

## Banstead Prep SEND Policy

<p><b>Context</b></p> <p>This policy was developed in consultation with parents/carers, staff and pupils and was drawn up having regard to the following legislation and guidance (in so far as they apply to Banstead Prep (the School):</p> <ul style="list-style-type: none"> <li>• The SEND Code of Practice: 0-25 years – 2015</li> <li>• Part 3 of the Children and Families Act 2014 and associated regulations</li> <li>• Equality Act 2010</li> <li>• The Education (Independent School Standards) Regulations 2014</li> <li>• Statutory framework for the early years foundation stage (September 1 2023)</li> </ul>
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<p><b>This policy will be reviewed annually, date of last review:</b> September 2024</p>
<p><b>Agreed by Governing Body:</b> February 2024 (2024/25 review to be completed by Nov 2024)</p>
<p><b>Next Review date:</b> September 2025</p>

This policy should be read in conjunction with the following policies and guidelines:

- Teaching policy
- Curriculum policy
- Equal opportunities policy
- Admissions policy
- Accessibility plan
- Supporting children with medical needs policy

The responsibility for the management of this policy falls to the Headteacher, the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCO). Oversight of the School's SEND arrangements is led by the above named governor with responsibility for SEND. The Governing Body, the Headteacher and the SENCO will work closely to ensure that this policy is working effectively.

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## Aims and Objectives

### Aims

To provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve, to their full potential, in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education, employment or training. By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEN and/or disabilities.

The School will adhere to the principle that ‘every teacher is a teacher of SEN’ and will use its best endeavours to ensure that the necessary provision is made for any pupil who has SEN and/or a disability. The School will ensure that all staff are able to identify where a pupil may require additional support so that appropriate steps can be taken with the aim of enabling them to partake in all activities in the School in order to reach their full potential.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

***Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.***

Teaching and supporting pupils with SEN and/or a disability is therefore a whole school responsibility requiring a whole school response. In order to achieve this we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

### Objectives

The objectives of this policy are to work towards eliminating disadvantages for pupils with SEN and/or disabilities (including pupils with medical conditions) by:

- identifying and providing for pupils who have special educational needs and regularly assessing and reviewing the provision that we offer.
- using our best endeavours to ensure that all pupils get the support they need to access the School's educational provision and those with a SEN and/or disability are able to engage as fully as practicable in the activities of the School alongside pupils who do not have a SEN and/or disability.
- having regard to the statutory guidance the SEND Code of Practice (2015), in so far as it applies to the School.
- operating a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- implementing a graduated approach to meeting the needs of pupils identified as needing SEN Support.
- appointing a teacher responsible for the coordination of SEN provision (SENCO) and ensuring they have the relevant training and qualification to undertake the role.
- providing training, support and advice for all staff as often as is appropriate and necessary.
- Ensuring that all pupils with SEN are offered full access to a broad, balanced and appropriate curriculum that sets high expectations for every pupil whatever their prior attainment.
- working in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- ensuring that parents are informed when special educational provision is made for their child and are kept up to date on their child's progress and development.
- taking the views, wishes and feelings of the young person into account (in light of their age and understanding), and involving them as fully as possible in decision making about their own education.
- working collaboratively with external agencies and specialists including those from Social Care and Health.
- ensuring compliance with the School's Equality Act 2010 duties and not treating disabled pupils less favourably than their peers and making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education.
- in conjunction with the Supporting children with medical needs policy, making arrangements to support pupils with medical conditions and where applicable, to have regard to statutory guidance supporting pupils with medical conditions.

Having regard to any other guidance issued by the United Learning Trust.

## Definitions

### Special Educational Needs

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 him or her. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school; or

- Are under five years old and would be likely to have such difficulties if special educational provision were not made for them

Children will not be regarded as having 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.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action the School needs to take, not to fit the child into a category - we identify the needs of the whole pupil, not only their SEN, in order to establish what provision is required. Banstead Prep will take into account pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

### **Special educational provision**

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

### **Disability**

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

It is important to note that a pupil who has a disability may not necessarily have a special educational need and vice versa not all pupils with SEN will have a disability.

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

The School's curriculum, plan and schemes of work and assessment framework take proper account of the needs of all pupils, including those with SEN and/or disabilities

The progress made by all pupils is regularly monitored and reviewed as part of high quality, differentiated teaching. Where concerns are raised about a pupil's progress or if they fall behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents in order that they are kept up-to-date.

Where concerns are raised about a pupil's progress, despite support and high quality teaching, the class teacher will seek advice from the SENCO. Slow progress and low attainment will not automatically mean a pupil has SEN. However, where the School reasonably considers that a pupil may have a learning difficulty or disability, for example where there are early indicators that a pupil is not making expected progress, the School will do all that it is reasonable to support and consult with the parents and pupil as appropriate, to help determine the action required, including whether any additional support is needed, such as in-class support.

The School may recommend engaging external agencies and professionals to help assess the pupil's needs and advise on appropriate support, the cost of which must be borne by the parents, or by the local authority in the context of an education, health and care needs assessment. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received.

Where a pupil is identified as having SEN, or there are significant emerging concerns, the SENCO and the class teacher will take action to support effective learning by removing any barriers and put effective special educational provision in place taking into account any advice from relevant external agencies and professionals. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability). Parents will be notified where their child is receiving SEN Support and the School will share with them the provision that is being put in place. This will be regularly reviewed including termly (three times per year) with the parents, the child and teacher at Pupil Progress Meetings.

## The Graduated Approach to SEND

**Assess:** In identifying a pupil as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This is when a child has been at the grey/yellow stage of the SEN list and is still struggling to make progress. This should draw on:

- the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

At this stage, following consultation with parents, external agencies and professionals may be engaged to help assess the child's needs and advise on any support needed. Parents will meet the cost of any such assessments. Any specialist advice received will be discussed with the child's parents.

**Plan:** The School will carry out an analysis of a pupil's needs so that the plan of support can be matched to need. As part of this, parents/carers, possibly with their child (depending on nature of need) , will meet with the class teacher and the SENCO to discuss the adjustments, interventions, teaching strategies and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced and shared with parents. The date for review will depend on the level of need present but will be a least once per term.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents/carers and the child if appropriate.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

Where 1:1 or other learning support is part of the plan, there may be an additional charge, please refer to the School's Terms and Conditions for further information.

**Do:** The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of the targeted plan of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

**Review:** The review will take place on the date previously agreed to decide if any changes to the support are required. This review will evaluate the impact and quality of the support and interventions in light of the pupil's progress and development and include the views of the pupil (as appropriate) and their parents/carers.

Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with discussing the next steps. Where appropriate other agencies will be asked to contribute to this review.

This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents/carers and the pupil (where appropriate).

Where there is a sustained period of insufficient or no progress, the School may decide to gain involvement and advice from a specialist or external agency. The School will consult with parents/carers before involving a specialist or external agency and all costs must be agreed and settled directly with the external body.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion with parents/carers, the pupil will be removed from the School's SEN register.

The School recognises that some pupils with a SEN may also have a disability and the School will do all that is reasonable in order to meet the needs of pupils with disabilities.

## SEN Provision

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

**Stage 1 Blue Star:** At Banstead Prep we aim to provide a personalised curriculum and all staff make 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 individually, and intervention stages may 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, or a conversation had with the SENCo which could lead to support in stage 2, the grey star stage. Details of support and children's needs is listed clearly in the Provision map. Parents are informed if their child is receiving SEN support. A child will be added to the SEND Report at this stage which is available to all staff. (see EYFS note below) \*

**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. Details of support and children's needs is listed clearly in the Provision map. At this stage an Individual Education Plan (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, **or where a child requires medical 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 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/assessment 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. (\*See EYFS note below)

**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 Prep 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 ECHP 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.



\*In EYFS specialist support is often requested at blue level, rather than waiting until grey level. This is so needs can be addressed, and advice can be sought at the earliest possible time, to help children grow and develop with extra support where needed.

**Green star: Where a concern is raised over the mental health or well being of a child or where we feel they may require some support in regards to their social and emotional development. Children may be receiving support through ELSA, counselling or an external agency or they may simply be on our keeping an eye on list.** The provision offered to pupils requiring SEN Support will differ from pupil to pupil. A list of non-exhaustive examples include:

- an individual learning programme
- evidence based interventions (Numicon, Reading Recovery etc.)
- additional support from another adult
- different materials, resources or equipment
- working within a small group
- use of alternative technologies
- peer-to-peer support
- personal care support
- access to resource base, nurture room
- use of therapies (e.g. art, music)

## Statutory Assessment of Needs (EHC Plan)

A small number of pupils whose needs are complex and long term, may require a greater level of support than the School can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan (EHC Plan) being provided. The School will follow their local authority's guidance for this process and involve parents/carers and the child from the beginning. The School will always consult with parents before exercising this right to ask the local authority to make an assessment.

If the local authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal, but will support parents through this process.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the local authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. The BPS senco will contact the current senco, and possibly arrange a visit to meet the child in their own setting. Taster days at BPS may then be arranged. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the local authority if the local authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010.

### Education Health and Care Plans

There are a small number of pupils in our school who currently have EHC Plans. The School co-operates with the local authority to ensure that relevant annual reviews of EHC plans are carried out as required.

### Pupils with medical conditions



The School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children who have medical conditions may be disabled and where this is the case the School will comply with its duties under the Equality Act 2010. Such pupils may have an EHCP which brings together health and social care need, as well as their special educational provision: the School will work in conjunction with the pupil, parents and external agencies and specialists in relation to the pupil's medical needs when at school. Please refer to the Supporting children with medical needs policy for further information.

### **Accessibility plan**

The School's Accessibility Plan sets out our plan to increase the extent to which disabled pupils can participate in our curriculum; improve the physical environment of the School 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 by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

## **Monitoring and Evaluation of SEND**

Regular monitoring of the quality of provision for all pupils, including those with SEN and/or disabilities, follows the School's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEN and/or disabilities have their individual provision reviewed regularly, at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked half-termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken, as set out in this policy.

## **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 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. This would be for a maximum time of two half hour sessions per week.

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.

## **Supporting Pupils and Families**

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child’s needs are identified properly and met as early as possible.

In order that they play an active part in their child’s development, the School endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

We endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child’s education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Parents/carers of a child with SEN support will have the opportunity to meet with the classteacher at least 3 times a year formally. The SENCO is happy to meet with parents/carers, without prior arrangement, whenever possible.

More information about the support offered to parents/carers from their local authority can be found within their local offer via the links below:

Surrey County Council - [Surrey Local Offer](#)

London Borough of Sutton - [Sutton Local Offer](#)

London Borough of Croydon – [Croydon Local Offer](#)

London Borough of Merton – [Merton Local Offer](#)

Parents are, in turn, required to disclose to the School any matters which affect, or may affect, their child, including any disabilities, learning difficulties, health or medical conditions (please refer to the Admissions Policy and the Terms and Conditions of the Parent Contract]). Such information will be shared with the SENCO and relevant staff on a “need to know” basis.

### **Children in Care**

When a child is in care, the carers are accorded the same rights and responsibilities as parents.

### **Pupil Voice**

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age, understanding and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own targets.

### **Partnership with External Agencies**

The School is supported by a wide range of different agencies and teams.

## **Roles and Responsibilities**

Provision for pupils with special educational needs and/or disabilities is a matter for the School as a whole. In addition to the Governing Body, Head Teacher and SENCO, all members of staff have important responsibilities in relation to SEND provision.

### **Governing Body**

The Governing Body is responsible for determining school policy and provision for pupils with SEN and disabilities. The Governing Body will ensure that the School:

- Uses its best endeavours to make sure that a pupil with SEN gets the support they need
- Ensures that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Designates a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.
- Informs parents/carers when they are making special educational provision for a child.
- Ensures that the School’s educational provision (including in relation to admissions) prevents disabled children from being treated less favourably than others
- Has an Accessibility Plan showing how they plan to improve access progressively over time.

### **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the School's work, including provision for pupils with special educational needs and/or disabilities. The Headteacher will keep the Governing Body fully informed on Special Educational Needs matters and the implementation of this policy in practice. The Headteacher will work closely with the SENCO and the Governor with responsibility for SEND.

In collaboration with the Headteacher and governing body, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

### **The SENCO**

The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs and/or disabilities.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENCO include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for children with SEN and/or disabilities (including those who have EHC Plans) and reporting on progress.
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review.
- Advising on the deployment of the School's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEN CPD for all staff and ensuring all staff understand their responsibilities to children with SEN and/or disabilities and the School's approach to identifying and meeting need.
- Managing the Inclusion team.
- Overseeing the records of all pupils with SEN and/or disabilities and ensuring they are up to date and that teachers are given necessary information relating to a child's learning support needs and/or disabilities so that teaching practices are appropriate.
- Liaising with parents/carers of children with special educational needs and/or disabilities.
- Contributing to the in-service training of staff and identifying the need for additional staff training.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies as appropriate.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- Leading on the development of high quality SEND provision as an integral part of the school improvement plan.

- Working with the Headteacher and the School governors to ensure that the School meets its responsibilities under the Equality Act 2010, including with regard to reasonable adjustments and access arrangements.

Other Specialist staff work within the SEN team. They are peripatetic staff and include:

- Specialist dyslexia teacher
- Speech and Language Therapist
- Counsellor

### **All Teaching and Non-Teaching Staff**

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs and/or disabilities.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for the progress and development of all pupils including those with SEN and/or disabilities.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment
- Class teachers will ensure that any pupil on SEN Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson
- Learning assistants will liaise with the class teacher and SENCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

## **Training and Development**

Training needs are identified in response to the needs of all pupils. We have staff with training in speech and language, literacy and numeracy interventions and- three fully trained ELSAs.

The whole school attend regular SEND based INSET training sessions, and a termly staff meeting led by the SENCO who also offers support and advice to all staff at any time. Information and updates are regularly sent out by emails, and the SENCO attends phase meetings to advice and offer support for any SEND children.

A yearly SEND coffee morning is arranged for parents.

All members of teaching staff meet with the SENCO every half term to discuss the progress of pupils and the support and provision that is being offered.

The School offers opportunities for staff to reflect on their practice and to offer peer-to-peer support and guidance.

## Recording, Storing and Managing Information

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health and Care Plan. This will be recorded by way of an Individual Education Plan (IEP). This is drawn up in consultation with the pupil's teacher, the SENCO, the pupil and their parents and kept by the SENCO on the School's information system.

The IEP may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or SENCO.

The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets.

The School monitors progress of all pupils in the Early Years Foundation Stage ('EYFS'). The designated teacher responsible for coordinating SEN provision in the EYFS provision is the SENCO, Mrs Fiona Miles, liaising with this Head of EYFS and Nursery Lead, Ms Hayley Compton. They will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

Pupil records and SEN information may be shared on a "need to know" basis with relevant staff working closely with SEN pupils to enable them to better meet the individual pupil's needs.

Records are kept by the SENCO on the School's information system, which is password protected. Pupil SEN files are kept securely in a locked filing cabinet in the SENCO's office and all electronic information is stored securely and confidentially on the school information management system in the appropriate SEN Pupil file in compliance with our Provision of Information policy.

## Complaints

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's form teacher or the SENCO if their child's progress or behaviour gives cause for concern.

Any concerns or complaints about the School's provision or organisation of SEND are managed in accordance with the School's Complaints Policy.

Parents/carers have the right to appeal certain decisions about their child's special needs made by their Local Authority. Such an appeal is made to the SEND Tribunal. A decision made by a school cannot be appealed to the SEND Tribunal.

## Admissions

The School will treat every application from an SEN and/or disabled pupil in a fair, open-minded way.

The School welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities. The School will assess all pupils for admission on the basis of its standard selection criteria from time to time. The School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with disabilities, SEN or learning difficulties are advised to discuss their child's requirements with the School before the School considers the application for a

place. Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SEN and / or make reasonable adjustments in the case of disabilities (if known) through discussion and meetings with parents, consideration of any professional reports and references from previous schools, assessment of the pupil at a taster day, and consideration of the school's resources, as appropriate. An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The School will always consider its obligations under the Equality Act 2010.

### **Transition Arrangements**

Support for pupils with SEN includes the planning and preparation at key transitional phases of education. For students arriving at Banstead Prep we have a comprehensive package of transitional support that is put in. This includes:

- Transition days
- Visits/conversations between SENCOs
- Key staff exchange
- Workshops for parents and pupils
- Orientation days

## **Withdrawal**

From time to time the needs of a pupil may significantly change as they progress through the School. We will discuss with parents any such concerns regarding their child. Where, in the professional opinion of the Headteacher, the School is unable to meet the pupil's needs as they progress through the School (including any learning support needs), parents may be asked to withdraw their child. Consideration will always be had to the School's obligations under the Equality Act 2010, when reaching a decision concerning a pupil with a disability.

## **Bullying and behavioural issues**

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum, PSHE and form time the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEN may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.



## Safeguarding

The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

## Access Arrangements

The school is committed to ensuring reasonable access to all areas of the site for pupils with physical disabilities, including safe and comfortable entry and departure from the school site.

Emergency evacuation policies are reviewed termly to ensure that they can be accomplished safely for all pupils, including those with special needs.

The management of the timetable and room deployment takes into account appropriate allocation of classrooms to meet the age and needs of all pupils (including SEND pupils), and appropriate furniture and fittings.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. At Banstead Preparatory School we do our best to ensure that those pupils who require access arrangements receive them. This is based on diagnostic testing as well as history of need and normal way of working. The SENCO works closely with all teaching staff in assessing pupils, applying Access Arrangements for school assessments and liaising with future schools.

### **Policy Review**

This policy will be reviewed annually. It will be monitored by the SENCO and updated and revised if necessary during the annual cycle.

Owner	UL - School Improvement Teams
Department responsible	UL - School Improvement Teams
United Learning Independent Schools/Academies/Both	United Learning Independent Schools
Reviewed	Annually
Date Authorised	16 September 2024
Review Date	September 2025