Kew Green Preparatory School

SEND policy (including EYFS)

1. Introduction

The SEND policy is reviewed annually by the SENDCo as part of Kew Green Preparatory School's monitoring and evaluation cycle. The review includes looking at the effectiveness of identification, provision, efficiency of record keeping and resources.

PERSON RESPONSIBLE: SENDCo, Emma Kelly
DATE AGREED: September 2025
DATE TO BE REVIEWED: September 2026

This policy document is a statement of the aims, practices and strategies we have agreed to ensure the effective and efficient provision for children with Special Educational Needs and Disability at Kew Green Preparatory School. It takes into account the SEND Code of Practice (DfES 2015), The Children and Family Act of 2014, the Special Educational Needs and Disability Regulations 2015, The Equality Act 2010 and Supporting Pupils at School with Medical Conditions (2015). It is also written in line with the aims and the ethos of the school, as outlined in school documentation, including the Curriculum Policy and the Safeguarding Policy.

Definition of Special Educational Needs and Disability (SEND)

The term Special Educational Needs and Disability refers to children who have a 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.

A person is said to have a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities (Equality Act 2010).

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. Aims and 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. All teachers are responsible for the learning of all children in their classes, including those with SEN. Every teacher is a teacher of every child or young person including those with SEND. In line with the school's philosophy, we endeavour to:

- Ensure that the necessary provision is made for any pupil who has learning support needs or SEND to enable all pupils to make progress.
- Make those with learning support or SEND needs 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 support needs or SEND.
- Ensure that a pupil who has learning support or SEND needs is socially included in the activities of the school and receives a broad and balanced curriculum.
- Identify at the earliest opportunity all children who need special consideration to support their physical, sensory, emotional, communication or cognitive development.
- Ensure teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants and specialist staff.
- To ensure that all children are welcomed and given appropriate support to allow every child full access to the Curriculum in a positive framework, including Early Years Foundation Stage (EYFS), and promoting the highest level of achievement.
- Plan, Do, Assess, Review in order to monitor and support all pupils who may have SEND.
- Involve parents, pupils and others in developing a partnership of support, enabling them full confidence in the strategy as adopted by the school.
- Provide the best setting to meet the needs of children with SEND and monitor and evaluate the site and resources, in order to effect improvements.
- Share a commitment to inclusion and a partnership approach to provision.
- Ensure the school as a whole – and the Head and the SENDCo in particular – cooperate with interested agencies and comply with the Code of Practice in ensuring appropriate support and provision for children with SEND and EHC plans in place.

3. Raising a concern about a child

The school follows the SEND Code of Practice 2015: 0 to 25 years graduated approach with regard to identification, assessment and review of pupils with SEND or learning support needs. There are four key elements to the graduated approach – Assess, Plan, Do, Review.

Staff may become aware that a child is experiencing difficulties through their on-going class assessments, observations and monitoring. Parents or other agencies may also inform us of concerns about a child's development. The process from an initial concern being raised is outlined in Appendix 1. The referral form for staff to complete to initiate a referral can be found in Appendix 2 or in the 'SEND information for Staff' area on sharepoint.

4. Learning Support Provision through the Progress Centre

Many pupils presenting with initial concerns respond to the additional support or alternative strategies used in class to help children with their learning. These strategies can be found in the handbook. If a child does not make progress despite this support or there is a severe concern, they may require some additional support from our Progress Centre.

The triggers for this support could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted to 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.

5. Reviewing Learning Support Provision

Children receiving learning support are reviewed termly. The process and possible outcomes for when a child is reviewed are outlined in appendix 2.

If the pupil is not making the required progress when reviewed following personalised interventions as well as quality first teaching (QFT), further external assessments may be recommended.

6. SEN

There are 4 broad areas of need:

1. Communication and interaction, including
   SLCN (Speech, language and communication need)
   Autism Spectrum Disorder
2. Cognition and Learning, when children learn at a slower pace than their peers, even with appropriate differentiation
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

Identification of SEN and the SEND register

A pupil may be identified as having SEN and placed on the SEND register for the following reasons:

- The pupil has a long term, identified and diagnosed disability which impacts upon their learning or their ability to access the learning environment.
- The pupil has previously been receiving learning support lessons and/or support from external professionals/therapists but is not making the expected progress. Further external assessments may be recommended at this stage if they haven't been already carried out.
- The pupil has come from another setting where they have been on the SEND register. They will transfer onto the KGPS register automatically to ensure focused support is provided upon their arrival, this will then be reviewed at the end of their first half term at the school.

In some cases, the needs of a pupil with SEN can be met within the classroom setting through QFT, TA assistance and appropriate adjustments.

All pupils with SEN are monitored to ensure that their needs are being met and they are making progress.

The SEND register is reviewed and updated on a continuous basis.

The SEND register is saved on Sharepoint and is accessible for all staff. It is also discussed during INSET at the start of each term.

Statutory Assessment for an EHCP

A small minority of pupils who have significant and/or complex needs may undergo an Education, Health and Care needs assessment in order to establish their specific needs and the range of provision required to meet those needs. If the Local Authority (LA) decides that the issuing of an EHC plan is necessary, then the pupil's SEN and provision will be summarised in that plan. The school will support the specific requirements as outlined in the EHC plan. This will include devising a Learning Plan with targets reflecting the needs summarised in the EHC plan, suggestions of specific strategies, intervention programmes, modifications to the curriculum and/or extra support the child may need.

The Learning Plan will be reviewed termly and the EHCP will be reviewed annually. Contributions to the Learning Plan may be from the teacher, the SENDCo, the teaching assistant, the parents, the pupil and any outside agency involved with the pupil.

There will be on-going assessment, review and record keeping in line with the SEND Code of Practice and the school's policy documents. 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 needs of children with SEN are met effectively.

7. Sharing Information with staff

All relevant information for staff is available on Edukey (online database) and Sharepoint. It is the teacher's responsibility to consult this list to inform themselves of the needs of every child in their care.

The information that is shared is:

- The Provision Map details which children are receiving interventions in the Progress Centre including the day, time and with which member of the team.

- The SEND register records those pupils designated as having SEN.
- Learning Plans for children on the SEND register.
- Pupil Passports for children on the SEND register
- Access Arrangements for in school tests and exams
- A list of children who have seen an external specialist and key findings

There is also information about the main types of additional needs staff may be required to support as well as resources and ideas to assist them in meeting specific needs.

8. Support Available and Access Arrangements

The school aims to ensure that the curriculum, site, and facilities are fully accessible to children with learning support needs or 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 main building, the Reception Lodge and the Nursery.
- Appropriate and effective classroom management plans, planning for differentiation and adult support to meet the needs of the pupil.
- Essential, on-going consultation with parents and pupil
- Developing and maintaining links with support agencies, other mainstream schools and special schools through visits, membership of professional bodies, etc.
- Alerting all teachers and support staff to the pupil's needs and providing appropriate training and literature.
- Helping the pupils develop appropriate practices and strategies for taking down and recording information e.g. by using a laptop or providing a scribe
- Providing alternative sources of information.
- Enabling access arrangements for tests and exam situations, where appropriate.
- Providing support from external professionals: Speech and Language therapist, Occupational Therapist, Physiotherapist, Counsellor, Play Therapist.
- When appropriate and agreed with the school and at an additional cost, 1:1 support and provision arranged for specific needs and EHCP requirements.

Any pupils with SEN are included as fully as possible in all the activities of the school as far as is reasonably practical. Pupils may be withdrawn to work in small groups (and, in exceptional circumstances and with prior permission from the Head, individually) in order to acquire, reinforce or extend skills in a particular area. Referrals to external professionals can only be made by the SENDCo. Referrals will be completed once the SENDCo and Class Teacher are satisfied that all appropriate avenues of internal support have been utilised and relevant teaching strategies have been employed. 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.

Pupils receiving small group Progress Centre lessons will be re-assessed at the end of each term and the withdrawal from lessons will stop when the pupil has made expected progress. These pupils will continue to be monitored to ensure that they continue to achieve at their expected levels. Pupils accessing support from external professionals will be reviewed each term in liaison with the relevant therapist. A decision regarding whether support will continue is made jointly by the therapist and the school and will be based on the progress that the student has made throughout the term.

The Progress Centre is based on the ground floor of the main building. Health and Safety procedures will be adhered to in line with the school's policies. The school will take all reasonable steps to ensure that all pupils can be included in every classroom activity, visit and trip.

9. Admission Arrangements

All admissions to the school are based on the school's 'Admission Policy'.

10. School Trips

Some pupils with SEND may require additional support to be able to access school trips. This support may be in the form of differentiated activities to ensure they can access the work, or additional staffing support from a member of the Progress Centre team so that the pupil can successfully participate.

11. Staff Development

- Staff will attend Learning Support and SEND courses which are of interest and have a particular bearing on pupils they are supporting.
- The SENDCO will provide appropriate Learning Support and SEND staff INSET.
- Staff are given regular opportunities to develop confidence and skills in working with pupils in class who are SEN or require additional support from the Progress Centre.
- Information and resources are available on Sharepoint.

12. 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 are made aware of the arrangements of the Progress Centre including the opportunities for meetings between parents and SENDCo both formally at Parents' Evenings and informally, by agreement.
- Providing open door access to the SENDCO to discuss the pupil's needs and approaches to address them.
- Making termly reviews of progress for all pupils supported by the Progress Centre.
- Supporting parents' understanding of the SEND Code of Practice and external agency advice and support.
- Undertaking Annual Reviews for pupils with EHC plans.

13. Links With Other Settings, Schools and External Agencies

We will ensure that, with parents' consent, individual records including Learning Support targets are passed on when the pupil moves up to another class or a different school to ensure a smooth transition for pupils.

With parents' consent, we will liaise with all the other support services and agencies involved with the pupil and with parents and, where appropriate, make joint planning arrangements.

14. Confidentiality

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

- Parents will have ready 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 pupils, other than for the purposes of curriculum planning/group management, with people other than the parents/carers of that pupil.
- Information given by parents/carers to the school will not be passed on to other adults (not including KGPS employees and/or peripatetic teachers).

15. Concerns, Complaints and Further Advice

Any concerns regarding the SEND Policy or the provision made for pupils with SEN or learning support neds should be addressed in the first instance to the class teacher. If parents need further advice, they are welcome to arrange a meeting with the SENDCo. 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.

Contact details for support groups relating to different conditions and syndromes, and list of chartered Educational Psychologists, Psychotherapists and Speech and Language Therapists are available from the SENDCo on request.