining files containing current learning enrichment targets and cumulative information such as specialist reports, previous learning enrichment targets and reviews.
- Liaising with parents, one-to-one specialist teachers, subject teachers, class teachers and pupils in selecting learning targets to suit the needs of the individual pupil.
- Liaising with external professionals including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, independent tutors, Social Services and medical bodies.
- Purchasing and organising resources for SEND.
- Contributing to appropriate in-service training of staff.
- Liaising with the Designated Safeguarding Lead (Mrs Segrave) with regard to identifying those children with safeguarding needs and putting procedures in place.
- Maintaining a register of all children with SEND within the school.
- Ensuring that learning enrichment targets are in place.
- Ensuring that all reasonable adjustments are in place for internal and external examinations and admission processes.
- Liaising with potential next providers of education as appropriate to ensure a pupil and their parents/carers are fully informed and to enable a smooth transition.

Class/Subject Teachers are responsible for:

- The learning of all pupils in their class, including those who have SEND.
- Using the proper procedures for identifying, assessing and making reasonable adjustments for pupils with SEND.
- Informing the Head of Learning Enrichment and parents of any pupils they identify as having an area of need which requires learning support.
- Liaising with specialist Learning Enrichment Staff to provide a collaborative approach to implementing adjustments and support for children with SEND.
- Discussing with parents, and when appropriate the pupil, the targets and strategies written in the pupil's learning enrichment targets.

## Admission arrangements

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See the School's Admissions Policies.

# Arrangements for co-ordinating educational provision for children with SEND

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## **The Headmistress will:**

- Be the "Responsible Person".
- Ensure the safeguarding of all SEND children.

## **Identification, Assessment and Provision**

As recommended by the Code of Practice, Eaton House the Manor Prep School adopts a graduated approach of action and intervention for pupils needing learning support. A record is kept and the strategies are monitored and reviewed. A pupil has SEND if he has a learning difficulty or condition which calls for intervention that is additional to or different from that which is provided as part of the school's usual differentiated curriculum and strategies.

## **Phase 1. School monitoring/assessment**

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All children entering the Prep school from the Pre-Prep will continue to be provided with the same level of support that they received in the Pre-Prep if deemed necessary. A full and comprehensive handover of all SEND is carried out in the summer term of each academic year. If a new child joins the school with SEND concerns, the child will be assessed internally. The Headteacher and SENDCo/Head of Learning Enrichment will decide after discussion with the child's previous school, parents and/or carers and consideration of the difficulties, whether the child should be placed on the SEND Register.

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

If assessments show that a child may have a specific difficulty, we use a range of strategies that make full use of all available classroom and school resources.

The class/subject teacher will:

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

The SENDCo/Head of Learning Support will:

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

Pupils making less than expected progress may be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between child and their peers

## Phase 2. Concerns with support

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If a child's progress continues to cause concern following a term of monitoring, they will be placed on a Concerns List. The SENDCo/ Head of Learning Enrichment or a member of the Learning Enrichment Department will observe the child in the classroom setting and, depending on their difficulties, a member of the Learning Enrichment Department might carry out diagnostic assessments. Subject to the child's needs, they may be supported:

- in the classroom or within a group for a short period of time by a member of the Learning Enrichment Department or, where required,
- with one-to-one support with a member of the Learning Enrichment Department.

The parents will be informed by the form teacher of any recommended assessments or support and permission will be sought before an assessment takes place. For those receiving Learning Enrichment Support, targets will be shared with and where appropriate included in the planning by their teacher/s. Where a child requires one-to-one support, they will be placed on the SEND Register, a file will be created to record targets and assessment and an IEP may be set up outlining a tailored intervention programme. The IEP will show the short-term targets set for the child, the teaching strategies to be used and the dates for the plan to be reviewed. Children 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 will be offered a second 30 minute lesson. Formal reviewing of the Learning Enrichment Targets takes place in the autumn and summer terms and at these reviews it is decided whether the child continues with support. The Learning Enrichment team also offer a parent meeting in the spring term in order to inform of and change targets if necessary.

## Phase 3. SEND support

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If the IEP review or a previous assessment identifies that support is needed from outside services, the SENDCo/ Head of Learning Enrichment, Learning Enrichment teacher and class teacher will consult parents and suggest appropriate action. These services include:

- an educational psychologist
- a clinical psychologist
- an occupational therapist
- a speech and language therapist
- a behavioural optometrist
- a Paediatrician
- a GP

In situations where they receive out of school support/assessments, these agencies are encouraged to provide information to the school, for the child's IEP or class targets. Once an assessment has been conducted, or in some cases a specific educational need has been diagnosed, parents will be expected to share the reports with the school. The strategies recommended in a child's report will be shared with his class/subject teachers and, where possible, be implemented in the child's classroom setting. The number of support lessons provided by the Learning Enrichment Department may increase subject to recommendations in the report. Reports will be stored securely in the child's file in the Learning Enrichment folder on the school's internal system.

## Phase 4. Education and Health Care Plan

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If it is considered at a review meeting that, despite appropriate SEND support, a child is not making expected progress and it is deemed that his needs cannot be met within the school based stages, the Headmistress, Head of Learning Enrichment together with parents may apply to the Local Authority for a statutory assessment. If, after the assessment, the authority grants a plan the Local Authority will be involved in funding the resources to meet the child's needs and monitoring the child's progress and provision and the outcome of the review forms the basis of the new Learning Enrichment Targets. The plan is reviewed annually. If the Local Authority decides not to grant a statutory assessment or compile an Education and Health Care Plan, parents can appeal against both these decisions.

Although the Common Assessment Framework form is not statutory, we might complete a form for a child if it was felt they should be considered for EHC plan. If the school received a form from another

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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 can still 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 special SEND. The lead professional who will take the 'lead role' to co-ordinate the different services is the Headmistress in conjunction with the Head of Learning Enrichment.

Those children who arrive at Eaton House with Education and Health Care Plans receive support in accordance with the stated recommendations. Annual reviews are carried out.

## Transition to another setting due to SEND

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If a child is not progressing adequately in spite of the school's intervention, the Headmistress, the Head of Learning Enrichment, parents and external professionals will decide if the child's needs would be better met in a different setting. The Headmistress and the Head of Learning Enrichment will advise parents on a more appropriate school to meet the needs of their child. The child's reports and SEN file will be passed on to the next school and parents will be supported through the transition.

## Early intervention and support

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At Eaton House we recognise the importance of early identification, assessment and provision for any child who may have special educational needs. We realise that the earlier the action is taken the more responsive the child is likely to be. Information provided from Pre-Prep Schools may be used as a starting point for the development of an appropriate curriculum for the child. Teachers closely monitor children's numeric and literacy abilities. These highlight areas for early action to support the child within the class. See earlier heading 'Identification, Assessment Arrangement and Review Procedures' for procedure followed when a child is deemed to have special educational needs.

There is continuous observation and assessment. Parents are kept fully involved of their child's achievements and are involved in developing and implementing a joint learning approach at home and in school.

## Internal and external examinations

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Appropriate access arrangements are provided for internal and external examinations on the basis of specialist reports, assessments or an Educational Health Care Plan. Pupils in Years 4 and 5 may be granted appropriate access arrangements (such as extra time) in internal exams where deemed necessary and only after agreement has been made with the class teacher, parents and Head of Learning Enrichment. In Years 6 to 8, access arrangements should be supported by professional assessment and recommendation. The school is aware of the JCQ guidelines and follows their recommendations where possible. Close communication with potential future schools and their examination/access arrangement policies will also be taken into consideration.

A record is kept of arrangements for individual children. Wherever possible the child will sit the same exam/test as their peers but might be provided with a word processor, scribe, extra time, placed in a smaller setting, prompt or any other recommendation.

For external examinations for entrance to other schools we liaise with the schools on an individual basis. (See Laptop Policy)

## How children with SEND are included within the school as a whole and the outcomes for all children.

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All the children with SEND are placed in mixed ability classes in Year 4 and 5. All pupils are streamed for maths and English. In Year 6 to Year 8 they are streamed for all subjects. The children with SEND are integrated fully with their classmates for all curricular and non-curricular activities including clubs. The school endeavours to provide the children with special education provision to meet their needs in order for them to achieve their potential.

This will be done by:

- Children with SEND having their needs identified and accommodated by removing barriers to learning.
- Children with SEND achieving their full potential academically, emotionally, socially and physically.
- Staff being familiar with understanding and implementing policy confidently.

- Giving due regard and consideration to any recommendations from external professionals regarding support and adjustments for the pupils concerned.
- Ensuring relevant information from external reports is shared with relevant staff.
- Providing evidence in practice of the policy.
- Ensuring access for all and equality in decision making.

## Arrangements for considering complaints

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In the first instance, a complaint would typically arrive in school via the class teacher. This should then be passed on to the Headmistress. 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 special educational need or learning difficulty and/or disability 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, Headmistress, Head of Learning Enrichment and the class teacher. The class teacher and the Head of Learning Enrichment would gather evidence and records about the child, which would then be discussed at the meeting. Hopefully at the meeting, an agreement would be established between the parents and the Headmistress, the Head of Learning Enrichment and the class teacher.

## Induction of members of staff

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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, support for and review of children with SEND.

## Facilities available in the school and local community

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- A speech and language therapist and an occupational therapist come to the school on a weekly part-time basis.
- Close links and open communication is kept with the school's Head of Wellbeing
- Advice is sometimes sought from the community child psychiatric and psychological services.
- Depending on the individual child's medical condition, we liaise with the relevant services and departments in a range of London hospitals.
- We work in partnership with the Local Authorities where necessary and appropriate.

## Partnership with parents

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Eaton House the Manor Prep School firmly believes in working closely and communicating openly with families about their children's needs and progress. This is particularly important with parents of the children with SEND in order to keep them informed of the progress and areas of development of their children. The partnership will be achieved by:

- Listening to parents' wishes and feelings about their child and meeting with them on request.
- Involving parents at the appropriate review stages of the Code of Practice and informing them of which stage of the Code of Practice their child is at.
- The therapists, class teachers and Head of Learning Enrichment having frequent dialogue and/or written communication in the form of individual education plans and programmes of work so that home and school can work together.
- Advice being sought on the EHC plan process, other schools, Local Authority or the health authority.
- inviting parents to meetings, Open Days, Parents' Evenings and also opportunities to talk to staff informally.

## Use of physical intervention

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The use of any physical intervention on a child will be rare and usually only necessary when a child is a danger to themselves or others. To help staff feel more confident about using this type of intervention, (if required under very rare circumstances), the guidelines set out in the, ‘Use of Reasonable Force’, advice from the Department for Education (2013) will be followed.

## Arrangements for pupils going on to their next school

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

- discussions with the Headmistress, Head of Learning Enrichment and staff on appropriate placements.
- a list of possible schools is supplied to the parents.
- the Headmistress or 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.

## Data Protection

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Please see the schools General Data Protection Policy.

## Quality control

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

# Confidentiality

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Eaton House the Manor 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.

# Linked Policy

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Laptop Use Policy