

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
- **Part 3 of the Children and Families Act 2014**, which sets out schools' responsibilities for pupils with SEND
- **The Special Educational Needs and Disability Regulations 2014**, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the special educational needs (SEN) information report
- **The Equality Act 2010 (section 20)**, which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- **The Public Sector Equality Duty (section 149 of the Equality Act 2010)**, which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who do not share it
- **Education Act, 2011**
- **Disability Discrimination Act, 2005**
- **Every child matters, 2003**
- **Teachers' Standards, 2011**
- **Mental health and behaviour in schools, 2018**
- **Supporting pupils at school with medical conditions, 2015**

Aims and objectives

Our Aims – our purpose and primary objectives

- To provide an academically rigorous and broad education that encourages pupils to achieve the very best in all they do and develop knowledgeable and reflective young people.
- To nurture each child's gifts and talents, enabling them to access a wide range of future opportunities.
- To care for every child, ensuring they feel noticed and known, placing their wellbeing at the heart of everything we do and developing compassionate and empathetic individuals.
- To embed a culture that promotes a love of learning, where every child develops the confidence to embrace new experiences, learn from mistakes and take measured risks.
- To have a vibrant and inclusive community, where pupils, parents and staff enjoy close and supportive relationships and have a sense of belonging and shared purpose.

Our special educational needs and disabilities (SEND) policy aims to:

- Ensure Eaton House The Manor Pre-Prep fully implements national legislation and guidance regarding pupils with SEND.
- Outline how Eaton House The Manor Pre-Prep will:
 - Support and make provision for pupils with special educational needs and disabilities.
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND.
 - Help pupils with SEND fulfil their aspirations and achieve their best.
 - Help pupils with SEND become confident individuals living fulfilling lives.
 - Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
 - Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil.
 - Make sure the SEND policy is understood and implemented consistently by all staff.

Vision and values

Our Vision – our aspiration for success and the future

Laying the foundation for today's children to be successful adults of tomorrow, who contribute purposefully to society and the world around them.

Our Values – how we deliver our aims and vision

- We are curious and brave
- We act with kindness and respect
- We seek adventure and fun
- We value ourselves and each other
- We are determined and bounce back

This policy reflects the aims, vision and values of Eaton House The Manor Pre-Prep. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Definitions

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.

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

A pupil **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 (SEND Code of Practice, 2015).

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The four areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
<p>Communication and interaction</p>	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
<p>Cognition and learning</p>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

SEND roles and responsibilities

The school as a whole, the Headteacher (Mrs Kirsten Bond) and the SENCo / 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).

The SENCo / 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.

The **SENCo / Head of Learning Enrichment** will:

- Oversee the identification and assessment of pupils with SEND.
- Inform any parents that their son may have SEND and then liaise with them about the pupil's needs and any provision made.
- Work with the headteacher to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have Education, Health and Care Plans (EHCPs).
- Advise the local authority and / or parents when a pupil needs an Education, Health and Care Needs Assessment (EHCNA), or when an EHCP needs an early review.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils with SEND up to date and accurate.

SEND roles and responsibilities (cntd)

The **SENCo / Head of Learning Enrichment** will:

- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- Lead and contribute to appropriate in-service training of staff.
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review any updates to this policy.
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

SEND roles and responsibilities (cntd)

The **Headteacher** will:

- Work with the SENCo / Head of Learning Enrichment to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENCo / Head of Learning Enrichment and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Make sure that the SENCo / Head of Learning Enrichment has enough time to carry out his or her duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- With the SENCo / Head of Learning Enrichment, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENCo / Head of Learning Enrichment, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the local authority in reviewing the provision that is available locally and in developing the local offer.
- With the SENCo / Head of Learning Enrichment and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Each **class teacher** is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Recording targets on the pupil's Individual Education Plan (IEP) (Phase 3 and 4).
- Discussing with parents and, when appropriate, the pupil, the targets and strategies written in the pupil's IEP.
- Working with the SENCo / Head of Learning Enrichment to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring he or she follows this SEND policy.

SEND roles and responsibilities (cntd)

Parents or **carers** should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

Parents or carers will be:

- Invited to meetings to review the provision that is in place for their child;
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs;
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil;
- The school will take into account the views of the parent or carer in any decisions made about the pupil.

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support, where appropriate.

These discussions and decisions might involve the pupil:

- Explaining what his strengths and difficulties are;
- Contributing to setting targets or outcomes;
- Attending review meetings;
- Giving feedback on the effectiveness of interventions.

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

Our approach to SEND support

Identifying pupils with SEND and assessing their needs

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 hold 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. We will assess each pupil's current skills and levels of attainment when he starts at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make. Teachers monitor pupils' communication, language and mathematical abilities closely, as they may reveal areas for early action to support the pupil within the class.

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 (Mrs Kirsten Bond) will:

- Be the 'Responsible Person'

The DSL (Ms Fiona Laughton) will:

- Ensure the safeguarding of all SEND pupils

Our approach to SEND support (cntd)

Identifying pupils with SEND and assessing their needs (cntd)

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better their previous rate of progress;
- Fails to close the attainment gap between them and their peers;
- Widens the attainment gap.

It may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCo / Head of Learning Enrichment to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND;
- They are known to external agencies;
- They have an education, health and care plan (EHCP).

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Our approach to SEND support (cntd)

Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision. When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength, weakness and need;
- We take into account any concerns the parents have;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

Our approach to SEND support (cntd)

The graduated approach to SEND support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a four-part cycle known as the graduated approach.

Assess

The pupil's class teacher and the SENCo / Head of Learning Enrichment will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

Plan

In consultation with the parents and the pupil, the teacher and the SENCo / Head of Learning Enrichment will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on **Provision Map**, and will be made accessible to staff as a pupil passport and, where appropriate, an IEP and / or a behaviour support plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Do

The pupil's class or subject teacher retains overall responsibility for their progress. Where the plan involves group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCo / Head of Learning Enrichment will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Our approach to SEND support (cntd)

The graduated approach to SEND support (cntd)

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCo / Head of Learning Enrichment will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Levels of support

School-based SEND provision

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

Education, health and care plan (EHCP)

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHCP. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

Expertise and training of staff

Training will regularly be provided to teaching and support staff. The deputy head and the SENCo / Head of Learning Enrichment will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Links with external professional agencies

The school recognises that it will not be able to meet all the needs of every pupil. 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 son is referred to outside agencies and / or his data is sent to them.

Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

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.

Admissions arrangements

See Eaton House Schools' admission policy, which comply with SENDA (2001).

Transition to another setting

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 SENCo / 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 another setting

It is vital that parents plan as far in advance for their child's move to another school as possible. Parents are offered the following support and guidance:

- Discussions with the Headteacher, SENCo / Head of Learning Enrichment and staff on appropriate placements.
- A list of possible schools is supplied to the parents.
- The Headteacher or SENCo / 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.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including by using provision maps;
- Carrying out the review stage of the graduated approach in every cycle of SEND support;
- Holding annual reviews for pupils with EHCPs;
- Requesting feedback from the pupil and their parents.

Monitoring this policy

This policy will be reviewed by the headteacher and the SENCo every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

Complaints about SEND provision

See the Eaton House Schools Complaints Policy.

Links with other policies

This policy links to the following documents:

- Admission policy
- Equality of opportunity policy
- Inclusion policy
- Pupil behaviour, discipline and exclusions policy
- Supporting pupils at school with medical conditions policy
- Attendance and truancy policy
- Safeguarding and child protection policy
- Complaints policy