



Nurturing, Building, Preparing

Our Lady's Preparatory School and Day Nursery

Special Educational Needs and Disability Policy (SEND) 1.7

Background to the Policy

We are proud of who we are and what we do and as a result, our ethos as a Catholic School is clear.

The School Values of respect, charity, joy, excellence, family and care are derived from Gospel values and the Virtues of the Church. We enable our children to live these values through positive action, both in school and in their own family and community.

These values mean that at Our Lady's, all children are treated as unique and the staff monitor and assess their progress. All staff and practitioners are committed to fostering an environment that maximises the potential of every child through the tailoring of their surroundings and the activities within to meet individual needs, while also striving for maximum inclusion for all children.

Statutory Requirements

Our Lady's is committed to the principles set out in the Codes of Practice covering special educational needs (SEND), such as the 0-25 SEND Code of Practice 2014 (updated 2024).

We are committed to early intervention and support in all cases, in partnership with parents, and where appropriate, external supporting agencies. Children with SEND are identified, assessed and provided for as laid down by the SEND Code of Practice.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

UN Convention on the Rights of People with Disabilities

The policy has been drafted, where applicable, with reference to Article 24 - Education of the UN Convention on the Rights of People with Disabilities, so that the education provided to such people must be accessible, including buildings, information and communication, education materials, teaching methods, assessment, language and support services, school transport, water and sanitation facilities, the school dining room and recreational spaces.

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-24-education.html>

SEND Definitions

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.” The Equality Act 2010 retains the previous definition of disability: “a physical or mental impairment which has a ‘substantial’ and ‘long term’ negative impact on a person’s ability to do normal daily activities”.

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

A SEND is where a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. For children aged two or more, 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 (Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014 and SEND Code of Practice 2014).

Children must not be regarded as having a learning difficulty and/or disability solely because the language or form of language of their home is different from the language in which they will be taught. These are regarded as pupils with English as an additional language (**EAL**).

The school will take reasonable steps, including provision of reasonable adjustments and auxiliary aids/services, to avoid substantial disadvantage for disabled pupils, in admissions, education, and associated services.

The Four Broad Areas of Need

In accordance with the SEND Code of Practice, the school recognises four broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health difficulties; and sensory and/or physical needs.

These broad areas give an overview of the range of needs the school plans for. Individual pupils may have needs that span more than one area, and the purpose of identification is to determine the action the school should take, rather than simply to assign a category.

Aims and Objectives of the Policy

- To ensure that all children with SEND are offered full access to a broad, balanced and relevant education, including an appropriate delivery of the Early Years Foundation Stage and the National Curriculum, and in line with Article 24 – Education of the UN Convention on the Rights of People with Disabilities.
- To ensure that each child reaches his/her full potential within a happy and stimulating environment.
- To ensure minimal withdrawal from normal class teaching.
- To ensure pupil voice is accounted for.
- To identify special needs at the earliest opportunity and to adopt an appropriate intervention programme.
- To ensure all children receive equal access to the curriculum.
- To ensure that parents are informed of their child's progress and are fully involved at all times.
- To consider the wishes of the child and, where appropriate, allow them to contribute to discussions.
- To provide detailed records of each child's learning and monitor their progress.
- To match different learning styles with flexible teaching.
- To ensure that the resources provided are appropriate to the child's particular needs.
- To ensure that the planning allows SEND children to experience success and a sense of value within the setting.
- To ensure that appropriate support is provided within the school and where necessary from outside supporting agencies.

To develop pupils' independence, resilience, confidence and ability to express their views about their learning and support.

To focus planning on clear outcomes that support academic progress, wider development and successful preparation for the next stage of education and, from the earliest years, adulthood.

Special Educational Needs Co-ordinator (SENDCo)

The SENDCo is responsible for SEND within Our Lady's Preparatory School and Nursery. Under the Education (Special Educational Needs Co-ordinators) (England) Regulations, there is a requirement for the SENDCo to be a qualified teacher currently teaching at the school (unless the SENDCo role is

performed by the Headteacher). Although Independent schools are not subject in full to these regulations, it is considered best practice to operate in accordance with them. The SENDCo (Natalie John) at Our Lady's is responsible for liaising with the Headteacher regarding the collation of documentation for those children on Learning Support who are to be put forward for a statutory assessment or who already have a EHC Plan (see below for further details). Parents may contact the SENDCo via email/telephone for advice or to request information about provision.

Other responsibilities include:

- To maintain an up-to-date register of children with SEND.
- To meet with Nursery Manager regularly regarding any children who should be or who is on the SEND Register in EYFS.
- To ensure that teachers plan adaptively, high-quality lessons appropriately according to age and ability, in order for all children, including those with SEND, to make good progress
- To meet with each teacher/senior nursery staff every 6 – 8 weeks to monitor progress of children on the register in each class/area, including specific reference to the aims and objectives of the SEND policy as set out above.
- To liaise with the parents of children with SEND.
- To provide parents of any SEND children the opportunity to meet with the SENDCo on Parents' Evenings.
- To liaise with external agencies as appropriate.
- To liaise with and support class teachers/senior nursery nurse.
- To contribute and advise on in-service training of staff.
- To ensure that any disabled pupils are not treated less favourably than other pupils and ensure that reasonable steps are taken to avoid putting disabled pupils at a substantial disadvantage (the "reasonable adjustment" duty) in matters of admission and education.

The Transfer of Children at the end of the school year

Teachers liaise and transfer all information across phases with supporting written documentation (and computerised electronic files), such as children's reports and supporting samples of work. This documentation is for all children from Early Years into Key Stage 1 and from KS1 into KS2.

All SEND documentation is held in an individual electronic file together with updated ILPs (Individual Learning Plans) or IEPs (Individual Educational plans) in the case of school children, to ensure that targets are met. These records are kept electronically. Confidential reports from external agencies e.g. Educational Psychologist reports or screening tests are also kept in individual electronic files.

Liaison with other schools/nurseries

Should a child change setting prior to the end of the Year 6, all SEND documentation is collated and sent on to the new school. When necessary, the SENDCo will contact the SENDCo at the receiving

school. To ensure a smooth transition, the Year 6 class teacher or SENDCo liaises with the Head of Special Needs at that school.

Transition planning will be proportionate to the pupil's needs and may include additional visits, information-sharing meetings, pupil and parent contributions, and liaison with relevant professionals. The school will seek consent and transfer information securely and promptly so that support can continue without unnecessary interruption.

High-Quality Teaching and Ordinarily Available Provision

High-quality teaching, differentiated and adapted for individual pupils, is the first response to pupils who have or may have SEND. Teachers remain responsible and accountable for the progress and development of pupils in their classes, including where pupils access support from teaching assistants or specialist staff.

The school provides ordinarily available provision through inclusive classroom practice, reasonable adjustments, appropriate resources, targeted teaching, pastoral support and time-limited interventions. Where a pupil continues to make less than expected progress, despite relevant and purposeful action, the school will consider whether SEND support or specialist advice is required.

Procedures, Practices and Stages of Intervention

The experience and expertise of the staff aids early identification of any child demonstrating a significant delay in areas of learning. Initially, SEND provision will be met within the school but where considered necessary specialist expertise will be called upon to advise and support the child, parents and staff.

1. **Initial Identification** of SEND arises from assessment using criteria linked to the National Curriculum and teacher identification of delay in areas of learning, physical or sensory, language, behavioural/emotional or social development and physical, mental or medical impairment. Areas of concern are highlighted to parents and the child's progress is monitored. The school follows the SEND code Practice 2014(15) (updated 2024): 0-25 years' graduated approach with regard to identification, assessment and review of pupils with special educational needs. The four key actions are:

The school recognises that persistent or concerning behaviour may be an indication of an unmet need. Where social, emotional or mental health difficulties significantly affect a pupil's access to learning or development, the school will assess the underlying need and consider appropriate SEND support, alongside any relevant safeguarding or pastoral response.

Assess: The Class Teacher and SENDCo analyse a pupil's needs before identifying a child as needing SEND support.

Plan: Parents must be notified if it is decided that a pupil is to be provided with SEND support. Initially, pupils are placed on the Support Register whilst they are involved in interventions and

their progress is closely tracked by the SENDCo, who formulates a plan for how support will take place, communicating this with staff and parents.

Plans will be developed collaboratively with the pupil, where appropriate, parents or carers, the class teacher, SENDCo and relevant professionals. Each plan will set out the pupil's needs, the provision to be made, the support responsible staff will provide, clear and measurable outcomes, and the date on which progress will be reviewed.

Do: The Class Teacher remains responsible for working with the child on a daily basis in class. If the child is receiving specialist intervention from an outside specialist coming to the school, on a one to one basis, the specialist and class teacher are responsible for the pupil's learning and for the writing up of IEPs. In the case of the nursery, it is the responsibility of the SENDCo to write up ILPs with the additional support of the Nursery Manager.

Review: The effectiveness of the support in place is reviewed in line with the agreed date, by the class teacher, specialist (if involved) and the SENDCo. Parents are also invited to contribute to the IEP.

Reviews will evaluate progress towards the agreed outcomes, the effectiveness of the provision, and the views of the pupil and parents or carers. The support and outcomes will be revised in light of the review, and a specialist assessment may be requested where progress remains a concern.

- Pupils receive an adaptive curriculum and those who fail to make the expected progress are initially identified by class teachers/ room leaders or by the SENDCo. Any member of staff can raise concerns about a child with SEND needs or other barriers to learning, with the class teacher/room leader, SENDCo, Head of Nursery or Headmaster.
- We involve parents/carers as soon as it is felt that a pupil has a barrier to learning. When there are concerns about a pupil's progress following an intervention, parents are then involved in discussions about the next steps, for example, referral to an outside agency, and the pupil is moved to the Monitoring Register. At any time the SENDCo and class teacher or key worker, in consultation with the parents, may request help and advice from external services. The SENDCo and, where appropriate, the Acting Head will take a lead in any further assessment of the child, planning future interventions for the child in collaboration with colleagues. Any actions undertaken will be monitored and reviewed. The class teacher and SENDCo will continue to work closely together in order to monitor progress and ensure that an ILP/IEP/Pupil Profile is in place and reviewed regularly.
- We are committed to the early identification and intervention of children who may have SEND (sometimes using the dedicated Expression of Concern form). Monitoring the progress of all children is an ongoing process which enables the early identification of any children who may require additional or different provision to be made. More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents and any other records from the child's previous school, if applicable. The school's assessment procedures (see Assessment, Recording and Reporting policy) provide information that is used to identify pupils with

SEND e.g. Foundation Stage profiles, CEM Baseline, CPI tests, PIRA, PUMA & GAPS and teacher assessments.

2. **SEND Register** – Pupils with a diagnosis of a special educational need or disability are added to the school's SEND Register. When a child is placed on the SEND Register, an Early Years Support Plan, Individual Learning Plan (ILP), Individual Educational Plan (IEP) or Pupil Profile is drafted by the Class Teacher or SENDCo and shared with the parents. Progress is monitored closely and observations are documented within the ILP/IEP over time. The ILP/IEP and Pupil Profile is shared with parents, SENDCo and all staff working with the child on an ongoing basis. The SENDCo is responsible for liaising with the class teacher, room leader or key worker to review and update the ILP/IEP usually on or around a termly basis, and Pupil Profiles are kept under regular review. Parents are informed when the ILP or Pupil Profile is amended and invited to discuss their child's progress, ideally on a termly basis at least. The 2014 SEND Code outlines a 'graduated approach' formed of four actions (assess, plan, do, review), to ensure effective support through decisions that are revisited and refined over time. There should be a clear set of expected outcomes, which include academic and developmental targets, and provision should be accurately recorded. This is supplemented by the class teacher or key worker being responsible for working with the child on a daily basis, when and where adapted work/activities are undertaken.

3. **Multi-professional Assessment** – if progress continues to cause concern and following liaison with parents, a referral to the Local Authority (LA) in the case of Early Years children for a Statutory Assessment may be considered. After consultation with the SENDCo, class teacher, key worker, Headmaster and parents, should it be collectively determined that there is substantial evidence that a child's needs are such that he/she should be afforded the protection of a EHCP, all necessary forms will be completed to initiate a referral to the LA to this end.

Parents should play a vital role in this consultation process, by providing as much information and background as possible regarding the child, in order for the school to be able to provide for the needs of the child appropriately. Reference should be made to the Admissions and Curriculum policies in order to consider whether the child in question can benefit from the curriculum on offer at the school. Admissions decisions do not discriminate on the basis of disability or SEN. Please see our Admissions Policy for further details.

The EHC Plan is a document setting out a child's SEND and any additional help that the child should receive.

The aim of the EHC Plan is to make sure that the child gets the right support to enable them to make appropriate progress in school. An EHC Plan is normally issued when the education provision required to meet a child's needs cannot reasonably be met by the resources within a child's school under Learning Support.

Should the LA decide that no EHC Plan is applicable in any particular case, the parents and child must be informed of the reasons and that they have the right to appeal to the Special Educational Needs and Disability Tribunal.

Should a Multi-professional Assessment not ultimately result in an EHC Plan being issued, the child will continue to receive, within the setting, full support with clear and attainable targets monitored by a regularly reviewed ILP.

4. **Children with an EHC Plan** – after a full Multi-Professional Assessment, co-ordinated by the LA, a draft EHC Plan is issued by the LA for the parents to consider. Once the Plan is finalised, provision is reflected in the child's ILP/IEP. Children with EHC Plans are reviewed annually, but these reviews can be undertaken earlier in certain circumstances. The views of the child, where possible, should be included in the annual review. Any monies attached to the child's EHC Plan are to be used to support the child.

Working with other Schools, Specialist Teachers and Agencies

The school is committed to supporting children with SEND as part of and at all stages of the above procedures and will seek use of specialist SEND teachers and ensure liaison with other schools with the aim of attaining best practice in support for children with SEND.

The school also has links with local outside agencies that can be contacted for support and advice concerning individual children with SEND. The SENDCo attends regular courses and cluster meetings provided by Wokingham Borough Council.

Parental Involvement

As stated above, Our Lady's actively encourages close consultation and partnership with parents. The 2014 SEND Code of Practice makes explicit reference to the importance of due regard being paid to views, wishes and feelings of the child or young person, and the child's parents as part of the process, along with the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions. In addition, the class teacher/senior nursery nurse and SENDCo will suggest ways and assist parents in helping to support their child at home. The 2014 Code sets out the need to support the child, and the child's parents, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for progression towards adulthood.

Support will be planned and reviewed through a collaborative process involving the pupil, where appropriate, parents or carers, teachers, the SENDCo and relevant external professionals. Families will receive the information and support needed to participate meaningfully in decisions.

Raising Concerns and Complaints

Parents or carers who have concerns about SEND identification or provision should raise these initially with the class teacher or SENDCo. Where concerns remain unresolved, they may be raised with the Headmaster and then considered through the school's Complaints Policy.

Information about rights relating to an Education, Health and Care needs assessment or plan, including mediation and appeal arrangements, will be provided by the relevant local authority.

Removal from the SEND Monitoring or Support List

If the staff decide, after consultation, to remove the child from the SEND Monitoring or Support Lists, the parents are then informed and all documentation is filed in the child's records, along with copies of any ILPs / IEPs and reports.

Curriculum Access for Children with SEND

The staff at Our Lady's ensure that all children throughout the school and nursery enjoy a broad and balanced curriculum and have the opportunity to work within both ability and mixed ability groups. All members of staff adopt a multi-sensory approach to learning which benefits all children including those with SEND. Staff ensure that allowances are made for children with special educational needs, including disabilities.

All teachers are teachers of special needs, and at Our Lady's, teachers together with the Deputy Head, Director of Studies and SENDCo ensure that planning shows adaptation for all abilities, including children with SEND. Planning is monitored by the Deputy Head, Director of Studies, subject coordinators and the SENDCo, on a half termly basis for medium plans, and weekly for core subjects of maths & English. Monitoring is also done through lesson observations by the Deputy Head, Director of Studies, Key Stage coordinators and the SENDCo.

English as an Additional Language (EAL)

The school is clear that a pupil for whom English is an additional language is not, on that basis alone, regarded as having a special educational need; EAL and SEND are identified, assessed and recorded separately.

The school identifies students who are EAL through a holistic assessment of the pupil's prior education, home language use, length of time exposed to English and family circumstances.

Provision for any children with **EAL** is well supported within the setting e.g. visual timetables, pictures/photos alongside verbal and written words, direct help from Wokingham Borough Council,

Bracknell Forest Borough Council or other relevant councils, with strategies to be put in place, meetings and informal chats with parents on how to help children at home, sending home photographs of children's work so they can explain to parents what they have done.

Working with parents to ensure that there are sufficient opportunities for the learning at School to be repeated and delivered at home is a key element to the process of developing language used in play and at work. The EAL coordinator (SENDCo) works closely with all staff to observe and monitor those with EAL to ensure that they are able to develop appropriately, both through cause for concern slips, observations or direct contact with parents.

Policies with direct links to the SEND Policy

The following policies have direct links to the SEND Policy and should be read in conjunction with this policy in relation to any children with SEND.

- 3 Year SEND Accessibility Plan
- Admissions Policy
- Behaviour and Exclusion Policy
- Curriculum Policy
- Equal Opportunities Policy
- Complaints Policy

Monitoring & review

The School will review this policy every year and any guidance or advice published by the DfE, ISI and / or any other relevant bodies (such as the United Nations) will be monitored on an ongoing basis, in the event that ad-hoc amendments or revisions are appropriate outside of this time frame.

Reviewed: 26 August 2026

Signed:



D Boynes

Acting Head

To be reviewed 12 months from above date.