



## **SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFICULTIES AND DISABILITIES** **POLICY**

**THIS POLICY APPLIES TO EYFS**

### **ADMISSIONS AND SPECIAL NEEDS**

We welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of St. Edward's Prep. Treating every child as an individual is important to us, and we welcome pupils with mild to moderate special educational needs, providing that our Learning Support Department can provide them with the support that they require. We do not however, have the facilities to offer highly specialised and intensive treatment.

We advise parents of children with special educational needs to discuss their child's requirements with St. Edward's Prep before he is assessed for a place so that we can make adequate provision for him. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.

### **ON ENTRY**

Each pupil with a special educational need requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before he becomes a pupil at the school.

Our Learning Support Department is staffed by a fully qualified experienced teacher who is able to help parents and staff gauge the level of intervention required for their son.

### **MONITORING AND REVIEW**

We support parents to arrange for pupils with identified or suspected learning difficulties to be assessed by a specialist so that we can identify the areas that require support. We offer one to one support as per advice from the Educational Psychologist for pupils with assessed needs and help with study skills outside the normal curriculum. We work closely with the child and his parents and to help him to overcome the barriers that his difficulties present.

Our Learning Support Department will prepare a Pupil Profile for each child setting achievable targets. The child, together with his parents and teachers reviews the plan regularly, and the child is encouraged to take ownership of it and to set his own targets.

Our Learning Support Department adheres to the SEN code of Practise 2014.

## PHYSICAL ACCESSIBILITY

We recognise that some children with special education needs may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of St Edward's Prep's Accessibility Plan and Disability Policy from the web site. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

## OTHER ADJUSTMENTS

We are able, depending on need, to arrange for children to use laptop computers in classes, although these should be provided by the parents.

## ENGLISH AS A SECOND LANGUAGE

In order to cope with the high academic and social demands of St Edward's Prep, pupils must be fluent English speakers. We may recommend that some children, whose first language at home is not English, receive individual tuition in English as an additional language.

## SEN Strategy for EAL Pupil

### *Steps to take when concerned about the progress of a bilingual child*

1. Record clearly the reasons for the concern and who has the concerns.
2. Collect background information on the pupil. This should include information on the child's family, educational and linguistic background and attainment levels, relevant medical information, attendance record and community links, e.g. attending classes in home language.
3. Collect evidence/information on the following:
  - The steps that have already been taken in meeting the needs of the pupil, including teaching strategies and strategies used to support pupils learning EAL.
  - The pupil's strengths and areas in need of development.
  - The pupil's current levels of achievement in English – QCA levels or National Curriculum levels for speaking & listening, reading and writing.
  - The pupil's rate of progress over time in English and other curriculum areas. Include QCA/National Curriculum levels together with the perceptions of teaching staff, pupil, parents and any other agencies.
  - Samples of work.

The pupil's level of proficiency in their first language – is it age- appropriate or not? This should include literacy skills in first language for those pupils who have received schooling in their country of origin before moving to the U.K. Poorly developed speaking and listening skills in first language can be a sign of speech, language and communication difficulties or a developmental language delay.

4. Analyse the evidence/information collected.
5. Seek specialist support if there are indications of SEND.

Signed:

Headmaster

Proprietor

Date: October 2015

Review date: October 2016

**A COPY OF THIS POLICY IS AVAILABLE ON REQUEST FROM THE SCHOOL OFFICE**