



Kew Green Preparatory School

SEND POLICY SPECIAL EDUCATIONAL NEEDS AND DISABILITY ACCESS

1. Introduction

Definition of Special Educational Needs and Disability (SEND)

'The term Special Educational Needs and Disability refers to children who have learning difficulty or disability which calls for special educational provision, which is different from or additional to what is normally provided to children of the same age.'

Children have a learning difficulty if they:

- a) *have significantly greater difficulty in learning than the majority of children of the same age.*
- b) *have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.*
- c) *are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.*

Children must not be regarded as having a learning difficulty solely because the language or form of language in their home is different from the language in which they will be taught.

Special educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.

2. Kew Green Preparatory School Values

At Kew Green Preparatory School we believe all children have skills, talents and abilities and we have a responsibility to develop these to the full. We therefore endeavour to:

- ❖ Ensure that the necessary provision is made for any pupil who has learning difficulty or disability to enable them to make progress.
- ❖ Make those learning difficulty or disability known to all who are likely to teach them.
- ❖ Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have learning difficulty or disability.
- ❖ Ensure that a pupil who has learning difficulty or disability is included in the activities of the school and receives a broad and balanced curriculum.

3. This policy takes into account:

- ❖ The Children and Family Act Of 2014
- ❖ the Special Educational Needs and Disability Regulations 2014
- ❖ the Special Educational Needs and Disability (Personal Budgets) Regulations 2014
- ❖ Supporting pupils at school with medical conditions (2014)

4. Aims

- ❖ To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, emotional, communication or cognitive development.
- ❖ To use the Code of Practice procedures to take a graduated approach to identifying and supporting pupils with SEND.
- ❖ To ensure that these pupils are fully included in all activities, given appropriate support, allowing them full access to the curriculum and promoting the highest level of achievement.
- ❖ To involve school staff, parents, pupils and professionals in developing a partnership of support to enable joint planning between all parties.
- ❖ To provide high quality provisions to meet the needs of pupils with SEND and monitor and evaluate resources, in order to effect improvements.
- ❖ To collaborate between Education, Health and Care to provide effective support to pupils with SEND.
- ❖ To focus on inclusive practice and removing barriers to learning.

5. Co-ordinating and Managing Provision

The SENCO Eve Frolich is responsible for:

- ❖ Overseeing the day-to-day operation of Kew Green Preparatory School's Progress Centre (SEND).
- ❖ Ensuring that relevant background information about individual children with learning difficulty or disability in school is collected, recorded and updated as appropriate.
- ❖ Liaising with and advising all staff on SEND matters.
- ❖ Co-ordinating the provision for pupils with SEND.
- ❖ Overseeing the records of all pupils with SEND.
- ❖ Ensuring that an Individual Education Plan is in place.
- ❖ Contributing to the in-service training of staff.
- ❖ Liaising with parents of children with SEND, external agencies and Local Education Authorities.
- ❖ Organising and chairing Annual Reviews of pupils with an Education, Health Care plan (EHC plan) to measure the effectiveness of the support and the impact on the pupil's progress.
- ❖ Collecting and presenting evidence for multi-professional assessments.
- ❖ Managing a small team (teachers and learning support assistants).
- ❖ Managing the SEND budget.
- ❖ Reviewing and amending the SEND Policy annually.
- ❖ Recommending appropriate SEND training for staff at Kew Green.
- ❖ To involve teaching and non-teaching staff in the development and implementation of the SEND policy so that they are fully aware of the procedures for identifying, assessing, monitoring and making provision for pupils with learning difficulty or disability. This includes differentiated planning, assessment and record keeping.

6. Identification, Assessment and Review

Identification

This involves the gathering information by Liaising with class teachers, parents, pre-school providers, previous schools and outside agencies.

Assessment and Review

Pupils identified as needing SEND support would have the class teacher and SENCO providing a clear analysis of their needs. This would follow a graduated approach in accordance with the 2014 SEN Code of practice.

Initial Concerns

Parents or professionals from outside agencies may inform us of concerns about a child's development. Staff may also become aware that a child is experiencing difficulties through their teaching, assessments and observations.

7. Concerns are highlighted when pupils:

- ❖ Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- ❖ Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- ❖ Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed in the school.
- ❖ Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- ❖ Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- ❖ Parents are informed when the school have initial concerns and these concerns are discussed with them.

Many early concerns respond to the support strategies that are put in place to help pupils with their learning. If a child does not make significant progress despite this support, further action is taken.

8. Statutory Assessment

A small minority of pupils who have significant difficulties may undergo an Education, Health and Care needs assessment in order to establish their specific Educational Needs. If the Local authority decides that the issuing of an EHC plan is necessary, then the pupil's learning needs and provision will be written in the Plan. This will be reviewed annually by the school; the school undertakes to carry out the requirements as outlined in the EHC plan. The requirements might include an Individual Education Plan (IEP), LSA support, OT SALT and other professional agency support. The EHC plan will also have a personal budget attached.

9. Pupils with EHC Plan

In KGPS we accept applications from parents of children with EHC plan and if they are accepted into the school we undertake to carry out the specific requirements as outlined in the plan.

There will be ongoing assessment, reviews and record keeping in line with the SEND Code of Practice and school policy. Parents are kept informed at all stages. Partnership with parents and the exchange of information with external agencies are particularly important in order that the learning needs of pupils with SEND are effectively met.

10. PROVISION MAPPING

A provision map contains the Intervention(s) for the child which is *additional to or* different from the standard provision and it includes:

- ❖ The Intervention / Provision
- ❖ SMART Targets and outcomes
- ❖ Teaching strategies.
- ❖ Time /support
- ❖ Number of weeks / review date.

Learning support in school is offered in small groups or on a one-to-one basis.

11. Support Available and Access Arrangements

The school aims to ensure that the curriculum, site and facilities are fully accessible to children with SEND. In the light of evidence about a child's particular needs, provision can include:

- ❖ Improving access as far as is reasonable through physical changes to the building.
- ❖ Providing extra resources.
- ❖ Appropriate and effective classroom management, planning for differentiation and adult support to meet the needs of the pupil.
- ❖ Alerting all teachers and support staff to the pupil's needs and providing appropriate training and information.
- ❖ Helping pupils to develop appropriate practices and strategies to enhance and develop their learning skills.
- ❖ Ongoing consultation with school staff, parents and pupil.
- ❖ Developing and maintaining links with support agencies, mainstream schools and specialist schools and units.

The school aim to include pupils with SEND in all lessons as far as is reasonably practical. However, in the best interests of a pupil there may be occasions or periods of time when the best solution is withdrawal for specialist teaching. Parents and pupils will always be involved in discussions when these situations arise and the welfare of pupils will be the major factor considered when decisions are made.

Teachers and adults working with children will adhere to the schools Health and Safety Policy and carry out risk assessments when taking pupils on trips. The school will take reasonable steps to ensure that all pupils are included in classroom activities, visits and trips.

12. Concerns/Complaints/Further Advice

Any concerns regarding the provision made for children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice they should arrange a meeting with the SENCO. If they are still not satisfied that their concerns are being addressed they should make an appointment to see the relevant Head of Lower/Upper School, then the Head teacher

A lists of chartered Educational Psychologists, Psychotherapists and Speech and Language Therapists are available from the SENCO on request.

13. Staff Development

- ❖ Staff will attend SEN courses, which are of interest and have a particular bearing on children they are supporting.
- ❖ The SENCO will provide appropriate SEN staff INSET.
- ❖ Staffs are given regular opportunities to develop confidence and skills to work with pupils with special needs.

14. Partnership with Parents

We aim to promote a partnership with parents.
We will do this through:

- ❖ Involving parents as soon as concerns are raised.
- ❖ Ensuring all parents is made aware of the arrangements of SEN including the opportunities for meetings between parents, SENCO and staff working with their children.
- ❖ Providing open door access to the SENCO to discuss pupils learning needs.
- ❖ Organising reviews of progress for pupils with an IEP, Provision map and an EHC plan.
- ❖ Supporting parents' understanding of the SEN Code of Practice and external agency advice and support.

15. Links with Other Settings, Schools and External Agencies

We will ensure we have parents' consent that their child's records are passed on when they move to a different school; and liaise with support services when appropriate to determine a smooth transition.

16. Confidentiality

Our work with pupils and families will bring us into contact with confidential information. To ensure that all those working at Kew Green can do so with confidence. We respect confidentiality in the following ways:

- ❖ Parents will have access to the files and records of their own children, but will not have access to information about any other pupil.
- ❖ Staff will not discuss individual pupil, other than for the purposes of their learning needs and only with their parents / carers and professionals that work with the child.
- ❖ Information given by parents/carers to the school will not be passed on to other adults without their permission.

Written by: Eve Frolish – SENCO

Read and Approved by: LPS Directors, Senior Leadership Team

Date: September 2017

Review Date: October 2018