



## SEND Policy

### Introduction

Bowdon Preparatory School is committed to the equal treatment of all pupils including those with Special Educational Needs ('SEN') and disabilities. This policy works towards eliminating disadvantages, and removing barriers to learning, for pupils with SEN and disabilities by:

- Enable all pupils to get the support needed to fully access our educational provision.
- Ensure that pupils with SEN and disabilities engage as fully as possible in the activities of the school alongside pupils who do not have SEND or disabilities.
- Making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission, education, or accessibility.
- Work with parents 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 provision, progress, and achievements.
- Work in 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.

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) Jan 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
- Mental Health and Behaviour in Schools (Nov 18)

This Policy should be read in conjunction with:

School's Aims	Admissions Policy
Early Years Policy	Inclusion Policy
Equal Opportunities Policy	Accessibility Plan

Further Guidance for Teachers:

<https://bowdonprep.sharepoint.com/:w/s/Year6/EdvRAIP8YeNPmxCtr5lcdgYByqXu-f5AjAlpoKDvomMCrA?e=1F6t2c>

Related Policies:

Anti-Bullying Policy	Safeguarding and Child Protection Policy
English as an Additional Language	Data Protection Policy

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### Definition

**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. In accordance with the Children and Families Act 2014 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.

Children will not be regarded as having SEN or a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Our support for those children whose first language is not English is set out in our English as an Additional Language (EAL) Policy.

**Special educational provision:** Provision which is additional to, or otherwise different from, the educational provision made for the majority of 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'.

Not all children with disabilities have SEN and not all children with SEN have a disability.

## Staff responsibilities

<b>Headmistress:</b> Mrs H. Gee	Responsible for overseeing all aspects of our SEN provision and keeping Governors informed of the implementation of the policy.
<b>SENCo:</b> Mrs Delf	<p>Determine the strategic development of the SEN and disability policy and provision with the Headmistress</p> <p>Has day to day responsibility for the operation of the SEN and disability policy</p> <p>Co-ordinate specific provision for children with SEN and disabilities, including those with EHC Plans</p> <p>Leading and co-ordinating the support team</p> <p>Ensure parental insights are considered to support their child's SEN and disability</p> <p>Liaising with external professionals and agencies as appropriate</p> <p>Ensuring records of all pupils with SEN are up to date</p> <p>Liase with settings where assessments are to be undertaken, where pupils have additional time or extra requirements</p>
<b>SEN Coordinating Team</b>	<p>Ensuring all staff understand their responsibilities to pupils with SEN and the approach to identifying and meeting SEN</p> <p>Phase Leaders</p> <p>Medical Needs Leader</p> <p>Ensure teachers are given any necessary information relating to a pupil's learning support needs and/or disabilities (if known) so that teaching practices are appropriate and suitable strategies are in place to remove barriers to learning.</p>
<b>Teachers</b>	Consistent with the Teaching Standards (TSS), all teachers are responsible for helping to meet a pupil's needs (irrespective of any special qualifications or expertise). All Teaching and Learning staff are expected to understand this policy so that we can identify, assess, and make provision to meet those needs.
<b>Phase Leaders</b>	<p>Mrs Makepeace-Taylor – Lower School</p> <p>Mrs Hughes – Lower Prep</p> <p>Mrs McGrath – Upper Prep</p>
<b>First Aid/ Medical Needs Leader</b>	Mrs Sharkey – whole school
<b>Teachers</b>	Consistent with the Teaching Standards (TSS) all teachers are responsible for planning differentiated tasks, appropriate tasks to meet a pupil's needs (irrespective of any special qualification or expertise). All Teaching and learning staff are expected to understand this policy so that we can identify, assess and make provision to meet those needs.
<b>Learning Support Assistant</b>	<p>Mrs Glendon (pm only)</p> <p>Mrs Youngs (pm only)</p> <p>Mrs Cross (registration time only)</p> <p>Mr Eastwood timetabled support)</p> <p>Mrs Langley (3 days per week)</p>

## **Identifying and supporting pupils with SEN and disabilities**

The curriculum plan and schemes of work take account of the needs of pupils with SEN and disabilities.

We regularly review pupils progress to help monitor whether pupils are making expected progress. Slow progress does not necessarily mean that a pupil has SEN. However, where we reasonably consider that a pupil may have a learning difficulty, for example where early indications identifies that a pupil is not making expected progress, we will do all that is reasonable to consult with parents to help determine the action required, including whether additional support is needed.

If there are significant emerging concerns, or identified SEN, we will take action to put appropriate educational provision in place considering the advice of specialists. We will consult with parents and keep them informed of any action taken to help the child of the outcomes of the action. We will also consider the child's wishes where appropriate.

We may also request that parents obtain a formal cognitive assessment of their child (such as that of an Educational Psychologist), the cost of which will be borne by parents.

Arrangements for special educational needs provision is made through our graduated approach to SEN support of assess-plan-do-review:

- **Assess:** Data on the pupil held by the school will be collated 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 the need, that barriers to learning are quickly identified and are being overcome and that interventions being used are developing and evolving as required.
- **Plan:** Teachers work closely with the SENCo, SEN Coordinating Team and parents to agree the interventions and support that is required; to discuss the expected impact on progress, development or behaviour that is expected and a clear date for review – when the intervention has been delivered.
- **Do:** Teachers will work closely with the SENCo to assess and monitor the targeted plan of support and the impact of support or interventions in place to support the pupil.
- **Review:** The effectiveness of any support and its impact on the pupil's progress will be review as agreed between the school at SENCo/Phase Leader/teachers meeting. Teachers working 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. EHC Plans will be reviewed annually and will involve any external agencies and representative from the Local Authority EHCP team.

## **Recording**

We will record the progress of any support for pupils with significant learning difficulties, disabilities or where they have an Education Health Care Plan. This will be recorded by way of an Individual Education Plan or Individual Care Plan. These are drawn up, by the SENCo, in consultation with teachers and the Coordinating Team. These will contain key information such as:

- Teaching strategies
- Any additional or different support in place
- Information about the child's strengths, weaknesses, diagnosed learning difficulties or medical conditions and what these mean to the pupil and how these affect them.

IEPs are under constant review and will be update as appropriate.

## **SEN Provision**

Our SEN provision currently includes in-class differentiation, learning support (in and out of class) and additional specialist teaching.

## **Further Aspect relating to SEND provision**

### **Admission**

We are an academically focus school and welcome all children who can benefit from the opportunities offered and flourish in our caring community.

We treat every application from an SEN and disabled pupil in a fair, open minded way. We endeavour to ensure that we are able to fully support the needs of all prospective pupils. Parents of pupils with SEN and disabilities are advised to discuss their child's requirements with us. All relevant information should be obtained from parents or carers and other professionals involved in the care of the child prior to admission. Before an offer of a place is made, we will assess whether we are able to cater for and meet any SEN and disabilities (if known) through discussion and meeting with the parents, consideration of any professional reports and references from previous settings or schools, and assessment of the child at a taster day, as appropriate.

An offer of a place may not be made if we determine, following the consultation with parents, that we are unable to meet and provide for a pupil's needs. The school will always consider its obligations under the Equality Act 2010.

### **Withdrawal**

Where, after all reasonable adjustments have been made or considered, we feel that we are unable to accommodate a SEN or disabled pupil or meet their needs, we may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances and the deposit will be returned.

### **Education, Health and Care Plan ("EHC Plan")**

The needs of many children can be met through our SEN support. However, where the pupil has not made expected progress despite the SEN support in place, parents and the school have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with us prior to exercising this right. We will always consult with parents before exercising this right. If a Local Authority refuses to make an assessment, parents have the right to appeal to Health, Education and Social Care Chamber. The school does not have the right to appeal.

Where a prospective pupil has an EHP Plan, we will consult with the parents and the Local Authority to ensure that we can deliver the provisions specified in the EHC Plan. Any additional services which are needed to meet the requirements of the plan may need to be charged, either directly to the parents or to the Local Authority, to ensure the Local Authority is responsible for the fees and Bowdon Prep is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to our obligation under the Equality Act 2010. We co-operate with the Local Authority to ensure that relevant annual reviews of EHC Plans are carried out as required.

### **Three-year accessibility plan**

A copy of our accessibility plan can be provided upon request by writing to the Bursar. It sets out the plan to increase the extent to which disabled pupils can participate in the curriculum; improve the physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered and improve the delivery of information to disabled pupils, which is accessible to pupils who are not disabled.

### **Bullying and behavioural issues**

Also see Anti-Bullying Policy

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Children at BPS are taught the importance of respecting each other and behaving towards each other with kindness, courtesy, and consideration.

### **Entitlement to additional time and/or support in external assessments**

Pupils who have been diagnosed as having a learning difficulty may be entitled to support such as 25% additional time and/or modified provision to complete external assessments. This needs to be documented within an assessment by an Educational Psychologist, Medic, or other assessment.

### **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 SEN Coordinating Team can access relevant courses and relevant external training. Opportunities for all staff are available.

### **Concerns**

We will listen to any concerns expressed by parents about their child's progress and development. Parents must contact their child's Phase Leader if they have any concerns about their child's development. Please also refer to our separate Complaints Procedure Policy

### **Evaluating the Success of Provision**

In order to make consistent progress in relation to SEND provision, the school encourages feedback from pupils, staff, parents, and pupils throughout the year. This is done via pupil review meetings between SENCo and pupils and SENCo and parents, Phase Leaders and parents, parent and pupil questionnaires and discussion through progress meetings with teachers and parents.

### **Storing information**

All data is stored in line with the Data Protection Policy. Please see the Privacy Notice for Pupils for further information.

## **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 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
Sept 2018	C. Delf	INSET	YES	YES
Sept 2019	C. Delf	INSET and teacher drive	Yes	Yes
Nov 2020	H.Gee		Yes	Yes
Feb 2021	C.Delf	Email link to teacher drive	Yes	Yes
Nov/Dec 2021	C Delf	Email TEAMS link to staff	Yes	Yes

Summary of latest updates
Ensure policy up to date and reflects current procedural practice CD Feb 2021
Review policy and further guidance for teachers CD Nov 2021 Send to Governor Dec 2021

## **APPENDIX 1 Support and organisations**

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](http://www.autismeducationtrust.org.uk))
- The ADHD Foundation works in partnership with individuals, families, doctors, teachers, and other agencies to improving emotional wellbeing, educational attainment, behaviour, and life chances (<https://adhdfoundation.org.uk>)
- The Communications Trust for speech, language, and communication difficulties ([www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk))
- The Dyslexia SpLD Trust on dyslexia and literacy difficulties ([www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk))
- The National Sensory Impairment Partnership for vision impairment, hearing impairment and multi-sensory impairment ([www.natsip.org.uk](http://www.natsip.org.uk))

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

MindEd ([www.minded.org.uk](http://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](http://www.sendgateway.org.uk)) enables access to a broad range of materials and support services, for Parents and teaching staff, across the range of SEN.

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

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.

## **APPENDIX 2 Examples of provision provided**

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

<b>Level 1</b>	<b>Level 1 /2</b>	<b>Level 3</b>
Differentiated curriculum	Named as part of provision mapping	Assistance and support in line with individual Care plans from an EHCP
Differentiated delivery	Group intervention for maths	
Differentiated outcomes	Group intervention for English:	
Differentiated questioning	Additional phonics support	
Increased visual aids: letter formation, number lines	Additional reading support	
Visual timetable	Additional handwriting support	
Illustrated dictionaries	Speech and language support	
Use of writing frames to scaffold	Dyslexia support	
Coloured overlays	Group intervention for behaviour and emotional support	
Alternative recording method:	Sensitive class seating	
Chunking of tasks/time	1:1 Reading intervention	
Opportunity to rehearse and practise skills	1:1 Phonics intervention 1:1 Maths intervention	
General ICT access with appropriate software	General ICT access with appropriate software	
Sensitive grouping/pairing/ buddy system	Communication and Support from external agencies: ADHD team, SALT, Occupational Therapy	
Phoneme/Key Word mats		
Spelling banks for subject-specific vocabulary	services, Educational Psychologist, Support for Additional Needs Team	
Structured school and class routines	for Visual or Hearing Impairment, SNICTA team, CAMHS	
Individual workstation	25% extra time, during formal	
Whole school/class reward system/individual reward systems	assessments, if documented	
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		

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