



Special Educational Needs and Disability Policy

Information for Parents: This policy is available on request.

The Ursuline Preparatory School does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

COVID-19 Pandemic

We have enhanced our exacting standards to a new level across all aspects of school life as necessary. Changes are implemented based on guidance received from HM Government, Public Health England, H&S Executive, the ISA and our Local Authority.

We confirm that we have complied with the guidance as detailed in the government's directive to manage the risk of COVID-19 in school. We are receiving the full support of our Trustees, Governing Body, Staff and Parents.

As we are managing a Public Health issue, the nature of the guidance and advice is constantly changing. As a result, our internal policies, practices and procedures are continuously being reviewed and immediately updated. Therefore, the information contained in this document may change without notice.

1 Introduction

The Ursuline Preparatory School aims to provide a caring environment within which all pupils can learn and develop to their full potential. We recognise and act upon the importance of the National Curriculum requirement that all children have access to a broad and balanced differentiated curriculum. The Ursuline Preparatory School values the contributions and achievements made by all our pupils whatsoever their ability. We feel it is important that all pupils experience and achieve success in order to build self-esteem. We emphasise the involvement of all staff in maintaining high expectations for all pupils and in responding to the needs of all pupils.

The school recognises that under the provisions of the Disability Discrimination Act, special needs are observed as being relevant to the provisions of the act. The school undertakes to meet all reasonable costs to meet the diagnosed specific needs of individual pupils, but may need recourse to parental additional financial contribution in certain cases.

This policy was written in regard to the Special educational needs and disability Code of Practice: 0 to 25 Years (2015), the Equality Act 2010 and the Children and Families Act 2014. Further reference has been made to the National Curriculum in England Key Stage 1 and 2 framework document- September 2013.

The Special Educational Needs and Disabilities Coordinator (SENCO) is Mr Neil Moody, who is responsible for the day-to-day operation of the SEND policy.

The Head Teacher, Mrs Pauline Wilson has the responsibility for the day-to-day management of the SEND policy, for assessment and provision for pupils with SEND, for keeping governors informed and giving parents a ready point of access within the school.

This policy should be read in conjunction with the School's policies on:

- Accessibility;
- Admissions;
- Anti-Bullying;
- Curriculum;
- Teaching and Learning;
- Homework and Marking;
- First Aid.
- Health and Safety.

2. Guiding Principles

- In this school we have high expectations and set suitable targets for all pupils;
- In this school a special educational need is defined in accordance with the Special educational needs and disability Code of Practice: 0 to 25 Years (2015);

- All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil's Statement of Special Educational Need or EHC (Education and Health Care Plan);
- The support for children with special educational needs and disabilities is the responsibility of all staff;
- Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught.

Any adjustments or special facilities that might be required will be considered positively and accommodated, if possible and reasonable, in the light of other children's education and welfare.

3. Terms

SEN refers to a Special Educational Need. A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, 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. Taken from 2015 SEND Code of Practice: 0 to 25 years- Introduction xiii and xiv.

- AN refers to an Additional Need. Not identified as a Special Educational need but a need none the less that is creating a barrier to learning. This could well be a social need.
- SEND is a broader term that refers to an additional or special educational need or a need arising from a disability that requires service additional to that which is normally offered in school.

4. Objectives of the Special Educational Needs and Disabilities Policy

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with AN or SEND;
- To enable all pupils to participate fully and effectively in lessons;

- To make clear the expectations of all involved in the process; staff, parents and carers;
- To work in partnership with parents/ carers recognising the vital role they play in supporting their child's well-being and learning;
- To value and encourage the contribution of all pupils to the life of the school;
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard their ability entails;
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the Policy statement for AN and SEND;
- To work closely with outside agencies, where appropriate, to support the need of individual pupils;
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

The school recognises that under the provisions of the Disability Discrimination Act, special needs are observed as being relevant to the provisions of the act.

Any adjustments or special facilities that might be required will be considered positively and accommodated, if possible and reasonable, in the light of other children's education and welfare.

5. Adjustment for Special Educational Needs and Disability

The school is committed to improving access for pupils with special needs and will strive to make reasonable adjustment. The Accessibility Plan is available on the school website. Where a pupil has an Education, Health and Care (EHC) Plan, the school will provide, and implement effectively, education which fulfils its requirements in liaison with the Local Authority (LA).

6. The Identification and Assessment of Special Educational Needs

The trigger for intervention is where there is concern, (underpinned by evidence) that a pupil is making little or no progress in spite of receiving differentiated and personalised learning opportunities within the classroom.

The school follows the Special educational needs and disability Code of Practice: 0 to 25 Years (2015)' graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

Assess: the class teacher and SENCO should clearly analyse a pupil's needs before identifying a child as needing SEN support

Plan: parents must be notified if it is decided that a pupil is to be provided with SEND support

Do: the class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she retains responsibility for that pupil's learning by providing guidance to the SENCO as to what work should be undertaken.

Review: the effectiveness of the support should be reviewed in line with the agreed date. For IEP's (Individual Educational Plans) this will take place termly.

7. Additional intervention and support compliments and strengthens, but does not compensate for a lack of good quality teaching

- Pupils receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers or by the SENCO'S. The school has a system whereby any member of staff can raise concerns/issues with the class teacher, SENCO'S or Head Teacher about a child with SEND or who exhibits another barrier to learning.
- We involve parents/carers and the child in question as soon as we feel a pupil may have a barrier to learning.
- We are committed to the early identification and intervention of children who may have SEND. Monitoring the progress of all children is an on-going process which enables early identification of any children who may require additional or different provision to be made. More detailed observations are made in a variety of contexts as well as

careful monitoring of the curriculum. We obtain information from parents and when applicable any other records from the child's previous school. The school's assessment procedures (see Assessment Policy) provide information that is used to identify pupils with SEND. In school we use a range of assessment data e.g. relevant family/medical history, Foundation Stage Profiles, baseline assessment, Teacher assessments, SATs results and other formal tests. We also use a range of diagnostic tests as appropriate. Pupils who fail to make expected progress on the basis of accumulated evidence are placed on an Additional Needs Register. Parents are consulted regarding this decision.

8. Additional Needs

At this stage an Individual Educational Plan (IEP) is drawn up in consultation with the parents/carers and the pupil where appropriate. Occasional advice may be sought from external agencies to inform effective intervention. The format in use allows for close monitoring of progress towards short-term outcomes, agreed with pupils and parents/carers, which are reviewed termly. If a pupil fails to make the expected progress advice may be sought from external agencies which may include social as well as educational services. At this stage an SEN may be identified.

Adequate progress can be defined in a number of ways. It may be progress that:

- closes the attainment gap between the child and its peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self – help, social or personal skills;
- demonstrates improvements in the child's behaviour.

9. Increasing the level of support

The trigger for seeking further support is where despite receiving an individualised programme the child continues to make little or no progress over a long period of time. The child will be working well below that of expected standards for their age. Children at this stage may also have underlying

emotional and behavioral issues, sensory, physical and communication and interaction difficulties.

- The SENCO and Class Teacher will use the 'Essex Provision Guidance Toolkit' to help identify level of need and support required.
- The SENCO and Class Teacher will seek advice from external services;
- The Class Teacher and SENCO are provided with advice and / or support from the outside specialists;
- The Class Teacher and SENCO will ensure that additional or different strategies to those already used are put into place and added to the plan;
- The SENCO and Class Teacher will monitor and review action taken.

10. Education and Health Care Plans

For a very small minority of pupils, progress through SEND Support interventions may not provide adequate or even appropriate support. In these cases our School will:

- Consult parents/carers, Class Teacher and involved outside agencies and will make a request for an Education and Health Care Plan (EHP) through the Community Assessment Meeting (CAM).
- In this period, while the LA is considering the request, the pupil will remain supported by the school.

If a child in school has an Education and Health Care Plan, our School will:

- Follow the procedure for the school based provision;
- Supervise pupils' timetable, to accommodate the hours allocated to the pupil from a support worker;
- Will make sure that plans are prepared and review meetings take place;
- Will also plan an Annual Review to include the parents and further reviews as necessary;
- Will liaise with parents and medical experts where necessary.

11. The Head Teacher and SENCO would meet to discuss funding directly related to the ECHP

Role of teacher

- Is to record and identify any concerns on a 'Record of Initial Concern' form (KS2 & KS1) and pass it with supporting evidence to the SENCO. In EYFS the concerns will be raised with the early years SENCO directly;
- To differentiate the curriculum according to the pupils' needs;
- If a child is not making progress with high quality, differentiated teaching within the classroom, teachers will complete a monitoring sheet recording the strategies and procedures they have already tried and liaise with the SENCO;
- To work closely with the SENCO to decide the action required to assist the pupil to progress and formulate with the parents/carers an IEP;
- To deliver the targets where appropriate on the IEP;
- To work closely with the SENCO to regularly update and review plans for SEND children, with the extent of the SENCO's involvement being dependent on the needs of the child;
- To supervise and direct Learning Support Assistants to support children within the classroom when allocated.

Role of the SENCO

- For EYFS see Section 5 of the Special educational needs and disability Code of Practice: 0 to 25 Years (2015);
- For Primary see Section 6 of the Special educational needs and disability Code of Practice: 0 to 25 Years (2015);
- Manages the day-to-day operation of the policy;
- Co-ordinates and manages the responses to children's special needs;
- To inform parents of the intention to place the pupil on the Special Needs Register and invite them to discuss concerns and action to be taken with the support of the SENCO;
- Liaises with the parents, other professionals and external agencies in respect of children with SEND;
- Liaising with and advising colleagues;
- Co-ordinating the provision for children with SEND;

- Contributes to and manages the records of all children with special educational needs, and monitoring progress made;
- Maintains the register of additional needs;
- Manages the school-based assessment and completes the documentation required by outside agencies;
- Contributing to the in-service training of staff;
- Teaching pupils either one-to-one or in small groups;
- Ensuring that appropriate targets are in place, that relevant background information about children with SEND is collected, recorded and updated.
- The SENCO and the class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment, they may include;
 - Different equipment or learning materials
 - Extra adult time to advise the nature of the planned intervention and to monitor effectiveness

The SENCO, for KSI & KS2 is Mr Neil Moody and he can be contacted via the School Office.

Role of the Head Teacher

The Head Teacher is responsible for:

- The day-to-day management of all aspects of the school's work, including provision for children who have special educational needs;
- Managing and monitoring the implementation of the school's SEND policy and procedures;
- Keeping the SMT and the Governing Body fully informed about SEND issues;
- Providing an annual SEN and AN Information report. The content of the report is specified at Section 6.79 of the Special educational needs and disability Code of Practice: 0 to 25 Years (2015).

Role of the Governing Body

The Governing Body seeks to ensure that the needs of all pupils are met and that the provision made for pupils with SEND is adequate and secure.

The Governors are informed by the Head Teacher on the above matters. The governing body review the SEN policy with the Head Teacher and does its best to secure the necessary provision for any pupil identified as having special educational needs.

Support

Teaching Assistants and Special Educational Needs Assistants work under the direction of the Head Teacher, the class teachers and the SENCO. The Teaching Assistants at the Ursuline Preparatory School (UPS) will work with all children but the provision of such staff ensures that they will have designated time to work with children who might require additional support within the classroom.

The Special Educational Needs Assistants may support specific children or groups of children within the classroom. These are not necessarily children with SEND but by doing so they may free the class teacher up to work with SEND children. Special Educational Needs Assistants may also work with children with SEND or Additional Needs individually outside of the classroom either in 1:1's or in small groups, where they will undertake specific work to support the child's SEND.

Resources for the provision of Special Educational Needs

The school has a range of resources specifically for SEND children. Class teachers will be guided by the SENCO on additional resources that may be appropriate for use in classroom situations, and they are encouraged to build up some classroom-based resources that can be used by pupils when it is appropriate. Details of these resources are available from the SENCO. ICT is used to offer stimulating reinforcement work for pupils

12. Admissions arrangements

Pauline Wilson is the named person with particular responsibilities regarding admissions. All prospective parents are interviewed by Pauline Wilson, the Head Teacher, to discuss their application. The parents of a child with Special Educational Needs or having already a Statement of Special Educational Needs would follow the same admission procedure. The aim of the school is to meet the needs of every child registered at the UPS. No pupil will be refused admission solely on the grounds that they have a special educational need. Pre-school children identified with a special educational need may be allocated a full time place at the UPS. All parties should agree that the UPS would provide the most appropriate provision for the pupil.

13. Specialisms and special provision

The UPS is not registered as a school offering special provision in any specific area of special educational need.

14. Special facilities

There are no special fixed fixtures, fittings or equipment installed in the Ursuline Preparatory School at the present time. There is a removable ramp for wheelchair access to the ground floor and lower ground floor and the school hall has a Disabled Toilet.

The definition of disability covers a broad spectrum of impairments including physical disabilities, learning difficulties/disabilities and medical conditions. The UPS aims to provide access and support for pupils over a wide range of disabilities.

When a pupil enters the school with a disability or receives a diagnosis later on in his/her school career, the UPS would set in place an action plan to encourage the pupil to achieve to their full potential:

- The Head Teacher would initially discuss with the pupil's parents how the condition may affect their school life; any implications for learning, playing and social development. If necessary, the condition may be addressed in a whole school assembly or PHSEE assembly (as in the policy for epilepsy);
- The Head Teacher would seek permission from the parents to consult outside agencies e.g. members of the medical profession. The UPS may invite these experts into school to provide further training and information to school staff;
- The UPS would continue to liaise with professional bodies and associations in order to provide further guidance and support in that field and to help write a healthcare plan when necessary.

15. Pupils with SEND engage in the activities of the school

Pupils with SEND are not denied access to extra-curricular activities. There is a full timetable of extra-curricular activities available to pupils starting at the age of four years either early morning, lunchtime or after school clubs.

16. Evaluation of SEND practice

The SENCO'S monitor the movement of children with SEND within the school.

The SENCO'S provides the Head Teacher with regular summaries of the impact of the SEND policy on the practice of the school.

We can evaluate the success of the policy in a number of ways:

- Providing an effective system of identification & assessment;
- Keeping accurate records of all SEND pupils;
- Producing well defined and realistic IEP's;
- Reviewing the progress of pupils in relation to objectives set in IEP's;
- Recording progress in relation to National Curriculum assessments and teacher assessments;
- Recording pupil performance on norm referenced tests eg. INCAS;
- Evaluating parental participation and satisfaction when attending review meetings;

17. Complaints procedure

We have endeavoured to state clearly in this SEND policy document how we meet the needs of children with SEND, what provision is made and how children have access to that provision. If, however, a parent has a concern which they feel has not been noted by the Ursuline Preparatory School or they have a complaint regarding the SEND provision their child is currently receiving, parents should contact the Head Teacher. We would hope to be receptive to the views of the parent and to resolve the matter as promptly and efficiently as possible.

18. Staff training

The In-Service Training of staff in relation to SEND is linked with the School Development Plan. The SENCO has a degree in psychology and a postgraduate diploma in the teaching of students with specific learning difficulties and attends courses run by the LEA and other independent bodies. Other members of the Department attend courses and obtain qualifications relating to their specialist areas. The Special Educational Needs Assistants receive regular input from the SENCO

regarding their role and their responsibilities in meeting the needs of SEND pupils. The governing body actively encourages all staff to develop their skills in working with SEND pupils. We use the expertise of outside agencies to deliver courses to staff on SEND issues wherever possible.

19. Role played by parents

We value working in partnership with all parents and seek to involve parents in all decisions made regarding their children and SEND issues. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.

Arrangement for ensuring a close working partnership include:

- Discussion with parents as soon as staff are concerned about a child's progress;
- Parental participation and involvement with IEP;
- Parental concerns and views are noted;
- Parents may also request meetings with relevant teaching staff.

20. Transition arrangements

Arrangements between Key Stages 2 & 3

The UPS works in collaboration with the local Secondary Schools and makes arrangements for pupils to visit these schools on their Open Evenings and, subsequently, during their final term in Year 6.

Mrs. Wilson presents an annual Secondary School Selection Evening to the parents of years 5 & 6 during the early Summer Term. This provides an opportunity to discuss secondary transfer with their class teachers also. Past pupils are also invited back to relate their experiences on moving to their new schools. Transition arrangements also include liaison between schools and the transfer of records.

The UPS school will contact the SENCO of the secondary school for a child with SEND and liaise with them, a meeting between parents and SENCO's and child can be arranged if the secondary school feel it will be beneficial.

Arrangements between Key Stages 1 & 2

Parents of pupils about to move into the Junior Department are invited to attend an induction meeting with the Head of the Junior Department to inform parents of issues relating to Key Stage 2.