



SHERBORNE PREP

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

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Executive Summary

This policy outlines the way that pupils with special educational needs and disabilities (SEND) are identified and supported at Sherborne Prep and is applicable to all pupils, including those in the Early Years Foundation Stage (EYFS) setting.

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Definition

The term ‘Special Educational Needs and Disabilities’ (SEND) has a legal definition. At Sherborne Prep, pupils are considered to have a special educational need if they have a learning difficulty or disability that makes it harder for them to learn than most children of the same age and require special educational provision. This provision is additional to, or different from, the standard educational support offered to other children of 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 SEND 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 their 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.

The school's commitment to accessibility and inclusion is also outlined in our **Accessibility Plan**, which meets the requirements of **Schedule 10 of the Equality Act 2010** and sets out how we will continue to improve access for pupils with disabilities.

Sherborne Prep 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 (EHCP) related to a child, or the child is issued with an EHCP whilst a pupil at the school, the Head of Learning Support, in conjunction with the Headteacher, Senior Deputy Head Academic, external advisors and parents 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 and Disabilities Policy across the school and holds the qualification of National Award for Special Educational Needs Coordination. The Head of Learning Support teaches individuals with specific learning difficulties throughout the school and works alongside pupils in or out of the classroom, depending on need. The Head of Learning Support also works with class teachers to ensure appropriate provision is in place and provides additional training when necessary.

Three Teaching Assistants support pupils within the classroom and individually; one is based in Pre-Prep and two work across the year groups. They also work with small groups under the direction of the Head of Learning Support, Head of Pre-Prep and class teachers. One Teaching Assistant has additional responsibility for providing emotional support and intervention to some pupils.

Sherborne Prep has one teacher of English as an Additional Language (EAL) who teaches and supports EAL pupils individually. Please see our separate EAL policy for more information.

Some pupils receive support from outside agencies in conjunction with support received in school. An external professional may come into school and work with the pupil and liaise with the Head of Learning Support and the pupil's parents. The school has several visiting professionals including Educational Psychologists, Speech and Language Therapists and Occupational Therapists.

As an Independent School, Learning Support lessons are charged to parents in addition to fees, as outlined in the fee structure. The cost of sessions with external professionals are organised privately between the professionals and parents.

Objectives

- To apply a whole school policy to meeting the pupil's individual needs as set down in the SEND Code of Practice (2015) 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 can meet those needs within the school setting.
- To ensure the pupil's record includes 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 appropriate training through the school's INSET programme.
- To endeavour to ensure that each pupil with learning needs progresses to a suitable senior school where their needs will be met.
- To ensure that no pupil with learning needs or disability is discriminated against based on their disability.
- To work in partnership with the pupil's parents and to include the pupil's views in target setting.

Responsibilities of the Learning Support team

- Screen and record literacy skills and/or maths skills when appropriate.
- Help subject teachers identify learning needs 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.
- Regularly review and update Pupil Profiles, including the views of the pupil.
- 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 through Learning Support parent meetings.
- Liaise with future schools to ensure a smooth transition process.
- Liaise with external professionals and implement recommendations where appropriate.
- Ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and exam access arrangements.

Whole School Approach

There is a whole school approach, which involves all staff, in supporting pupils with special educational needs and disabilities. All school staff are made aware of a pupil's needs at staff INSET and teacher meetings and through information in learning support files, termly notes, Pupil Profiles and the SEND Register. All staff have a responsibility to differentiate lessons and consider reasonable adjustments to cater for individual learning needs.

Staff attend INSET and CPD training, as organised by the Head of Learning Support and have access to general SEND information in the staff workroom.

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 and 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 SEND would be identified as needing support in:

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

The Referral Process

The school has in place a structured referral system through CPOMS. Teachers log their concerns with strategies and actions taken so far either on CPOMS or on an Initial Cause for Concern form. The Head of Learning Support receives notification of all SEND concerns logged on CPOMS and after discussion with the teacher may then observe the pupil of concern in their classroom setting, as well as analyse written work and current data, where appropriate.

When relevant, the Head of Learning Support may carry out further assessments. These tests will highlight any areas of weakness that could be further 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 class 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.

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

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. Pupils are placed in Wave 1 as the first layer of identification. This specifies pupils who are a cause for concern but do not need intervention other than that provided in class or children with an identified learning need who are making expected or above progress through good quality classroom teaching. This list is updated every term and pupils can be taken off, kept on or moved to the next stage of Wave 2 as appropriate. Wave 2 pupils will be part of small group intervention programmes or in-class supported groups. If a pupil requires individual support, then they will be considered as Wave 3. The Head of Learning Support may seek advice from external agencies to ensure that the correct strategies and provision are in place.

All support is carried out in partnership with parents and follows the graduated response of assess – plan – do – review.

Pre-Prep Pupils

Children in Pre-Prep are monitored regularly and observed 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 below expected levels, staff will consider all aspects of the child's learning, and using observations will consider whether further assessment or specialist advice is required. Concerns and observations are recorded on CPOMS. The Head of Pre-Prep meets regularly with staff in Pre-Prep to discuss children and raise any concerns. The Head of Pre-Prep also meets regularly with the school's Head of Learning Support to discuss children of concern and to decide whether they require further assessment or intervention and whether they should be included on the SEND register. Parents are consulted and involved in discussions around support. A multi-agency approach may be used if required, including services available through the Early Help and Best Start in Life teams.

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

Children in the EYFS are socially integrated within the Pre-Prep daily through joint assemblies, school events and mixing with the Pre-Prep children and staff at playtime. Reception class is 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 an individual or small group basis, depending on their needs. Any graduated response carries over into KS1. SEND information is kept centrally within the Pre-Prep and on ISAMS and shared with the Head of Learning Support 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 carries over automatically into the Prep School. In the summer term preceding transition, the Year 2 teachers will discuss SEND pupils moving into Y3 with the Head of Learning Support, and with Y3 teachers as necessary.

Pupil Profiles

A pupil receiving individual support will have a Pupil Profile. These are written for pupils who may not be making expected progress and who require specific, specialist intervention from the Learning Support Department or pupils with special educational needs that require strategies and support additional to and different from their peers. Pupil Profiles are written in collaboration with pupils, parents and teachers and circulated to staff and parents following termly reviews. Pupil Profiles outline a pupil's strengths and difficulties and include strategies for class teachers. For pupils receiving individual learning support lessons their Pupil Profile will also include targets and specific resources.

Emotional and Behavioural Difficulties

Some behaviour or emotional needs can impact on learning and social relationships. Such needs are shared with form teachers and the Deputy Head Pastoral, 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, a support plan might be instigated. Occasionally the pupil may need to be referred to an external provider for more specialised support including GP, Portage, Counsellor or Education Psychologist services. Support strategies and targets will be recorded on an individual Pupil Profile to monitor progress and to ensure that the correct provision is in place. The Head of Learning Support works closely with the Deputy Head Pastoral including regular meetings to identify and review pupil support.

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 lessons, every effort is made to ensure that a pupil does not miss a core curriculum subject and the same lesson every week. Their individual strengths are also considered, in addition to the advice of staff members and parental requests. Some support lessons, for example interventions for spelling, reading, literacy skills and maths may be given during other times within the school day.

Additional and Reasonable Support

In line with the Equality Act (2010), Sherborne Prep makes reasonable adjustments to ensure that pupils with SEND or disabilities are not disadvantaged. This may include the use of assistive technology, such as laptops or iPads, as part of everyday classroom practice. In addition to these adjustments, some pupils receive targeted support sessions or specific intervention programmes to address individual learning needs. Pupils who board and receive learning support may be assisted by boarding staff.

Exam Procedures

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

Future schools are consulted, where relevant, to agree on specific exam access arrangements for entry tests and exams.

Communication

Sherborne Prep is committed to developing solid partnerships with parents and strongly believes that this will enable pupils and young people with SEND to achieve their learning potential. We recognise that parents have a unique overview of their child'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 and pupil and we all must 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 meetings, general staff meetings and through CPOMS. The Learning Support team also meet regularly to share information and good practice.

The Head of Learning Support liaises with staff to inform them about advice given by Educational Psychologists and other professional reports. Staff have access to the SEND Register, Pupil Profiles and summaries of professional reports via SharePoint and a link to updated information is sent regularly to staff.

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 or concerns they may have with a member of the Learning Support Team.

Review

This policy is monitored and reviewed annually by the Senior Deputy Head Academic in consultation with the Head and the Head of Learning Support. The impact of SEND provision is evaluated through analysis of pupil progress data, termly reviews of Pupil Profiles, staff and parent feedback, and the outcomes of interventions to ensure continuous improvement in provision.

Appendix 1: Summary of Changes

- This is the first issue of this policy in the updated policy template.