

Document Control	
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SPECIAL EDUCATIONAL NEEDS AND DISABILITY

English as an Additional Language (EAL) and Able and Talented are not SEND areas (The Children's Act and CoP 2015) but are included in this policy

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Introduction

Banstead Preparatory School is an independent day school for 250 pupils providing mainstream education for girls and boys aged from 2-11 years old. Banstead Preparatory provides a broad and balanced curriculum for all children. The National Curriculum and the Early Years Foundation Stage (referred to as EYFS) seven areas of learning are our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to their learning.

We recognise that a range of learning support needs, learning, social-emotional, behavioural, physical or sensory disabilities needs exist in this school. For some pupils their needs might be subtle, mild and short term, but for others they may be long term and more complex. We recognise that there is a continuum of learning support and Special Educational Needs and Disabilities (SEND) and that the needs of the vast majority of our pupils are at the learning support level, below the SEND level (Children and Families Act, 2014 and Code of Practice 2015). We are committed to ensuring that all pupils can achieve well in their early years at school and go on to lead happy and fulfilled lives. Banstead Preparatory is committed to providing a curriculum and teaching which effectively provides for subject matter appropriate for the ages and abilities of students, including those with SEND and/or an Education, Health and Care Plan (EHCP), to enable all students to learn and make progress.

This policy includes those procedures to be adopted in order that children with specific learning needs, those considered more able, those with social-emotional and behavioural needs and those with English as an additional language may access the broad and balanced curriculum available to all pupils at Banstead Preparatory School and ensures that disabled students (current and prospective) are not treated less favourably.

Our Special Educational Needs Co-ordinator (SENCo) (Mrs Fiona Miles) provides support and guidance for all staff regarding additional educational needs. The SENCo provides support in early identification of children with additional needs from the EYFS onwards and liaises with Learning Support Teachers, Specialist EAL Teacher, SALT (Speech and Language Therapists), Specialist Dyslexia Teachers, a counsellor, a play therapist, Occupational therapist(OT) and with outside agencies as appropriate (Educational and Child Psychologists, Local Authorities).

This policy needs to be read alongside the SENDA - ACCESSIBILITY PLAN which details the 3 year accessibility plan.

Aims and Objectives

The aims of this policy are:

- To create an environment that meets the learning and any additional special educational needs of each child.
- To ensure that the physical environment of the school is improved for the purpose of increasing the extent to which disabled pupils (including those with learning difficulties) are able to take advantage of education, benefits, facilities and services provided and offered. This also includes the commitment to ensure that the school allows all students, including those with special needs, to enter and leave the school in safety and comfort.
- To ensure the improvement of the provision of information which is already in writing for students who are not disabled.

- To ensure that the special educational needs of children are identified early, assessed and provided for where reasonably possible.
- To enable all children to have full access to all elements of the school curriculum and that appropriate resources, where possible are available for pupils with temporary or long term needs. This may mean that parents/carers have to finance insure equipment where it is not available through the Local Authority or National Health Service.
- Once a pupil has been identified as having special educational needs, the aim is to provide the necessary amount of intervention over and above our focus on Quality First Teaching (Universal provision) to allow the pupil to reach his/her full potential, but without stigma and with the least possible disruption to the normal school routine.
- The school is subject to the Special Educational Needs and Disability Act (SENDA) and the 2010 Equality Act and recognises its responsibility to ensure that disabled students (current and prospective) are not treated less favourably.
- The school will take reasonable steps to avoid putting disabled students at a substantial disadvantage (the reasonable adjustment duty) in matters of admission and education)

The school seeks to uphold these fundamental principles, in line with the SEND Code of Practice updated January 2015:

- To enable all children to have full access to all elements of a broad, balanced and relevant educational and extra-curricular activities.
- To educate pupils with SEND within an inclusive classroom environment with their peers.
- To provide Quality First 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-acceptance in an environment which accepts and values them as individuals.
- To offer an educational provision that is additional and different where needed, either classroom based or through individual or small group sessions, deploying staff and resources flexibly to meet identified needs. Pupils, wherever possible will be educated in their own class group and only withdrawn from the classroom where additional specialist teaching is considered essential to provide skills and strategies to enhance their development.
- To ensure that each child receives equality of opportunity (see Equal Opportunities policy).

- To have high ambitions and set stretching targets, tracking and reviewing children's progress towards these goals.
- To ensure that pupils and their parents/carers have a voice in this process and are involved in decision-making regarding the pupil's education, including target setting and reviewing. The child and parents/carers are always at the centre of the decision-making process, including being fully informed and involved with how their child is progressing.
- To monitor the pupils' needs and review progress using best practice and evidence-based or informed materials, provided by classroom teachers and the SENCo.
- To ensure early identification of needs and early intervention to support them.
- To promote positive outcomes in the wider areas of personal and social emotional development.
- To make clear the expectations of all partners in the process – SENCo, staff, parents/carers and pupils: the continued progress of pupils with SEND is the responsibility of **all** staff.
- Where appropriate, to work in close liaison with the local authority, to improve outcomes for children with SEND or disabilities, and in a very small minority of cases, developing EHC (Education, Health and Care) plans for pupils where necessary.
- To ensure that all staff have a clear understanding of the responsibility for Special Educational Needs, Learning Difficulties and /or Disabilities, making sure that all staff training is provided to facilitate pupil's individual needs. This includes reviewing core teaching and wider policies, so all staff (including early Years) are meeting the requirements of the SEND Code of Practice 2015.
- Put in place schemes of work, a recording system, Individual Education Plans where needed and regular monitoring of each child's progress.

Educational Inclusion

Through appropriate curricular provision, we respect the fact that children:

- Have different educational, behavioural and social-emotional needs.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:



- Providing structured support for children who need help with communication, language and literacy.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions (self-regulation), particularly trauma or stress, and to take part in learning.

Admissions

To ensure equality of opportunity for all students, including those with specific educational needs, parents/carers of a prospective pupil with an existing teacher's or health professional's assessment, an Individual Education Plan (IEP) or equivalent, an Educational Psychologist's report and/or an Educational Health Care plan are requested to submit copies of such papers to the Headteacher who will then consult with the SENCo to determine whether the School can reasonably provide the level of support needed by the pupil. Failure to disclose this information may later result in parents/carers being asked to withdraw the pupil without being charged fees in lieu of notice if, in the opinion of the Headteacher the School cannot provide adequately for a pupil's special educational needs.

If a pupil is accepted into the school with known educational needs, the school has a duty of care to meet those needs. In this instance, the School will consult with parents/carers to determine how the needs of the pupil can best be met. If a pupil is accepted into the School and the special needs become apparent at a later stage, the School will assess whether it is able to meet those needs or not. If the School cannot reasonably provide the level of support needed to meet the needs of the pupil, it may be necessary to ask parents/carers to provide additional outside support or, in very rare circumstances, withdraw the child so they can access a more suitable educational setting.

Procedure for Pupils with Special Educational Needs and Disabilities.

Identification of Need

At Banstead Preparatory we aim to identify any additional area of need as early as possible. A pupil has SEND when their learning difficulty or disability means they have significantly greater difficulty in learning than the majority of others of the same age or the difficulty prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age within mainstream schools. This could mean that the student requires provision which is different from or additional to that of their peers. Some additional needs become more apparent as a pupil becomes older. This may be a physical disability, a learning difficulty (dyslexia) or another need.



All pupils with SEND must have those needs addressed, via a broad and balanced curriculum and Quality First Teaching. In most cases, it is the pupil's form and subject teacher that will make this provision.

At Banstead Preparatory we adopt a whole school approach to provision for pupils with SEN and staff should ensure that pupils with SEND engage in all the regular activities of the school, so far as is reasonably practical. Individual Education Programs (IEPs) for pupils with significant difficulties or disabilities, are to be completed by the Form Teacher in conjunction with the SENCO and support staff and made accessible to all staff teaching the pupil on Teams. Assessment, planning, delivering, reviewing and recording information ensures that all pupils' progression is tracked and we aim to help every pupil achieve their potential.



The procedures we follow at Banstead Preparatory are as follows:

Identification of Special Educational Need and Graduated Response to these Needs

Our graduated response to individual needs is carried out across a four wave response system.

Stage 1 Blue Star: At Banstead Preparatory we aim to provide a personalised curriculum and classroom staff makes reasonable adjustments to meet the needs of every individual pupil. Differentiation embedded in planning practice and progress is monitored through observation in every lesson and through more formal assessments. Monitoring would usually continue for up to one term before additional provision is considered. Pupils are considered on an individual basis and intervention stages may then progress rapidly depending on the child's need. Children may be identified to need support at this level through assessment, teacher or parental concern. A concern sheet will be filled in which could lead to an IEP being created in stage 2, grey star. Parents are informed if their child is receiving SEN support. A child will be added to the SEND register at this stage which is available to all staff.

Stage 2 Grey Star: If further concerns are raised about an individual pupil, parents/carers are consulted and observations and assessments take place in order to establish appropriate support strategies. This may include short term interventions through small groups or 1:1 support. Progress is monitored by regular meetings with the class teacher and SENCO. At this stage an IEP may be put in place for pupils with significant difficulties or disabilities, to monitor and assess the pupil's progress. These are developed in consultation with the pupil, parents, form teacher, and SENCO and are reviewed termly.

Stage 3 Yellow Star: Where there is a need for greater support, one to one or small group support with a Learning Support teacher may be continued. Decisions to include external specialists are taken in discussion with parents/carers. Support within school from a specialist dyslexia support teacher, speech and language therapist or Occupational Therapist (OT) may be offered and the cost of this peripatetic type teaching would be met by the parents/carers. A counsellor and a play/youth worker is also available as a peripatetic type arrangement with the parents meeting the cost. These can be arranged through the school within the school day. Where it is deemed helpful, we will refer to outside agencies including, Local Authority Advisory Teams, Physical and Sensory Support, Physiotherapy, Occupational Therapists, Behavioral Optometrists and Educational Psychologists, some of whom work in private practice. In an independent school parents/carers are in a strong position to seek additional support sooner than might be suggested in some state maintained schools and this additional support is funded by parents. A formal assessment may be sought from an external professional to provide a greater understanding of the pupil's need and how best to support them within school.



Stage 4 Red Star: Where there is a need for more specialist support or intervention in addition to on-going learning support within school, Banstead Preparatory may agree for pupils to receive appropriate therapy on school premises or at an alternative educational establishment. This fosters a strong partnership between other professionals and school staff and enables us to benefit from their expertise. We reserve the right to review any such arrangements. Any costs involved with consulting these specialists are met by parents/carers. Children with an EHP are also at Stage 4.

Pupils will be monitored throughout the stages of intervention and where it is deemed that sufficient progress has been made; support will be reduced or withdrawn in consultation with the class teacher, SENCO and parents.

Educational Health and Care plans (EHC plan)

Parents/Carer and the School have the right under section 36(1) of the Children and Families Act 2014 to request that the local authority to undertake an assessment to clarify pupil needs (where these are seen as being complex, long term and severe with a primary learning need and multi-agency involvement). This may or may not be agreed and/or lead to an EHC plan. The School will always consult with parents/carers before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right to appeal to the First-tier Tribunal (Special Needs and Disability). As of March 2022, the SEND Green Paper now proposes mandatory mediation first

Where a prospective pupil has an EHC plan, we will consult the parents/carers and, where appropriate, the local authority to ensure that the provision specified in the EHC plan can be delivered by the School. We will co-operate with the local authority to ensure that relevant reviews of EHC plans are carried out as required (monitoring and Annual Reviews which are organized by the LA).

An annual review of a child's EHCP will take place in school, with parents/carers and other professionals invited to contribute. The school will provide information as deemed reasonable and suitable to the Local Authority for this annual review

Any additional costs that are needed to meet the requirements of the EHC plan, for example one to one support, specialist teaching/therapy or specialist equipment will need to be charged to the local authority if the local authority is responsible for the fees and our School is named in Section 1 of the EHC plan. In all other circumstances charges will be made directly to the parents/carers unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.



The SEND Code of Practice outlines four main areas of need:

Communication and Interaction: covering speech, language and communication needs (SLCN) and Autistic Spectrum Disorders/Condition (ASD/C)

Cognition and Learning: covering a wide range of needs and including moderate learning difficulties (MLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties: A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Sensory and/ or physical need: covering children who may have a disability that requires special educational provision to help them access the educational opportunities available. This includes pupils with a visual, hearing or multi-sensory impairment.

At Banstead Preparatory we aim to treat every pupil as an individual and meet their needs as such. Provision is put in place through a graduated response of in class support, small group provision and one to one teaching but our underpinning ethos is that every teacher is a teacher of every pupil, whatever their need ('All children are learners').

Medical conditions

At Banstead Preparatory we aim to fully support any pupil with a medical condition so that they have full access to the curriculum and school life. Where a medical need is identified the class teacher will meet with parents/carers and the School Office staff in order to discuss how to best support the pupil. We seek to make any reasonable adjustment to enable the pupil to fully access school opportunities.

Any child with medical needs may also have SEND in which case the SENCOs will assist classroom staff in making sure that their needs are met.

At all stages of the learning enrichment process, the school keeps parents/carers fully informed and involved. We take account of the perspective, wishes and knowledge of



parents/carers and pupils at all stages. We encourage parents/carers to make an active contribution to their child's education.

Equipment

Specialist equipment needed in school should be provided by the local authority or parents/carers. This equipment can be used in school but remains the responsibility of the local authority or parents/carers and should be insured as such.

Emergency evacuation equipment as detailed in the PEEP (Personal Emergency Evacuation Plan) will be provided by the school.

MORE ABLE

Aims and Objectives

We aim to provide a curriculum that is appropriate to the needs and abilities of all our pupils. Our teaching and learning is planned in such a way that we enable each pupil to reach their highest level of personal achievement. This policy helps to ensure that we recognise and support those pupils who have been identified as 'More Able'.

The term 'More Able' refers to a pupil who has a broad range of achievement at a very high level. They often have very well developed academic and learning skills. It can also refer to a pupil who excels in one or more specific fields, such as sport or music or writing, but who does not necessarily perform at a high level across other areas of learning.

Through this policy we aim to ensure that we recognise and support the needs of all More Able pupils by enabling all pupils to develop their full potential by offering them the opportunities to develop their own learning. We will challenge and extend the pupils through the work that we set them and encourage all pupils to think and work independently.

A range of strategies will be used to identify 'More Able' pupils. The identification process is on-going, through formal assessment and by classroom observation. The names of pupils who have been identified as being 'More Able' are stored on Teams and all staff are therefore informed of any pupils they may be teaching. Any member of staff may indicate to the Deputy Head any particular pupil who may fit into this category using the criteria set out in this policy.

The Deputy Head will discuss each pupil with the Senior Leadership Team who will make the decision as to whether this pupil should be included. Staff are encouraged to report regularly examples of exceptional achievement in any field by 'More Able' pupils to the Deputy Head. These will be noted in each pupil's personal files. Teachers are also made

aware of potential problems or difficulties experienced by 'More Able' pupils and are encouraged to deal with these sensitively and positively.

As far as possible, pupils identified as 'More Able' are supported and challenged within the classroom environment. Where deemed necessary, more able pupils will be extended through the formation of specific groups, through extra-curricular activities or pupils may partake in lessons in other year groups as appropriate.

The SENCO is responsible for maintaining the register of all children with additional needs including EAL and those identified as 'more able'.

Criteria for Identifying 'More Able' students

Identifying three or more of the criteria listed below should indicate to a teacher that the pupil being considered may be gifted. The pupil's name should then be passed to the Head or SLT together with all the supporting evidence.

- Demonstrate a high level of originality in thinking.
- Demonstrate a sophisticated use of language.
- Show an advanced level of responses to a range of sources of information.
- Able to see more than one solution to a given problem.
- Able to use research effectively to synthesise information.
- Intuitively jump steps when problem solving.
- May show signs of dissatisfaction with routine tasks.
- Show exceptional performance across the whole range of school examinations and NFER standardized tests.
- Sometimes show a preference for working alone.
- Sometimes be uncooperative in a group situation.
- Sometimes be seen by peers to be natural leaders.
- Sometimes be seen by peers to be sources of information or guidance.

Further information in identification of More Able pupils is available from the SENCo. A More able Register is accessible to all members of staff on Teams.

Appropriate opportunities will be sought to challenge and extend the learning for these pupils, which may include additional 'enrichment' sessions with the SENCo, subject leaders or Learning Support Team.

ENGLISH AS AN ADDITIONAL LANGUAGE

Aims and Objectives

A child may have particular learning needs which are linked to their progress in learning English as an additional language. All children are given the opportunity to develop their knowledge, understanding and skills across all areas of the English curriculum.

The aim of this policy is to help ensure that we meet the full range of needs of those children who would be learning English as an additional language.

Teaching and Learning Style

In our school we would expect teachers to take action to help children who are learning English as an additional language by various means such as developing their spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words.
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging children to transfer their knowledge, skills and understanding of one language to another.
- Building on children's experiences of language at home and in the wider community, so their knowledge of English and other languages support one another.
- Ensuring access to the curriculum and to assessment by using accessible texts and materials that suit children's ages and levels of learning and providing support through Information Communication Technology (ICT), video or audio materials, dictionaries and, readers

Curriculum

All children in our school follow the curricular requirements of the EYFS and the National Curriculum. Children with English as an additional language would not generally produce separate work, although it may well need to be differentiated to ensure access. Where deemed advantageous, children may be withdrawn for additional support on a one to one basis with the specialist EAL teacher.

Our school carries out on-going recording of attainment and progress in line with agreed school procedures. Where necessary and practical, special arrangements are made for children who are learning English as an additional language, during formal internal and external examinations, as necessary.



This policy applies to all members of our school community, including those in our EYFS setting. Banstead Preparatory School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

Banstead Prep School seeks to implement this policy through adherence to the procedures set out in the rest of this document. In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the School Office and should be read in conjunction with the following documents: Admissions, Curriculum, Teaching, Equal Opportunities, Behaviour Management Policies and the Accessibility Plan.

This document is reviewed annually by the SENCO or as events or legislation change requires. Last review took place in May 2022. The next scheduled date for review is May 2023.