



Pre-Prep

Special Educational Needs Policy

PRE-PREP POLICY FOR SPECIAL EDUCATIONAL NEEDS

1. Introduction

This document is a statement of the aims, principles and strategies for the identification and management of children with special educational needs at Downsend Pre-Prep Schools. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the Parent Contract and also the schools' other policies as together these form a statement of the principles underpinning all the work of each Pre-Prep. Specific reference should be made to the following policies:

- Accessibility Plan
- Admissions
- Equality and Diversity
- Teaching and Learning and Assessment
- Gifted and Talented

Downsend Pre-Prep Schools are caring schools where attention is paid to the planning of the curriculum, both to extend the most able and to support the individual needs of pupils with identified learning difficulties within the mainstream setting through the effective use of differentiation.

Admission of a pupil with special educational needs (SEN) is at the discretion of the head teachers and will be kept under review in consultation with the parents. Children with an identified Special Educational Need entering Nursery will be assessed individually by the SENCO/ Nursery Staff/ Head. Children entering the school in Reception or Year 1 will spend a day in the classroom with their year group and be assessed by the class teacher and/or other staff prior to being offered a place. This may involve the use of specific tests which will result in a written report. The head teacher will discuss the needs of the individual child with the school's Special Educational Needs Coordinator (SENCO). If the school is able to meet those needs, then the child may be accepted.

2. Definitions of Special Educational Needs and Disabilities (SEND)

A child has special educational needs if " their learning difficulty or disability calls for special educational provision different from or additional to that normally available to pupils of the same age". (SENDCoP 2014 6.15).

A child has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of children the same age or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age or
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do if special educational provision was not made for that child.

(SENDCoP 2014 xiii –xv)

In addition under the Disability Discrimination Act, 1995, Section 1(1) and Equality Act 2010 1 (6) 'A person (P) has a disability if –

- (a) P has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'

It is not assumed that because a child's attainment is in line with his chronological age that there is no learning difficulty or disability. Difficulties can occur across the full range of cognitive ability. (SENDCoP 2014 6:23)

Children must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which they will be taught. Difficulties related solely to limitations in English as an additional language are not SEN (SENDCoP 2014 6.24)

SEND can be broadly categorised into:

- Communication and Interaction
- Cognition and Learning (including specific learning difficulties such as dyslexia or dyspraxia).
- Social Emotional and mental health difficulties
- Sensory and Physical needs

(SENDCoP 2014 5:32 and 6:28 – 6:35)

3. Principles

We are committed to providing equal access for all children to the broad and balanced curriculum to which they are entitled. We welcome children with special educational needs as part of our community. We recognise that we must consider the individual needs of all children when planning our curriculum and we aim to

provide a curriculum which is accessible to each child and takes account of different learning styles, background and experiences. To achieve this commitment:

- a) We aim to employ the best practice when devising support for SEN.
- b) We recognise a continuum of special needs: any child may experience a special need at any stage of their education. Our aim is to raise the expectations and achievements of all children.
- c) Early intervention: We recognise the importance of early identification and assessment of children with special educational needs. We aim to address special needs as soon as concerns are raised so that learning experiences are appropriate and future difficulties are minimised. We seek to develop practices and procedures that are designed to ensure that all children's special educational needs are identified and assessed. We recognise that good practice can help prevent some special educational needs arising at all, and can minimise others.
- d) We recognise that responsibility for SEN is a whole-school issue and lies collectively with all staff, supported by the SENCO and the Senior Management Team. We aim to equip all staff to effectively meet a wide range of children's needs. Lessons provide differentiated activities and reasonable adjustments to meet these needs.
- e) All children have a right to a broad, balanced and relevant education. We believe that SEN should be addressed by using a variety of groupings, settings and differentiation strategies to ensure full curricular access for all children.
- f) We believe in the involvement of the child and the importance of taking their views into account. They should be actively encouraged to participate in discussing the purpose of learning tasks, in personal target-setting and in evaluating their outcomes. Our SEN provision aims to actively involve children in this process in the light of their age and understanding.
- g) We recognise that parents and carers have a vital role to play in supporting their children's education. We aim to work in close partnership with parents and carers, valuing their opinions and contributions, and to support them in promoting their child's learning and development. We will fully inform them about SEN provision for their child(ren), and take their views into account in respect of their children's needs.
- h) Wherever possible, we intend to work in partnership with other agencies (e.g. health professionals) and with parents and carers, sharing information and assessment reports and taking prompt action to implement recommendations.

Aims

The aims of our Special Educational Needs provision at the Downsend Pre-Preps are:

- to recognise that some children have difficulties which call for special educational provision;
- to apply a whole school policy to meet each pupil's individual needs following the guidelines of *Special Educational Needs and Disability Code of Practice: 0-25 years (DfE and DoH) 2014 and the Equality Act 2010 (SENDCoP 2014)*
- to give every child with SEN the best possible access to our broad and balanced school curriculum;
- to acknowledge the role parents and carers have in their child's learning;
- to continue to develop staff training;
- to make clear the expectations of all partners in the process.

4. Roles and responsibilities

Provision for children with special educational needs is a matter for the school as a whole. The school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.** Teaching such children is therefore a whole school responsibility.

All staff have an awareness of different types of SEND and access to information regarding these. They know how to adapt their teaching and differentiate to meet particular needs and discuss this regularly with the SENCO. Staff are encouraged to share examples of good practice during regular staff meetings, use of the shared servers and during pupil tracking and levelling meetings.

The school has access to a range of outside specialists including Early Years Advisors, Speech and Language Therapists and Occupational Therapists who can advise parents and staff further should all parties deem this appropriate. Further in depth training is sought should a child with a special educational need require specific interventions beyond the current expertise of staff.

The role of the Special Educational Needs Coordinator (SENCO)

SEND arrangements are coordinated by the SENCO whose role includes:

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Date created: Oct 2015 – Tessa Roberts

Updated: August 2016 – Sue Goldsmith

Review Date: August 2017

1. overseeing the day to day operation of the school's SEN policy;
2. carrying out observations and assessments of individual pupils to help teachers support and provide for them. These may be instigated by parental or teacher request or at the Head's or SENCO's discretion in order to establish a child's current presentation or to monitor progress or impact of interventions.
3. liaising with and advising teachers and TAs and offering specialist advice and support so that they can apply targets and make provision for identified pupils;
4. coordinating 1:1 and group learning support, and where appropriate, delivering this;
5. keeping the head teacher informed about provision, training needs, pupils' needs and changes to statutory requirements through weekly meetings.
6. tracking pupils' progress using ISPs and other records;
7. maintaining the school's electronic SEN register and updating it at least termly;
8. overseeing SEN records for all pupils who have been identified as requiring monitoring for SEN;
9. identifying and monitoring areas of need and provision across the school, reporting to the head teacher;
10. advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;
11. liaising with parents of children with SEN, keeping notes of these meetings. Meetings may be prompted by request from the parent or school or as a result of an event e.g. assessment, Individual Support Plan (ISP) review, etc ;
12. contributing to and promoting in-service training of staff both in-house and external as well as networking with other SEN coordinators in Cognita schools;
13. liaising with external agencies including the Educational Psychology Service, Health and Social Services, voluntary bodies and the schools to which pupils transfer;
14. ensuring that any suitable examination and other assessment arrangements are made for pupils who have difficulties with the usual procedures and ensuring that appropriate resources are made available;
15. liaising with Specialist Teachers contracted by parents to work with specific children and ensuring they are aware of ISP targets to ensure a coordinated programme for these children.
16. liaising with the school nurse regarding any relevant disabilities or special educational needs.
17. updating the School Information Management System (SIMS) termly with SEND information to ensure accurate and secure and confidential dissemination of such information to relevant staff.

It follows from this that the SENCO has planned time to administer the school's SEN arrangements.

The role of the teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (SENDCoP 2014 6.36).

In order to do this they:-

1. assess, monitor and identify pupils of concern and liaise with SENCO;
2. keep notes on SEND pupils in the system;
3. liaise with the SENCO and plan work for pupils through the use of differentiation techniques and reasonable adjustments;
4. liaise with SENCO to plan work for pupils where additional advice is sought
5. plan, implement and review ISP's when required (supported by SENCO);
6. direct support from teaching assistants if appropriate;
7. keep up-to-date with information about SEND children that they teach
8. liaise with the parents of identified pupils.

The role of the Headteacher

The Headteacher of each school

1. ensures that the SENCO and other staff have sufficient time allocated to carry out their teaching and administrative roles;
2. liaises with SENCO regularly regarding individual children;
3. discusses staff training needs with SENCO, teachers, TAs and other support staff based on pupil progress and assessment and staff performance review procedures
4. in discussion with SENCO arranges sharing of good teaching practice;
5. looks at resource requests for the Learning Support department;
6. shares information on SEND with the school's Cognita Education Officer;
7. oversees liaison of the SENCO with Early Years Advisor and information provided for the EY Local Offer

5. Processes

The school's SEN process follows the graduated approach of **Assess Plan Do Review**. (SENDCoP 2014 6.44)

The key test of the need for action is evidence that the pupil's current rates of progress are less than expected given their age and individual circumstances.. This can 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 the child and their peers.
- widens the attainment gap.
- can include progress in areas other than attainment.

Identification

Class teachers make regular assessments of progress and set ambitious targets for all children. These are used to identify those children making less than expected progress given their age and circumstances. Where, in the light of good teaching, relevant differentiation and reasonable adjustments, a child's progress continues to be less than expected, the class teacher and SENCO assess whether the child has SEN. Parents will be consulted as part of this process.

Early identification and assessment of a child with SEN is a vitally important part of the remedial process. For some children a SEN can be identified at an early age. For other children these difficulties may only become apparent as they develop. Equally, attainment in line with chronological age does not mean there is no learning difficulty.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. (SENDCoP 2014 6.23)

Difficulties related solely to the fact that the child's first language is not English are not SEN.

If necessary, further testing may be carried out. Parental permission will be sought for this and any associated additional costs agreed. Results of these assessments will be recorded and discussed with the parents. Depending on the results of these assessments a child may or may not be placed on the SEN register.

SEN Register

Our SEN register follows the following stages and children may be moved on or off the register at any point.

a) Record of Concern (RC)

This approach starts with the class teacher using differentiation strategies to meet the individual needs of pupils. A pupil is placed on alert if staff have any concerns about them but are currently able to manage their learning within the classroom through group work and differentiated activities.

A Record of Concern (See Record section below) should be filled in by the class teacher, subject teachers or any adults involved with the child on a regular basis. The Record of Concern should be given to the SENCO who will then discuss it with the staff concerned and decide on appropriate action. If, following any appropriate

changes in teaching strategies, differentiation and reasonable adjustments, the class tutor/teacher/SENCO/Head still have concerns regarding the child's progress they will then inform the parents of the concerns and ask permission for any assessments that are deemed advisable.

After any assessment has taken place parents must be informed and invited into school to discuss the findings as soon as it is reasonably possible to do so.

b) School Support (S)

A pupil moves to School Support if it is felt that staff, in consultation with the SENCO, have identified that the child has special educational needs which require additional support i.e. interventions are necessary that are additional to or different from those provided as part of the school's usual differentiated curriculum. An Individual Support Plan (ISP) is then drawn up by the class teacher in consultation with the SENCO.

This is reviewed and targets rewritten and adjusted as appropriate and at least twice termly, in consultation with the parents/ guardians of the pupil.

For younger pupils, or for those whose needs are considered short-term, the review period may be not as long. In all cases the review period may be flexible. If appropriate the pupil will be asked to assess his/her progress. Where significant progress is made the class teacher and SENCO may decide that the child will come off an ISP and be monitored by the teacher whilst still receiving any necessary differentiation. At this time the SENCO may set targets to ensure that progress is maintained, the parents/ guardians will be informed and their views taken into account before the decision is made.

Any withdrawal from the classroom will be monitored to ensure it does not interfere unduly with the child's access to the whole curriculum.

If, upon review, the SENCO and class teacher, in liaison with the parents, establish that the pupil continues to make less than expected progress, consideration will be given to involving external specialists e.g. an educational psychologist, speech and language therapist, occupational therapist, Early Years Improvement Advisor etc. Parental permission to involve external agencies is always sought.

The SENCO works with the class teacher to complete forms for referral to outside agencies and the SENCO provides documentation to support the referral.

The school encourages parents to consult with specialists and outside agencies and then seeks to ensure that there is good liaison between the school's provision and that recommended or provided by the outside agency. Parents/guardians will be asked to fund any further assessments that are not covered by the local authorities and will be asked to inform the school of the outcome of assessment. A meeting

must be arranged with the parents and relevant parties in school to discuss the outcomes.

A range of evidence based and effective approaches, equipment, strategies and interventions may be put in place to support the child's progress.

Outcomes and SMART (Specific, measurable, achievable, realistic and time bonded) targets will again be agreed. These targets and strategies will be regularly reviewed and adapted to ensure suitable progress. The class teacher and SENCO will assess the impact of any provision and revise the ISP in consultation with any other professionals involved with supporting the child.

Where School Support intervention proves successful and progress is deemed to be at the expected level the child will be removed from the SEN register and once again be supported by normal class teacher differentiation. Again the views of the pupil and parents/carers will be taken into account and parents/carers wishes will be respected.

Parents and carers are advised that for children in the Early Years school is required to share children's Code of Practice support details with the Surrey Early Years and Childcare Service (SEYCS). This is purely for school and government monitoring purposes. No conversations between school and SEYCS regarding individual children will be held without parent's written permission.

Should the school's Early Years Advisor recommend application for additional funds in order to support agreed additional provision, school will work with parents to complete either Inclusion Support Grant or Discretionary Funding paperwork to request consideration of this by the local authority.

c) Assessment for Education Health and Care Plans (EHCP)

For a very small number of pupils, interventions at School Support level may not ensure adequate progress in spite of the "assess, plan, do, review" process. At this point school and parents can consider requesting an Education Health and Care Plan assessment from the Local Authority.

The SENCO, with the advice of the class and other teachers and any appropriate external specialists, will fill in all the forms sent by the authority and will liaise with the parents and the authority about assessment criteria.

The school will be asked to provide educational advice about the pupil, drawing on record keeping for differentiation and School Support. School Support Intervention remains in place during the assessment process.

All those involved with the pupil must continue to keep detailed records. If possible the SENCO should observe the pupil in the class situation once a term and give

written feedback to the class and subject teachers on the needs of the pupil. These reviews should be discussed with the parents during ISP review meetings.

This assessment process may result in an Education Health and Care Plan being put in place. A pupil with an EHCP will have their progress formally reviewed annually by teachers/SENCO/ parents/ outside agencies and the LEA. All those involved with the pupil must continue to keep detailed records. It is the responsibility of the SENCO to collate these records and to maintain the pupil's file.

Further information regarding Surrey's EHCP process is available on the council's website at

<http://www.surreycc.gov.uk/learning/special-educational-needs-and-disability-send/changes-to-send-support-in-2014>

Procedures relating to the SEN register

Records

All records are confidential and only shared with other individuals to whom they are directly relevant. Records are kept in line with the requirements of the Data Protection Act 1998.

SEN records are as follows:

- **Records of Concern** are kept by the SENCO in the SEN File in the Head's office. Blank copies can be found in the office SEN file and in the SEN folders on the school's intranet or by applying to the SENCO.
- **Assessment and progress files** are kept by the SENCO in the SEN File in the Head's office, and in the pupil's file / class file.
- **Parent Contact records** relevant to SEN are kept by the SENCO and in the SEN File
- **ISPs and ISP reviews** are kept by the SENCO. Copies are kept by the child's class teacher and copies are supplied for parents. For all years, blank and completed ISP's are on the school's intranet and may be downloaded in hard copy form by the class teacher/specialist subject teacher. ISP's are working documents and used when planning – they are accessible in a file or on the school system but remain confidential.
- **School based assessments** are stored on the intranet in a separate folder titled SEN It is the responsibility of the class/subject teachers to read any relevant assessments and to put into their class teaching the recommendations that the SENCO has made. It is the responsibility of the SENCO to draw the attention of the teachers to the assessments. It is the responsibility of the class/subject teachers/key worker to familiarize themselves with the reports and ISPs..

- **Any other records**, Educational Psychologist's reports, Speech therapy reports etc are kept by the SENCO in the school office with copies in the pupil's file and on the school's intranet.
- **The register of pupils with special educational needs** is on the staff intranet and all records are updated by the SENCO when appropriate.
- Pupil's school electronic records are updated at least termly by the SENCO in accordance with the Data Protection Act.

The SEN Register records will be kept for 3 years. Records relevant to individual children are kept until the child is 25 years old.

At the beginning of each term staff discuss the SEN register and it is updated. All staff have access to the current SEN Register, including records of concern list.

ISPs

An ISP is used to plan the support for a pupil which is additional to, or different from, that available to all. It enables school and parents to ensure any additional or different provision aimed at supporting the child's progress is kept under review and that these approaches are having the required impact on the child's progress. An ISP focuses on up to three or four key individual targets and includes information about:

- the pupil's strengths and weaknesses, likes and dislikes and support needs;
- three or four (no more) short term objectives set for or with the pupils, with a review date specified for each target;
- the teaching strategies to be used, how these are to be delivered and by whom;
- success criteria for each target;
- when the Plan is to be evaluated and reviewed
- the ISP might include arrangements for withdrawal of support.

Parents and pupils are encouraged to contribute to the plan and record their views on it in writing. All ISPs are discussed with parents and their signature obtained to indicate agreement.

ISP targets should be **SMART**:

- **s**pecific;
- **m**easurable;
- **a**chievable;
- **r**ealistic; and
- **t**ime.

ISP's are based on the cycle of assess, plan, do, review. As far as possible provision is met within the classroom, in some instances, with permission from parents, we can help to organise provision for TA/Learning Support Assistants to work within the classroom alongside their pupils or for a Specialist Teacher to work 1:1 with the child at additional cost to the parents.

The Plans are kept under review at all times and may be adjusted accordingly. Each is formally reviewed, at least twice termly but possibly more frequently. Parents are also consulted, either formally in a meeting or informally by discussion with the class teacher or SENCO. Parents are able to discuss their concerns with the SENCO whenever they need to.

6. Behaviour and SEN

Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has SEN. Where there are concerns an assessment of these will be carried out to determine any possible causal factors. An ISP may be drawn up to ensure any strategies used to support the child are regularly reviewed and assessed for efficacy and the need to continue, adapt or withdraw the same.

7. Integration

Children with SEN are fully integrated within the school as a whole. All relevant staff know which children receive support but the atmosphere is one of encouragement and understanding.

8. Personal Development

Considerable attention is paid to the child's overall development and progress. It is the school's aim to fully integrate each child into full school life and to develop the child's self-esteem in the classroom and through school activities.

9. Future Schools

The Head Teacher advises all parents as to the pupil's future school placement when this becomes appropriate. In the event of the pupil having SEN, advice is given to parents as to the amount of continuing support the pupil may need and reports are sent to the future school highlighting the pupil's needs, whether this is to Downsend Year 2 or to another school. All documentation will be sent onto Year 2 at Downsend. Information will be shared with any other school a child may transfer to unless parents request otherwise.

10. Testing

Suggested tests and assessments include, but are not limited to, the following. A guiding principle is that the tests used must be age appropriate, up to date and manageable. It is not intended that all these tests be used with all pupils. Their use depends on the pupil's identified needs, but the school seeks to establish standardised scores as well as gaining diagnostic information.

1. Initial assessment on entry or soon after includes:
 - basic background details about the pupil. This may include taster sessions;
 - more detailed background including parents' questionnaires and details of the pupil's medical history;
2. Additional assessment may include
 - Ann Locke Profiles
 - ECaT monitoring tools
 - assessments of the pupil's reading age using a test which provides a standardised score
 - informal and formal assessments by the class teacher;
 - a single word spelling test;
 - Progress in maths tests
 - CToPP/HAAT/HAST2/OMNT/DMT/DRA/WRIT/BPVS/Aston/PhAB/NAR A/NfER

This list is not exhaustive and may be updated from time to time to reflect current best practice and the needs of children within the school. Parents will be made aware of any assessments to be carried out with their child.

Policy updated: Oct 2015

Review Date: Oct 2016