

## Particulars of the Educational and Welfare Provision for Pupils with Special Education Needs

<b>Reviewed by</b>	Head of Learning Support
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<b>ISI Codes</b>	A2A
<b>NMS</b>	3.1 & 16.1

***This policy is applicable to all pupils, including those in the EYFS.***

### Definition

The term 'special educational needs' (SEN) has a legal definition. At Sherborne Preparatory School, pupils are considered to have special education needs if they have a learning difficulty or disability which calls for special provision to be made for them. A pupil is deemed to have a learning difficulty if they have a greater difficulty in learning than the majority of pupils the same age, or has a disability which prevents or hinders the pupil from making use of education facilities provided for pupils the same age.

### Principles

We believe that all our pupils have a right to learn regardless of needs and have the same entitlement as their peers. The school's SEN policy is designed to support the provisions of the school's curriculum to all our pupils and offers positive approaches to meet their different needs. It is the responsibility of all the teaching staff to help identify any pupil who may have learning difficulties. They will also take every step to ensure all pupils can fully access the curriculum at a level suitable to ability. We actively encourage all our pupils to enjoy and participate fully in school life. We aim to prepare them to enter the adult world secure in their own worth and with respect for and understanding of others.

Sherborne Preparatory School aims to identify pupils with specific learning difficulties at the earliest opportunity and offer appropriate provision. The school seeks to offer pupils with specific learning difficulties full access to a broad and balanced curriculum.

## **Education and welfare provision for pupils with Education, Health and Care Plans**

Where the school is made aware of an Education, Health and Care Plan related to a child, or the child is issued with an EHCP whilst a pupil at the school, the following will take place. In conjunction with the Headmaster, the Director of Studies, external advisers and parents, the Head of Learning Support will discuss the requirements of the EHCP and devise appropriate measures. The overriding aim will be to provide for the requirements of the EHCP and ensure the best support for the child. If these cannot be met, the school will be unable to take the pupil.

### **Learning Support staffing**

The Head of Learning Support is responsible for the day to day implementation of the Special Educational Needs Policy. She and two Learning Support Tutors teach small groups and individuals with specific learning difficulties throughout the school. They can work alongside pupils in the classroom or out, depending on need. They liaise with each other and the form teachers.

Two Learning Support Assistants support pupils within the classroom and individually. They also work with small groups under the direction of the Head of Learning Support and class teachers. Two other Learning Support Assistants are employed to work on a one-to-one basis with specific individual pupils whose needs require in-class support for part of the school week.

In addition, SPS has one EAL teacher who teaches and supports EAL pupils individually. Please see separate EAL policy.

Some pupils receive support from outside agencies in conjunction with the support received in school. An external specialist may come in and work with the pupil and liaise with the Head of Learning Support and the pupil's parents. The school has a number of visiting educational psychologists, speech and language therapists, occupational therapists and all pupils have access to a school counsellor.

As an Independent School, all learning support lessons are charged to parents in addition to fees. The cost of sessions with external specialists are organised privately between the specialists and parents.

### **Objectives**

- To apply a whole school policy to meeting the pupil's individual needs as set down in The SEN Code of Practice for SEN (2014) and The Equality Act (2010) and Every Child Matters (2006).
- To ensure pupils with learning needs are identified as early as possible.
- To assess the pupil to identify specific areas of difficulty.
- To ensure all school staff are aware of the pupil's needs and are able to meet those needs within the school setting.
- To ensure pupils' records include information relating to their individual needs, interventions, strategies for in-class support and progress.

- To assist staff in modifying the curriculum to meet the pupil's needs within the classroom and provide INSET programme.
- To endeavour to ensure that each pupil with learning needs progresses to a suitable Senior School where his/her needs will be met.
- To ensure that no pupil with learning needs or disability is discriminated against on the basis of his/her disability.
- To work in partnership with pupil's parents and include the pupil in target setting written in an Individual Education Plan.

### **Responsibilities of the Learning Support team**

- Screen and record literacy skills and/or maths skills when appropriate.
- Help subject teachers identify and make provision through classroom differentiation and support throughout the school.
- Provide targeted and/or specialist teaching to groups or individuals in response to needs identified at Wave 2 or Wave 3.
- Keep IEPs and provision maps updated and under review according to the review timetable.
- Provide information on the types of specific learning needs of pupils, as well as behaviour and teaching strategies where appropriate, to all members of staff who may be involved with them.
- Liaise regularly with parents.
- Liaise with future schools to ensure a smooth transition process
- Ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

### **Whole School Approach**

There is a whole school approach, which involves all staff, in supporting pupils with specific learning difficulties. All school staff are made aware of each pupil's needs at staff and assessment meetings and through information in learning support files, termly notes, Individual Educational Plans and the SEND Register. All staff have a responsibility to differentiate lessons to cater for individual learning needs.

Staff attend INSETs and CPD training, as organised by the Head of Learning Support. They also have access to a specific Sherborne Prep "one-stop-shop" specific learning difficulties website. This website clearly defines the learning difficulties present within the school, along with signs/symptoms, classroom strategies and further information and resources if needed.

### **Admission Arrangements**

Pupils entering the school will usually spend a day with their year group and be assessed by the form teacher and subject teachers. If a pupil has already been identified as having learning needs, relevant reports should be shared with the Head of Admissions and/or Head of Learning Support. If necessary, the Head of Learning Support will meet and assess the pupil and talk to parents. Pupils are admitted to the school at the discretion of the Head teacher. Pupils with specific learning

difficulties will be admitted if the school can offer appropriate provision and support. However, every effort will be made to accommodate a pupil with learning needs. A review of the pupil's needs is also made on transfer from the Pre-Prep to the Prep School.

## **Procedure of Identification and Assessment**

A pupil's needs may become apparent through:

- Admission procedures
- Teaching within nursery or classrooms
- School screening procedures
- Regular school monitoring and tracking
- Parental concerns
- Information provided by previous school.

Children with SEN would be identified as needing support in:

- Communication and language,
- Cognition and learning,
- Social, emotional and mental health,
- Sensory/physical needs

## **The Referral Process**

The school has in place a structured referral system. This flow diagram is posted on the notice board in the staff room, and all teachers are made aware of the correct channels to go through when they have concerns about a pupil. An "initial referral form" will be completed and shared with the Head of Learning Support. The Head of Learning Support may then observe the pupil of concern, in their classroom setting, as well as analysing written work where appropriate.

When relevant, the Head of Learning Support may then carry out further testing. These tests will highlight any areas of weakness that could then be addressed by the class teacher and/or a specialist teacher in a one-to-one setting. The internal assessment results will then be discussed with parents and form teacher and further action considered if relevant.

It may be necessary to consider a more formal assessment by an Educational Psychologist, Speech and Language Therapist, Occupational Therapist or another external specialist. This can usually be organised through the school. These outside agencies will require specific information about the pupil prior to the pupil being seen by them. Sometimes requests are made to parents for a pupil to have an updated sight and/or hearing test. These tests should be organised by the parents or carers.

Early intervention is key. The Head of Learning Support meets with the Head of Pre-Prep regularly to discuss any pupils of concern in the Pre-Prep.

## **Provision for Learning Needs**

Once a pupil's difficulties have been identified, appropriate provision is made. We operate a wave intervention structure at Sherborne Prep School. Pupils are placed in Wave 1 as the first layer of identification. This specifies pupils who are a cause for concern but as yet do not need intervention other than that provided in class. This list is updated every term and pupils can be taken off, kept on or moved to Wave 2 (the next stage) as appropriate. Wave 2 pupils may either be receiving learning support in a group setting or individually, but they do not require an Individual Education Plan. If a pupil is receiving 1:1 support and requires an Individual Education Plan, then he/she will be considered as Wave 3. In the event that this level of intervention does not enable the pupil to make satisfactory progress the Head of Learning Support may need to seek advice from external agencies.

All support is carried out in partnership with parents and we use the graduated approach of: assess, plan, do, review.

## **Pre-Prep Pupils**

Children in Pre-Prep are monitored regularly and tracked using Tapestry (EYFS and KS1 goals), in addition to formal assessment at the end of EYFS and at the end of Year 2.

Where a child seems to be behind expected levels, staff will consider all aspects of the child's learning, using observations made and will consider whether further assessment or specialist advice is required. The Head of Pre-Prep meets weekly with staff to discuss children and raise any concerns. In addition, each class teacher provides a weekly summary of children to the Head of Pre-Prep, where concerns are noted. The Head of Pre-Prep meets regularly with the school's Head of Learning Support to discuss children of concern and decide whether they require further assessment or intervention and whether they should be included on the SEN register. Parents are also consulted. A multi-agency approach would be used if required, supported by approaches such as the Early Help Assessment.

## **Transition from EYFS to KS1 Pre-Prep or to another school**

Children in the EYFS are socially integrated within the Pre-Prep on a daily basis through: joint assemblies, mixing with the Pre-Prep children and staff at playtime and Reception are included within the main body of the Pre-Prep building. There are planned transition sessions during the summer term where children meet their new teachers in their new classrooms. EYFS children with additional needs may have additional opportunities to visit and become familiar with staff and the new environment on a 1:1 or small group basis, depending on their needs. Any graduated response would carry over automatically into KS1. SEN information would continue to be kept centrally within the Pre-Prep and on ISAMS, and shared with the School SENCo during regular meetings.

## **Transition from Pre-Prep to Prep**

In the summer term of Y2, the Pre-Prep pupils spend a morning in the Junior Department with Y3 teachers. Any graduated response would carry over automatically into the Prep School. In the summer term preceding transition, the Year 2 teachers will discuss SEN pupils moving into Y3 with the SENCo, and with Y3 teachers as necessary.

### **Individual Educational Plans**

A pupil receiving individual support may have an Individual Educational Plan (IEP). These are written for pupils who are not making the progress expected and require at least one hour per week of specialist intervention from the Learning Support Department. IEPs are written and reviewed termly and are written in collaboration with teachers, pupils and parents. IEPs focus on individual targets and the teaching strategies used to ensure that these targets are met. The Individual Educational Plan is distributed to the teachers and parents of the pupil. Parents of pupils receiving individual support are invited to Learning Support Parent Evenings which are held twice annually. Here progress is discussed and targets set for the following term.

### **Timetabling**

The amount and type of support offered to a pupil is dependent on need. Where possible, pupils will not be withdrawn from lessons unless it is necessary to do so. When a pupil needs to be withdrawn for Learning Support, every effort is made to ensure that a pupil does not miss the same lessons every week. Their individual strengths are also taken into account in addition to the advice of staff members and parental requests. Some support lessons, interventions for spelling, reading, literacy skills and maths are given during other times within the school day.

### **Additional support**

In addition to in-class support and individual or group support lessons, some pupils use specific programmes to support their learning. This may involve the use of assistive technology through the use of laptop computers in lessons, chrome books and/or iPads. Specific programmes may also be suggested to support learning such as Nessy, CogMed, Doodlemaths, Toe by Toe, Dancing Bears, Stride Ahead and Stairway to Spelling. Pupils who board and receive learning support can be assisted by Gap students or boarding staff.

### **Exam Procedures**

In school exams, access arrangements such as 25% extra time, a reader, a scribe and/or supervised rest breaks may be granted. All special arrangements for examinations are overseen by the Head of Learning Support and are only implemented on the recommendation of a qualified assessor.

Future schools are consulted, where relevant, to agree on specific exam access arrangements for entry tests and exams. Special exam provision is required subject to a recommendation by qualified assessor.

## **Communication**

Sherborne Prep School is committed to developing solid partnerships with parents/carers and strongly believes that this will enable pupils and young people with SEN to achieve their learning potential. We recognise that parents/carers have a unique overview of the pupil's needs and how best to support them, and that this gives them a key role in the partnership.

We firmly believe education is a three way partnership of the teacher, parent/carer and pupil and we ALL have to work together to offer the best opportunities possible for our pupils to achieve success. The Learning Support Department operates an open door policy, so that parents and pupils can visit and meet as often as they need to discuss matters arising. Parents are also invited to two Learning Support parent meetings per year.

Teachers, tutors and boarding staff have a duty to share information and advice about pupils. This can be done in weekly Children of Concern, Pastoral Care and general staff meetings. The Learning Support department also holds fortnightly meetings to discuss pupils, progress, monitoring and development of the department.

The Head of Learning Support will liaise with staff to inform them about advice given by Educational Psychologists. Every term information is circulated to all staff giving an outline of the pupil's needs. Updated IEPs are also sent to all staff. In the staffroom copies of all IEPs, SEND registers, advice, information and resource suggestions are kept in a file for all staff to look at. All key information is also available on iSAMS and Sharepoint.

## **Emotional and Behavioural Difficulties**

Some behaviour or emotional needs can interfere with and inhibit learning and social relationships. Such behaviour is shared with form teachers and the Pastoral Care team, so that appropriate strategies and/or action can be agreed. In some cases, where a pupil's social, emotional and behavioural difficulties need further intervention, it may be necessary to instigate a Welfare Plan and Social/Behavioural IEP ensuring correct support is targeted. Occasionally the pupil may need to be referred to a GP, Counsellor or Educational Psychologist and an individualised programme written into an IEP where particular areas of difficulty are targeted.

## **Support for all pupils in Sherborne Prep**

Any pupil is welcome to visit the Learning Support room whether or not they receive special provision. They are welcome to discuss any learning difficulties they may have with a member of the Learning Support Team.