



SEND POLICY

- Children requiring additional support
- EAL



2024-20245

Approved by:

Headteacher /
SENCO

Date: September 2024

Last reviewed
on:

September 2024

Next review
due by:

September 2025

Special Educational Needs & Disability (SEND) Policy.

Introduction

This policy follows the guidelines set out in the SEND Code of Practice (January 2015). As an independent school, Hale Prep is not obliged to comply with the statutory requirements contained within the Code of Practice. However, we closely reference it to ensure that the policy works within its guidelines and with other policies within the school.

Hale Prep School has a named Senco, Fiona Halliwell. She works closely with the Headteacher to ensure that children are fully supported and receive extra provision where this is required. The Senco also works with local education authorities and independent professionals and liaises closely with parents.

In our school, it is the belief that all children have an equal right to a full and rounded education, which will enable our pupils to achieve their full potential. We use our best endeavours to provide a differentiated curriculum and special educational provision for pupils, which is required to respond to the four areas of need identified in the Code of Practice (January 2015).

The four areas of need identified in the Send Code of Practice are as follows -

1) Communication and Interaction include children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

2) Cognition and Learning - this includes children who demonstrate features of moderate or severe learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

3) Social, Mental and Emotional Health includes children who may be withdrawn or isolated, hyperactive or lack concentration. It includes children who experience difficulties such as ADHD or ADD.

4) Sensory and/or Physical Needs include children with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND. Slow progress and low attainment do not necessarily mean a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

What are special educational needs?

A child or young person has special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A learning difficulty or disability is a significantly greater difficulty in learning than most others of the same age. Special educational provision means educational or training provision that is additional to, or different from, made generally for others of the same age. (SEND Code of Practice 2015)

We have a wide range of abilities of pupils working within our school; we recognise that some children may feel disadvantaged working alongside their peers and equally may feel isolated by being withdrawn from interventions. These pupils may be offered additional support to suit their needs. This may be through small groups of pupils out of class or through differentiated teaching in class to support quality first teaching. These support strategies are intended to boost the pupils' skill level and confidence.

We equally recognise that the needs of high achieving children should be catered for and recognised as a 'special educational need'.

This SEND policy details how, at Hale Prep, we will do our best to ensure that the necessary provision is made for any pupil with special educational needs and that those needs are known to all staff likely to work with them. We will ensure that teachers can identify and provide for pupils with special educational needs, allowing them to join in all school activities with pupils who do not have special

educational needs. It is the responsibility of all teachers to identify and address any pupils with SEND.

Pupils with SEND are recorded on our SEND provision map, and their progress is closely monitored. The impact of interventions is discussed at weekly SEND review meetings, and interventions and strategies are reviewed and adapted to meet the needs of our pupils.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child so that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to establish high levels of partnership and confidence with parents by requesting and responding to parents/carers and pupils' views
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil needs through well-targeted continuing professional development
- to ensure support for pupils with medical conditions and offer full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- to make reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with Local Education Authorities and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Equal Opportunities and Inclusion

We ensure that the school meets all needs through all subjects, considering gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. In this school, we must meet the diverse

needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- Provide support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning and physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school.

The Directors, the school's head teacher, the Senco and all other staff members have essential daily responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry to ensure that they build on the patterns of learning and experience already established during the child's early years. Suppose the child already has an identified special educational need. In that case, this information may be transferred from other partners in their Early Years setting, and the class teacher and Senco will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure that ongoing observation and assessments provide regular feedback about the child's achievements and experiences and form the basis for planning the next steps of the child's learning.

The Role of The SENCO and what Provision Looks like at Hale Prep.

The Special Educational Needs Co-ordinator's [Senco] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Working with teachers to set up Individual Education Plans.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Liaising with external agencies, including Local Education Authorities, independent specialists and professionals
- Coordinate and develop school-based strategies for identifying and reviewing children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the Senco to consider what else might be done. This review might conclude that the pupil requires help over and above what is usually available within the particular class or subject.

To help children with special educational needs, Hale Prep School will adopt a graduated response. When any concern is initially noted, a teacher will consider a range of interventions, such as small group support and differentiated classroom strategies.

The Senco will liaise with all staff and is responsible for keeping a provision map of interventions and ensuring that records are kept and available when needed. Parents will be consulted, and the effectiveness of interventions will be monitored for up to one term. If, after careful monitoring, further targeted support would be beneficial, the Senco will discuss the pupil at the weekly meeting with the Headteacher, and a specific intervention and/or strategy or individual education plan may be put in place. This will be shared and agreed with the child's parents. The child may also be added to the school SEND register. The Individual Education Plan will record the learning targets set by teachers, which will be monitored and reviewed formally by the Senco, parents, and young people. A child may be removed from the SEND register at any point should they be making the expected progress.

Reasons for a child being added to the SEN register may include the fact that they:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows difficulty developing literacy or mathematics skills, resulting in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical difficulties and continues to make little or no progress.
- Has communication and/or interaction difficulties and continues to make little or no progress.

Partnership with parents

Partnership is key in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and

experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

The school keeps parents informed and involved at all stages of the special needs process. We consider parents' wishes, feelings and knowledge at all stages. We encourage parents to actively contribute to their child's education and invite parents to attend regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention and share the decision-making process by providing clear information about their child's education.

Children and young people with special educational needs often have a unique knowledge of their needs and their views about what sort of help they would like. They will be encouraged, where appropriate, to contribute to assessing their needs and the review and transition process.

The Nature of Intervention

The Senco and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments.

This may include:

- Different learning materials such as coloured paper, overlays, etc
- Small group support within the classroom or small interventions outside the classroom.
- Extra adult time to devise/administer the planned intervention's nature and monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

Parents have the opportunity to meet regularly with the class teacher and Senco.

The Senco will support further assessment of the child where necessary, assisting in planning for their future needs and discussing them with colleagues and parents.

The use of outside agencies

If a child continues to make little or no progress despite input and adaptations, parents/carers may consider engaging outside agencies or professionals. The Senco will assist parents/carers by suggesting reputable companies, advising on services offered by Local Authorities and completing necessary documentation.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.*
- Continues working substantially below that expected of children of a similar age.*
- Continues to have difficulty in developing literacy and mathematical skills.*
- Has emotional or behavioural difficulties that regularly and substantially interfere with the child's learning or that of the class group.*
- Has sensory or physical needs and requires additional specialist equipment, regular advice, or visits by a specialist service.*
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.*
- Despite receiving intervention, the child continues to fall behind the level of his peers.*

Requests for statutory assessment for an Education Health and Care Plan

When a child has demonstrated significant cause for concern, the school will support parents wishing to apply to their Local Education for an EHCP. The costs of educational psychologists and other commissioned supporting reports are met by the family requesting the EHCP and not by Hale Prep.

This may include providing evidence of a child's progress over time, the support and resources allocated to them in school and other relevant documentation, including

- Previous targets for the pupil and if they have met them.*
- Records of regular reviews and their outcomes.*
- Records of the child's health and medical history where appropriate.*

- Where the child is working in literacy and numeracy.
- Education and other assessments, for example, from an advisory specialist support teacher or educational psychologist.

The school constantly aims to keep in close contact with the parents of any child referred for statutory assessment. Children with an Education Health and Care plan will be reviewed termly through the SEND meetings and annually in line with statutory guidance. When this coincides with transfer to high school, the SENCO from the high school will be informed of the review's outcome and, where possible, invited to the review.

Access to the Curriculum

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, and staff members differentiate work appropriately and use assessment to inform the next stage of learning.

We support children through quality first teaching to support and review how this teaching impacts pupil progress. We ensure we meet the children's learning needs through provision mapping and class-based learning. We help children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. Sometimes, we ask the children to work in small groups or a one-to-one situation outside the classroom to maximise learning.

Monitoring and evaluation

The Senco monitors the movement of children within the SEND system in school and is involved in supporting teachers and drawing up the provision map for children requiring additional support and intervention. The Senco and the Headteacher hold regular meetings to review the school's work in this area.

English as an Additional Language (EAL)

Hale Prep School welcomes children from a wide range of different cultural backgrounds. It recognises that linguistic and cultural diversity enriches the school and that a child's achievement will be enhanced by a welcoming environment where they feel valued and confident.

In the context of Hale Prep school, several children speak other languages at home with family members, and a proportion are bilingual. A child will be given extra support if their development and understanding of English have been significantly affected by the dominance of another language at home.

The school is committed to ensuring that:

- 1 Children become confident and fluent in speaking, listening, reading, and writing.*
- 2 Children's needs are correctly identified, and additional support is provided for pupils who need extra help with their social communication and interaction skills.*
- 3 Appropriate strategies are used so that children can access all curriculum areas.*
- 4 Parents are kept informed of extra support provided and of their child's progress.*

This is in line with the general ethos of the school embodied in all its policies and with the requirements of the Race Relations Act 2000 and the Equality Act 2010.

Mrs Vayro.

Signed:

Dated: 1st September 2024