



2025 - 2026 POLICY AND PROCEDURES FOR SEND

DEFINITION OF SPECIAL EDUCATIONAL NEED

In this policy, 'special educational needs' refers to a learning difficulty or disability that requires special educational provision (*Section 20 Children and Families Act 2014*). The Children & Families Act (2014), and the SEND Code of Practice(2015) which explains the duties to provide for those with special educational needs under Part 3 of the Children & Families Act, states that children have special educational needs if they:

When a child or young person has special educational needs

- (1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- (2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—
 - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- (3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
- (4) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.¹

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. Provision for English as an additional language is provided under the school's **2025 - 2026 ENGLISH AS AN ADDITIONAL LANGUAGE POLICY**.

¹ Section 20 Children & Families Act, 2014

Special educational needs and provision can be considered as falling under four broad areas:

- Cognition and Learning
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and/or physical

Many children and young people have difficulties that fit precisely into one of these areas; some have needs that span two or more areas, and for others, the precise nature of their need may not be clear from the outset.

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 mainstream schools, maintained nursery schools and relevant Early Years Providers, other than special schools. For a child under two years of age, SEN means an educational provision of any kind.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014 (SEND Code of Practice January 2015 page 25 s.1.24).

Newbridge Preparatory School will ensure that this provision will be made for those who need it.

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 term² and substantial³ 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. We must 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. 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 the 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, 2015).*** The school is committed to using its best endeavours to ensure that the school is accessible so that no pupil will be discriminated against, and to enable pupils with special educational needs and disabilities

² 'a year or more.'

³ 'more than minor or trivial.'

to fulfil their potential, achieve optimal educational outcomes and contribute to the social and cultural activities of the school.

The Department of Education (DfE) has set out for schools the actions that the Government considers should be taken regarding the SEND system and in devising appropriate SEND policies. The DfE suggests that schools should:

- Identify and work with the Governor (Director) for SEND
- Consider and review how the Special Educational Needs Coordinator (SENDCo) fits into the school's strategic management
- Agree with the LA the school's contribution to the Local Offer (EYFS Funded pupils)
- Engage parents or carers and pupils with SEND
- Identify and deliver any training required by staff
- Record all SEND support
- Publish a SEND Information Report

This policy includes all the above.

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, 2015.

Our aims are:

- To ensure compliance with the requirements of the Children & Families Act, 2014 and Equality Act, 2010 as well as any other relevant statutory guidance
- To ensure that all pupils with SEND have their needs identified as early as possible 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 can fully access the curriculum by providing extra support or additional resources where appropriate through reasonable adjustments, inclusive practice and by removing their barriers to learning
- To create an environment in which all children can achieve success and find confidence in their worth by developing their strengths and supporting their weaknesses.
- To set high expectations for every pupil whatever their prior attainment.

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) before the child's entry into the school
- Ensure that all staff are aware of identifying and making provision for all pupils with SEND
- Ensure that all staff are aware of the school's SEND and Disability Policies and work appropriately with all SEN and disabled pupils.

This Policy applies to the whole school including the EYFS.

- Ensure that pupils with SEN and/or disabilities join in the activities at the school together with pupils who do not. This must be reasonable, practical and compatible with the pupil receiving the provision that their learning needs call for and the needs of other pupils and resources.
- Provide appropriate information to the Local Authority for inclusion in the Local Offer
- Continually monitor the progress of all pupils to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they can 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 SENDCo and Deputy Head or Headmistress and will be carefully monitored and regularly reviewed to ensure that individual targets are being met and all pupils' needs are catered for
- Work with parents/carers to gain a better understanding of their child, create and maintain a positive partnership and involve them in all stages of their child's education. This includes supporting them regarding 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, 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/SENDCo 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 broader 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.

RESPONSIBILITY FOR THE COORDINATION OF SEND PROVISION

- The person responsible for overseeing the provision for children with SEND is the Headmistress, Mrs N Burrows-Berry.
- The people responsible for monitoring and evaluating inclusive provision throughout the school, along with the delivery and reviews of progress in cooperation with the school SENDCo is the Deputy Head, Mrs H Griffiths and Assistant Deputy Head Mr J Goulding
- The people coordinating the day-to-day provision of education for pupils with SEND are the SENDCos, Mrs S. Richards (Lower School and EYFS) and Mrs R. Southall (Upper School).

ARRANGEMENTS FOR COORDINATING SEND PROVISION

The SENDCo 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 teaching staff have confidential class Learning Folders (White) which must be kept in a locked drawer or cupboard. These contain relevant and regularly updated information on pupils in their class

This Policy applies to the whole school including the EYFS.

identified as needing or potentially in need of additional support over and above that of their peers. It also contains a list of all current pupils in school who have been identified as needing this provision. Resources and information are also available in the Learning Enhancement Room based in the Upper School Building:

Filing Cabinet

All information is subject to the requirements as relevant to the Data Protection Act, 2018
A copy of the full SEND and 'Observation and Booster' lists for pupils being internally monitored.

Whole class assessment and learning Information file

Central learning Information Files are stored according to surnames on individual pupils' 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 pupil's current class teachers.

Archived cardboard document folders for current school pupils who have been removed from the 'Observation and Booster' list is also included in these drawers.

This information is made accessible to all academic staff and support staff as appropriate 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.

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

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

ADMISSION ARRANGEMENTS

The admission arrangements for all pupils are in accordance with the School's Policy. This includes children with any level of SEND; those with Educational & Health Care Plans and those without if 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 SENDCo by the previous school or setting/parents/local support services as soon as possible. If the child is making a transition to or from another school, a meeting may be set up between the feeding school and the receiving school's SENDCo to aid the smooth transition of the pupil and discuss arrangements to be made as well as any other relevant 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.

This Policy applies to the whole school including the EYFS.

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.

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 SENDCo.

We have one member of staff, the SENDCo, 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 SENDCo on request.

See also: Section 6 – Facilities
 Section 7 – Allocation of resources,
 Section 15 – Links to support services,
 Section 18 – Links with other agencies,
 2025- 2026 CURRICULUM POLICY

FACILITIES FOR PUPILS WITH SEND

The school has a range of specialist SEND facilities in place. Please see also the school's Disability Access Plan. Under the Equality Act 2010, schools must provide reasonable adjustments for disabled pupils, staff and visitors. Schools must make positive efforts to remove or reduce the barriers a disabled pupil or member of staff may face in their world of school or work. A disabled individual wants the pleasure of being able to fulfil their role in the school to the best of their capabilities, and the Equality Act 2010 ensures schools are required to accommodate them to the best of their abilities.

Newbridge Preparatory School is committed to a proactive approach in meeting this duty by actively reviewing all their policies, procedures and planned access improvements to ensure disability equality is mainstreamed into all decisions and activities.

Newbridge Preparatory School has a Disability Access Plan to show how it is planning strategies to enhance access over time. This Plan shows how the school aims to ensure access to the curriculum and all aspects of school life by improving the physical environment of the school and the provision of information in a range of formats. It will be reviewed regularly through an audit (see Appendix 1) and amended accordingly to maximise accessibility.

Exam access arrangements *for school-based exams* are also considered for everyone in consultation with the appropriate teaching staff and the pupils and parents concerned. The SENDCo will assist in submitting collated evidence to the relevant bodies, (e.g. NATD, LAMDA, Standards and Teaching Agency) if appropriate.

N.B. Parents of SEND pupils who wish to have special considerations considered 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.

ALLOCATION OF RESOURCES FOR PUPILS WITH SEND

The Headmistress and SENDCO will discuss the viability and need for specialist resources based on each 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 as this is not something that the school can finance without prejudicing the efficient use of resources for all pupils.

IDENTIFICATION OF PUPILS NEEDS

See definition of Special Educational Needs and Disability at the start of the policy.

See also **2025 - 2026 ASSESSMENT POLICY**.

Applying the requirements of the SEND Code of Practice 2015 the school promotes a cyclical and graduated approach to identifying, assessing and providing for pupils' special educational needs. This approach is a model of action and intervention to help pupils achieve the outcomes set for them, make progress and successfully access the curriculum.

GRADUATED APPROACH (Assess, Plan, Do, Review).

The school's graduated approach aims to identify any learning difficulties at an early stage:

Phase 1 response:

Our Phase 1 response is based on '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 progress⁴ 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', 'Social, Emotional & Mental Health' and 'Sensory and/or Physical' categories will also be monitored.
- c) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff 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 understand better the provision and teaching style that needs to be applied.
- e) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.

⁴ 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, 2015, para 6.17, page 95.]

- 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 two copies made of all relevant documentation/evidence (e.g. Concern Sheets Review sheets, Meeting Sheets and Confidential Report to the Headmistress logs). One copy will remain securely with the class teacher in the class learning information file filed under the pupil's name, while a second copy will be centrally filed, alphabetically, in a purple folder with the SENDCo in the learning enhancement room.

Phase 2 response

This recognises pupils who after receiving booster interventions are identified as still requiring additional and different help as well as the regular differentiated curriculum. Some pupils will automatically go on to a phase 2 response. It is at this point where a subject teacher or key practitioner will fill in a concern form and the pupil will be placed on the schools SEND register.

- a) Identification may arise from review meetings in phase 1 or the school's ongoing assessment procedures.
- b) Identification may arise from review meetings in phase 1 or the school's ongoing assessment procedures. Additionally, it may be in response to results from:
- c) The GL Assessment 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.
- d) The school puts the provision in place without resource to regular external advice or additional resources provided by the local authority.
- e) Class/subject teachers collaborate with the SENDCo on evidence gathering and identification.
- f) Once the SENDCo has been notified she will make her 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 SENDCo can help planning for future in-school support together with the class teacher's, parental and pupil input. The action that has already been taken is reviewed and altered in line with the new findings.
- g) Concern reviews are filled in termly or as required where a judgement is made as to whether a pupil can be removed off concern, some progress has been made or no progress has been made. If no progress has been made, then a pupil may move on to phase 3 response.
- h) In this phase, enhanced support or 'booster' work may take the form of group tuition and/or short term 1:1 activities and/or supplementary or alternative activities. They are not primarily

SEN interventions, but for children who can be expected to make progress because of intervention.

Phase 3 response

The Phase 3 response places a pupil onto an enhanced support plan.

- a) A pupil placed on an enhanced support plan 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 learning difficulty has been diagnosed, e.g. dyslexia
- b) An Enhanced Support plan is drawn up for pupils who are not making progress through booster sessions and quality differentiated teaching, this will detail provision and how it will be coordinated. 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 handwritten). 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 SENDCo. Parents are informed and consulted at every stage and pupils are appropriately involved (e.g. discussing progress and setting new targets).
- c) 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.
- d) The school will consider each case and will adopt the most appropriate actions as follows: -
 - 1. EYFS – Contact external professionals (in agreement with parents/carers) to make their assessments of the child and provide support in the planning of extended provision, continued assessment and revised action points. Whenever possible, pupils in receipt of Nursery Education Funding (NEF) will be referred to Wolverhampton Special Needs Early Years Service (SNEYS).
 - 2. KS1/KS2 – SENDCo and Headmistress to meet with parents/carers to recommend an external review (parents responsible for funding the cost). Wherever possible, information on sources of independent advice and support will be provided support parents in making their own choices.
- e) 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 complement this, considering external professional monitoring, and feedback on the effectiveness of interventions.
- f) Paperwork for this phase will continue to be kept in the school profiles as in phases 1 and 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 SENDCo in a named individual folder in the filing cabinet in the learning enhancement room.

Phase 4 response

Phase 4 response is for a child with an Education & Health Care Plans (EHCPs) funded by the local authority.

- a) If a child on the SEND list has lifelong, significant difficulties and the Local Authority 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
 - SENDCO
 - Headmistress
 - Health professionals
 - Wolverhampton SNEYS service
- c) Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.
- d) 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.
- e) Parents have the right to appeal against a decision either for or against an EHC plan for their child.
- f) 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.
- g) There should also be a review involving the Local Authority before 15th February in the calendar year of the child's transfer to another school⁵.
- h) A pupil requiring an EHCP plan needs adding to ECLIPSE system – the Early Help System. See **2025-2026 CHILD PROTECTION POLICY**.
- i) As with all phased responses, there should be two copies of all documentation completed. However, all documentation is to be kept in white files – one held securely with the class teacher and one with the SENDCo in the filing cabinet in the learning enhancement room.

EYFS SPECIFIC REQUIREMENTS

Progress check at age two

All Early Year Providers are required to have arrangements in place to identify and support children with SEN and/or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS Framework. Early Years Providers and educational settings should have arrangements in place that include a clear approach to assessing SEND.

⁵ SEND Regulations, 2015: part 2, clause18 (b).

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 focusing 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 SENDCo will develop a targeted plan to support the child's future learning and development involving other professionals for example, Wolverhampton's LA SNEYS Special Needs Early Years' Service 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 adapt to address any issues or concerns⁶.

ACCESS TO THE CURRICULUM, INFORMATION AND ASSOCIATED SERVICES

Pupils with SEND will have access to the whole curriculum with the support of specialist SEND provision provided by the school as is necessary, as far as possible, in line with statutory obligations, 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 SENDCo 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.

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

- Keeping staff informed fully 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 about 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 SENDCo 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.

⁶ SEND Code of Practice, 2015: para 5.23, page 72.

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 making reasonable adjustments, by monitoring data, and by 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 SENDCo and Assistant Deputy monitor and evaluate inclusive provision throughout the school. See also the school **2025 - 2026 ASSESSMENT POLICY**.

The school curriculum is reviewed by subject coordinators together with the SENDCo and/or the Headmistress/ Assistant Deputy 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 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 extracurricular activities and school day trips and residential visits
- Practising teaching methods and pedagogy 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 **2025 - 2026 BEHAVIOUR POLICY**

EVALUATING THE SUCCESS OF PROVISION

To make consistent, continuous progress concerning 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, adjust, considering views of parents and pupils alongside staff input. Policies are also reviewed annually from September onwards by the Headmistress and relevant staff.

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 **2025 - 2026 COMPLAINTS PROCEDURE**.

LINKS TO SUPPORT SERVICES

The school continues to build strong working relationships and links with the external support 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. Anyone of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo and the child's parents.

The following services will be involved as and when necessary:

- Wolverhampton Special Needs Early Years' Service (SNEYS).
- GEM Centre – Occupational Therapy, Physiotherapy and Speech & Language departments

WORKING IN PARTNERSHIPS WITH PARENTS

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

- early and accurate identification and assessment of SEND leading to the correct intervention and provision
- continuing social and academic progress of children with SEND
- 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 SENDCo throughout the year for any reason.

Parents are kept up to date with their child's progress through progress reports, parents' evenings, and reviews.

In cases where more frequent, regular contact with parents is necessary; this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the local authority.

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 regarding the provision for their child.

LINKS WITH OTHER SCHOOLS

The school is a member of the Independent Association of Prep Schools (IAPS) and the Independence Schools Association (ISA). This enables the schools to build a bank of shared 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. Also, on leaving Newbridge, one copy of the pupils' learning enhancement record will be passed over to the receiving school's SENDCo 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).

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 SENDCo 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.

MONITORING AND REVIEW

The success of the education provided for pupils with SEND will be evaluated regularly and include: The review of the SEND policy at least annually or as appropriate.

The school will make regular reviews of its practices, policies and procedures to ensure that appropriate reasonable adjustments are made to alleviate the effects of pupils' disabilities.

MEDICAL CONDITIONS

Section 100 of the Children & Families Act, 2014 creates a duty to make arrangements for supporting pupils at school with medical conditions. Under the SEND Code of Practice, 2015 s6.11 when children have SEND and medical conditions their provision should be planned and delivered in a coordinated way with the Healthcare Plan. Schools are required to have regard to the statutory guidance Supporting Pupils at School with Medical Conditions at School, 2014.

TRAINING

TES Develop (2025/2026) provides numerous courses for all staff to access if they wish to keep their current knowledge and practice up-to-date:

- The SEND Code of Practice
- EYFS: Inclusion (EYFS)
- Providing Support for SEND Pupils
- Autism Awareness

This Policy applies to the whole school including the EYFS.

- Autism Awareness
- Effective Health and Safety for Children with SEND and ASN
- SEND: What Does It Mean for the English Teacher? (Upper KS2 applicable)
- SEND: What Does It Mean for the Maths Teacher? (Upper KS2 applicable)
- SEND: What Does It Mean for the Science Teacher? (Upper KS2 applicable)

The SENDCo will also be supported to attend any conferences and training courses that are deemed suitable and appropriate by the Headmistress.

ADDITIONAL ASSESSMENT PACKAGES

If there are concerns about a pupil's performance, the school uses the following packages to help gather more evidence in addition to those published in the school's **2025 - 2026 Assessment Policy**. These packages can only be performed by the Headmistress, the SENDCo and under supervision the SEND Teaching Assistant. The school reserves the right to administer these assessments in the best interests of the child with or without parental consent as a normal part of the school's assessment procedures.

The assessment packages are:

GL Ready (<https://glready.com/login>)

GL Ready: Rapid subscription

Each child-friendly sub-test takes just 5 minutes and has been individually standardised and calibrated so that you can accurately detect the probability of dyslexia to help prevent dyslexic children slipping through the net. The tests have an enjoyable game format and are easy to administer on our new online platform.

GL Ready: CoPS subscription

CoPS is a child friendly assessment, for those aged 4-7 years, to identify cognitive strengths and weaknesses, and dyslexia. It is comprised of nine short tests which take 45-60 minutes in total to complete (and can be taken over a few sessions).

GL Ready LASS 8-11 subscription

LASS 8–11 comprises nine standardised tests covering reasoning, reading, phonic decoding, spelling, memory and phonological awareness, hosted on our user-friendly GL Ready online platform. They quickly identify any difficulties related to dyslexia or those caused by underlying cognitive problems in phonology and/or memory, highlighting any differences between a child's actual and expected literacy levels.

GL Assessment (<https://www.testwise.com/platform/>)

GL Assessment: Dyscalculia Screener

Dyscalculia Screener is an initial to screen for individual pupils who show difficulty with numbers and arithmetic calculation. This screener distinguishes between those who have poor maths ability and those with dyscalculic tendencies.

GL Assessment: Dyslexia Screener

Dyslexia Screener is an initial screener for teachers concerned about a pupil's literacy progress. Standardised to ensure accurate benchmarks, the assessment can be used to screen year groups or for individual pupils whose performance in literacy is causing concern. It distinguishes between general literacy difficulties and those associated with dyslexia. Comprising six digital tests, it identifies whether a pupil would benefit from further diagnostic assessments.

GL Assessment: NGST (Spelling Assessment)

New Group Spelling Test (NGST) is an adaptive assessment which allows termly monitoring of spelling skills, benchmarked against the national average. When combined with our New Group Reading Test (NGRT) you can assess reading and spelling together in under an hour.

York Assessment of Reading for Comprehension (YARC)

The York Assessment of Reading for Comprehension (YARC) is an individually administered reading assessment that allows you to closely observe a pupil's reading behaviours, strengths and areas for development. When using YARC, the component skills of reading are broken down to allow you to find precise areas to target to bring about rapid progress. Parallel forms of the assessment allow you to measure the impact of interventions.

WELCOMM – The complete speech and language toolkit for children in the EYFS

WELCOMM screens children for speech and language ability, often identifying problems before they become more serious, and provides activities to address them. Both the Nursery Co-ordinator (also SENDCO) and Deputy Pre-Nursery manager received training. Mrs Richards delivered training to all EYFS staff on this in January 2024.

Written

02/09/2015 AW

07/11/2017 SW

25/07/2018 JW

07/10/2021 Reviewed JW

24/09/2022 Revised SAF

7/9/2023 Revised SR

1/2/2024 Revised SR

5/9/24 Revised to reflect staff changes SR

24/07/2025 Reviewed NBB

APPENDICES

ROLES AND RESPONSIBILITIES OF STAFF AT NEWBRIDGE

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.

SENDCo

The SENDCo'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 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 SEN provision in the school

The SENDCo 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 to raise achievement and improve the quality of education provided.

Key tasks include:

- the strategic development of SEND policy/provision including
- Overseeing the day-to-day operation of the school's policy for SEND and Learning Difficulties.
- Co-ordinating provision for children with learning difficulties or special educational needs
- Supporting staff in understanding the needs of SEND pupils
- ensuring objectives to develop SEND are reflected in the school development plan
- monitoring the progress of SEND pupils and keeping the SEND Register up to date
- overseeing the records of all children with special educational needs
- evaluating the effectiveness of teaching and learning of SEND pupils
- analysing and interpreting relevant school, local and national data concerning SEND pupils
- liaison with staff, parents and external agencies as required
- reporting to directors regarding special needs provision and development
- advising on a graduated approach to providing SEND support

ii. Teaching and learning

The SENDCo 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.

Key tasks include:

- identifying and adopting the most effective teaching approaches for pupils with SEND

This Policy applies to the whole school including the EYFS.

- monitoring teaching and learning activities to meet the needs of pupils with SEND through:
- Monitoring of teaching quality and pupil achievement.
- Assisting target setting, including ESPs and provision maps.
- 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, when appropriate.

iii. Leading and managing staff

The SENDCo will support staff who are involved in working with pupils with SEND 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 SEND provision when required.
- Working with the Headmistress and Directors to ensure that the school meets its responsibilities under the Equality Act, 2010 concerning reasonable adjustments and access arrangements.

iv. Efficient and effective deployment of staff and resources

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

Key tasks include:

- Identifying resources needed to meet the needs of pupils with SEND and advise the Headmistress of priorities.
- Maintaining and developing a range of resources, coordinate their deployment and monitor their effectiveness in meeting the objectives of the school and SEND policies.

TEACHER

The teacher's responsibilities are to:

- Meet the child's needs by appropriately differentiating the curriculum in all subject areas, when required.

- Make an initial identification of pupil about whom they are concerned and liaise with the SENDCo.
- Fill in the concern log, providing the SENDCo with a copy for the central files, while 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
- 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 SENDCo and alert the appropriate Key Stage co-ordinator
- Record all meetings with parents on meeting minute sheets, providing a second copy for the SENDCo's central school files.
- Record all other relevant communication, (e.g. with external agencies, emails or phone messages), on **Confidential Report to the Headmistress** if alternative paperwork or printouts are not made available, and keep in the class Learning Information file, making a copy for the SENDCo's central file.
- Devise suitable targets for Individual Target Sheets with support from the SENDCo (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 about learning concerns, learning difficulties or special educational needs or disabilities.

TEACHING ASSISTANTS

The responsibilities of Teaching Assistants are to:

- Follow the directions of the Class Teacher and SENDCo regarding 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 more intervention is appropriate to enable pupils to progress in their learning effectively.

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 teacher will fill in a Concern Sheet, 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 should have also been completed.
- Otherwise, a meeting should then be arranged with the parents to discuss the concern and a Meeting Sheet used to log the main points discussed and the next steps to be taken.
- The class teacher should inform the SENDCo, providing duplicate copies of the concern and meeting sheets for the central files. The Headmistress should also be notified informally by the SENDCo and teacher.
- If the parent initially approaches either the SENDCo or Headmistress, they will either refer the issue to the teacher who will follow the above procedure or consult with the child's teacher when completing the Concern Sheet.