



Our Lady's Preparatory School and Day Nursery

Special Educational Needs and Disability Policy (SEND)1.7

Background to the Policy

At Our Lady's, all children are treated as unique and the staff consistently 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 both their surroundings and the activities within in order to meet individual needs, while also striving for maximum inclusion for all children.

The Role of the Trustees

The Trustees will endeavour to provide resources to support children's learning. The Trustees oversee the role of the Special Educational Needs Co-ordinator (SENCO) and it is their responsibility to ensure that special educational needs (SEN) provision is provided, to enable the needs of children with special education needs and disability (SEND) to be fully met. The Trustees also monitor the effectiveness of the application and operation of this policy at Our Lady's. The Trustee with responsibility for SEND is Col. Matthew Ware.

The Trustees have appointed a SENDCo from 1 October 2019.

Statutory Requirements

Our Lady's is committed to the principles set out in the Codes of Practice covering special educational needs (SEN), such as the 0-25 SEND Code of Practice 2014 and the Special Educational Needs Code of Practice 2015.

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

<http://www.un.org/disabilities/convention/conventionfull.shtml>

SEN Definitions

A child or young person has SEN 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 SEN 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 SEN Code of Practice 2015).

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**).

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 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 detail 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.

We offer one-to-one individual tuition, at the parent's expense, for pupils who require support over and above that which is delivered in the classroom.

Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for SEND within Our Lady's Preparatory School and Nursery. Under the Education (Special Educational Needs Co-ordinators) (England) Regulations 2014, there is a requirement for the SENCO to be a qualified teacher currently teaching at the school (unless the SENCO 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. Given this, at Our Lady's, the Lead SENCO, Simon Cassell, is a qualified teacher and is also Deputy Head Teacher at the school. The SENCO at Our Lady's is responsible for liaising with the Headteacher regarding the collation of documentation for those children on Early Years Action/School Action and School Action Plus who are to be put forward for a statutory assessment or who already have a Statement of Special Educational Needs / EHC Plan (see below for further details).

Other responsibilities include:

- To maintain an up-to-date register of children with SEN.
- To meet with Nursery Manager regularly regarding any children who should be or is on the SEN Register in EYFS.
- To ensure that teachers plan differentiated, high quality lessons appropriately according to age and ability, in order for all children, including those with SEN, to make good progress
- To meet with each teacher/senior nursery staff every 6 – 8 weeks in order to monitor progress of children on the register in each class/area, including specific reference to the aims and objectives of the SEN policy as set out above.
- To liaise with the parent of children with SEN.

- To provide parents of any SEN children the opportunity to meet with the SENCO 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, 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 Key Stage 1 into Key Stage 2.

All SEND documentation should be in an individual 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 in the Deputy Head Teacher's office. Confidential reports from external agencies e.g Educational Psychologist reports or screening tests are kept in the main school files which is also in the Deputy Head Teacher's office.

Liaison with other schools/nurseries

Should a child change setting prior to the end of the Year 6, all SEN documentation is collated and sent on to the new school. When necessary, the SENCO will contact the SENCO at the receiving school. At the end of Year 6, all relevant documentation is collated and forwarded to the child's new secondary school. To ensure a smooth transition, the Year 6 class teacher or SENCO liaises with the Head of Special Needs at that school.

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):0-25 years' graduated approach with regard to identification, assessment and review of pupils with special educational needs. The four key actions are:

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

Plan: Parents must be notified if it is decided that a pupil is to be provided with SEN support.

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 IEP's. In the case of the nursery, it is the responsibility of the SENCO to write up ILP's.

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 SENCO.

- Pupils receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers/ room leaders or by the SENCO. Any member of staff can raise concerns about a child with SEN needs or other barriers to learning, with the class teacher/room leader, SENCO, Nursery Manager or Head Teacher.
- We involve parents/carers as soon as it is felt that a pupil has a barrier to learning.
- We are committed to the early identification and intervention of children who may have SEND. 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, InCAS tests, PIRA, PUMA & GAPS and teacher assessments. While children are being monitored for SEN, they are placed on the Monitoring Register/At Risk Register which is maintained by the SENCO and kept in the Deputy Head Teacher's office. Parents are made aware when this is being done.

Early Years Action/School Action – when a child is placed on the SEND Register, an Individual Learning Plan (ILP) or Individual Educational Plan (IEP) is drafted and shared with the parents. Progress is monitored closely and observations are documented within the ILP/IEP over time. The ILP/IEP is shared with parents, SENCO and all staff working with the child on an ongoing basis. The SENCO 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 six weekly basis. Parents are informed when the ILP is amended and invited to discuss their child's progress, ideally on a termly basis at least. The 2015 SEN 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 differentiated work/activities are undertaken.

2. Early Action Plus/School Action Plus – the child transitions to this strategy when the SENCO and class teacher or key worker, in consultation with the parents, request help and advice from external services. At this stage, the SENCO and, where appropriate, the Headteacher 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 SENCO will continue to work closely together in order to monitor progress and ensure that an ILP/IEP is in place and reviewed regularly.

3. Multi-professional Assessment – if progress continues to cause concern after the Early Action Plus / School Action Plus stage above and following liaison with parents, a referral to the Local Education Authority (LEA) in the case of Early Years children for a Statutory Assessment may be considered. After consultation with the SENCO, class teacher, key worker, Headteacher 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 what has historically been called a "Statement of Special Education Needs", all the necessary forms will be completed to initiate a referral to the LEA 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 the school is 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.

Please note that the Statement of Special Education Needs is now called an EHC Plan, meaning Education, Health and Care Plan.

The EHC Plan is a document setting out a child's SEN 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 Early Action Plus/School Action Plus.

Should the LEA 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 LEA, a draft EHC Plan is issued by the LEA 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 statement are to be used to support the child.

Working with other Schools, Specialist Teachers and Agencies

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

The school also has links with local outside agencies that can be contacted for support and advice concerning individual children with SEND. The SENCO 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 2015 SEN 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 SENCO will suggest ways and assist parents in helping to support their child at home. The 2015 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.

Removal from the SEND Register

If the staff decide, after consultation, to remove the child from the register, the parents are then informed and all documentation is filed in the child's records, along with copies of 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 are aware of a multi-sensory approach to learning which benefits all children including those with SEN. Staff are aware that allowances are made for children with special educational needs, including disabilities.

All teachers are special needs teachers and at Our Lady's. Teachers, together with the SENCO and Director of Studies ensure that planning shows clear differentiation for all abilities, including children with SEND. Planning is monitored by the Director of Studies, subject

coordinators and the SENCO, 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 Director of Studies, Key Stage coordinators and the SENCO, who is also the Deputy Head.

The Trustee responsible for SEND, (Mrs Yvonne Nicholls) and one other Trustee meets with the SENCO at least twice yearly to monitor SEN provision and its implementation in the school. All trustees receive a copy of the school's SEND Policy annually and ratify it at a Trustee meeting.

English as an Additional Language (EAL)

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 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.

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 SEN.

- 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: September 2019

Signed:



Simon Cassell - SENCO and Deputy Head Teacher

To be reviewed: 12 months from "Reviewed" date