



SPECIAL EDUCATIONAL NEEDS AND DISABILITY

(To include provision for pupils with English as an Additional Language and Gifted & Talented pupils)

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Introduction

Banstead Prep School is an independent day school for 200 pupils providing mainstream education for girls and boys from 2-11 years old. Banstead prep provides a broad and balanced curriculum for all children. The National Curriculum and 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 learning.

We recognise that a range of learning support needs, learning difficulties, behavioural problems, physical or sensory disabilities exist in this school. For some pupils the difficulties might be mild and short term, but for others they may be long term and more complex. We recognise that there is a continuum of learning support and Special Educational Needs and Disabilities (SEND) and that the needs of the majority of our pupils are at the learning support level, below the SEND level. 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.

This policy includes those procedures to be adopted in order that children with specific learning difficulties, those considered gifted and talented and those with English as an additional language may access the broad and balanced curriculum available to all pupils at Banstead Prep School.

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Our SENCO 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 and with outside agencies as appropriate.

Aims and Objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, 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 difficulties. This may mean that parents have to finance equipment where it is not available through the Local Authority or NHS.
- Once a pupil has been identified as having special educational needs, the aim is to provide the necessary amount of intervention 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 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 education and extra-curricular activities.
- To educate pupils with SEND alongside their peers within the normal curriculum.
- To provide quality teaching that is differentiated, inclusive and personalised appropriately so that barriers to learning can be removed and pupils can reach their full potential, experience success and enhance their self-esteem in an environment which accepts and values them as individuals.
- 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 performance.

- To ensure that each child receives an equal 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 have a voice in this process and are involved in decision-making regarding the pupil's education, including target setting and reviewing.
- To monitor the pupils' needs and review progress using best practice and evidence-based material, 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 development.
- To make clear the expectations of all partners in the process – SENCO, staff, parents 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.
- Put in place schemes of work, a recording system, IEPs 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 and behavioural 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 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, 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 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 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 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 to provide additional outside support or, in very rare circumstances, withdraw the child.

Procedure for Pupils with Special Educational Needs and Disabilities.

Identification of Need

At Banstead Prep 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 in 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.

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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 Prep 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) are to be completed by the Form Teacher in conjunction with the SENCO, Learning Support teacher 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 that we follow at Banstead Prep is as follows:

Identification of Special Educational Need and Graduated Response to these Needs

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

Stage 1 Blue Star: At Banstead Prep 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 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

Stage 2 Grey Star: If further concerns are raised about an individual pupil, parents 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 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 support with the Learning Support teacher will be continued. Support within school from a specialist dyslexia support teacher or speech and language may be offered and the cost of this per type teaching would be met by the parents. Where it is deemed helpful we will refer

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to outside agencies including, Local Authority Advisory Teams, Physical and Sensory Support, Physiotherapy, Occupational Therapists, Behavioural Optometrists and Educational Psychologists, some of whom work in private practice. In an independent school parents are in a strong position to seek additional support sooner than might be suggested in some state 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 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. 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.

Educational Health and Care plans (EHC plan)

Parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. The School will always consult with parents 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).

Where a prospective pupil has an EHC plan, we will consult the parents 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.

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 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 & Interaction: covering speech, language & communication needs (SLCN) and Autistic Spectrum Disorders (ASD) including Asperger's Syndrome & Autism

Cognition & 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 Prep 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 thought is that every teacher is a teacher of every pupil, whatever their need.

Medical conditions

At Banstead Prep 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 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 fully informed and involved. We take account of the wishes, feelings and knowledge of parents and

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pupils at all stages. We encourage parents 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. This equipment can be used in school but remains the responsibility of the local authority or parents and should be insured as such.

GIFTED AND TALENTED

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 'gifted' and 'talented'.

The term 'gifted' 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.

The term 'talented' refers 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 gifted and talented 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 'gifted' and 'talented' pupils. The identification process is on-going, through formal assessment and by classroom observation. The names of pupils who have been identified as being 'gifted' and 'talented' are stored on the school server and all staff are therefore informed of any pupils they may be teaching. Any member of staff may indicate to the Headteacher any particular pupil who may fit into this category using the criteria set out in this policy.

The Headteacher 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 'gifted' and 'talented' pupils to the Head. These will be noted in each pupil's personal files. Teachers are also made aware of potential problems or difficulties experienced by 'gifted' and 'talented' pupils and are encouraged to deal with these sensitively and positively.

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As far as possible, pupils identified as 'gifted' or 'talented' are supported and challenged within the classroom environment. Where deemed necessary, gifted and talented 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 'gifted and talented'.

Criteria for Identifying Gifted Pupils

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 gifted and talented pupils is available from the SENCO. A Gifted and Talented Register is accessible to all members of staff on Teams.

Appropriate opportunities will be sought to challenge and extend the learning for these pupils, including additional 'enrichment' sessions with the Learning Support teacher.

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.

This policy applies to all members of our school community, including those in our EYFS setting. Banstead Prep 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. The next scheduled date for review is September 2019.

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