



**Special Educational Needs and Disability (SEND) Policy
Whole School and EYFS
September 2021 – August 2022**

IMPORTANT: For the academic year 2021 – 2022, head/headteacher will be the Principal and therefore these titles are interchangeable.

The Head undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Mr Tim Cannell

Date reviewed: September 2021

Date of next review: September 2022

1. Introduction

At Parsons Green Prep our ethos is to respect and value each child as an individual, with their own unique needs. Most children with Special Educational Needs or disabilities (SEND) should be able to reach their full potential in our school.

We recognise that at different times during their school life a child or young person may have a special need or disability. In implementing this policy, we believe pupils will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

We have staff experienced in identifying a range of barriers to learning, skilled in differentiating the curriculum and adapting teaching strategies to meet children's diverse needs and styles.

2. Legislation and Regulation

This Special Educational Needs and Disabilities (SEND) policy has regard to:

- The Education Act 2010;
- The Children and Families Act 2014;
- The SEN and Disabilities Code of Practice, 0-25 years 2014 (SEND Code 2015) DfE;
- The General Data Protection Regulation 2016 (GDPR).

This policy should be read also in conjunction with our Accessibility Plan.

3. The SEND aims of the school

- To provide a broad and balanced curriculum with access to all whilst acknowledging that some children may need help in progressing towards common goals will be different.
- To ensure early identification on SEND.
- To address needs that the school are able to support.
- To promote effective liaison with outside agencies.



- To work in partnership with parents and children when addressing and reviewing children’s needs.
- To develop staff awareness of issues regarding SEND and the Code of Practice.
- To ensure regular liaison between staff to assist in addressing children’s needs.
- To encourage children to reach their full potential and be involved in rewarding, motivating activities.
- To be aware that children need to experience success.
- To make reasonable adjustments to adapt provision to meet the needs of individuals.
- To encourage a positive self-image for all our children by recording strengths and successes.

4. Definition of Special Educational Needs and Disability (Code of Practice 2014)

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEND may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.’ (Code of Practice).

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

5. Identifying Special Educational Needs

Early identification of pupils’ needs is the key to unlocking the potential of pupils who may have special educational needs. We adopt a graduated approach to ensure that pupils who do not develop age appropriate knowledge and skills, or who fall behind their peers, are identified as early as possible.

Four areas of primary need are identified, but it is recognised that many children do not easily fit into one area and/or may change over time.

In attempts to understand the learning needs of pupils, we apply the four broad categories of need as set out in the SEN and Disability Code of Practice:

Communication and interaction needs	Cognition and learning needs	Social, emotional and mental health needs	Sensory and/or physical needs
Children who experience difficulty with speech, language and communication, which make it difficult for them to	Children who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy or	Children’s needs may be manifested in different ways, such as becoming withdrawn or displaying challenging	Children who require special educational provision because they have a disability that prevents them from



make sense of language or to understand how to communicate effectively and appropriately with others.	numeracy. This includes children with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general.	behaviour. These may include being disruptive or self-harming. children who have difficulty paying attention or forming attachments with adults also fall into this category.	accessing the educational facilities that are generally available.
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Some children and young people may have SEND that covers more than one of these. The following needs/factors are NOT considered SEND, but may impact on progress and attainment:

- Disabilities (it is the duty of all schools to make “reasonable adjustments” to their setting to include children with disabilities as described in the Equality Act 2010 – this alone does not constitute SEND).
- Attendance and punctuality.
- Health and welfare.
- EAL (English as an Additional Language).
- Behaviour - no longer a way of describing SEND but a sign that a child has an unmet need.

6. Roles and responsibilities

In line with the Code of Practice 2014, responsibility and accountability for the progress of children on the SEND support register rests with the class teacher.

The responsibility of the management of the SEND policy falls to the Headmaster and the Special Educational Needs and Disability Coordinator (SENDCO). Our SENDCO is **Mrs Marina Hobden**.

The key areas of responsibility for the Headmaster are to:

- Have a SEND policy and Accessibility Plan in place at Parsons Green Prep.
- Ensure that our policy takes into account National Legislation and current initiatives and strategies.
- Ensure that the SEND policy is followed by all members of staff.
- Provide training for teachers in SEND awareness and provision.
- Provide training for the SENDCO to ensure that the School is informed about initiatives and best practice
- Review the SEND policy and the Accessibility Plan.

The key areas of responsibility for the SENDCO are to:

- Oversee the day-to-day operation of the School's SEND policy.
- Draw up, update and distribute the School's SEND support register.
- Coordinate provision for children with SEND.
- Liaise with and advise fellow teachers regarding concerns and the content of SEND support plans.
- Oversee the records of all children with special educational needs, including



relevant SEND support plans.

- Review the progress of children for whom a concern has been raised or are on the SEND support register.
- Keep teachers up to date with SEND issues and resources.
- Liaise with parents of children with SEND.
- Contribute to in-service training of staff.
- Liaise with external agencies, including the Local Education Authority (LEA) support and educational psychology services, health and social services and voluntary bodies.
- Advise on the school's delegated budget to meet the needs of SEND pupils effectively.
- Develop a program of provision tailored to the child's needs where individual lessons are being given.
- Collaborate with relevant teachers in writing a SEND Support plan as part of the "assess, plan, do, review" process for each child in the SEND register.

7. Additional Support for Children

Some children may just need short term support to 'catch up' with their peers. They may not have a specific SEND need. Other children may need a more tailored approach to address a specific SEND need that is impacting on their ability to learn. Where support additional to that of usual class provision is required the pupil will be placed on the SEND Register and a SEND Support Plan will be written.

If, after further consideration, a more sustained level of support is needed, the school will suggest that the parents apply for an Education, Health and Care Plan Assessment from the Local Authority.

We will have the following information ready:

- Records from past interventions
- Current and past SEND support plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels
- Other relevant assessments from specialists such as support teachers and Educational Psychologists (EP)
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

8. SEND support

The support that we offer can be divided into 4 stages:

1. Once it has come to light that a child is performing below their age-related expectations, he/she will be put on the Concern register and his/ her progress closely monitored. The child will receive differentiated work and additional support in class. The child's progress will be discussed with the parents.



2. The second stage of support will be to include the child in a booster group. These are small groups taken out of lessons for a series of weekly sessions to focus on a particular area of the core subjects. The parents will be notified and asked to give their permission.

3. If further support is needed, the parents will be invited to discuss the opportunity for the child to have 1:1 sessions with the SENDCO at an additional cost. They might also be advised to arrange an EP assessment if there are signs of a specific learning difficulty. The SENDCO and class teacher will complete a questionnaire in advance of the EP appointment. The child will be included in the SEND register and a SEND support plan will be written. This plan will be reviewed with parents every term. The class teacher will also be given a tracking sheet so that he/she and/or the TA can review the child's progress at shorter regular intervals with the SENDCO.

4. If a child remains a significant cause for concern despite an individualised programme of sustained intervention within SEND Support, we will suggest that the parents apply for a Statutory Assessment from the Local Authority.

9. Education, Health and Care Plans

An Education, Health and Care Plan (EHC Plan formerly called a Statement of Special Educational Needs), will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. In these cases, the LA will 'name' the School as an appropriate placement in the plan and the School will receive funding from the LA to employ additional support for the child. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

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

- Matched to the longer and medium-term objectives set in the EHCP
- Established through parental/pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Where children are due to be admitted to the school who are already the subject of an Education, Health and Care Plan the LA will need to satisfy itself that the school is suitable to meet that child's special educational needs.

Where the School is aware of an existing condition, impairment or disability that is likely to require additional support, but where the child is not the subject of an Education, Health and Care Plan the school may:

- Contact the LA to request 'interim' support, whilst further information is sought from the family and any professionals involved.
- In some cases, the School may ask the family to fund additional support, whilst additional information is sought.

10. How children with SEND are included in the school as a whole



We seek to be an inclusive school by:

- Using SEND review procedures to identify any barriers in the way of the child and plan appropriate and reasonable action.
- Ensuring that all children have appropriate SMART (Specific, Measurable, Achievable, Realistic and Timely) targets.
- Valuing the diversity of our children of which SEND are a natural part.
- Ensuring that our reading stock includes stories with positive images of children with SEND.
- Looking for opportunities within the curriculum to raise SEND issues.
- Seeking to make provision for SEND within routine class arrangements wherever possible.
- Seeking opportunities for children with SEND to work with other children.
- Encouraging children with SEND to play / socialise with other children.
- Developing links with special schools to extend all children's experience of diversity.

11. Management of SEND

Parsons Green Prep School uses a Graduated SEND Approach. The Graduated approach takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This can be summarised as ASSESS- PLAN – DO – REVIEW

ASSESS

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all children. These seek to identify children making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap. It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life

We assess by:

- Class teacher's assessment and observation of the pupil.
- Half- termly assessments in Maths, English (reading and writing) and Science.
- SENDCO observation and analysis of the child's work.
- Tracking the child's development in comparison to their peers and national data.
- The views and experience of parents are taken into account.
- In some cases, outside professionals from health or social services may already be involved with the child and these professionals liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO will contact them with the parents' permission.



PLAN

Where it is decided that a child does have SEND, the decision is recorded in the school records and the pupil's parents are informed that special educational provision is being made, although parents will have already been involved in forming the assessment. The class teacher and the SENDCO will agree in consultation with the parent and the child 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.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the school's information system which all staff can access and a printed copy of the SEND support Plan will be created for the parent, class teacher and other relevant staff.

The class teacher will also be given a tracking sheet so that he/she and/or the TA can review the child's progress at short regular intervals and the SENDCO will monitor this every few weeks.

The support and intervention provided will be selected to meet the outcomes identified for the child.

Where appropriate, parents will be made aware of their involvement to reinforce or contribute to progress at home.

DO

The class teacher and teaching assistants will carry out teaching strategies recommended by the SENDCO. However, support is provided, a clear date for reviewing progress will be agreed and the parent, child and teaching staff should each be clear about how they will help the child reach the expected outcomes. The overriding purpose of this early action is to help the child achieve the identified outcomes and remove any barriers to learning.

The class teacher will differentiate work and supply additional work and/or resources where appropriate.

The SENDCO will teach children individually, at an additional cost to the parents.

The SENDCO will teach small groups of children for specific periods of time covering specific areas of Maths and English (reading and writing), after liaising with the class teachers.

The SENDCO will teach pupils learning strategies and show them how to use certain learning resources e.g. coloured overlays, ACE dictionary.

REVIEW

The children's progress will be monitored in a number of ways:

- Review of the SEND support plan.
- Regular checking on the child's tracking sheet.
- Whole-school assessments.
- Regular contact between SENDCO and class teachers.
- Annual PIPS results.



These reviews will inform the SENDCO and other relevant adults on how to plan the next intervention. Parents will be kept informed of the progress made by termly meetings.

12. Resources for children with SEND

We have a dedicated SEND teaching room at Parsons Green Prep. The SEND room has a range of specialist equipment to help children with learning difficulties. Examples of these include coloured overlays, printed alphabet cards and Trugs reading games. In addition, ACE dictionaries are distributed in the classrooms for KS2 children to use. The Library is also used as our 'cool down area' for children with emotional difficulties. It has a soft area with a rug and floor cushions for this purpose.

13. INSET Days

The school recognises the needs for staff INSET on issues of SEND provision and incorporates this within the plans for full staff INSET. In addition, an awareness of SEND issues is part of all new staff induction and addressed appropriately at regular staff and child assessment meetings.

14. Partnership with Parents

At all stages of the Special Educational Needs and Disabilities process, the school will keep parents fully informed and involved with the progress of their daughter or son. We will communicate with parents about test results, additional assessments and outside intervention and provide clear information relating to the child and their particular learning requirements. We take into account the wishes, feelings and knowledge of the parents at all times and aim to share the process of decision making. Regular meetings, to review progress, will take place with parents, class teachers and children. Parents are welcome to contact our SENDCO.

15. Complaints about SEND Provision

Any complaints about our SEND provision at Parsons Green Prep will be taken seriously. In the first instance parents are asked to approach the SENDCO, after which our usual complaints procedures apply.

Useful Links

Top Tutors - telephone: 020 8349 2148 or email top.tutors@btconnect.com.


Enjoy Education - telephone: 020 7352 8800 or email enquiries@enjoyeducation.co.uk


Dyslexia Action (a national charity that caters for people with dyslexia and literacy difficulties) - Park House, Wick Road, Egham, Surrey, TW20 OHH.
<http://www.dyslexiaaction.org.uk/>. Telephone 01784 222 300.



PGP Record of Concern	
Child's Name:	D.O.B:
Class:	
Staff Involved:	
Strengths and Interests:	
Reason for Concern:	
Evidence:	
Long Term Goals:	
Support Planned:	
Other Agencies Involved:	
Support from Parents:	
SENDCO signature and date	Teacher signature and date



 PARSONS GREEN PREP SCHOOL		Special Educational Needs and/or Disability Support Plan			
Pupil:	DOB:	Boy/Girl	Class: 1	Term: Summer	
Area of SEND: Cognition and Learning	SEN Support / EHCP	Autumn date:		Spring date:	Summer date:
All About Me:					
My friends in school:	Things I like in school:	Things I would like to do better:	Things I find tricky:	Things you should know about me:	What other people think of me:
Outcome for Pupil	Activity to achieve outcome (School based)			Parent's planned action	Pupil's planned action (if appropriate)
To demarcate a simple sentence with growing accuracy. E.g. use capital letters and full stops (with 70% accuracy).	<u>Strategies:</u> <ul style="list-style-type: none"> • CT/TA to ensure Child A has a visual sentence checklist when writing. • CT to explicitly remind and support Child A during modelled/guided/shared writing sessions. • Child A to be given daily opportunities to practise writing simple sentences on a whiteboard. • Specific praise when Child A correctly uses a capital letter and full stop. 			Parents to support Child A with completion of homework.	

Progress towards outcome at review:			
To know number bonds to 5	<p>Strategies:</p> <ul style="list-style-type: none"> CT/TA to use Numicon resource to support Child A exploring and working out bonds to 5.  <ul style="list-style-type: none"> Always begin exploration in the concrete, using objects to support A's understanding of the amounts and numbers. Allow Child A to become confident using the objects before moving onto pictorial and abstract representations of bonds to 5. 		
Progress towards outcome at review:			

_____ (Parent) _____ (Pupil) _____ (School)