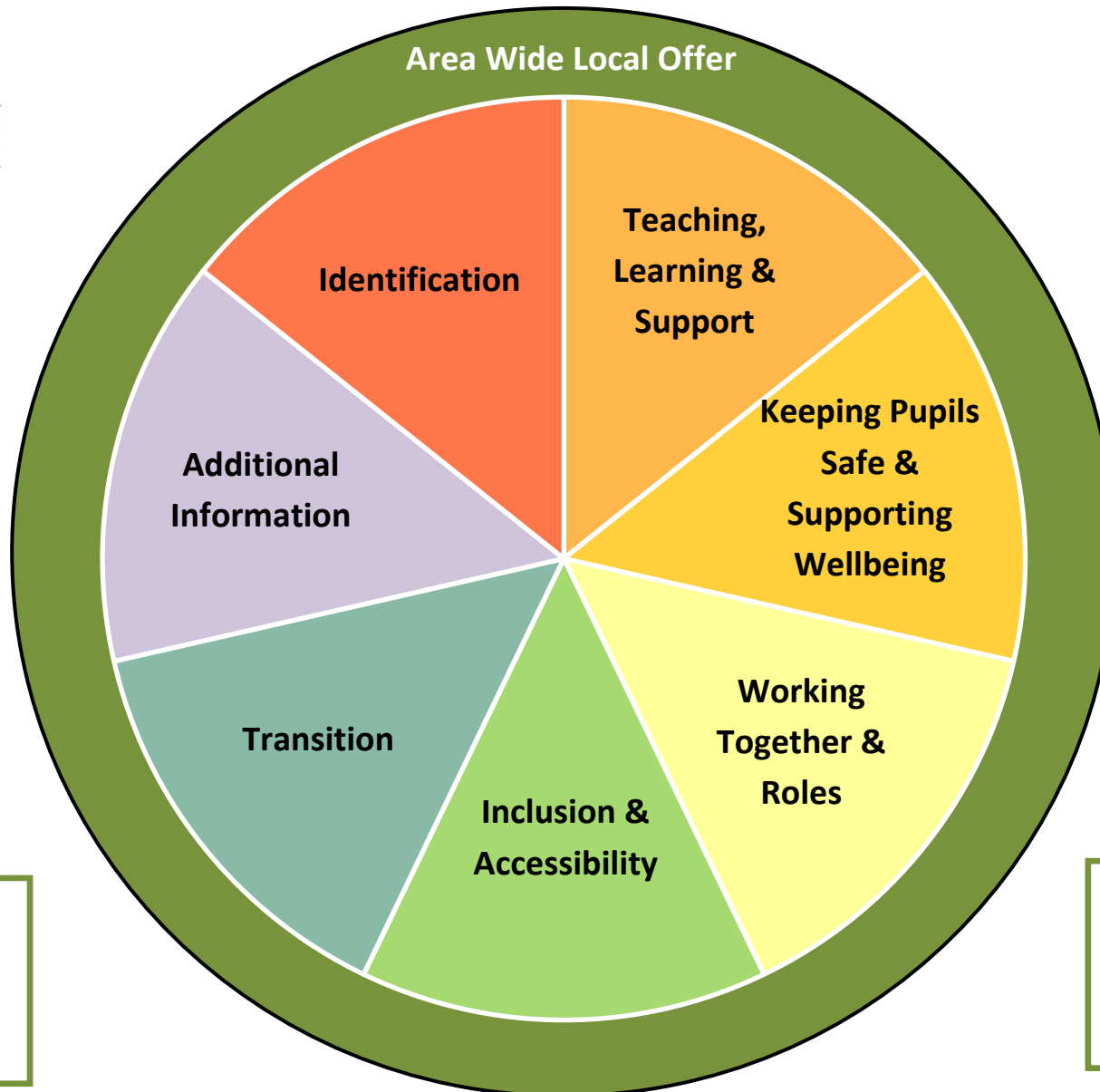


Our School Offer for Special Educational Needs and/or Disability



Please see the following page for information on this setting's age range and setting type

Please click the relevant words on the wheel to be taken to the corresponding section.

Our School Offer for Special Educational Needs and/or Disability

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Name of Setting	Newbridge Preparatory School
Type of Setting	Early Years and Primary Independent school
Specific Age range	2 – 11 years
Number of places	
Which types of special educational need do you cater for? (IRR)	We are an inclusive setting catering for children with a wide range of needs who are able to demonstrate capacity for assessing the mainstream curriculum with differentiation and support

Each section provides answers to questions from the Parent/Carer's Point of View¹.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).

¹ Modelled on questions originally developed by Cheshire East Authority using examples from Pathfinder authorities in conjunction with parent carers

Questions from the Parent/Carer's Point of View:

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Identification

How will you know if my child needs extra help? *(IRR)*

We offer a graduated response to support identification of children with SEND 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. not making expected progress² 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 in appendices of the school SEND Policy, 2014).*
- 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,*

² 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.

Identification

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.**
- (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**

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Identification

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.*
- (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 EHC plan 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

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Identification

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 15th February in the calendar year of the child's transfer to another school³.

(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.

What should I do if I think my child needs extra help?

- Parents are able to raise any concerns they may have by directly approaching either the class/subject teacher, the SENCo or the Headmistress.*

Where can I find the setting/school's SEND policy and other related documents? **(IRR)**

Please see the following school policies on the school website:

- SEND*
- Accessibility Plan (N.B. Currently unavailable as under review)*
- Admissions*
- Assessment*
- Promoting Positive Behaviour*
- Complaints procedure*
- EAL*
- Equality*

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Teaching, Learning and Support

How will you teach and support my child with SEND? **(IRR)**

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in the class.*
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil may be placed in a small focus group. This will be run by the teacher or teaching assistant. The interventions will be regularly reviewed by all involved to ascertain the*

³ SEND Regulations, 2014: part 2, clause18 (b).

Teaching, Learning and Support

effectiveness of the provision and to inform future planning. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.

- *EYFS Children with SEND with or without an EHCP will be supported by external specialists from the local authority with the SENCo as the co-ordinating link/facilitator. (IRR)*
- *Support will be planned at Team-Around-The-Child [TAC] meetings in which the external professionals involved will be invited alongside the parents/carers, the headmistress (if appropriate), class teacher and the SENCo to discuss each individual case and agreed on the best action to take.*
- *Parents of children in KS1 and KS2 with SEND but without an EHCP will be invited to attend a meeting with the Headmistress and the SENCo to discuss how they might be involved in planning their child's education (and possibly external educational assessments) (IRR) Additional 1:1 learning support may be provided at extra cost to the parents. (IRR)*
- *Teaching approaches will be modified and strategies incorporated according to external professional advice in order to meet the child's person's needs.*
- *We can provide a range of published and personalised intervention programmes to support high quality classroom teaching, such as the 'Forward Together' programme in KS1, 'Write from the Start', Speech & Language resources based on Elklan training techniques, 'Beat Dyslexia' activities, Listening skills activities Sound Linkage (Reading).*

How will the curriculum and learning environment be matched to my child's needs? (IRR)

- *There is a whole school commitment to deliberately plan for differing abilities. Members of staff have high expectations, providing extended opportunities and open ended tasks within their schemes of work. We also accommodate small group work with tasks matched to ability. The School has a wide variety of clubs to provide further opportunities and there are a number of planned enrichment experiences throughout the year including participation in National schemes and competitions. All these experiences aim to get the best out of your child and stimulate/enhance their understanding of the world around them.*
- *When a pupil has been identified with special needs his/her work will be differentiated by the class teacher to enable them to access the curriculum more easily.*
- *Teaching assistants (TAs) may be allocated to work with the pupil in a 1:1 or a small focus group to target more specific needs*
- *If a child has been identified as having a special need in key stage 1, he/she will be given an Enhanced Support Plan (ESP). Targets will be set according to his/her area of need. They will be monitored by the class teacher and by the SENCo a minimum of three times a year. ESPs will be discussed with parents at review meetings and a copy given to them.*
- *To facilitate access to the curriculum and to develop independent learning 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*

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Teaching, Learning and Support

5. Extra wide doors in Nursery and Lower school.

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

- 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.*
- 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.

How are the setting/ school's resources allocated and matched to children's needs?

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*
- 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*

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Teaching, Learning and Support

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

How is the decision made about what type and how much support my child will receive? Who will make the decision and on what basis? **(IRR)**

Each child's education programme will be planned in conjunction with the parents, class/subject teacher, the SENCo and the Headmistress. It will be overseen by the SENCo and/or the Headmistress.(IRR). Support will be predominantly in-house for pupils on phases 1 and 2 of our graduated response. 1:1 work and group work will mainly be in the classroom with utilisation of key persons with some additional 1:1 booster sessions with the SENCo if appropriate. Support for pupils progressing to phase 3 or 4 of the graduated response will be usually be under the guidance of external professionals. In these cases staff will engage in it's best endeavours to support strategies outlined to them although provision of regular individual specialist support may need to be negotiated at extra cost to the parent.

How will equipment and facilities to support children with SEND be secured? **(IRR)**

If appropriate, specialist equipment may be given to a pupil e.g. writing slopes, concentration spots, pen/pencil grips or easy to use scissors.

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.

How will you and I know how my child is doing and how will you help me to support their learning? **(IRR)**

- *The class teacher is responsible for monitoring how each child is progressing on a day-to-day basis. Parents are able to discuss their child's progress at Parent's Evenings. Class teachers are also available at the end of each day if parents wish to raise a concern. Additionally, appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office.*
- *For pupils with learning concerns, the class teacher and SENCo usually review progress is half termly with and parents are notified **at least** termly, but sooner if issues persist or others arise. Any meetings or contact with parents are logged formally by the member of staff who has made the contact. All parties are kept informed (i.e. parents, staff, SENCo, Key stage co-ordinator, Headmistress) **(IRR)***
- *Class /subject teachers will support parents in understanding what progress their child should be making.*
- *Parents can discuss their child's progress with the staff at any point in the school year, or be involved in review processes, should they request it.*
- *When Enhanced Support Plans are set up, parents will be invited into school so that staff can explain how learning is planned and how the parents themselves might be able to help support the activities at home. It will also give parents a chance to input into the plans themselves.*

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Teaching, Learning and Support

- *If appropriate, regular contact about things that have happened at school can be set up. This might be in the form of a weekly meeting at school at an agreed time to suit the parents and staff contact or messages via, for example, a reading diary or home/school book.*
- *Pertinent information to support the child's learning/condition may be provided by the SENCo should circumstances warrant it.*
- *The SENCo is available on request to assist communication with parents and carers with SEND.*
- *The class teacher may suggest ways in which you can support your child.*
- *If there are difficulties with a child's behaviour/emotional needs, the SENCo and/or the Headmistress may also meet with you to discuss how to support your child with strategies to use.*
- *If outside agencies or an Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.*

How does the setting/ school consult with and involve children with SEND in planning and reviewing their education? **(IRR)**

Each child will be kept up-to-date on their progress during and at the end of activities on a daily basis. Periodically they will be involved in a review process depending on the nature of the SEND. For example, for extreme behavioural issues there could be discussion lesson by lesson, day by day or weekly. However, there will always be a more formal review discussion half termly with the class teacher, so that information may be fed into the written reviews that are overseen by the SENCo.(IRR)

How does the setting/school assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children with SEND? **(IRR)**

- *Outcomes and the impact of the support provided to children with SEND are measured at least termly at the formal reviews between the class teacher and the SENCo when targets set for the child are visited*
- *Parents and carers will be informed by comments on the target sheets that are sent home and any ensuing comments/meetings will be noted.*
- *The children are expected to make their own comments about whether or how they have reached their targets on the sheets themselves*
- *Any feedback from the target setting sheets and evidence illustrating how targets have been met will be kept in pupil learning information files.*

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Keeping Pupils Safe and Supporting Their Wellbeing

How do you ensure that my child stays safe outside of the classroom?

Newbridge Preparatory School is committed to ensuring children are safe in school and on school activities or visits.

- *Handover arrangements are offered at the start and end of each school day:-*

Keeping Pupils Safe and Supporting Their Wellbeing

For Tots –

Entry is via the coded side gates and through the TOTS door at the rear of Lower School. Parents/carers should ring the TOTS doorbell for a member of staff to greet them. N.B. Staff cannot supervise children before 8.00 a.m. for insurance reasons.

Tots should also be collected from TOTS at the end of their session or day. TOTs remaining after 4.30 pm will be taken to the After School Club to be collected from there.

For Nursery

Nursery children and their parents/carers enter through the coded side gates. Early Club begins in the Dining Room from 8 a.m. via the coded Dining Room Door only. If parents/carers arrive before 8:00 a.m. they should wait and supervise their own child/ren in the cloakroom area. If arriving before 8:30 a.m. and parents/carers do not wish their child to use Early Club, they should wait and supervise their own child just outside Nursery. At 8:30 a.m. children (and parents) may go to Nursery and will be greeted by a member of staff who will sign your child into Nursery.

Between 3:10 – 3:15 p.m. Nursery dismissal is via the Nursery cloakroom. Parents/carers should wait for staff to dismiss their child safely to them.

For Reception – Y6

Early Club begins in the Dining Room at 8:00 a.m. Entry is via the coded side gates and through the coded Dining Room Door only. If arriving before 8.00am, parents/carers must wait and supervise their own child in the cloakroom area. Staff cannot be asked to supervise children before 8:00am for insurance reasons.

Between 8:30am – 9 a.m. Lower School children (Reception – Year 2) and their parents/carers may go into corridor and children may enter classrooms. Year 3 – Year 6 pupils enter the Upper School building independently through the coded Children’s entrance only. N.B. Parents of Year Three girls may accompany their daughter into the entrance hall for first half-term of Autumn Term during this transition period from Lower to Upper school.

At the end of the school day, Lower School dismissal is at 3:15 p.m. via the lower side gate. Parents/carers should wait in area between the two side gates and staff will dismiss their child/ren safely to them.

In Upper School the girls return to form rooms at 3:45p.m. for dismissal by their Form Teacher. Year Three and Year Four exit through Main Entrance. Year Five and Year Six exit through Children’s Entrance. Parents are expected to wait on the car park (not on the pavement, road or Tennis Club car park) for staff to dismiss their child/ren safely directly to them.

- To ensure good playground supervision is maintained a duty rota is in operation for morning playtime and playground rules are discussed with the children at suitable times such as assemblies and form periods. Members of staff on duty are expected to keep an eye on all parts of the play area and take an active role in ensuring a harmonious and safe play environment. At least two members of staff are on duty at all times; one of which is a qualified teacher.*

At lunchtimes

Keeping Pupils Safe and Supporting Their Wellbeing

- TOTS are supported by two lunchtime assistants to ensure the room remains in 1-4 ratio at all times with staff rotating their breaks
- Nursery are supported by two lunchtime assistants to ensure the room remains in 1-8 ratio at all times with staff rotating their breaks
- Reception, Year 1 and Year 2 are supported by 2 members of staff when in the Dining Room; plus 3 Catering Staff
- Year 3 to Year 6 are supported by 1 member of staff when in the Dining Room; plus 3 Catering Staff
- Reception, Year 1 and Year 2 are supported by 3 members of staff when outside
- Year 3 to Year 6 are supported by 2 members of staff when outside
- To support children in staying safe outside the classroom (e.g. during PE lessons, moving between buildings and on school trips) the Headmistress and Site Manager are responsible for ensuring that risk assessments are undertaken in all departments throughout the School. Such risk assessments are monitored on a regular basis (at least annually)

The purpose of the assessments is to:

- Identify hazards
- Identify persons at risk
- Assess the nature and seriousness of the hazard and subsequent risks
- Avoid risks by elimination of hazards
- Control any remaining risks
- Select control measures
- Maintain and use controls
- Monitor and undertake surveillance
- Inform supervision, instruction & training

During PE lessons

The same general principles of care apply during PE as to other school activities. Our staff are encouraged to consider factors such as:

- Safety apparatus being used
- Condition of the floor
- Suitability of children clothing. Children are not allowed to wear watches and/or jewellery for any PE lesson
- Whether the exercises and activities are within the capability of the children
- Staff supervising activities on Tennis Courts must take a Walkie Talkie Radio with them
- Reception and Key stage 1 children should be supported by the TA in addition to the PE teacher in case of emergency and toileting

Moving around the school

Lower school children wishing to leave a lesson for any reason must ask permission. Children are allowed to leave during lessons to use the toilets, but they are

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Keeping Pupils Safe and Supporting Their Wellbeing

encouraged to wait for the end of the lesson. Lower School children are not allowed to move around the school unsupervised, with the exception of taking the Register to the school office in 'twos' from Year 2.

Upper School Children in the Upper School have to move between parts of the building independently to get from one lesson to the next. At these times they will not be supervised directly but will always remain within the school's premises. All staff are encouraged to keep a watchful eye on children as they move around the site at these times.

Visits out of school

The arrangements for the supervision of children during visits and trips out of school are described in our policy Visits out of School which includes EYFS children.

What pastoral support is available to support my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:-

- *Members of staff, such as the class teacher and the SENCo, who are readily available for pupils who wish to discuss issues and concerns*
- *The 'Quiet Zone' for those who find lunchtimes a challenge.*
- *Dedicated playground benches available as a safe space for children who need emotional support*
- *A 'Thinking Wall' offered as a 'time-out' space for pupils to calm down and consider their recent actions.*

At Newbridge we also have measures in place to prevent bullying. Throughout our wider curriculum, educational elements such as personal, social and health education (PSHE), assemblies, projects, drama, stories, literature are used to:

- *Raise awareness about bullying and our anti-bullying policy*
- *Increase understanding for victims and help build an anti-bullying ethos*
- *Teach children how constructively to manage their relationships with others*

Role plays and stories are used to show what children can do to prevent bullying, and to create an anti-bullying climate in school. This takes place in form period and assemblies, PSHE and Citizenship with discussion of differences between people and the importance of avoiding prejudice-based language and making sure children are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

Newbridge Preparatory School uses it's curriculum to reinforce these messages. That:-:

- *All children have the right to feel happy, safe and included*
- *Children and staff have the right to work in an environment without harassment intimidation or fear*

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Keeping Pupils Safe and Supporting Their Wellbeing

- *All bullying, of any sort, is unacceptable*
- *Children and staff who experience bullying will be supported*

Our Anti-Bullying Policy is communicated to:

- *Parents via our website*
- *Children via our education and curriculum*
- *Staff via Induction, staff meetings and training*

Our PSHE programme encompasses activities to stimulate discussion to help children to make friends. Furthermore, our Brownies Pack under-take activities in order to obtain their Disability Awareness badges.

A mentor or buddy scheme is available for any child for whom it is deemed appropriate.

The development of good self-esteem and confidence is encouraged and measured by the school reward system. Achievements are routinely celebrated in weekly assemblies and the school newsletters.

How will the setting/school manage my child's medicine or personal care needs?

- *If a pupil has a medical need then a detailed Care Plan contract is compiled with school support and in consultation with the parents/carers. Parents/carers should contact the school office for further details. Care Plans are then discussed with all staff who are involved with the pupil.*
- *Staff receive epi-pen training when required.*
- *When necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine Consent form is in place to ensure both the safety of both child and staff member. [Also see 'School Medication' Policy]*
- *All staff have basic First Aid training. In EYFS this is Paediatric First Aid training.*
- *Permission is granted for time off for medical appointments if these cannot be made during non-term time or out of school hours.*

- *Personal care (e.g. toileting, eating etc.) is provided where necessary. This may involve the class teacher, teacher assistant or another dedicated person.*
- *A Care Plan is provided for children in key stages one and two if help is required for toileting.*
- *In the case of a medical emergency...it may be necessary to seek medical advice by telephoning 111 and then following first aid procedures, prior to either contacting the emergency service 999 or telephoning parents/carers.*

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Keeping Pupils Safe and Supporting Their Wellbeing

What support is available to assist with my child's emotional and social development? *(IRR)*

If required, specialist support and/or a counselling service would be sourced in addition to the pastoral care already mentioned in this document section (i.e. Keeping pupils safe and supporting their wellbeing)

What support is there for behaviour, avoiding exclusions and increasing attendance?

As a school, Newbridge works closely with parents/carers to provide individualised intervention strategies to support positive behaviour. This includes behaviour report cards and posters which help to monitor and reward pupils for good and/or improved behaviour. We also operate a resilience programme (or 'feelings timetable') which is utilised at times when a child may be encountering difficulties, negative events, hard times or adversity in order to support his/her return to almost the same level of emotional well-being that is, the capacity to maintain a healthy and fulfilling life. If issues persist it may be appropriate to discuss referral to the Child and Adolescent Mental Health Services (CAMHS) with parents.

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Working Together & Roles

What is the role of my child's 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.*

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- *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.*

Who else has a role in my child's education?

(a) SENCo

The SENCO'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. There are four Key Areas:*
 - *Strategic direction and development of SEND provision in the school*
 - *Teaching and learning*
 - *Leading and managing staff*
 - *Efficient and effective deployment of staff and resources*

N.B. For further details of this role please refer to the School SEND policy

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

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

- *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*

(c) TEACHING ASSISTANTS

The responsibilities of Teaching Assistants are to:

- *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*

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- concern about their learning.*
- assist in the keeping of records of differentiated work carried out with these children.*

(d) 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.*

How does the setting/school ensure that information about a child's SEND or EHCP is shared and understood by teachers and all relevant staff who come into contact with that child?

The SENCo, the class teacher and key practitioner (if applicable) initially jointly discuss and confirm a child's EHCP in discussions with parents and outside agencies involving the child where appropriate. The class teacher is then responsible for cascading any pertinent information to any other adults who come into contact with the child concerned e.g. teaching assistants.

What expertise is available in the setting, in relation to SEND? **(IRR)**

Members of the teaching staff have received training and/or dissemination of information related to SEND.

During 2014 our school operated the following training on:

- Diabetes awareness and procedures*
- Epi-pen 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)*

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Since 2010, individual staff have also attended the following courses with regard to supporting children with SEND:-

- *Talk for writing*
- *Handling a difficult class*
- *Inclusive Education*
- *Challenging more able learners*
- *Speech & Language therapy*
- *Working with autism*
- *Autistic Spectrum Disorders*
- *What is Autism?*
- *SENCO conference*
- *Autism awareness*
- *Managing Behaviour*
- *Enabling environments*
- *Developing Speech & language – Every child a talker*
- *Positive behaviour management*
- *The importance of EY with Dr Sunderland*

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

- *Special Needs & Disability training*
- *Emergency First Aid*
- *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*
- *Speech & Language support for 5 – 11’s (QCF)*

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The current SENCo holds the following professional qualifications:-

- *Cert Ed (with distinction)*
- *B Ed(Hons)- Environmental Science & Special Education*
- *CSciTeach (Chartered science teacher)*
- *Professional Certificate in Education & Children’s Service Development (Level 6)*
- *MA post graduate Certificate in Education (distinction) - Coaching & Mentoring+ APEL module on Teaching & Learning*
- *Level 3 Award in Speech & Language support for 5 – 11’s (QCF)*

Which other services do you access to provide for and support pupils with SEND (including health, therapy and social care services)? **(IRR)**

At times it may be necessary for the SENCo and/or Headmistress to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:-

- *Child Protection Advisors*
- *Educational Psychologists (EPs) A list of private Eps is provided to parents.*
- *CAMHS (Child & Adolescent Mental health Services)*
- *AAP (Attendance Advisory practitioner – previously known as Education Welfare Officers)*
- *GEM Centre - (Occupational Therapy to support pupils with behaviour/emotional, sensory, physical and hearing/visual issues; Speech & Language therapy; Physiotherapy)*
- *New Cross Hospital (Paediatricians)*
- *Social Services*
- *Wolverhampton EYFS SEN services*

The Headmistress reports to the Directors at least once per term and would invite advice from the other agencies if required.

Who would be my first point of contact if I want to discuss something?

- *The class teacher should be the first point of contact if parents are worried about something.*

Who is the SEN Coordinator and how can I contact them? **(IRR)**

- *The SENCo is Mrs Wass who is contactable via the school office.*

What roles do have your governors have? And what does the SEND governor do?

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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. They have a statutory responsibility to safeguard and promote the welfare of children who are pupils at the school.

In the event of Newbridge Preparatory School having a 'Looked After Child', the Directors will ensure that a designated teacher is appointed to promote the educational achievement of children who are looked after. The Directors will ensure, by making provision for training, that the designated teacher has appropriate skills, knowledge and understanding to keep safe children who are looked after by a local authority.

In particular, they will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

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

How will my child be supported to have a voice in this setting/school? **(IRR)**

- *All pupils at Newbridge Preparatory School are encouraged to speak informally to members of staff in whose care they are in at any point in the school day whether that be their class teacher, teaching assistant, lunchtime duty supervisor, or similar in order to express their views. Planned opportunities also occur within PSHE sessions, circle time and during assemblies.*
- *We welcome children's feedback and are sensitive to their needs.*
- *From January, 2014, pupils at Newbridge Preparatory School will also be able to make their views known by approach to their School Council members who are able to raise any points at their meetings.*
- *Any children with SEND/LDD will also be able to make their aspirations known through the opportunities mentioned above in conjunction with talking directly to staff responsible for their group work or 1:1 sessions, including the SENCo.*

What opportunities are there for parents to become involved in the setting/school and/or to become governors?

- *Parents of children in EYFS are invited into school to share skills which match topics/themes/foci.*
- *All parents are invited to help with educational visits.*
- *Parents on child care courses can volunteer for placements in school.*
- *If a position becomes available on the Board of Directors (governors), the Board may invite a parent with the appropriate skills and knowledge to become a Board member.*

What help and support is available for the family through the setting/ school? **(IRR)**

- *School Office staff are always happy to help with completing school produced forms and paperwork. However, for more specialised documentation e.g. for SEN referrals, the SENCo will normally provide this help which can be requested through the class teacher and/or the school office.*
- *Any SEND information, advice and guidance can also be accessed through the SENCo who will do her utmost to provide the most appropriate response to each*

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individual case.

- *We provide secure storage space for bicycles of children who cycle to school.*

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Inclusion & Accessibility

How will my child be included in activities outside the classroom, including trips? **(IRR)**

Activities and trips are available to all. Risk assessments and procedures are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a parent/carer may be asked to accompany their child during the activity

We also offer high quality after school and holiday provision by trained staff within our normal caring school environment. We aim to develop children's creativity through a wide range of activities designed to capture their imagination. We acknowledge that each child's welfare and development is paramount. The emphasis is on practical activities, as well as free play, as we have excellent facilities for the children to enjoy. Newbridge has beautiful grounds that provide an attractive environment for both learning and recreation. Some of the activities provided are guided, other activities are free choice.

Our Early Club, After School Club and Holiday Club are Ofsted registered and inspected. Our supervisors are fully qualified. All members of staff have attended relevant health & hygiene, first aid, child protection and activity based training courses.

Early Club is accessible from 8:00 a.m. until 8:30 a.m.

After School Club is accessible to all children after school and is available until 5:25 p.m.

Holiday Club is accessible to all children, siblings and friends during the school holidays and is available from 8.00 a.m. – 5:25 p.m. Telephone 07935 223357.

The service aims to work in partnership with parents who have other commitments and may not be able to collect their child at the end of a school day or who need child care during the holiday.

Our Out of Care facilities are managed by Mrs Shepherd, who is highly experienced and well qualified in this field. This ensures continuity of ethos, communication and discipline, encouraging self-discipline where each individual is encouraged to respect and value others. The Old Hall, the New Hall and the garden are used. (Occasionally in the Summer holidays, the Holiday Club is relocated to the Nursery).

Child care vouchers supplied by employers can be used to pay for Out of School Care facilities.

Charges half termly in arrears - £2.00 per half hour.

How accessible is the setting/school environment?

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Inclusion & Accessibility

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:-

- *Wheelchair access to all Lower School buildings*
- *A ramp up to the Art/Science room in the Upper School.*
- *Two toilets adapted for disable users.*
- *Wide doors in the Lower School building and some parts of the Upper School.*
- *Marked high visibility steps in darker areas*
- *There is a driveway with coded access to get to the Lower School buildings for pick -ups and drop- offs by special arrangement with the Headmistress.*

Additional Points:

- *The School's Accessibility Plan, as described in the latest SEND Code of Practice, is currently under review. However, the school is looking to create an accessible entrance and disabled toilet facilities in the Upper School building ready for September, 2015.*
- *There been large scale improvements in the auditory and visual environment over the last few years. The Lower School was purpose built in 2007. This has been followed by an Upper School refurbishment programme which commenced in February, 2012 through until August 2014.*
- *The school is able to communicate with those whose first language is not English (including parent/carers) through two members of staff who speak additional languages which match the additional language needs of the school – Mrs Boghal (Punjabi and Hindi)and Mrs Dhariwal (Punjabi). arents/carers are also encouraged to get in touch with other parents/carers who speak the same language, thus creating a supportive network.*
- *Specialist IT software may be resourced at the discretion of the Headmistress and Board of Directors.*

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Who should I contact about my child joining your setting/ school? (IRR)

The admission arrangements for all pupils are in accordance with the School's Policy (See ADMISSIONS POLICY 2014 and EQUALITY POLICY 2014) 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

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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.

How can parents arrange a visit to your setting/school? What is involved?

Individual tours of the school with the headmistress can be arranged through the school office.

How will you prepare and support my child to join your setting/ school and how will you support them to move on to the next stage? **(IRR)**

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:-

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.*
- All pupils attend a transition session called 'Move up morning' where they spend some time with their new class teacher. 'Meet the teacher' evenings are also held in July.*
- Additional visits are arranged for pupils in Tots and Nursery.*

- In Upper school, Secondary school staff visit pupils prior to them joining their new school.*
- The SENCo, Mrs Wass, liaises with the SENCos from the Secondary Schools to pass on information regarding SEND pupils.*
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Mrs Wass, the receiving school SENCo, the parents/carers and, where appropriate, the pupil.*

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Additional Information

What other support services are there who might help me and my family? **(IRR)**

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.*

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

When was the above information updated, and when will it be reviewed?

School policies are updated annually on a rolling programme from April. However, this information is correct as from September, 2014 to comply with new government legislation.

Where can I find the Wolverhampton Local Offer? **(IRR)**

From 1st September 2014, the Wolverhampton Local Offer can be found at www.wolverhampton.gov.uk/localoffer

What can I do if I am not happy with a decision or what is happening? **(IRR)**

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 or SEND Director (governor) 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).

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.

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

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Headmistress, who will be able to advise on formal procedures for complaint.

*Please also refer to our separate 'Complaints Procedure Policy' (**IRR**)*