

Learning Support and SEND Policy

This policy applies to the whole school including EYFS

Each girl at BPS is unique and should be enabled to develop to her full potential. At Bowdon Preparatory School, we seek to ensure that all our pupils are given equal opportunities to develop at their own pace. We are committed to social and educational inclusion and aim to provide a learning environment that can reflect and support these values. We place emphasis on the early identification of any difficulties a child may have and plan appropriately to address those needs within a broad, balanced and stimulating range of learning opportunities.

This policy has been written as guidance for staff, parents/carers and children with reference to the following guidance and documents:

- SEN and Disability Code of Practice, 0-25 years) 2015
- SEND Code of Practice (which takes account of the SEND provisions of the SEN and Disability Act 2010) September 2014
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

Recommendations made in the SEN and Disability SEND Code 2014 June 2014 (referred to as the SEND Code 2014 hereafter) are not legally binding for independent schools but we choose to have regard to its recommendations, which have been incorporated into this policy.

The Equality Act (2010) sets out the legal obligations that schools and early years providers have towards disabled children. In line with this act, we are committed to not directly or indirectly discriminate against, harass or victimise disabled children. We will make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared to their peers.

Definition

We recognise that a range of learning needs and difficulties, behavioural problems, physical disability or sensory impairment exist in this school. For some pupils the difficulties might be mild and short term but for others they may be long term and more complex, even comorbid. We recognise that there is a continuum of Special Educational Needs and that the needs of the majority of our pupils are at the learning support level requiring differentiation; below the SEND level where bespoke activities are required.

Special educational needs and disabilities (SEND): A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them (SEND Code 2014).

Learning difficulty: A child of compulsory school age 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, and/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.

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

Special educational provision: Provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in schools maintained by the LEA.

A disabled person: A disability under the Equality Act 2010 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'. This includes sensory impairments, such as those affecting speech, sight or hearing; developmental, such as autism spectrum disorders (ASD); dyslexia and dyspraxia; memory, ADHD, mental health conditions; asthma; diabetes, epilepsy, cancer.

Note: There can be significant overlap between children with SEN and those with disabilities. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

Language: Children must not be regarded as having SEN or a learning difficulty solely because the language or form of language spoken in their home is different from the language in which they will be taught. In Early Years it is particularly important to look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability.

Our Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the SEND Code of Practice 2014. We aim to:

- Enable all children to have full access to all elements of a broad, balanced and relevant education and extracurricular activities. This means making reasonable adjustments for those with a disability, taking action to increase access to the curriculum, the environment and to printed information for all.
- Provide quality teaching that is differentiated, inclusive and personalised appropriately so that barriers to learning can be removed and pupils can reach their full potential, experience success and enhance their self-esteem in an environment which accepts and values them as individuals.

- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Offer educational provision that is additional and different where needed, either classroom based or through individual or small group tuition, deploying staff and resources flexibly to meet identified needs.
- To make reasonable adjustments to overcome all barriers to learning and ensure pupils with SEND have full access to the school curriculum. This will be coordinated by the delegated lead. Pupils will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are being catered for.
- Ensure that each girl receives an equal opportunity (see Equal Opportunities Policy)
- Have high ambitions and set stretching targets, tracking and reviewing children's progress towards these goals.
- Work with parents to gain a greater understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and providing regular feedback on their child's progress and achievements. We endeavour to respond to parent/carers' and pupils' views in order to maintain high levels of confidence and partnership.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND; use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum; to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical need

Continuous monitoring and responding to assessed needs of these pupils with SEND by their teachers will ensure they reach their full potential.

- Ensure a high level of staff expertise to help identify the needs of pupils with SEND as early as possible. This is done through staff training and gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- Support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- Work in cooperative and productive partnership with outside agencies when the pupil's needs cannot be met by the school alone to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners. Some of these services include Educational Psychology Services, Children and Mental Health Services (Healthy Young Minds), Trafford Additional Needs Team and Speech and Language Therapists. (Costs may be incurred when accessing some of these services and parents will be given support and information and asked to cover a percentage of these, where possible).
- Ensure early identification of needs and early intervention to support them.

- Promote positive outcomes in the wider areas of personal and social development make clear the expectations of all partners in the process – SEN leadership team, staff, parents and pupils. The continued progress of pupils with SEND is the responsibility of all staff. Where appropriate they will work in close liaison with the local authority to improve outcomes for children with SEN or disabilities, and in a very small minority of cases, developing EHC (Education, Health and Care) plans for pupils where necessary (SEND Code 2014, **chapter 9**).

Admission Arrangements

All relevant information is obtained from parents or carers and other professionals involved in the care of the child prior to admission.

In some instances additional arrangements will need to be discussed. Should a child leave the School, appropriate records will be sent to the child's new school. A contact name and number would also be given in case any clarification was needed. Parents would be consulted before direct discussion with a child's new school took place. If necessary, arrangements for the child's new teacher to visit could be made.

Responsibility for the Coordination of SEN

SEN Coordinating Team	Assessment and Progress Leader/SENCo: Mrs Delf Welfare and Pastoral Leader: Mrs Hughes First Aid/ Medical Needs Leader: Mrs Sharkey
Learning Support Team	Assessment and Progress Leader/SENCo, Welfare and Pastoral Leader, Learning Support Facilitators, Teaching Assistants and Learning Support Assistants
The Governing Body	Responsible for keeping a general oversight of the School's SEN provision
Headmistress Mrs H. Gee	Responsible for overseeing the provision for children with SEND
Assessment and Progress Coordinator/ SEN Coordinating Team	Responsible for ensuring that all those who teach SEN pupils have been informed of their needs. The SEN Coordinating Team will hold details of all SEND records for individual pupils.
SEN Coordinating Team and Headmistress cooperate in producing the School's learning support and SEND policy statement, which is approved by the governing body. Sufficient staffing, training and funding must be made available to meet the aims of the Policy Statement and resources must be used effectively.	
Assessment and Progress Leader: Mrs Delf	Responsible to tracking and monitoring the progress of pupils who fall below expected range
Learning Support Coordinator: Mrs Delf	Responsible for organising personalised intervention programmes

Learning Support Facilitator Mrs Glendon Mrs Youngs	Offer small group sessions to support individual needs
Teachers	Responsible for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff (SEND Code 2014 6.3). All teachers are involved in the development of the School's SEN policy and by so doing (supported by INSET) they should be fully aware of the School's procedures for identification, assessment and provision for SEN
Specialist teachers are fully involved in the development, implementation and review of IEPs	
All staff can access <ul style="list-style-type: none"> • The Bowdon Preparatory School SEND Policy • A copy of the full SEND Register • Guidance on Identification of SEND in the Code of Practice 2014 • Information on individual Pupils of SEND – IEPs • Recommendations from Professional Reports • Practical advice, teaching strategies and information about types of SEND and disabilities 'Improving Access, Participation and Achievement for All 2012' 	
Learning Support Assistant Mrs Glendon (pm only) Mrs Youngs (pm only) Mrs Cross (am only)	Works closely with the learning support co-ordinator and teachers to plan detailed programmes of intervention. Leads intervention sessions to provide support to children at all levels of need and assesses pupil progress.
Teaching Assistants Mrs Langley KS1-EYFS team	Provide flexible long and short-term support to children at all levels of need, either in the classroom or withdrawn for 1:1 or small groups. They plan closely with class teachers to ensure continuity and progression, effective reinforcement or preparation for new topics.
Welfare and Pastoral Leader: Mrs Hughes	Responsible for co-ordinating pupil's emotion, social, personal or behaviour needs.
First Aid/ Medical Needs Leader: Mrs Sharkey	Responsible for the management and development of day to day medical needs, development of care plans and liaison with external medical health professionals.

If an Educational Psychologist Assessment is required, the SENCo advises parents to arrange this independently or signposts them to linked provision through Trafford Borough Council.

1:1, small group support or independent intervention programmes are offered to pupils who require learning support or are on the SEND register at School Action, as well as flexible, short-term support for pupils. The support is either in-class or outside the classroom. We endeavour to withdraw pupils from lessons on rotation.

The policy is regularly reviewed in order to ensure that our provision is making the most 'reasonable' use of time and resources, and that we offer the best provision for the pupil. This may incur an extra charge is for this provision.

Differentiation

The school's core curriculum is inclusive and differentiated and we recognise that differentiation (a key concept of the SEND Code 2014) is paramount to meeting a pupil's needs in the classroom. The Learning Support Team work together and advice on teaching strategies that can be utilised for girls to this effect. This differentiation allows most pupils to achieve their potential without additional support. Furthermore, in line with the recommendations of the SEND Code 2014, we adopt a 'whole school' approach to Specific Learning Difficulties (SPLD).

The school also subscribes to the belief that personalised learning goes beyond differentiating the curriculum; allowing greater flexibility for pupils to learn and respond in ways that make it easier for them to listen, to understand and share understanding and to remain on task. It entails, not only making allowances for pupils who learn and who process information at different speeds, but for those who need their own space, or an extra amount of physical activity during the school day.

The curriculum is based on the principles of:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning;
- planning and delivery of lessons which provide opportunities for visual, auditory and practical learning.

However, there are occasional circumstances in which some additional/different action is needed, if pupils with learning support or SEND are to make adequate progress.

Identification and assessment of pupils' needs

We know when pupils need help if:

- concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- attendance data raises a concern
- external agencies and professionals offer recommendations
- formal or informal assessment outcomes indicate a concern
- whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory/Physical

Early identification of need followed by effective provision is vital because:

- it can remove any barriers to learning and improve long-term outcomes for the child;
- it can maximise the likely positive response of the child.

Pupils who are thought to have learning support needs or SEND are identified and assessed as early and thoroughly as is possible.

Children may have needs that cut across all these areas. It is important to recognise that needs may change over time:

Communication and interaction

This includes speech, language and communication needs.

Children with Autistic Spectrum Disorder (ASD) are likely to have difficulties with social interaction and may have difficulties with speech, language or social communication.

Cognition and learning

Although there are specific difficulties associated with the process of understanding, using and applying learning, such as processing, visual or auditory memory difficulties or speech and language acquisition, this also includes difficulties with the pace of learning, where children learn at a slower pace than their peers, even with appropriate differentiation; this could be a Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

This includes becoming withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour, and may reflect underlying mental health difficulties such as anxiety, depression, eating disorders or other physical symptoms that are medically unexplained. It also includes disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

This includes vision, hearing or a multi-sensory impairment and/or physical disability.

The SENCo maintains a provision map showing all the provision that the school makes which is additional to and different from that which is offered through the school's core curriculum. This allows an overview of interventions used with different groups of pupils.

Quality First Teaching

Most pupils will have their needs met through quality first teaching. (QFT) All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. Pupil's progress and achievements will be monitored and any pupil not making adequate progress will be given further targeted support as part of quality first teaching. If a pupil has recently been removed from the SEND Register they may also fall into this category as continued monitoring will be necessary. The effectiveness of this will be monitored and reviewed as part of the schools on-going cycle of assessment for learning.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

- Classroom observation by the senior leadership team and the SENCo.
- Ongoing assessment of progress made by pupils with SEND.
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
- Pupil Progress Meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND.
- Pupil and parent feedback on the quality and effectiveness of interventions provided.
- Attendance and behaviour records.

All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these at Parents' Evenings three times a year. Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and SEN Coordinating Team and if appropriate, the pupil themselves and parents.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

SEN

When a pupil has been identified as requiring a provision that is 'additional to, or different from' peers, or is showing significantly greater difficulty in learning than the majority of others of the same age, the pupil will be placed on the learning support SEND register under one of the four categories. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place in order to remove barriers to learning.

At this point, parents or carers will be informed of the concern and invited to discuss the additional support that is required. They will also verbally supported on how best to assist their child with their home-school learning. Pupils who are identified as having SEND will be categorised on a register-identifying pupils as those with an Education Health and Care Plan and those without.

The provision required for each pupil will be bespoke and specific to that pupil's needs and, where possible, school will seek and follow advice from additional professionals such as Speech and Language Therapists, Occupational Therapists, Educational Psychologists and specialist teachers within the Trafford Additional Needs Team.

Where a pupil is identified as requiring learning support, the school takes action to remove barriers to learning and/or put effective special educational provision in place- they do not automatically require an Individual Educational Plan. This support takes the form of a four-part cycle of 'assess, plan, do, review', known as the graduated approach; either formally if a plan is in place or through monitoring if the pupil

only requires a 'boost'. This draws on frequent reviews and may involve specialist expertise in successive cycles in order to match interventions to the needs of the pupil concerned. The way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

1. Assess: Formal and informal data on the pupil, held by the school, will be collated initially by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes. This analysis will require regular review to ensure that support and intervention is matched to individual need, that barriers to learning are quickly identified and where possible removed, or supported to overcome and that interventions being used are developing and evolving as required.

2. Plan: Planning will involve consultation between the teacher, SENCo and parents to agree the interventions and support that is required; the expected impact on progress, development or behaviour that is expected and a clear date for review – when the intervention has been delivered. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

3. Do: SEND support may be recorded on an IEP that will identify a clear set of expected outcomes, which will include relevant targets that take into account the parents' aspirations for their child or on an intervention log, kept by the Learning Support Team and monitored by the SENCo. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes.

Throughout the process, the class or subject teacher remains responsible for working with the child on a day to day basis. They will retain responsibility, even where the interventions may involve group or 1:1 teaching, away from the classroom. They will work closely with the learning support team, planning and assessing the impact of the interventions, making links within the classroom where necessary. The SENCo will support the class teacher further, implementing new interventions and approaches when necessary, further assessing the pupil's strengths and weaknesses and purchasing relevant resources.

4. Review: Reviews of the child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the child and parents. The class teacher, with the SENCo, will revise the provision and outcomes based on the child's progress and development, making necessary amendments going forward, in consultation with parents and child.

Please note: parents will be asked to meet a percentage of the costs of involving some of the services because the LEA offers no funding in the independent sector.

Where several professional agencies are involved, a CAF (Common Assessment Framework) may be advised to ensure a cohesive approach is taken towards monitoring and meeting a pupils needs.

Initial Action following a cause for concern

Pupils in this band are not considered to have Special Educational Needs or Disabilities. They would however benefit from some targeted support in specific areas either individually or within a group in the classroom or as part of a focus group. Parents may informed of this provision, if appropriate, by the class teacher, through normal school reporting procedures.

School Action *Pupils in this band are considered to have barriers to learning*

Intervention will be put in place if a pupil has not made sufficient progress and meets the specified criteria. The SENCo, class teacher and Learning Support Team develop intervention to close the gap with peers and support an identified need. Parents are informed and targets and provision are recorded and reviewed by SENCo and class teachers to focus the support and aid planning.

School Action Plus *Pupils in this band are considered to have barriers to learning and SEND and may be diagnosed with a specific difficulty*

At this stage the SENCo may request external specialist advice and/or support if this has not already been accessed by the parents. More detailed assessments are made and the SENCo takes lead responsibility for writing the IEP which should reflect any advice given by external agencies. In most cases the IEP is reviewed three times a year and provides a profile of the pupil's strengths and the nature of any difficulties. It gives recommended strategies to reduce barriers to learning. All teachers of the pupil are required to be familiar with the content of the IEP and implement recommendations as appropriate in the classroom. Parents attend reviews and to play a full part throughout the process. All children in this category will receive 1:1 or small group intervention on a weekly basis.

Referral for an Education, Health and Care Plan

For a very small percentage of pupils, whose needs are significant and complex, SEND Support required to meet their needs cannot reasonably be provided by the school's own resources; therefore, a request will be made to the local authority to conduct an assessment of educational, health and care needs. This can be requested by the school or by a parent/carer, in consultation with the school. This will occur where the complexity of need or lack of clarity around the need are such that a multi-agency approach is required to assess, plan provision and identify long term resources. The decision to make a referral for an Education Health Care Plan assessment will be taken at a progress review meeting.

The application for an Education Health Care Plan will combine information from a variety of sources including:

Parents Child Teaching/SEN staff Educational Psychologist
Social Care Team Health Professionals

Information will be gathered relating to the current provision provided, provision maps that have been delivered and the outcomes of targets set. A decision will be made by a group of education, health and social care professionals about whether or not the child is eligible for an EHC Plan. Parents have a right to appeal against a decision not to initiate a statutory assessment leading to an Education Health Care Plan.

An Education, Health Care Plan

- a. Following Statutory Assessment, an EHCP will be provided by Trafford LEA, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

- b. Parents have a right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.
- c. Funding will be put in place to fulfil some of the recommendations.
- d. Once the EHCP has been completed and agreed, it will be kept as part of the child's records and reviewed annually, by staff, parents and child. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Inclusion of Pupils with SEND and Allocation of Resources

The Headmistress and SENCo oversee the school's Inclusion Policy and they are responsible for ensuring that it is implemented effectively throughout the school.

Teachers plan using pupils' achievement levels; differentiating tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENCo and/or external specialists. In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

The Headmistress and SENCo decide on the deployment of human and actual resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. The Headmistress and SENCo discuss all the information they have about SEND in the school, including:

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed. The school identifies the needs of SEND pupils on a whole school provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Pupils with Medical Needs

Pupils with medical needs will be provided with a detailed Care Plan, compiled in partnership with the personal responsible for medical needs (Mrs Sharkey) and parents and if appropriate a school nurse and the pupil themselves. Staff who volunteer to administer and supervise medications, will complete formal training. All medicine administration procedures adhere to the Department of Education (DfE) guidelines included within 'Supporting Pupils at School with Medical Conditions (DfE) 2014' and identified in the school Medicine Administration Policy.

Evaluating the Success of Provision

In order to make consistent progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of annual parent and pupil questionnaires and discussion through Phase leader progress meetings with parents and pupils.

Pupil progress will be monitored on a termly basis, using assessments, in line with the SEND Code of Practice 2014. SEN provision and interventions are recorded on individual provision maps which are updated termly. These interventions are updated, monitored and evaluated by class teachers and the SENCo and information is fed back to parents, staff, pupils and SEND Governor. This helps to identify whether provision is effective.

Parental Concerns and Complaints

If a parent has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Headmistress who will be able to give advice on formal procedures for complaint.

Please also refer to our separate Complaints Procedure Policy

In Service Training

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to children with SEND. The SENCo seek to access relevant courses and relevant external training. Opportunities for all staff are available.

Links to Support Services

Although we are an independent school, working outside local authority jurisdiction, the school continues to build strong working relationships with external support services in Trafford in order to fully support our SEND Pupils and aid school inclusion. Depending on the type of service involved e.g. Educational Psychologists or the Sensory Impairment team, parents will be charged a percentage of the original fee to access their support with individual cases. Parents will always be asked in advance whether or not they wish to fund the cost of their involvement.

Working in Partnership with Parents.

Bowdon Preparatory School believes that a close working relationship with parents is important to ensure:

1. Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
2. Progress of children with SEND is celebrated and recognised
3. Personal targets are set and met effectively

Attainments towards the identified outcomes will be shared with parents each term through feedback regarding SEND support reviews but also through Parents' Evenings. Parents may also find the home-

school diary a useful tool to use to communicate with school staff on a more regular basis. Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo or a Phase leader at any time if they feel concerned or have information they feel they would like to share that could impact on their child's success.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupils needs. The SENCo may also guide parents of pupils with SEND to the local authority Parent Partnership Service where specific advice, guidance and support may be required.

Links with Other Schools

Transition to High School

The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. The annual review in Y5 for all pupils begins the process where parents are supported to make decisions regarding secondary school choice. Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. Accompanied visits to other providers may be arranged as appropriate. In consultation with parents, the SENCo will notify the receiving school about a pupil's learning support or SEND records, including the provision that has been made and targets met.

Exam Conditions

On occasion, a pupil will be identified as requiring 25% extra time or specific conditions under which formal assessment can be administered. The Headteacher or SENCo will advise any external school where a pupil may be taking an exam of these conditions to ensure they have the correct working conditions or time allocation.

Policy Dissemination, Monitoring and Evaluation

All members of staff and Governors will receive a copy of this policy. Copies may be reviewed by parents. This policy will be reviewed, evaluated and updated as required and formally on an annual basis to assess its relevance and effectiveness.

Date of update	(U) Updated (R) Reviewed by	How was updated disseminated	Parents informed	Policy on website
Sept 2016	HG (U)	Staff briefing – email – all staff to familiarise and action	Yes	Yes
Nov 2016	HG (R)			
Dec 2016	Governor (R)		Yes	Yes
Nov 2017	CD (U)	Staff briefing- on teacher site		
Feb 2019	CD (U)	Phase leader meeting- on site	Yes	Yes
April 2019	Governors (R)			
Sept 2019	CD (U)	Staff email & on website	Yes	Yes

APPENDIX 1

Role of the SEN Coordinating Team

Chapter 6 of the SEND Code 2014 outlines the role of the SEN Coordinating Team and the school adheres to this.

The SEN Coordinating Team:

- Is a qualified teacher working at the school;
- works with the Head and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- oversees the day to day operation of the school's SEN policy;
- helps determine the strategic development of the SEN policy and provision;
- contributes to staff development relating to SEN;
- liaises with teaching staff and the Head so that the learning for all children is given equal priority and available resources are used to maximum effect;
- co-ordinates provision for pupils with SEN and manages the team of support teachers;
- oversees the records on all pupils with SEN and the provision of relevant and useful Individual Education Plans (IEPs) where appropriate;
- maintains an accurate Learning Difficulties Register and Special Educational Needs and Disabilities (SEND) Register;
- works with the learning support team and teachers to develop effective ways of overcoming barriers to learning through the analysis and assessment of pupil's needs by monitoring the standards of pupils' achievement;
- In partnership with the Headmistress, liaises with parents of pupils with SEN – the school has an open door policy should parents wish to discuss their children;
- liaises with external agencies and professionals (SEND Code 2014 chapter 6);

APPENDIX 2

Advice, information and training (extracted from Annex 2 of the SEND Code 2014)

The following organisations provide advice, information and training on specific impairments:

- The Autism Education Trust for children and young people on the Autism Spectrum (www.autismeducationtrust.org.uk)
- The Communications Trust for speech, language and communication difficulties (www.thecommunicationtrust.org.uk)
- The Dyslexia SpLD Trust on dyslexia and literacy difficulties (www.thedyslexia-spldtrust.org.uk)
- The National Sensory Impairment Partnership for vision impairment, hearing impairment and multi-sensory impairment (www.natsip.org.uk)

Each of these organisations is working with funding from the Department for Education to support the reforms to the SEN system.

MindEd (www.minded.org.uk) is an e-learning portal aimed at supporting all adults working with children and young people. It provides simple, clear guidance on children and young people's mental health, wellbeing and development.

The SEN Gateway (www.sendgateway.org.uk) enables access to a broad range of materials and support services across the range of SEN.

Early Support provides a range of information materials to families and professionals (www.ncb.org.uk/earlysupport).

APPENDIX 3

Glossary of terms (selected from a more comprehensive list in the SEN Code 2014)

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

Early Years Foundation Stage (EYFS): The EYFS begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The Foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Speech and language therapy: Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

Below is an example of the provision provided by Bowdon Preparatory School and the tiered response to pupils' needs

Level 1	Level 1 /2	Level 3
Differentiated Curriculum	Named as part of provision	Assistance and support in line
Differentiated delivery	mapping	with individual Care plans
Differentiated outcomes	Group intervention for English	
Increased visual aids – letter formation, number lines	Group intervention for maths	
Visual timetable	Additional phonics support	
Illustrated dictionaries	Speech and language support	
Use of writing frames	Group intervention for behaviour and emotional support	
Alternative recording methods		
General ICT access with appropriate software	Sensitive class seating	
Sensitive grouping/pairing/buddy system	1:1 Reading intervention	
Spelling banks for new subject specific words	1:1 Phonics intervention	
Structured school and class routines	1:1 Maths intervention	
Use of symbols for understanding	Communication and Support from external agencies	
Individual work station	Support from Additional Needs Team; CAMHS.	
Whole school/class reward system/individual reward systems		
Whole school/class rules/whole school policy for behaviour.		
Circle time as part of PSHCE		
Use of positive language to promote self esteem		
Time out facilities		
Overlays/coloured sheet		