



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY 2015 - 2016**

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## **DEFINITION OF SPECIAL EDUCATIONAL NEED**

In this policy, 'special educational needs' refers to a learning difficulty or disability that requires special educational provision.

The SEN Code of Practice (DfE, 2014)<sup>1</sup> says children have learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in schools within the area of the local authority; and
- c) Are under compulsory school age and likely to fall within the definition at (a) or (b) above on reaching compulsory school age or would do so if special educational provision was not made for them<sup>2</sup>

Children must 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.

## **DEFINITION OF SPECIAL EDUCATIONAL PROVISION**

For children aged two years or older, educational or training provision which is additional to, or otherwise different from that made generally for children of their age in schools and settings maintained by the LA, other than special schools, in the area.

## **INCLUSION OF DISABILITY**

Many children with SEN may have a disability under the Equality Act 2010 - that is 'a physical or mental impairment which has a long term<sup>3</sup> and substantial<sup>4</sup> adverse effect on their ability to carry out normal day-to-day activities'. This includes sensory impairments (e.g. sight or hearing), and long term health conditions (e.g. asthma, diabetes, epilepsy and cancer). Children with such conditions do not necessarily have SEN, but there is a significant overlap. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

## **MISSION STATEMENT**

At Newbridge Preparatory School we accept, support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual.

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<sup>1</sup> Pages 4 – 5, para xii-xvi

<sup>2</sup> Section 20 Children & Families Act, 2014

<sup>3</sup> 'a year or more'

<sup>4</sup> 'more than minor or trivial'

## This Policy applies to the whole school including the EYFS

We are committed to inclusion within the school curriculum and participation in all aspects of school life.

Newbridge Preparatory School adopts a 'whole school approach' to special educational needs and disability. All staff work to ensure inclusion of all pupils. *Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (Para 6.36, page 88, SEND Code of Practice, 2014)* The school is committed to using its best endeavours to ensure that the school is accessible and that no pupil will be discriminated against and thus enable pupils with special educational needs and disabilities to fulfil their potential, achieve optimal educational outcomes and contribute to the social and cultural activities of the school.

### 1. AIMS AND OBJECTIVES

#### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice, 2014.

Our aims are:

- To ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure all children can access a balanced curriculum, differentiated where appropriate
- To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate through reasonable adjustments and by removing their barriers to learning
- To create an environment in which all children can achieve success and find confidence in their own worth by developing their strengths and supporting their weaknesses.

#### Objectives

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeding schools or early years settings – where applicable) prior to the child's entry into the school
- Continually monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential
- Make appropriate provision through a graduated response system (See section 8) to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be coordinated by the SENCo and Deputy Head or Headmistress and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for
- Work with parents/carers to gain better understanding of their child, create and maintain a positive partnership and involve them in all stages of their child's

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education. This includes supporting them in terms of understanding SEND procedures and practices (e.g. assessment, planning, provision and review), providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work

- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. This includes liaison with other professionals in connection with transfer arrangements to other settings and schools.
- Create a school environment where pupils feel safe to voice their opinion of their own needs. This means providing one to one meetings between pupils and their teacher/SENCo and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision making but also encourage through wider opportunities for participation in school life (e.g. members of the School Council)
- Ensure that pastoral care and support is available for all pupils so that they may develop in all areas and build a strong sense of self- esteem.

### **2. RESPONSIBILITY FOR THE COORDINATION OF SEN PROVISION**

- The person responsible for overseeing the provision for children with SEND is the Headmistress, Mrs S Fisher.
- The person responsible for monitoring and evaluating inclusive provision throughout the school including that for the Able, Gifted and Talented (AGT), Learning Support (LS) and Enhanced Support (ES) programme development, delivery and reviews of progress in cooperation with the school SENCo is the Deputy Head, Mrs M. Shee.
- The person coordinating the day-to-day provision of education for pupils with SEND is the SENCo, Mrs S. Wilson.

### **3. ARRANGEMENTS FOR COORDINATING SEND PROVISION**

The SENCo will hold details of all SEND records, including Enhanced Support Plans (ESPs) and subject targets for individual pupils. In addition, internal profiles which evidence monitoring of pupils on an 'Observation and Booster list i.e. those pupils who are not currently on the SEND register but could be at risk of underachieving or of concern (See flowchart for 'Entry onto Observation and Booster List') will also be held.

All staff can access the following in the Learning Enhancement Room based in the Upper School Building:-

#### Open shelving

(a) Grey plastic magazine holders entitled 'SEND information'

- The Newbridge Preparatory School SEND Policy
- Early Years: Guide to the 0 to 25 SEND code of practice, September, 2014
- Information on current legislation and SEND provision
- Guidance on SEND identification in the 2014 Code of Practice (i.e. previously identified as School Action, School Action Plus and pupil with existing statements but also including those with Educational & Health Care Plans)

(b) Individual files/magazine boxes in alphabetical order of named learning difficulties

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- Practical advice, teaching strategies, and information about types of special education's needs and disabilities

(c) Other Individual files

- *SEND code of Practice – 0 – 25 years, June 2014*
- *SEND Information – Access & Assessment*
- *SEND Information - Learning Support strategies* [General information not included in (b) above]
- *SEND Information – SpLD's – Extra info for staff* [General information not included in (b) above]
- *SEND Information - Support Agency contacts*

Filing Cabinet (right hand side one labelled 'Staff only')

(a) Top drawer

- A copy of the full SEND and 'Observation and Booster' lists for pupils being internally monitored (inside SEND Information folder)
- Whole class assessment files
- Access applications

(b) Second and third drawers

- Central learning Information files, alphabetically stored according to surnames, on individual pupils' with SEND (white files) and those on the school Observation and Booster list, phases 1 and 2 (purple and turquoise files respectively). Files include Enhanced Support Plans and targets set where appropriate. N.B. These contain duplicate copies of information held in secured class files by the pupils current class teachers.
- Archived cardboard document folders for current school pupils who have been removed from the 'Observation and Booster' list are also included in these drawers.

(c) Fourth drawer

- Files and folders stock for pupils work and monitoring documentation.

This information is made accessible to all academic staff and support staff as appropriate in order to aid the effective coordination of the school's SEND provision. In this way, every member of staff will have complete and up to date information about all pupils with special needs and disabilities and their requirements which will enable them to provide for the individual needs of all pupils.

There is also duplicate information on the staff IT system on individual pupils although some of this has coded access via the SENCo. Up-to-date 'Observation and Booster' and SEND lists are also available in the SEND folder, again by coded access via the office staff or SENCo.

All records will be updated and checked at least termly, with interim monitoring as necessary by the SENCo.

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Pupil progress will be reviewed in light of class and subject teachers' collated evidence showing whether performance targets have been met (see 'Cognition and Learning' pathway in Appendices). This evidence will then be used initially by the class and/or subject teacher in conjunction with the SENCo to make judgements for future provision (and may be subsequently referred to the Headmistress, if appropriate), prior to consultation with parents and pupils.

### **4. ADMISSION ARRANGEMENTS**

The admission arrangements for all pupils are in accordance with the School's Policy (See ADMISSIONS POLICY and EQUALITY POLICY ) and regard to the Equality Act 2010. This includes children with any level of SEND; those with statements of SEN (pre 2014), those with Educational & Health Care Plans and those without, provided that admission is compatible with and does not prejudice the efficient provision of education for the other children in the year group. Admission must not prejudice efficient use of resources.

All SEND paperwork should be passed to the SENCo by previous school or setting/parents/local support services as soon as possible. If the child is making transition to or from another school, a meeting may be set up between the feeding school and the receiving school's SENCo to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to the child's needs. Where face to face meetings are not possible, contact will be made via telephone to ensure that there is a good understanding of what type of provision is required.

The school will endeavour to ensure that the necessary provisions and preparations are made prior (where possible) to the child starting school. The child will be closely monitored to ensure that all the appropriate provisions are in place.

### **5. SPECIALIST SEND PROVISION**

For the current number of pupils with SEND at Newbridge Preparatory School please refer to the list on the IT system in the SEND folder which is updated at least termly. This has coded access via the office and/or the SENCo.

We have 1 member of staff, the SENCo, who specialises in SEND provision and support.

We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see section 11.

A current analysis of our learning support list for different categories of SEND can be obtained from the SENCo on request.

See also:       Section 6 – Facilities, page 6  
                  Section 7 – Allocation of resources, page 6  
                  Section 15 – Links to support services, page 14  
                  Section 18 – Links with other agencies, page 15  
                  Curriculum Policy, 2014

## 6. FACILITIES FOR PUPILS WITH SEND

The school has a range of specialist SEND facilities in place. These are:

1. A ramp up to the Art/Science room in Upper School
2. Disabled toilet in Lower School and Nursery
3. Learning Enhancement Room
4. Marked high visibility steps in darker areas

N.B. Please see also the School Accessibility Plan (currently under review)

Exam access arrangements *for school based exams* are also considered for each individual in consultation with the appropriate teaching staff and the pupils and parents concerned. The SENCo will assist in submitting collated evidence to the relevant bodies, (e.g. NASD, SAT's board,) if appropriate.

N.B. Parents of SEND pupils who wish to have special considerations taken into account when undertaking entrance exams for secondary school places of their own choice will need to inform Newbridge of their intentions at least a term in advance, formally requesting support for the application/s if required.

## 7. ALLOCATION OF RESOURCES FOR PUPILS WITH SEND

The Headmistress and SENCo will discuss the viability and need for specialist resources based on each individual case. The Headmistress will submit any major expenditure requests to the Board of Directors who will consider whether these constitute 'reasonable adjustments' or whether they will prejudice the efficient provision of education.

Provision of regular individual specialist support may be negotiated at extra cost to the parent.

## 8. IDENTIFICATION OF PUPILS NEEDS

See definition of Special Educational Needs and Disability at start of policy.  
See also School 'Assessment Policy'.

The school operates a graduated approach which aims to identify any learning difficulties at an early stage:

### Phase 1 response:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries i.e.

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not making expected progress<sup>5</sup> will be monitored and placed on an 'Observation & Booster' list.

- b) Any other pupils who may be deemed to be at risk of having issues within 'Cognition & Learning', 'Communication & Interaction', 'Behaviour, Emotional & Social Development' and 'Sensory, Physical & Medical' categories will also be monitored. (See 'Entry to the observation and booster list' flowchart).
- c) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- d) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- e) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- f) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- g) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- h) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- i) The child is formally recorded by the school as being under observation (i.e. on the internal 'Observation & Booster list') due to concern by parent or teacher but this does not place the child on the SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference
- j) Pupil progress or review meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.
- k) There will be 2 copies made of all relevant documentation/evidence (e.g. concern sheets, review sheets, meeting sheets and contact logs). One copy will remain securely with the class teacher in the class learning information file filed under the pupil's name, whilst a second copy will be centrally filed, alphabetically, in a purple folder with the SENCo in the learning enhancement room

### **Phase 2 response**

- (a) This recognises pupils who are identified as requiring additional and different help as well as the regular differentiated curriculum.
- (b) Identification may arise from review meetings in phase 1 or from the school's ongoing assessment procedures. Additionally, it may be in response to results from:
  - The Middle Infants Screening Test (MIST) completed by all children in Year 1
  - The NFER Dyslexia Screener usually undertaken once in Key Stage 1 and again in Key Stage 2, (mainly in Year 2 and Year 4 respectively) unless a child has been previously identified as having a learning difficulty of a dyslexic nature.

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<sup>5</sup> Less than expected progress is characterised by that which is significantly slower than that of their peers starting from the same baseline, failing to match or better the child's previous rate of progress, failing to close the attainment gap between the child and their peers or widening the attainment gap [SEN Code of Practice, 2014, para 6.17, page 84.



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- (c) The school puts provision in place without resource to regular external advice or additional resources provided by the local authority.
- (d) Class/subject teachers collaborate with the SENCo on evidence gathering and identification.
- (e) Once the SENCo has been notified she will make her own assessment through reviewing the evidence of identification supplied by the teacher (e.g. from day-to-day assessment for learning in the classroom, formal or summative assessments) and possibly by observing the pupil in the classroom and/or in conjunction with further screening tests. With this knowledge the SENCo can help planning for future in-school support together with the class teacher's, parental and pupil input. Action that has already been taken is reviewed and altered in line with the new findings.
- (f) An Enhanced Support plan is drawn up, detailing provision and how it will be co-ordinated. This includes 'Enhanced support and strategies to be used' documentation (N.B. Current working copies of this named documentation may be held electronically in the school intranet shared staff files under the class teacher's name if they are not being hand written). Copies of the plans and reviews will be kept in the pupil's school profiles with any other relevant paperwork – Again, one copy with the current class teacher and one held centrally by the SENCo (turquoise file). Parents are informed and consulted at every stage and pupils are appropriately involved (e.g. discussing progress and setting new targets).
- (g) In this phase, enhanced support or 'booster' work may take the form of group tuition and/or 1:1 activities and/or supplementary or alternative activities. They are not primarily SEN interventions, but for children who can be expected to 'catch up' with their peers as a result of intervention.

### **Phase 3 response**

#### **Entry onto the SEND list**

- (a) A pupil placed on the SEND list if they are not responding as well as expected to strategies employed within the delivery of the first two stages of response or if a particular learning difficulty has been diagnosed e.g. dyslexia
- (b) Pupils on this list will require extra support but as it is now a single category continuum there will be a wide range of needs and school responses required within it.
- (c) The school will consider each individual case and will adopt the most appropriate actions as follows:-
  - i. EYFS – Contact external professionals (in agreement with parents/carers) to make their own assessments of the child and provide support in the planning of extended provision, continued assessment and revised action points.
  - ii. KS1/KS2 – SENCo and Headmistress to meet with parents/carers to recommend an external review. Wherever possible, information on sources of independent advice and support will be provided support parents in making their own choices.
- (d) The school will make every effort to ensure that any advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with parents regarding progress and targets met. (External input can involve support and intervention, for example through specialist teaching or therapy). The school will compliment this, taking into account external professional monitoring, and feedback on the effectiveness of interventions.

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- (e) Paperwork for this phase will continue to be kept in the school profiles as in phases 1 & 2 - with one copy of each document (e.g. for reviews, meetings, contacts, enhanced support plans, targets and any other information) in the class file, or a separate file if required, under the pupil's name. A second copy of each document should be kept centrally with the SENCo in a named individual white folder in the filing cabinet in the learning enhancement room.

**Phase 4 response**

**Education & Health Care Plans (EHCPs)**

- (a) If a child on the SEN list has lifelong, significant difficulties and the LA believes that the school has taken every step possible to support the child, but is unable to provide the level of support needed alone, the decision to make a referral for an EHCP may be taken at a progress review.
- (b) The application for an Education & Health Care Plan will combine information from a variety of sources including:
- Parents
  - Teachers
  - SENCo
  - Headmistress
  - Health professionals
  - Wolverhampton EYFS SEND service
- Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.
- (c) Following Statutory Assessment, an EHCP will be provided by the Local Authority. if it is decided that the school cannot provide for the child's needs on its own. The school and the child's parents will be consulted before the decision is made.
- (d) Parents have the right to appeal against a decision either for or against an EHC plan for their child.
- (e) Once the EHCP is completed it will be kept as part of the pupil's formal record and reviewed annually by representatives of the partnership working together as mentioned in (b) above, including the parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put into place, for example, reducing or increasing levels of support.
- (f) There should also be a review involving the Local Authority before 15<sup>th</sup> February in the calendar year of the child's transfer to another school<sup>6</sup>.
- (g) As with all phased responses, there should be two copies of all documentation completed. However, all documentation is to be kept in individual white files – one held securely with the class teacher and one with the SENCo in the filing cabinet in the learning enhancement room.

**9. EYFS SPECIFIC REQUIREMENTS**

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<sup>6</sup> SEND Regulations, 2014: part 2, clause18 (b).

### **Progress check at age two**

When a child is aged between two and three, practitioners will review their progress, and provide parents and/or carers with a short written summary of their child's development focussing in particular on communication & language, physical development and personal, social and emotional development. If there are significant emerging concerns, (or an identified SEN or disability), practitioners and the SENCo will develop a targeted plan to support the child's future learning and development involving other professionals (for example, Wolverhampton's LA EYFS Special Educational Needs Co-ordinator) as appropriate. The summary will highlight areas where: good progress is being made, some additional support might be needed; and where there is concern that a child may have a developmental delay (which may indicate SEN or disability). It will describe the activities and strategies the school intends to adopt to address any issues or concerns<sup>7</sup>. Depending on the nature of the concerns, the child will be entered into at least phase 2 of the graduated school response in the first instance.

## **10. ACCESS TO THE CURRICULUM, INFORMATION AND ASSOCIATED SERVICES**

As long as it is reasonably practical, pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo and Headmistress will consult with the child's parents to discuss the appropriateness of the setting/school as an educational provider for that child.

The school curriculum is reviewed when pertinent by the Headmistress and the Deputy Head to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- Keeping staff fully informed of the special educational needs and disability of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing appropriate training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching when required. School staff should be up to date with teaching methods and learning strategies which will aid the progress of all pupils including those with SEND
- Making use of all class facilities and space
- Using the in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary

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<sup>7</sup> SEND Code of Practice, 2014: para 5.23, page 72.

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- Making sure that individual support or group tuition is available where it is felt that pupils would benefit from this provision
- Any decision to provide group teaching outside the timetabled classroom activities will involve the SENCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels

N.B. Provision of regular individual specialist support may be negotiated at extra cost to the parent.

### **11. INCLUSION OF PUPILS WITH SEND**

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting equality, and including pupils with disabilities or special educational needs.

The Headmistress oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The Deputy Head monitors and evaluates inclusive provision throughout the school. [See also the school 'Assessment policy'].

The school curriculum is reviewed by subject coordinators together with the SENCo and/or the Headmistress as appropriate to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. For more information on this see section 9.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical).

- Providing a balanced curriculum for all pupils both in and outside the classroom, including play and interaction at mealtimes and playtimes, and extending to extra-curricular activities and school day trips and residential visits
- Practising teaching methods that suit the needs of individual pupils
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils

[See also the school 'Equality Policy, 2014' and 'Promoting Positive Behaviour Policy'].

### **12. EVALUATING THE SUCCESS OF PROVISION**

In order to make consistent, continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

We actively respond to informal and formal feedback concerning our policy, practice and provision and, if necessary, make adjustments, taking into account views of parents and pupils alongside staff input. See also flowcharts for 'Entry to the observation and booster

list' and pathways for screening in Appendices section. Policies are also reviewed annually from April onwards by the Headmistress and relevant staff.

### **13. COMPLAINTS PROCEDURE**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headmistress, who will be able to advise on formal procedures for complaint.

Please also refer to our separate 'Complaints Procedure Policy'

### **14. IN SERVICE TRAINING (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND, to enable staff to fulfil their responsibilities.

During 2014 our school operated the following training on:

- Diabetes awareness and procedures
- Epi-pen awareness training
- Medipac procedures

Information was also given to the relevant staff (\*and some parents) on:

- Dyscalculia
- Hemiplegia\*
- Tactile defensiveness\*
- Short working memory & strategies (e.g. mind-mapping)\*
- Speech & language strategies
- Spelling strategies (Look, Learn, Cover, Write sheets implemented)
- Proprioceptive Activities for children\*
- Typical speech sound development
- Speech Dysfluency\*(including lisps, stammering, 's' articulation)
- ADHD strategies
- Private speech therapists\*
- Elklan Blank & Behaviour policies
- Use of access arrangements
- Use of overlays and coloured backgrounds for dyslexic pupils
- Sensory processing disorders\*
- What Educational Psychologists do (including contact list\*)

The SENCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff. Over the past three years courses have included:-

- Special Needs & Disability training
- Emergency First Aid

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- Development of Speech, Language and Communication through 'Every Child a Talker'
- Social & Emotional Development with a focus on shaping Behaviour
- The Importance of Early Years – Helping Children to thrive
- Preparing for Changes in Law to the SEN Code of Practice
- SEN Policy writing for Independent Schools
- Autistic Spectrum Disorder
- Level 3 Award in Speech & Language support for 5 – 11's (QCF)
- Various Assessment webinars.
- 4<sup>th</sup> National Conference: Able, Gifted & Talented in Independent Prep Schools
- Level 2 Child Protection in Education

We recognise the need to train all our staff on SEND issues. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see section 11).

### **15. LINKS TO SUPPORT SERVICES**

The school continues to build strong working relationships and links with the external support in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo and the child's parents.

The following services will be involved as and when necessary:

Wolverhampton Early Years SEND team and Area SENCo.

GEM Centre – Occupational Therapy, Physiotherapy and Speech & Language departments  
MAST 5 team, Wolverhampton

### **16. WORKING IN PARTNERSHIPS WITH PARENTS**

Newbridge Preparatory School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENCo throughout the year for any reason.

Parents are kept up to date with their child's progress through progress reports, parents' evenings, reviews, and reports at the end of the Autumn, Spring and Summer Terms (KS2).

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In cases where more frequent, regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEND to the local authority. Parent Partnership service specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEND Director (governor), Gill Bradey, may be contacted at any time in relation to SEND matters.

### **17. LINKS WITH OTHER SCHOOLS**

The school is a member of the IAPS. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

For transfer arrangements on entry to or exit from the school, see section 4, page 6. In addition, on leaving Newbridge, one copy of the pupils' learning enhancement record will be passed over to the receiving school's SENCo with a covering transition form outlining key pupil details and the point/s of contact already made with the receiving staff. The second copy will be retained by Newbridge and kept in the school archives until the pupil reaches the age of 25 years (when they will then be destroyed).

### **18. LINKS WITH OTHER AGENCIES AND VOLUNTARY ORGANISATIONS**

Newbridge Preparatory School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech & Language Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focussed meetings will be arranged with the appropriate agency. Parents will be invited to and informed about any meetings held concerning their child.

AWass / 02/09/15

## **APPENDICES**

### 1. Roles and Responsibilities of staff at Newbridge.

#### **(a) THE BOARD OF DIRECTORS**

The Board of Directors seeks to ensure that the needs of all pupils are met and that the provision made for pupils with learning difficulties or SEN is adequate and secure.

#### **(b) Learning Enhancement Coordinator (SENCo & MA, G&T)**

The Learning Enhancement Coordinator's fundamental task is to support the Headmistress in ensuring that all staff recognise the importance of planning their lessons in ways that will encourage the participation and learning of all pupils in EYFS, KS1 and KS2.

Four Key Areas:

- i. Strategic direction and development of SEND and MA,G&T provision in the school
- ii. Teaching and learning
- iii. Leading and managing staff
- iv. Efficient and effective deployment of staff and resources

#### *i) Strategic direction and development of SEND and MA, G&T provision in the school*

The SENCO will co-ordinate, with the support of the Headmistress and within the context of the school's aims and policies, the development and implementation of the SEND policy in order to raise achievement and improve the quality of education provided.

Key tasks include:

- the strategic development of SEND policy/provision and MA, G & T including
  - a. Overseeing the day-to-day operation of the school's policy for SEND and Learning Difficulties and MA, G & T.
  - b. Co-ordinating provision for children with learning difficulties or special educational needs and MA, G & T.
  - c. Supporting staff in understanding needs of SEND and MA, G & T pupils
- ensuring objectives to develop SEND are reflected in school development plan
- monitoring progress of SEND pupils and keeping the SEND Register up to date and the equivalent for and MA, G & T pupils.
- overseeing the records of all children with special educational needs
- evaluating the effectiveness of teaching and learning of SEND / MA, G & T pupils
- analysing and interpreting relevant school, local and national data in relation to SEND / MA, G & T pupils
- liaison with staff, parents and external agencies as required
- reporting to directors regarding special needs provision and development

#### *ii) Teaching and learning*

The SENCO will seek to develop, with the support of the Headmistress and colleagues, effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupils' needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.



**This Policy applies to the whole school including the EYFS**

Key tasks include:

- identifying and adopting the most effective teaching approaches for pupils with SEND or MA, G and T
- monitoring teaching and learning activities to meet the needs of pupils with SEND through:
  - a. monitoring of teaching quality and pupil achievement.
  - b. assisting target setting, including ESPs and provision maps.
  - c. developing a recording system for progress.
- identifying and teaching study skills that will develop pupils' ability to work independently
- undertaking co-ordination of SEND pupils' provisions through close liaison with staff, parents and external agencies.
- making access arrangements where necessary (SATS, ESB, ABRSM etc.)
- organising and carrying out specialist screening and assessments, and where necessary, immediate follow up support
- providing additional teaching support for phase 2 and/or phase 3 intervention, when appropriate.

*c) Leading and managing staff*

The SENCO will support staff who are involved in working with pupils with SEND or MA, G & T by ensuring all those involved have the information necessary to secure improvements in teaching and learning and sustain staff motivation.

Key tasks include:

- ensuring all members of staff recognise and fulfil their statutory responsibilities to pupils with SEND.
- contributing to the professional development of staff, including Whole School CPD provision.
- providing information to the Headmistress and Directors on the evaluation and impact of SEN provision when required.

*d) Efficient and effective deployment of staff and resources*

The SENCO will identify, with the support of the Headmistress and Directors, appropriate resources to support the teaching of pupils with SEND and monitor their use in terms of efficiency, effectiveness and safety.

Key tasks include:

- identifying resources needed to meet the needs of pupils with SEND/ MA G & T and advise the Headmistress of priorities.
- maintaining and developing a range of resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEND policies.

**EYFS CO-ORDINATOR (for EYFS) and DEPUTY HEAD (for KS1/KS2)**

The role of these SLT members is to assist teaching staff in:

**This Policy applies to the whole school including the EYFS**

- identifying concerns, devising initial strategies to address the learning issues and completing Concern Sheets
- keeping Learning Information Overview sheets up to date
- passing copies of this information to the SENCO to store centrally

### **CLASS TEACHER**

The Class Teacher's responsibilities are to:

- meet the child's needs by appropriately differentiating the curriculum in all subject areas, when required.
- make initial identification of pupil about whom they are concerned and liaise with the SENCo.
- fill in relevant learning concern sheet, providing the SENCo with a copy for the central files, whilst also informing either the EYFS Co-ordinator or Deputy Head as appropriate.
- provide relevant, differentiated and accessible activities, where appropriate, for any child who has special educational needs or a disability.
- ensure that all staff who teach the child are aware of any difficulties the child may experience so that their teaching can be differentiated accordingly
- monitor the progress of pupils about whom they are concerned, who have learning difficulties or special educational needs or disabilities and regularly update the class Learning Information file accordingly.
- keep records in class Learning Information File as outlined on the Learning Concern flow chart
- ensure that Concern Check sheets are completed at the appropriate time
- at the end of an academic year, meet with the child's new teacher to discuss his/her needs
- liaise with the pupil and parents regarding their progress.
- liaise with the SENCO and alert the appropriate Key Stage co-ordinator
- record all meetings with parents on meeting minute sheets, providing a second copy for the SENCo's central school files.
- record all other relevant communication, (e.g. with external agencies, emails or phone messages), on contact log sheets if alternative paperwork or printouts are not made available, and keep in the class Learning Information file, making a copy for the SENCo's central file.
- devise suitable targets for Individual Target Sheets with support from the SENCO (and external agencies where appropriate).
- ensure that the Individual Targets receive sufficient teaching time and resources for the pupil to be able to achieve them.
- direct Teaching Assistants in their teaching and support of children with learning difficulties or special educational needs or disabilities.
- act on concerns raised by parents in relation to learning concerns, learning difficulties or special educational needs or disabilities.

### **TEACHING ASSISTANTS**

The responsibilities of Teaching Assistants are to:

**This Policy applies to the whole school including the EYFS**

- follow the directions of the Class Teacher and SENCO in regard to teaching and supporting children who have special educational needs or disabilities or a concern about their learning.
- assist in the keeping of records of differentiated work carried out with these children.

**ALL TEACHING STAFF**

All staff have a responsibility to:

- ensure that each pupil is given every opportunity to achieve his or her potential within normal teaching situations.
- be aware of the learning support needs of all the pupils they teach, and to ensure that the needs of each pupil are addressed during lessons and in any homework set.
- recognise when a greater degree of intervention is appropriate to enable pupils to effectively progress in their learning.

2. General procedures

If a concern is raised about a pupil whether it is by a member of staff, outside agency or parent or the pupil his/herself, the following procedure should be enforced:-

- The class teacher will fill in a concern sheet (green), indicating who the concern was raised by and why. If there has been a meeting already with the person who has raised the concern, a meeting sheet (yellow) should have also been completed.
- Otherwise, a meeting should then be arranged with the parents to discuss the concern and a yellow meeting sheet used to log the main points discussed and the next steps to be taken.
- The class teacher should inform the SENCo, providing duplicate copies of the concern and meeting sheets for the central files. The Headmistress and/or the EYFS co-ordinator should also be notified informally.
- If either the SENCo or Headmistress are initially approached by the parent, they will refer the issue to the class teacher who will follow the above procedure.

N.B. See also 'Learning flow charts', 'Screening Pathways', and 'Entries onto Observation and Booster list / SEND list' (from page 21)