

Special Educational Needs and Disabilities (SEND) Policy

Introduction

This document is a statement of the aims, principles and strategies for the teaching of pupils with additional or different educational needs at Eaton House the Manor Pre-Prep including Early Years Foundation Stage (EYFS).

This policy is written with due regard to the following:

- **Special educational needs and disability code of practice: 0 to 25 years, 2015**, provides statutory guidance on the SEND system for pupils and young people age 0 – 25 years
- **Education Act, 2011**
- **Disability Discrimination Act, 2005**
- **Part 3 of the Children and Families Act, 2014**, which sets out a schools' responsibility for pupils with special educational needs and disabilities
- **Every child matters, 2003**
- **Equality Act, 2010**
- **Teachers' Standards, 2011**
- **Mental health and behaviour in schools, 2018**
- **Supporting pupils at school with medical conditions, 2015**

Definition

Special educational provision means educational provision that is additional to, or different from, the educational provision made generally for children of the child's age in a non-selective mainstream school in the area.

At Eaton House The Manor Pre-Prep, pupils are considered to have special educational needs and/or disabilities (SEND) if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age.
- Have a disability that either prevents or hinders the pupil from making use of educational facilities and resources of a kind provided for children of the same age.

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 2015).

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. Parents may be advised to source additional support outside of school to support language acquisition.

All pupils 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 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 external agencies and professionals with the aim of giving pupils every opportunity to realise their full potential academically, emotionally and socially, within a non-selective mainstream setting.

At Eaton House The Manor Pre-Prep, we take a holistic, strengths-based approach that enhances the self-esteem of every 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 aims of SEND / Learning Enrichment provision are:

- to ensure all staff are aware of pupils with SEND, the nature of their needs and how best to support them;
- 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, **Quality First Teaching (QFT)**, learning and regular assessment;
- to identify and assess pupils as early as practically possible following the concerns of teachers, parents and / or other relevant bodies, using a **Graduated Response** (Phase 1, Phase 2 and Phase 3).
- to listen to the pupil and involve him in his learning.
- to work with other agencies, developing and maintaining close links with all those working with the pupil.
- to ensure the continual improvement of our setting to meet the needs of pupils with SEND, through regularly monitoring and evaluating resources, support and training opportunities.
- to work in true partnership with parents / carers, valuing their views and contributions, thus **enabling** and **encouraging** them to take an active role in their son's education.

Educational Inclusion

Eaton House The Manor Pre-Prep affords all pupils the basic right to participate the whole curriculum by making reasonable adjustments to meet their needs as far as possible. We seek to provide a caring and educationally appropriate environment for 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 are also identified and provided with a stimulating and challenging opportunities 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 will routinely provide differentiated learning opportunities that are pitched to meet the needs abilities of all pupils, including those with SEND, with the aim that every pupil works to his potential as part of the class or group.

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.

SEND Role and Responsibilities

The school as a whole, the Headteacher (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). Other staff will be involved as applicable to the needs of the pupil: class teachers, subject coordinators, teaching assistants, support staff.

Class teachers respond to all pupils' needs by:

- Having a secure grasp of the school's SEND policy.
- Providing support for pupils who need help with communication, language, literacy, mathematics and difficulties related to physical and / or mental health.
- QFT: differentiated planning and providing activities for all pupils' full participation in learning, as well as in physical and practical lessons (Phase 1).
- Using the 'Assess, Plan, Do, Review', format for identifying, assessing and implementing provision and/or strategies for pupils with SEND.
- Generating **three to four** targets, when pupils are in Phase 1 and Phase 2, based on their needs, which aim to close any gaps in attainment.
- Recording targets on the pupil's **Individual Education Plan (IEP)** (Phase 2).
- Discussing with parents and, when appropriate, the pupil, the targets and strategies written in the pupil's IEP.
- Informing the Head of Learning Enrichment of any pupils they identify as having an area of need which requires support in 'addition to and different from' Phase 2.
- Reviewing and updating regularly the school's SEND platform, *Provision Map*, to manage and embed provision appropriately in their teaching.
- Discussing with parents and, when appropriate, the pupil, the targets and strategies written in the pupil's learning targets.

The SENDCo / Head of Learning Enrichment is responsible for the day-to-day running of the Learning Enrichment Department and involved in the development of its strategic direction. His or her role includes:

- 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 and the implementation of the school's SEND policy.
- 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:
 - **QFT** strategies are being implemented by class teachers for pupils in Phase 1 with SEND.
 - **IEPs** are in place for pupils in Phase 2 with SEND.
 - **Individual Learning Plans (ILPs)** are in place for pupils in Phase 3 with SEND.
- Keeping up-to-date records on pupils in Phase 3 with SEND – the **Register of Pupils with SEND** – and maintaining files containing current targets and cumulative information such as specialist reports, previous targets and reviews, using the SEND software, *Provision Map*.
- Liaising with parents, teachers and pupils in selecting learning targets to suit the needs of individual pupils.
- Ensuring that teachers are responsible and accountable for the progress and development of 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 specialist teacher assessors, educational psychologists, peripatetic specialists, social services and medical professionals, as appropriate.
- Purchasing and organising resources for the Learning Enrichment Department.
- Leading and contributing to appropriate in-service training of staff.
- Liaising with the Designated Safeguarding Lead (Mrs Annabel Scott) in the instance that a safeguarding matter arises.
- Working with the headteacher to determine the strategic development of the SEND policy and provision in the school.

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The Headteacher's role includes:

- Having overall responsibility for the provision and progress of pupils with SEN and / or a disability.
- Working with the Head of Learning Enrichment to determine the strategic development of the SEND policy and provision in the school.

Admissions Arrangements

See the School's Admissions Policies, which comply with SENDA (2001).

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:

- **Special educational needs and disability code of practice: 0 to 25 years, 2015**, provides statutory guidance on the SEND system for pupils and young people age 0 – 25 years
- **Education Act, 2011**
- **Disability Discrimination Act Codes of Practice (Education), 2002**
- **Every child matters, 2003**
- **Equality Act, 2010**

All records are confidential.

The Headteacher (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 enrichment. 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. Difficulties that can occur can be summarised under the four broad areas of need:

- **Cognition and learning (C&L)**, for example, dyslexia, dyspraxia, dyscalculia
- **Communication and interaction (C&I)**, for example, autistic spectrum disorder, (Aspergers), speech and language difficulties
- **Social, emotional, and mental health difficulties (SEMH)**, for example, attention deficit hyperactivity disorder (ADHD), anxiety, depression
- **Sensory and/or physical needs (S&P)**, for example, visual impairments, hearing impairments, processing difficulties

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 using a range of specialist diagnostic tests as appropriate. The Head of Learning Enrichment and the Headteacher will decide, after consideration and / or assessment of the difficulties, whether the child should be placed on the **Register of Pupils with SEND**.

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, Recording, Marking and Reporting 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 – Universal

QFT, which takes into account the learning needs of all the pupils in the classroom. This includes providing differentiated work and creating an inclusive learning environment with the aim of closing gaps.

At this stage, parents will not be formally noted of concerns for these pupils, though any weaknesses may be mentioned at parents' meetings.

The class teacher will:

- Review their teaching strategies currently employed and consider ways in which they might be developed and differentiated.
- Monitor and review the pupil's progress over a period of **ten weeks**. Different strategies will be implemented during this period if appropriate.
- Include pupil targets in their class planning.
- Keep a record of the strategies and outcomes using the 'Assess, Plan, Do, Review' template, which is to be saved into the files section on **Provision Map**.
- If the pupil has not made expected progress with Phase 1 provision, a **Transition Referral Form** will be completed, and the pupil may move to Phase 2 the following term.

The SENDCo / Head of Learning Enrichment will:

- If necessary, support and advise the class teacher, who remains responsible for working with the pupil on a daily basis.
- Observe the pupil in the class at the end of the ten-week period to assess efficacy of QFT strategies.

Phase 2 – Targeted

Phase 2 specifies additional and time-limited (ten weeks) interventions provided for some pupils, who need help to accelerate their progress to enable them to work at or above age-related expectations.

If a pupil's progress continues to cause concern, following ten weeks of observations and QFT strategies, he may move into Phase 2. At this point, the parents will be notified and a meeting will be arranged to discuss strategies and interventions used to support the pupil.

The class teacher will:

- Complete **Transition Referral Form** for Head of Learning Enrichment – Phase 2.
- Follow the 'Assess, Plan, Do, Review' process to keep track of Phase 2 interventions.
- Set **three to four** SMART targets (*Provision Map* template) for the appropriate area of need: C&L, C&I, SEMH, S&P.
- Decide on appropriate interventions based on Phase 2 *Provision Map*
- Review targets at the end of the term.
- Meet with Head of Learning Enrichment to discuss the review and next steps.

The Head of Learning Enrichment will:

- Create **IEPs** for Phase 2 pupils and share with teachers and parents. This will include short-term targets, teaching strategies and a review date.
- Observe the pupil in class at the end of the ten-week period, to assess effectiveness of Phase 2 interventions.
- If the pupil has not made expected progress by the end of the ten-week period, carry out screening assessments, to inform next steps.
- Advise on next steps: pupil will remain in Phase 2, return to Phase 1 or move to Phase 3.

Phase 3 – Specialist

Phase 3 details targeted provision for a minority of pupils where it is necessary to provide highly tailored intervention to accelerate progress or enable pupils to achieve their potential. Phase 3 may include specialist interventions from external professionals.

If the class teacher's Phase 2 review or a previous internal assessment identifies that support is needed from specialist services, the SENCo and class teacher will consult with parents and suggest appropriate action. These services include:

- a specialist teacher
- an educational psychologist
- a clinical psychologist/ psychotherapist
- an occupational therapist
- a speech and language therapist
- a behavioural optometrist
- a paediatrician
- a GP

The class teacher will:

- Continue to set **three** to **four** SMART targets (*Provision Map* template) for the appropriate area of need: C&L, C&I, SEMH, S&P.
- Continue with appropriate interventions based on Phase 2 *Provision Map*.
- Review the targets at the end of term and, if achieved, set new targets.

The Head of Learning Enrichment will:

- Monitor class targets and discuss with teacher if necessary.
- Make appropriate referrals to specialists.
- Create **ILPs** for Phase 3 pupils and share with teacher and parents. This will include short-term targets, teaching strategies and a review date.
- Oversee implementation of professionals' intervention.

Specialist Teaching

Eaton House Pre-Prep is able to offer certain pupils specialist teaching provision with a qualified Level 5 professional. Sessions are 30-minutes long and occur weekly during school hours. These sessions are offered at the discretion of the school, based on need and available resources. In cases where we are not able to offer this provision to a pupil in school, specialist teaching outside school will be advised.

In some cases, pupils will be seen in school by external professionals. These professionals are encouraged to provide information about their work with the pupil to the school, for the pupil's IEP or class targets. The strategies implemented in a pupil's IEP will, where possible, also be implemented in the pupil's classroom setting and will be correlated with the class teacher's planning.

Phase 4 – Education, Health and Care Plan (EHCP)

An Education, Health and Care Plan is a legally-binding document offered by local authorities, for pupils with special educational needs who require SEND support beyond that which an educational setting can reasonably provide. A significant amount of evidence is required through following the 'Graduated Response' before an application may be considered.

When evidence of a pupil's significant educational need has been collated, a request for an Educational, Health and Care needs assessment will be made to the local authority. This request represents a logical development from the consultation and planning already established between the school, parents and pupil. The outcome of the Educational, Health and Care needs assessment will determine whether an EHCP will be written. Further information is provided in the next section.

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 Headteacher and Head of Learning Enrichment, together with parents, may apply to the local authority for an Education, Health and Care Needs Assessment (SEND 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.

If the school receives an assessment form from an external agency, we will 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 pupil were such that the pupil would suffer unless they receive support. This might be, for example, because the parents are in denial of their son's SEND. The lead professional who will take the 'lead role' to coordinate the different services is the Headteacher 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 (SEND 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 support services and outside agencies to ensure a comprehensive approach to SEND. Parents are asked for their consent before their pupil is referred to outside agencies.

Parents / guardians bear the primary responsibility for ensuring that their son(s) receive appropriate provision in line with any professional guidance they may have received. Wherever possible, the school will seek to support parents in organising additional support with outside agencies.

In the case of a pupil requiring additional support as stipulated in their Education, Health and Care Plan, wherever possible the school will endeavour to cooperate with the Local Authority in providing such support, subject to availability of appropriate professionals, space and sufficient funding.

Transition to Another Setting Due To SEND

If a pupil is not progressing adequately despite the school's intervention, the Headteacher, 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 Headteacher 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 Headteacher, SENDCo / Head of Learning Enrichment and staff on appropriate placements.
- A list of possible schools is supplied to the parents.
- The Headteacher 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 the school as follows:

- a) Listening to parents' wishes and feelings about their son and meeting with them on request.
- b) Involving parents at appropriate reviews.
- c) Offering dialogue with class teachers, the Head of Learning Enrichment and external professions, and/or written communication, for example, learning support targets and programmes of work, enabling home and school can work in partnership.
- d) Providing advice on EHCPs, other schools, and local agencies.
- e) Inviting parents to parent-teacher meetings, open mornings and informal opportunities to discuss their son(s).

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 Headteacher. 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. See Complaints Policy.

In the case of a parent having a complaint that cannot be resolved informally, a meeting would be arranged with the parents, Headteacher, 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 pupil, which would then be discussed at the meeting. It is hoped that at the meeting, a reasonable and constructive 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.

See Behaviour and Discipline Policy.

Quality Control

Eaton House The Manor Pre-Prep's 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'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.