

Prenton Preparatory School

Special Educational Needs and Disability Policy

Introduction

Prenton Preparatory School is a non-selective independent school, which promotes and strives to achieve **inclusive** education for all of its pupils. We welcome all children who can benefit from the opportunities we offer and who can flourish in the caring environment we have established, providing we are able to make adequate provision to meet their needs.

All children have equal rights to an education that will enable them to reach their full potential. We believe that each child has individual and unique needs and acknowledge that some children require more support than others. In order to support these children, we recognise their needs and plan accordingly. This policy applies equally to all pupils and their families whatever their gender, ethnic origin, home language, religion, disability or social circumstances in line with the Equality Act 2010.

This policy is to be read in conjunction with the following policies:

- Admission
- Anti-Bullying
- Assessment for Learning
- Behaviour
- Disability
- Safeguarding and Child Protection
- EAL Policy
- Confidentiality
- Curriculum
- Equal Opportunities
- First Aid
- Administering of Medicines and Supporting children with Medical Conditions
- Health and Safety including Out of School Activities and Visits
- Social Moral Spiritual Cultural
- Relationships Sex Education

Definition of Special Educational Needs

The **SEND Code of Practice (2015, updated 2020)**, uses the term 'Special Educational Needs and Disability' in relation to any child with a learning difficulty or disability which calls for special educational provision to be made. A child has special educational needs (SEN) if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if he or she:

- A child has a learning difficulty if he/she has a significantly greater difficulty in learning than most other children of the same age.
- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.

SP.SEN

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above or would do so if special educational provision was not for them (Section 20 Children and Families Act (2014)).

There are four areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Where a child is identified as having SEN school takes action to remove barriers to learning and put effective SEN provision in place.

The principles underpinning the revised **SEND Code of Practice** that School, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must take account of are:

- The views, wishes and feelings of the child or young person, and the child's parents.
- 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.
- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

These principles are designed to support:

- The participation of children, their parents and young people in decision making.
- The early identification of children and young people's needs and early intervention to support them.
- Greater choice and control for young people and parents over support.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- A focus on inclusive practice and removing barriers to learning.
- Successful preparation for adulthood, including independent living and employment.

Equality and Inclusion

Schools should regularly review and evaluate the breadth and impact of the support they offer or can access. Schools must have due regard to general duties to promote disability equality. All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.

School Aims

Prenton Preparatory School aims:

- To raise and maintain self-esteem of every child with a strong focus on high aspirations and improving outcomes.
- To promote individual confidence and a positive attitude.
- To develop a sense of responsibility in pupils for their own learning and behaviour.
- To ensure that all children receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated and that demonstrates progression in learning.
- To give pupils with special educational needs equal opportunities to take part in all aspects of the school provision.
- To involve parents, carers and the children themselves in the planning and supporting at all stages of the pupil's development.
- To make reasonable adjustments for disabled children to ensure they have equal access to general school life and the curriculum.
- To ensure that the policy for SEN(D) is implemented and maintained by all staff.

Responsibilities

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

Class teachers will:

- Be involved in the development and implementation of the policy.
- Be aware of the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Use a range of teaching strategies, classroom management styles and adapt the curriculum in order to meet the needs of all the children in the class, including those with special educational needs.
- As subject leaders, will have responsibility for ensuring that consideration is given to pupils with special educational needs at all stages of the planning, implementation and evaluation of their subject.

The Special Needs Co-ordinator will:

- Co-ordinate identification and provision for pupils with special educational needs.
- Support and advise colleagues.
- Ensure parents are closely involved throughout and inform and advise them of support services available.
- Liaise with professionals and other support agencies where necessary.
- Liaise with other schools to ensure reasonable adjustments are in place and to plan a smooth transition.
- Support the development and delivery of training.
- Monitor and evaluate the SEND provision.

The Headteacher will:

- Have responsibility for the day-to-day management of the school, including provision for children with special educational needs.
- Work with the SENDCo to make sure that appropriate provision is provided for children with special educational needs.

Identification and assessment of children with special educational needs

Prenton Preparatory School is committed to early identification of special educational needs and adopts a graduated approach in line with the **SEND Code of Practice**. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the pupil is not making the expected progress, the class teacher will consult with the SENDCo and Headteacher to decide whether additional or different provision is necessary.

Initial concerns may also be raised by parents/carers and they would meet with the class teacher/SENDCo to discuss. Concerns may also be raised by a pupil when the SENDCo and class teacher or parents/carers would meet with the pupil.

The Cycle of Action

SEN support is known as the '**Graduated Approach**'. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles to match interventions to the SEN of children. The Graduated Approach is based on the a cycle of action: assess, plan, do, review. It is particularly important in the early years that there is no delay in making any necessary special educational provision.

- **Assess**

Most children will have their needs met through normal classroom arrangements and adaptive teaching; however, should a child make little or no progress, the class teacher will discuss this with the SENDCo. The qualitative and quantitative data will be assessed, and further data collected where necessary. Any concerns from parents will be taken into account before appropriate action will be agreed.

- **Plan**

An Additional Support Plan (ASP) will identify specific targets and additional strategies to be employed. The ASP will be discussed with the parents/carers and they will be asked to contribute to, agree and sign the plan. The child's views will whenever possible also be heard. The ASP will only record that which is different from or additional to the normal differentiated curriculum and will focus on a limited number of targets, matched to the child's needs. A date for review is recorded.

- **Do**

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

In this stage parents will be given the opportunity for their child to attend extra peripatetic support sessions. (Additional support and testing are available through specialist learning support teachers working independently within the school and this is recommended where appropriate).

- **Review**

The ASP will be reviewed at least twice yearly in Key Stage 2, termly in Key Stage 1. In the Foundation Stage, any ASPs started in PS will begin in KG in October. Other ASPs may begin in

the Spring Term, although this will take place more frequently if necessary. The class teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. The cycle recommences at Assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

The majority of children with SEN will have their needs met through the Graduated Approach. Adequate progress can be that the child:

- Closes the attainment gap between the child and their peers.
- Is similar to that of peers starting from the same point but less than that of the majority of their peers.
- Matches or betters the child's previous rate of progress.
- Demonstrates improvement in the child's behaviour.

If a child continues to make little or no progress or is working at a level substantially below that expected of a child of similar age or has emotional or behavioural difficulties which regularly interfere with the child's learning, then support from external agencies may be sought and may involve the school/parents requesting a statutory assessment. In all cases, parental consent will be sought before discussing the child's needs with an external agency. Planning for pupils due to move to a different stage of education will be started in the year prior to the next stage (e.g. Year 5).

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an **Education, Health and Care needs assessment**. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support. An EHCP will be reviewed within 12 months of issue or the previous review (or continue to review a statement of SEN annually until it is transferred to an EHCP).

Due to the independent status of the school we do not receive the same Local Authority support for pupils with learning difficulties or disabilities which mainstream schools receive. However, we can access the expertise of external agencies as and when this is appropriate.

SEND and Safeguarding

As a school and staff we recognise the barriers that may exist to identifying safeguarding concerns in children with SEND. Please refer to our 'Safeguarding Policy'.

English as an Additional Language (EAL)

Please refer to the School's "English as an Additional Language (EAL)" policy for information on our practice and procedures for children with first languages other than English.

Medical conditions

We will support pupils with medical conditions and use Individual Health Care Plans to specify the type and level of support required to meet the needs of such pupils.

We have a large number of staff qualified as Paediatric First Aiders. Pupils who become ill during the day are carefully supervised by an appropriate member of staff and parents are contacted immediately if necessary.

Pupils with disabilities

Each pupil with a disability requires special consideration and we follow the provisions of the Equality Act 2010 for any pupil who meets the legal definition of disabled. If adjustments need to be put in place we will discuss these thoroughly with parents/carers and their medical advisers before a child becomes a pupil at the school. For further information please see the Disability Policy.

- **Definition of disability**

The term includes disabled children, young people and adults, as pupils, employees, parents and carers. The definition of disability covers a broad spectrum of impairments including:

- Cancer
- Diabetes
- Epilepsy
- HIV
- Multiple sclerosis
- Hearing or sight impairments
- Mobility difficulties
- People with mental health conditions or learning difficulties/disabilities

- **Children with disabilities**

A small number of pupils in our school have disabilities and consequently needs additional resources or care. At Prenton Preparatory School, we are fully committed to providing an environment that allows these pupils full access to all areas of learning. This involves providing additional learning resources. Teachers modify teaching and learning as appropriate for these pupils; for example, by providing extra time for them to complete activities or by adapting the resources available. In their planning, teachers will ensure that they give pupils with disabilities the opportunities to develop skills in practical aspects of the curriculum.

Admission arrangements

To enable the School to have a full picture of the needs of children with special educational needs, the school will talk to parents/carers about their child’s needs and gather background information from them including available reports and assessments. As part of the admissions process this process, children are invited to School for taster days when they will be supported by the SENDCo and relevant staff.

Transition Arrangements

As an Independent School, links with mainstream schools only exist on an informal basis. Nevertheless, when pupils transfer to Secondary School, or other schools in the area, the Headteacher or SENDCo will liaise with the new school and relevant documentation will be forwarded to the destination school to ensure their individual needs are communicated.

SENDCo: Dr A Pemberton
Headteacher: A.Brough

Last reviewed:	Autumn 2024
Date of next review:	Autumn 2025
Member of staff responsible for review	Dr A. Pemberton