



# Gresham's Pre-Prep (including EYFS)

## SEND Policy

# Gresham's Pre-Prep School

## Special Educational Needs & Disabilities Policy

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# **Gresham's Pre-Prep School**

## **Special Educational Needs and Disability Policy**

### **SECTION A SCHOOL ARRANGEMENTS**

#### **Introduction**

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and Disabilities (SEND) at Gresham's Pre-Prep School.

The DfES Special Educational Needs and Disability Code of Practice: 0-25 years (2015) has been taken into consideration in the formulation of this policy.

Children have SEND if they have a learning difficulty or disability which calls for SEND provision to be made for them. This provision is that which is in addition to the education provision made generally to pupils at Gresham's Pre-Prep School.

This document provides a framework for the identification of and provision for children with SEND

#### **Aims**

- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, communication or cognitive development.
- To ensure that these children are given appropriate support to allow full access to the Pre-Prep curriculum.
- To ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement.
- To involve parents, pupils and others in developing a partnership of support, enabling them full confidence in the Pre-Prep's provision.

#### **Objectives**

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEND.
- To demonstrate that meeting the needs of children's learning and/or behaviour is part of high quality education.
- To plan for any pupil who may at some time in their education have SEND
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
- To give every child the entitlement to a sense of achievement.
- To identify, monitor and support pupils who need extra resources and/or teaching help as early as possible.
- To work in partnership with the child's parents.
- To regularly review the policy and practical arrangements to achieve the above.

## **Roles and Responsibilities**

All members of the school community work towards the school's aims and objectives by using school procedures for identifying pupils with SEND and by partnership provision for pupils.

The Headteacher has strategic responsibility for overseeing the provision for pupils with SEND. The Headteacher works closely with the SEND Co-ordinator, with whom regular meetings are scheduled.

The Learning Support Teacher, Joanne Sandford, is the Special Educational Needs and Disabilities Co-ordinator (SENCO) and is responsible for co-ordinating and managing provision for pupils with SEND.

## **Co-ordinating and Managing Provision**

The SENCO is responsible for:

- The daily implementation of the school's SEND policy
- Liaising with and advising staff on SEND matters
- Co-ordinating the assessment of pupils with SEND
- Co-ordinating the provision for pupils with SEND
- Liaison with parents and external agencies
- Attending the appropriate INSET
- Monitoring the progress of pupils with SEND
- Ensuring that Support Plans are implemented

## **Admission Arrangements for Pupils with SEND**

Gresham's Pre-Prep strives to be a fully inclusive school. All pupils are welcome, including those with SEND so long as the school can give adequate provision to meet their needs. These pupils will be seen by the SENCO on a special visit to Gresham's Pre Prep so they can be assessed. Children with disabilities will not be discriminated against. The needs of all pupils will be catered for within an inclusive environment.

## **Specialisms and Special Facilities**

The Learning Support teachers at the Prep School are available for support and advice with regard to specific learning difficulties, and are qualified to carry out testing for a variety of learning difficulties.

## **SECTION B**

### **IDENTIFICATION, ASSESSMENT AND PROVISION**

#### **Allocation of Resources**

The SENCO is responsible for ordering materials and resources needed to support pupils with SEND.

#### **Identification, Assessment and Monitoring**

The National Curriculum (2014) Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers 3 principles for inclusion:

- Setting suitable learning challenges
- Responding to pupils diverse needs
- Overcoming potential barriers to learning and assessment

The Code of Practice recognises 4 broad categories of Special Educational Needs:

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Communication and Interaction
- Sensory and/ or Physical needs

#### **Identification of Learning Difficulties**

The class teacher, the child's parents, or external agency advisors can raise initial concerns they have concerning the child's learning with the Class Teacher/ Head Teacher or Learning Support Teacher.

If a parent is concerned about the progress of their child they are encouraged to contact their child's class teacher or the SENCO or for more serious concerns the Head Teacher. This contact may be by phone, email or in person.

If a teacher is concerned about the progress or behaviour of a child in his or her class, he or she should:

- Discuss the issue with colleagues and informally with the SENCO
- Try to address the issue within the normal support system and differentiation in the classroom

If the issue is not resolved or is a major or urgent issue:

- The Class Teacher should complete an 'Initial Record of Concern' sheet which is available in the Learning Support section of the school intranet. This sheet requests information about the nature of the pupil's difficulties and the action taken by the teachers to try to address these difficulties. This should be emailed to the SENCO.

## **STRANDS OF ACTION**

The strands of action to meet learning difficulties are:

- Assess
- Plan
- Do
- Review

### **Assess**

If the SENCO believes that the child's needs are best catered for within the normal resources of the classroom, discussion will take place with the teacher and advice given.

If the child requires greater support other than increased differentiation/ teaching and learning strategies/ additional classroom equipment, then the Class Teacher, working with the SENCO should carry out a clear analysis of the pupils needs. The views of parents, the pupil's own views and, if relevant, advice from external support services should be sought and a course of action agreed to meet the child's needs.

### **Plan**

Where it is decided to provide a pupil with SEN support the parents will be notified formally. The class teacher and the SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Depending on the nature of the difficulties, strategies will be applied in class and the child's progress will continue to be monitored over a period of time by the Class Teacher and Learning Support Teacher. This information may be set out in a Support Plan.

### **Support Plans (Formally known as Individual Education Plans)**

A Support Plan is a working document recording provision that is additional to or different from the usual class curriculum. It will set out both strengths and needs. Targets are set which are short, measurable, achievable, relevant and timed. Clear success criteria are stated. The pupil and the pupil's parents are invited to share in discussion of the pupil's needs and approaches to address them, and suggestions for parental support will be shared and documented. Teaching strategies and provision are agreed between the Class Teacher and Learning Support Teacher. The pupil's parents are given a copy of the Support Plan. All staff involved in teaching/helping the pupil are given a copy of the plan or informed of the targets. The Support Plan is reviewed at least twice yearly, half termly in the EYFS. This will involve looking at outcomes and will result in new targets being set as appropriate.

### **Do**

The class or subject teacher will remain responsible for working with the child on a daily basis. Where the intervention involves group or one to one teaching away from the main class or subject teacher they will still retain responsibility for the pupil. Teachers should work closely with all staff involved to plan and assess the impact of support and intervention and how they can be linked to classroom teaching. The SENCO will offer support in further assessment of the child's particular strengths and weaknesses, in problem solving and in advising on the effective implementation of support.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed regularly in line with the agreed date. This will be at least twice yearly but may take place more regularly. A meeting will take place between the SENCO, class teacher and parents at which the impact of the support and interventions will be evaluated. This will then enable support to be revised in light of the pupil's progress and development. Any changes to support and outcomes will be made in consultation with the parent and pupil.

## **Educational Health Care Plan (EHC Plan) – previously known as a Statements of Special Educational Need**

Only in exceptional cases do pupils have an EHC plan. When the pupil has severe or very complex needs, an EHC plan is written by the Local Authority (LA). This is a lengthy and legal process. If the LA agrees to an Education, Health and Care Needs assessment of the pupil, they seek advice from the parents, the school and their own team. After this assessment the LA may grant or refuse to write an EHC plan. (There is an appeals procedure.)

The plan will say what additional support the pupil should receive and will be reviewed annually. A level of financial support may be given to the school to provide some of the support. The pupils with plans will also have support plans which reflect the requirements on their on their plans. The SENCO will ensure that all members of staff understand the needs of the pupils with EHC plans and that their support is in place. The EHC plans will be made available to all staff in the pupil files in the school office. The pupil support plans are on the staff space on the Pre Prep Intranet

## **Providing Curriculum Access and Inclusion**

The Pre-Prep staff enable all pupils to access the curriculum through differentiation, grouping and individual support. The Learning Support Teacher may withdraw a pupil to reinforce work on the Support Plan targets to enable speedier progress.

Gresham's Pre-Prep strives to be an inclusive school engendering a sense of belonging through a) its inclusive ethos; b) a broad and balanced curriculum for all pupils; c) systems for early identification of barriers to learning and d) participation, high expectations and suitable targets for all pupils.

## **Evaluating Success**

The success of the school's SEND Policy and Provision is evaluated through:

- Results of Support Plan reviews
- Analysis of pupil tracking data and test results
- Annual progress review by the Class teacher and SENCO
- Feedback from parents, staff and any outside agencies involved

## **Complaints**

Any complaints regarding the provision made for children with SEND should be addressed to the Class teacher, Learning Support Teacher or Headteacher. Any complaint will be recorded and discussed with relevant staff to enable an agreed response.

## **SECTION C**

### **PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

#### **Staff Development**

Staff are encouraged to attend courses on aspects of SEND deemed useful to them to enable greater support of pupils. Whole staff inset is also arranged for relevant training. The Learning Support Teacher provides advice and information to staff.

#### **Working in Partnership with Other Agencies**

Gresham's Pre-Prep welcomes other professionals to school and works with them in supporting pupils. Parents are always informed prior to an outside agency's visit (e.g. Speech and Language Therapist, Occupational Therapist, Sensory Support Service). A member of staff (normally the Learning Support teacher) is usually present when a pupil is being assessed and during the post-assessment meeting with parents. We work together with these agencies in providing a suitable programme of work for the pupil.

#### **Partnership with Parents**

We aim to provide a culture of co-operation with parents through:

- Welcoming parents into school on a daily basis
- Informing parents of any concern
- Meeting parents to discuss a plan of action
- Sharing any Support Plan and its review with the parents
- Providing access to the SENCO/Learning Support Teacher to discuss the child's needs and approaches to address them
- Encouraging participation in meetings and encouraging support at home
- Supporting parents understanding of external agency advice and support

#### **The Voice of the Child**

We encourage pupils to participate in their learning by:

- Listening to their views
- Encouraging independence
- Involving them in identifying teaching and learning strategies that work for them
- Discussing their Support Plan with them

## **Links with Other Schools and Transfer Arrangements**

We contact nursery classes/ playgroups for discussion/meetings concerning pupils with SEND before they enter the Pre-Prep.

We contact the previous school of any child with SEND transferring to the Pre-Prep to enable us to benefit from previous knowledge of the child and ensure prompt transfer of records.

In supporting the transfer of our pupils to other schools, the SENCO/Learning Support Teacher meets/liases with their SENCO, transfers records and advises on needs prior to transfer.

The majority of Pre Prep children transfer to Gresham's Preparatory School at the end of Year 3 and the heads of Learning Support of both schools meet to discuss the pupils' needs and provision for this.

The Head of learning Support at the Prep School will also meet and assess the needs of any pupils with whom there are particular concerns and this information will be discussed at a meeting with the parents in the Summer Term before transfer.