



ST NEOT'S
PREPARATORY SCHOOL

Policy Name:	Special Educational Needs and Disabilities Policy
Policy Number:	A34

Staff member responsible	Revision Date	Approved By	Approval Date	Reason
Louise McCue (SENDCO)	September 2022	Jonathan Slot (Head) and Education Committee	October 2022	Annual review
Louise McCue (SENDCO)	September 2023	Due for review by Education committee October 2023		Annual Review

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A St Neot's education is full of fun and good humour. We want every child to enjoy their time at school, to feel part of a community that holds family values at the core. We are determined that our children not only learn outdoors but learn about the outdoors. We want to create well-rounded, independent thinkers that are not only confident in their academic ability but hold the soft skills necessary for Senior School and the world ahead.

The St Neot's Way is:

- Where we promote a true sense of community, family values, a love of the outdoors and a commitment to having fun.
- Where every child comes into school feeling safe, valued and with a broad smile on their face; and who returns home with uplifting stories to tell.
- Where a first class, personalised, rigorous academic journey is matched by an enriching, broad and challenging co-curricular programme.
- Where the children's character, contribution and service is as valued as their academic success.
- Where the children's physical wellbeing is surpassed by their mental wellbeing.
- Where highly skilled, passionate and dedicated teachers, working in first class facilities, are full of ambition for themselves and the children in their care.

St Neot's School is committed to providing equal access for all pupils to the broad and balanced curriculum to which they are entitled. The school, and Learning Support department, has a philosophy of a child-centered approach; listening to the thoughts of the child, parents, teachers and external professionals.

Introduction

Treating every child as an individual is important to us and we welcome pupils with special educational needs, providing that our learning support department can provide them with the support they require. St Neot's recognises that children with special needs may at times require a more specialised programme compared with the majority of children of the same age, in part or in all of their school work. However, we do not have the facilities to offer highly specialised and intensive treatment.

We have regard for the SEND Code of Practice 0-25 years (2015). As well as this the policy has been written with due regard to the following guidance and acts:

- Equality Act: Advice for schools 2010
- Data Protection Act 1998
- St Neot's Medical Conditions in School Policy (H28)
- St Neots Supporting Children with Mental Health Needs (H29)
- Teachers Standards 2012
- Children and Families Act 2014
- Working together to safeguard children 2013
- ISEB guidance on Access Arrangements
- The statutory Framework for the Early Years Foundation Stage
- The Special Educational Needs and Disability Regulations 2014

According to the SEN Code of Practice (2015) *'A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.'* Children have a learning difficulty, or barrier to their learning, if they have a significantly greater difficulty in learning than the majority of children of the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age .

As stated in the SEND Code of Practice (2015) the four areas or categories of SEND are:

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

The objectives of this policy are:

- 1) To ensure that all pupils with special educational needs are identified and supported by the school.
- 2) To ensure that there is support for teachers to meet the learning needs of all pupils.
- 3) To ensure that appropriate resources are available for pupils with temporary or long-term special needs.
- 4) To enable staff to respond to particular pupils flexibly, according to the nature of their difficulties.
- 5) To enable each pupil to become an independent and confident student with good self esteem.

Audience

This policy document, having been presented to and agreed upon by the whole staff, is distributed to all individual members of the teaching and support staff. It is also available on the school network. If required the school will translate the policy, e.g. into large print

This policy is written for all members of staff, governors and parents. It sets out how St. Neot's intends to meet these objectives. It will be reviewed annually to ensure that the school is doing all it can to meet the objectives set.

When referring to 'stakeholders' in this policy it may be referring to:

- The child
- Parents or carers
- Class Teachers or Form Tutors
- Subject Specialist Teachers
- Learning Support Tutors
- SENDCo
- Director of Studies
- Deputy Head Pastoral
- Headteacher
- Governors

St Neot's Graduated Approach to SEND

Provision for children with special educational needs is a matter for the school as a whole. The school's head teacher, the SENDCo and all other members of staff have important day to day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is a whole school responsibility.

St Neot's has a graduated response to learning difficulties, as recommended in the SEN Code of Practice (2015) using the Assess, Plan, Do, Review (APDR) model. We have embedded the APDR model through a 'Wave' approach to supporting children's individual learning needs.

St Neot's SEND 'Wave Approach'

Below is an explanation of St Neot's wave approach to identifying and supporting individual needs:

Wave 1:

The Class Teacher or specialist subject Teachers are responsible for supporting all children through high quality teaching, differentiated work and support from class teachers and teaching assistants.

Wave 2:

The Class Teacher and Head of Year will identify children who would benefit from small group support interventions run across a term (a maximum of six children per group intervention). The Class Teacher, Head of Year and SENDCo will discuss the needs of the children raised. Together they will find the most appropriate interventions to meet the group's needs. Parents will be informed in writing of the interventions their child will be taking part in and the purpose of this intervention. The group interventions will be recorded on the 'Learning Support Group Provision Map'.

The class teacher will discuss the progress a child has made with parents/carers during Parent Evening consultations or arranged meetings throughout the year. A record on the effectiveness the intervention had for the child will be evaluated on the 'Learning Support Group Provision Map'

Wave 3:

If the Class Teacher, in discussions with the SENDCo and Parents/Carers, still feels the child would benefit from more support after the group intervention/s have taken place 'Learning Support Follow-up Assessments' will be booked in. Parents will be informed in writing of when the assessments will be taking place. The SENDCo will analyse the results, feedback to staff and parents. If necessary, a 'School Action Plan' will be written. The details of the support the child has received in the past, presently and the personalised in-class support we will begin to be put in place to overcome barriers to learning. Parents, Class Teachers and SENDCo will meet termly to discuss the progress made using the new personalised strategies. If concerns continue, from any of the above stakeholders, parents/carers will be asked to seek advice from a professional outside agency (Educational Psychologist, Child Psychologist, Occupational Therapist, Speech and Language Therapist etc).

Wave 4:

Once the SENDCo has received the outside professional report the child will be added to the Special Educational Needs and Disability (SEND) register. Parents will be informed in writing when their child is placed on the SEND register. The SENDCo will write up a summary report sheet for all staff to access (this will only be sent to relevant teaching staff once the consent has been gained from parents/carers). If appropriate, the child will receive direct support from Learning Support Tutors in a one-to-one lesson. An 'individual profile' written detailing the support previously provided in school and suggestions made by the outside professional/s; along with the thoughts of class/subjects teachers and the views of the child. The SENDCo and Learning Support staff will meet with parents/carers on a termly basis to review the progress made by the child, strategies which have been effective and set targets for the following term. The child will also be asked to contribute their thoughts and aspirations into the termly review.

In-class and group support is included in the termly school fees. One-to-one lessons are charged on an hourly basis of £40. The cost of the Learning Support lessons will be added to your termly invoice.

Wave 5:

If barriers to learning are still hindering learning and the resources that St Neot's and parents/carers can provide have been exhausted the SENDCo, Deputy Head Pastoral and Director of Studies will discuss the application of an Educational Health Care Plan (EHCP) with all stakeholders. Previous support (Wave 4) will continue whilst an EHCP application is completed and submitted to the relevant council.

Wave 6:

The relevant Council (for example Hampshire County Council or Wokingham Council) are responsible for the production of EHCP's. St Neot's SENDCo will be responsible for putting in place relevant personalised support, upholding and monitoring aims set within the EHCP and completing an EHCP annual review. At an annual review Parents/carers will be invited along with the professional bodies to contribute to the review and attend the meeting. All other provisions from Wave 4 will remain in place.

Cause for concern

At any stage of the 'wave approach' staff members and parents can raise a concern about a child. Staff members will complete a 'cause for concern' form. The SENDCo will review this concern, will make contact with relevant members of staff providing support and suggestions for the child. Parents/carers will be informed about the concerns raised and discussions will take place; the discussions may take place in the form of talking to the parents at the end of the day, through email or telephone communication or a formal meeting may be arranged.

What happens if Parents/Carers know about their child's SEND needs before arriving at St Neot's

If a parent is aware that their child has a special educational need or disability before joining St Neot's we encourage the parents to share the information about their child's educational history from their school or nursery, support services. This will enable us to meet the needs of the child before they begin at St Neot's.

Before pupils arrive in school:

The SENDCo, and if necessary other relevant staff members, will communicate with the parents/carers about the child's needs through email or telephone communication or through a meeting. The SENDCo will discuss the possible provision your child can be provided with at St Neot's.

When pupils arrive in school:

Once the SENDCo has received all relevant information and paperwork (from the child's previous setting, parents or carers and outside professionals) they will write up a summary report sheet for all staff to access (this will only be sent to relevant teaching staff once the consent has been gained from parents/carers). If appropriate, the child will receive direct support from Learning Support Tutors in a one-to-one lesson. The child will have an 'individual profile' written detailing the support previously provided in school and suggestions made by the outside professional/s. The SENDCo and Learning Support staff will meet with parents/carers on a termly basis to review the progress made by the child, strategies which have been effective and set targets for the following term.

Access arrangements for exams

St Neot's want children to thrive and to be able to show their best during examinations. Children on the Special Educational Needs and Disability register, if appropriate for their barriers to their learning, are provided with:

- Extra time
- An adult to scribe answers
- An adult to read questions
- An adult to prompt a child to help with focus
- Use of a chromebook
- Rest breaks

- Sitting the exam in a separate area
- Exam scripts printed on coloured paper

The SENDCo will discuss a child's needs with the Director of Studies. They will consider the child's SEND needs, their usual way of working in the classroom and recent observations made about the child. Parents/carers will be informed, in writing the week before the exam, of the access arrangements being made for their child.

Responsibilities of Staff

Special Educational Needs and Disabilities Coordinator (SENDCO)

The Special Needs Co-ordinator is responsible for the coordination of provision. The work of the SENDCo is overseen by his/her line manager, the Director of Studies. The SENDCo should establish close working relationships between pupils, staff, parents and outside agencies so that pupils can be helped in a fully supportive environment.

The SENDCo's responsibilities are:

- Overseeing the day to day operation of the schools SEN policy
- Coordinating provision for children with special educational needs
- To communicate regularly with Senior Leadership Team (SLT), Heads of Department (HOD) and class teachers
- To assess pupils highlighted by standardised testing results, parents or teachers
- To help identify children in Nursery and Reception who may require support
- To draw up and maintain the school's Special Educational Needs register
- Working closely with the Learning Support Staff to deliver individualised programmes to children requiring learning support
- Providing training for members of the learning support team
- To support and advise colleagues in Main, Middle, Pre-Prep Schools and Nursery
- To attend weekly staff meetings and put SEN issues on the agenda where appropriate
- Working with classroom assistants in Middle and Prep-prep schools to support SEN children
- Overseeing records of all children with special educational needs
- Keeping up to date with new initiatives to support pupils with SEN
- Contributing to the service training of staff
- To organise weekly departmental meetings
- To maintain an inventory of equipment and resources
- Liaising with parents of children with special educational needs from Tiny Tuskers up to Year 8
- To work with the Area SENDCo and external agencies to deliver an appropriate programme for pupils on the SEND register
- To work in partnership with other schools to facilitate a smooth transition to and from St Neot's.
- Arranging annual review meetings for children with an Education Health Care Plan (EHCP)
- To produce a budget proposal on an annual basis, to liaise with the Bursar and to manage the SEND budget
- To evaluate the effectiveness of the SEND provision in the school
- To produce a development plan

- To promote and safeguard the well-being of all children
- To liaise with the Deputy Head Academic to make decisions about access arrangements during times of in school and formal examinations

Headteacher and the Senior Leadership Team

The Headteacher and the Senior Leadership Team responsibilities are:

- To manage the work of the SENDCo
- To keep the governing body informed about SEND issues
- The deployment of all special needs personnel within the school
- To provide a SEND budget to provide resources for the department
- To monitor the implementation of the Special Needs Policy
- Set and monitor the overall school policy for inclusion

Class teachers

Class teachers have a responsibility for:

- Make themselves aware of the Schools SEND policy and procedures for identification, monitoring and support
- Identify pupils experiencing difficulties and complete a 'Cause for Concern' form as soon as a concern arises
- Discuss pupils with SEN with the SENDCo and parents/carers
- Discuss progress and areas of improvement for children within their class with the SENDCO
- Contribute to planning and provision to meet identified needs
- Contribute to monitoring and review procedures
- Update the Wave 2 provision map
- Differentiate for pupils within the classroom and meet pupils' needs within the overall framework of inclusion in school

Learning Support Tutors

The Learning Support Staff responsibilities are:

- To liaise regularly with the SENDCo
- To attend weekly departmental meetings
- To communicate regularly with SLT, HOD and class teachers
- To assist SENDCo in informal assessment of pupils
- To screen all new pupils and lower school children with the dyslexia computerised assessment test
- To assist with examination timetabling
- To invigilate pupils with extra time in examinations
- To read and or scribe for pupils where necessary
- To help deliver individualised learning programmes
- Provide in class support children on the SEND register
- To organise and lead a range of groups (social skills, self esteem etc)
- To assist with display work and organisation of equipment
- To assist with record keeping
- To help prepare materials for individual programmes
- To liaise with parents
- To assist with Learning Support workshops and coffee mornings

Working Alongside Parents and Carers

St Neot's recognises the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils; as well as keeping them informed at every stage of our 'Graduated Wave Approach' to support individual needs. The concept of parents as partners is central to the SEN Code of Practice (2015). Therefore we will endeavour to keep Parents/Carers informed about their child's progress at school.

When a child is placed in a group intervention or booster group parents will be informed in writing. They will also be informed of the progress made during the intervention or booster group by Class Teachers or Head of Years.

Once a child is placed on St Neot's Special Educational Needs and Disability register the school SENDCo will:

- Encourage Parents/carers to liaise regularly with the SENDCo to express their feelings about their child's progress. They will meet formally on a termly basis to share the progress the child has made, strategies and resources which the child has benefitted from and targets for the following term.
- Individual Profiles and Individual Education Plans (IEPs) will be updated termly and a copy will be sent to Parents
- Meetings with individual parents are arranged as needed
- The SENDCo will hold termly review meetings with Parents
- Regular workshops for Parents will address issues of concern for many parents such as building self esteem, helping children at home etc.

Sundries

In-Service training

- All staff receive In-Service training about SEN issues. In addition INSETS are provided by outside agencies and by the SENDCo.
- New staff are informed about the school procedures in place for children with SEN. In addition the staff handbook contains a section on this.
- Staff are encouraged to attend courses to receive training in specific techniques relating to classroom management and specific disorders such as autism.

Building Adaptations and Special Facilities

The Lower School building, Main school building and Swimming Pool Building have access for wheelchairs and they both have disabled toilets. The Arts Block has facilities for wheelchair users and a lift to the upper floor.

When pupils transition between phases or year groups in the school:

The SENDCo and Deputy Head Pastoral work closely together to ensure all needs are met when children are transitioning into a new year group or phase of the school. The approach St Neot's takes may vary between year groups and children as we provide support on a personalised basis. However, the support we offer may be in the form of small group sessions, walking the children around the

new area of the school, choosing a 'buddy' within their class/form or an older child who they can seek support from, transition booklets at home and at school.

When pupils with SEND leave St Neot's:

When pupils leave St Neot's all information about the child and the additional support they have been given will be passed on to the receiving school (once consent from the parents or carers has been given). St Neot's SENDCo will liaise with the receiving school and complete other transfer documentation required by the school.

Criteria for Evaluating the Success of the SEN Policy

The following criteria will be used:

- The amount of identified teaching time available to support SEN pupils.
- The number of planned programmes of intervention and support.
- Progress made by SEN pupils in standardised and non standardised assessment.
- Children are happy, confident and well motivated.
- INSET time allocated to staff development with reference to special educational needs.
- Parent questionnaires
- Parents are liaising regularly with the Department (through meetings and coffee mornings)
- Staff liaise regularly with members of the Department and differentiate for the SEN children in their classes.
- Recommendations by external agencies are acted upon and incorporated into the curriculum.

Arrangements for Considering Complaints about the SEN provision at St Neot's

In the first instance, complaints should be taken up with school staff directly concerned. If the complaint is not resolved then the matter should be raised with the Headteacher.

SEN Disability Discrimination Statement

The Disability Discrimination Act defines a disabled person as someone who has: 'a physical or mental impairment which has substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities'.

These impairments include learning disabilities, dyslexia, diabetes and epilepsy thus the definition of disability does not just apply to people with a sensory or physical impairment but to a much larger group of people.

St Neot's recognises that it is unlawful to treat disabled pupils less favourably for a reason relating to disability and that it has a duty to take reasonable steps to ensure that disabled pupils are not placed at a disadvantage compared to their non- disabled peers.