

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 |
| Anti-Bullying Policy | Safeguarding and Child Protection Policy |
| English as an Additional Language | Data Protection Policy |
| Further Guidance for Teachers: https://bowdonprep.sharepoint.com/:w:/s/Year6/EdvRAIP8YeNPmxCtr5lcdgYByqXu-f5AjAlpoKDVomMcrA?e=1F6t2c | |

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 | Gov Rev |
|----------------|--------------------------------|--|------------------|----------------|---------|
| Sept 2016 | HG (U) | Staff briefing, email – all staff to familiarise and action | Yes | Yes | Yes |
| Nov 2016 | HG (R) | | | | |
| Sept 2018 | C. Delf | INSET | Yes | Yes | Yes |
| Sept 2019 | C. Delf | INSET and teacher drive | Yes | Yes | Yes |
| Nov 2020 | H.Gee | | Yes | Yes | |
| Feb 2021 | C.Delf | Email link to teacher drive | Yes | Yes | Yes |
| Dec 2021 | C Delf | Email TEAMS link to staff | Yes | Yes | Yes |
| April 2022 | C Delf | Updated Staff INSET – SEND Green Paper 2022 | N/A | N/A | Yes |
| Sept 2022 | C Delf | Email TEAMS link to staff | Yes | Yes | Yes |
| Jan 2024 | H. Gee | Email TEAMS link to staff | | | |
| Jan 2025 | C Delf | Updated – email Teams link to staff/parents after ratification | YES | YES | YES |

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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.

The expression 'learning difficulty' covers a wide variety of conditions and may include those known as an autistic spectrum condition, dyslexia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing.

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

| | |
|--|---|
| Headmistress: Mrs Makepeace-Taylor | Responsible for overseeing all aspects of our SEN provision and keeping Governors informed of the implementation of the policy. |
| SENDCo: Mrs Delf | Determine the strategic development of the SEN and disability policy and provision with the Headmistress Has day to day responsibility for the operation of the SEN and disability policy Maintain and update whole school provision mapping Co-ordinate specific provision for children with SEN and disabilities, including those with Educational, Health, Care Plans Lead and co-ordinate the support team Ensure parental insights are considered to support their child's SEN and disability Lead termly Pupil Review Meetings for SEND pupils Liaise with external professionals and agencies as appropriate Complete internal assessments Ensure records of all pupils with SEN are up to date and filed according to GDPR guidelines Liaise with other settings where access arrangements are required for assessments: where to be undertaken pupils/ additional time or extra requirements/resources Develop SENDA Plan with the bursar |
| SENDCo Mrs Delf | Ensure all staff understand their responsibilities to pupils with SEND and the approach to identifying and meeting SEND needs |

| | |
|--|--|
| | <p>Ensure any SEND concerns are discussed and logged</p> <p>Ensure teachers are given any necessary information relating to a pupil's known learning support needs and/or disabilities so that teaching practices are appropriate and suitable strategies are in place to remove barriers to learning</p> <p>Review C.P.D opportunities and disseminate updates on initiatives</p> |
| Teachers | <p>Be consistent with the Teaching Standards, all teachers are responsible for helping to meet a pupil's needs (irrespective of any special qualifications or expertise).</p> <p>Understand this policy so that we can identify, assess, and make provision to meet those needs.</p> <p>Ensure responsibility is taken for planning differentiated tasks, appropriate tasks to meet a pupil's needs (irrespective of any special qualification or expertise)</p> |
| First Aid/ Medical Needs Leader | <p>Mrs Sharkey – responsibility for medical care plans for the whole school</p> <p>Liaise with parents as necessary and ensure that all staff are kept up to date of medical needs</p> |
| Learning Support | <p>Resource and assess session progress</p> <p>Liaise with class teacher and/or SENDCo</p> <p>Individual TAs in Lower school</p> <p>1:1 support Y1 pupil- Mrs Fan</p> <p>1:1 support Y4 pupil- Mrs Thomason and Mrs Rylance</p> <p>1:1 support Y6 pupil- Miss Nassari</p> <p>Mr Gee and Mrs Eastwood- identified provision for specific learning difficulties</p> <p>Various staff to support development of reading and number-based skills</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 SENDCo and parents to agree the interventions and support that is required. We discuss the expected impact on progress, development or behaviour that is expected and offer a clear date for review once the intervention has been completed.
- **Do:** Teachers and learning support will work closely with the SENDCo 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 discussed at teacher meetings and reviewed at a pupil review meeting with the SENDCo. 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

Each child will have a one-page profile which includes:

- Brief overview of need
- Teaching strategies to support
- 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.

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 on provision mapping and an education or care plan. These are drawn up, by the SENDCo, in consultation with teachers. Discussions will be noted on CPOMS as appropriate. Progress is reviewed against targets and provision is under constant review and will be update as appropriate.

SEND Provision

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

Further Aspect relating to SEND provision

Admission

Our mission is to provide outstanding breadth of opportunities and experiences that inspire, captivate and empower pupils to embrace learning and strive to achieve their personal best. We welcome all children who can benefit from the opportunities offered and flourish in our caring community.

We treat every application from a SEN and disabled pupil in a fair way and on an individual basis. We endeavour to ensure that we can fully support the needs of all prospective pupils. Parents of pupils with SEN and disabilities must 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 with the parents, consideration of any professional reports and references from previous settings or schools, as appropriate. Assessment of the child at a taster day may also be considered.

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 ('EHCP')

The needs of most 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 EHCP for their child. Parents are asked to consult with us prior to exercising this right. We will always open discussion 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 and the tribunal process. The school does not have the right to appeal.

Where a prospective pupil has an EHC 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, Bowdon Prep will be 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- SENDA 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 specific learning difficulty or barrier to learning 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 assessor. The parents and/or SENDCo will liaise with the external setting to request individual arrangements, preferred assessment environment, additional resources and/or extra time.

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. Some training is disseminated by the SENDCo. Staff 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 may contact their child's Phase Leader, form teacher or English/maths teacher, if they have any concerns about their child's development; this will then be discussed with the SENDCo, who will contact the parents to discuss further. 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 SENDCo and pupils and SENDCo 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.

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)
- 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)
- 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 works 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, 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/earllysupport).

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

| Level 1 | Level 1 /2 | Level 3 |
|---|---|--|
| Differentiated curriculum | Named as part of provision | Assistance and support in line with individual Care plans from an EHCF |
| Differentiated delivery | mapping | |
| Differentiated outcomes | Group intervention for maths | |
| Differentiated questioning | Group intervention for English: | |
| Increased visual aids: | Additional phonics support | |
| letter formation, number line | 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 methods | 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, | |
| Phoneme/Key Word mats | SALT, Occupational Therapy | |
| 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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