



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

THIS POLICY APPLIES TO EYFS

ADMISSIONS AND INCLUSION STATEMENT

At St Edward's we aim to offer pupils full access to a broad, balanced and relevant curriculum, and we strive to ensure equality of opportunity for all pupils, through a full commitment to our Equal Opportunities Policy. 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. We are committed to fulfilling our duties towards children with SEN, disabilities and medical conditions and to working in partnership with families to this end. We have high aspirations for our pupils and we seek to achieve the very best outcomes for our pupils. Our aim is for each child to achieve their full potential, and to promote access for children with SEND to experience the full range of educational and social opportunities available to their peers. 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 they are assessed for a place so that we can make adequate provision for them. 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 they 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 child.

POLICY AIMS

Our aims are for all pupils to achieve their full potential and to promote full access for all pupils, and to this end we have a system in place to identify additional needs and to promote the appropriate provision to ensure that these needs are met. This system is reviewed regularly.

Pupils are entitled to have their needs identified, assessed and addressed at the earliest opportunity. We are committed through our SEND Policy and practice to the early identification of any difficulties a child may be experiencing, and to provide early intervention through an

appropriate learning environment in which a range of differentiated activities meet individual needs.

We are committed to working in close partnership with parents and we value a multi-disciplinary approach, liaising effectively with various agencies for the benefit of the child.

ROLES AND RESPONSIBILITIES

The Headteacher, Mr Jonathan Parsons, has overall responsibility for the school's policy and approach to provision for children with SEND.

All staff, both teaching and support, are familiar with and follow the practice as stated in this policy, and are aware that SEND is a whole school responsibility and that all teachers are teachers of SEND. Every teacher recognises their responsibility to adapt their teaching to respond to the strengths and needs of their pupils. Class teachers have responsibility and accountability for identifying and supporting the children with SEND in their class and they lead the process for each child identified with SEND.

The Head of Learning Support, Ms Sadiya Mahmood, is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with parents and other professionals in respect of pupils with SEND and being a point of contact for external agencies
- advising and supporting practitioners in school
- ensuring that relevant information about pupils with SEND is collected, recorded, updated and disseminated.

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 their parents and to help him to overcome the barriers that their difficulties present.

Our Learning Support Department will prepare an Individual Education Plan 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 their own targets.

Our Learning Support Department adheres to the SEN Code of Practice 2014,2015.

REQUEST FOR STATUTORY ASSESSMENT

The school, parents or outside agency can request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention the pupil remains a significant cause for concern.

EDUCATION, CARE AND HEALTH PLANS

An ECHP can be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an ECHP.

An ECHP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer term objectives set out in the ECHP
- Established through parent/pupil consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

ECHPs must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. The Head of Learning Support will organise these reviews. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an ECHP of SEN.

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 school office. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

IDENTIFYING PUPILS WITH ADDITIONAL NEEDS

We draw on evidence from clear assessment and analysis of pupils' needs:

- records and information from previous settings
- assessments of a pupil's current skills and levels of attainment on entry
- in Pre Reception and Reception, holistic ongoing observations take place as the process for recording for Early Years Foundation Stage (EYFS) profiles
- throughout the school: teacher's assessment and experience of the pupil (ongoing and continuous assessment in class)
- pupils in Reception - Year 6 participate, at the start of each school year, in interactive computerised assessment systems (PIPS baseline assessment at the start and end of Reception and InCAS Years 1-6). These give specific whole school, individual class and individual pupil measures of attainment (age equivalent and age standardised) across a range of areas and attitudes creating a cumulative record. These are used alongside other assessment strategies to create a fuller picture
- an individual's development in comparison with their peers
- an individual's attainment in comparison with their potential for learning
- the views and experience of parents
- advice from external support services and more specialised assessments and recommendations

These forms of assessment, singly or combined, lead us to identify pupils who are underachieving, are not progressing typically, who have barriers to learning or gaps in their learning. They also aid us in monitoring and tracking the progress of these pupils.

ACTION/LEARNING SUPPORT PROCESS

Planning is continuous, ongoing and takes place both individually and in conjunction with other staff. In the light of our assessment process, teachers constantly plan how to adapt their core teaching to suit the needs of their pupils. With pupils' needs at the centre of the planning process, teachers plan to provide and put in place high quality, well-targeted, differentiated and suitably challenging teaching for individuals in lessons.

Our first response upon identifying an area of weakness, is to target it with high quality personalised teaching. Rate of progress is monitored and observed. If there is little or no progress as a result of these approaches then a plan of intervention is drawn up, in conjunction with parents, which is in addition to, or different from that provided as part of the usual curriculum. This is known as SEN support. The strategies and action to be taken are recorded on an Individual Educational Plan (IEP). The profile clearly sets out the expected outcome of the intervention and what support is intended to achieve. The plan is reviewed with parents on a biannual basis to ensure that the approaches used are having the required impact on progress.

If help given through SEN support does not enable satisfactory progress, the school, in consultation with parents, will consider contacting an outside agency to complete a specialised assessment. A further meeting with parents would then take place to discuss the outcome of the assessment and resulting actions.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) – also see EAL Policy

The SEND code of Practice recommends particular consideration when identifying and assessing SEND in children with EAL. At St Edward's we recognise difficulties with learning a language and therefore put early support in place. Most of our children with EAL will make progress based on the support, however some might have additional SEND needs.

SEND STRATEGY FOR EAL PUPILS

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 proficiency in home language, academic and social attainment levels, relevant medical information, attendance record and community links, e.g. attending classes in home language.
3. Assess non- verbal aspects of communication: areas of development that are less dependent on language skills. This might mean looking at fine and gross motor skills, social communication needs and sensory issues.
4. 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 with 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.

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

Signed:

Headteacher

Proprietor

Date: June 2022

Review date: June 2023

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