



WESTONBIRT
— SCHOOL —

Special Educational Needs and Disability Policy

September 2023

Westonbirt Prep School

Special Educational Needs and Disability Policy

Introduction

Westonbirt Prep school is committed to the equal treatment of all pupils including those with Special Educational Needs and Disabilities (SEND). This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

- Using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision
- Not treating disabled pupils less favourably than their peers
- Making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matter of admission and education
- Ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEN and disabilities
- Ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

In drawing up this policy, the school has had regard to the following guidance and advice:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Statutory framework for the early years foundation stage (Sept 2021)

This policy should be read in conjunction with the School's Admissions, Safeguarding, Equal Opportunities, curriculum, EAL, A & G, Behaviour, EYFS inclusion policies and SENDDA.

Definition of Special Educational Needs

A child or young person has SEND if they have a learning difficulty or disability which calls for adjusted, either integrated or enhanced educational provision to be made for them. In accordance with the Children and families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a 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 the educational facilities of a kind generally provided for others of the same age in mainstream schools and early years provisions.
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children will not be regarded as having a learning difficulty solely because the language of form of language of their home is different from the language in which they will be taught. The school's support for those children whose first language is not English is set out in the School's EAL policy.

Special educational needs may relate to one or more of the following areas of need:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- SENsory and/or physical needs;

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Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Definition of disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Not all pupils who have SEN are disabled and not all disabled pupils have SEN. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Governor and staff responsibilities

Wishford Governance is responsible for overseeing school policy, its implementation and provision for pupils with SEN and disability.

The Head (Sean Price) is responsible for overseeing all aspects of the School's SEND provision and keeping Wishford Governance fully informed of the implementation of the School's policy in practice.

The Head of Learning Support or SENDCo is Emma Leigh-Currill. Her responsibilities include:

- determining the strategic development of the SEN and Disability policy and provision in the Prep School, together with the Head and Wishford Governance
- having overall day-to-day responsibility for the operation of the SEN and disability policy
- coordinating specific provision for children with SEN and disabilities, including those who have EHC plans
- ensuring all staff understand their responsibilities to children with SEND and the School's approach to identifying and meeting SEND
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practice are appropriate
- ensuring parental insights are considered by the School to support their child's SEN and disability
- liaising with external professionals and agencies, as appropriate
- ensuring that the School keeps records of all pupils with SEND up to date.

The school's Learning Support Department consists of The Head of Department, Emma Leigh-Currill, 1 learning support assistant. Outside agencies are invited in as necessary.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

Aims and objectives of provision for Pupils with SEND

In making provision for pupils with SEND, our aims and objectives are:

- to create a learning environment that meets the learning needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for from the earliest possible age;
- to ensure that all partners in the process of meeting a child's individual needs understand and fulfil their responsibilities;
- to ensure, in particular, that all school staff understand and fulfil their roles and responsibilities in providing for children's special educational needs;

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- to have the highest expectations of the progress in learning which can be achieved by all individual pupils, regardless of their individual needs;
- to enable all children, including those with SEND, to have full access to all elements of the school curriculum, and to maximise their learning and achievement;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in deciding how their individual needs might best be met;
- to ensure that all necessary resources are made available to meet pupils' individual needs.

Educational Inclusion

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and strive to put these into practice through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.
- Teachers respond to children's needs by:
 - providing support for children who need help with communication, language and literacy;
- planning to meet children's individual learning needs by recognising a range of learning styles, including the kinaesthetic approach to learning, and using a wide range of teaching and learning strategies;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly during trauma or stress, so that they are able to participate fully in the learning opportunities which the school offers.

Identifying and supporting pupil with SEN and disabilities

The SEND Code of Practice 2015 describes a 'graduated response', on the part of schools and Early Years Settings, through which the provision made by the school or setting intensifies over time if the child continues to struggle to make progress, despite increasing levels of support.

Most children who join our Reception class have already been in receipt of pre-school educational provision either at Westonbirt Nursery or other pre-school where any particular individual needs may already have been assessed. All children are assessed through our normal processes when they enter our school; this is through a baseline assessment. From this we can build upon their prior learning and any special provision already made for them.

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. The School regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEND (and should not automatically lead to a pupil being recorded as having SEND). However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support. The SENDCo can assess in order to inform in school provision.

The School may request parents to obtain a formal assessment of their child (such as an educational psychologist report), the cost of which is borne by the parents. Where parents wish to request a formal assessment from outside school, they must ensure the School is given copies of all advice and reports received.

If there are significant emerging concerns, or identified SEN or disability, the School will take action to put appropriate special educational provision in place, taking into account any advice from specialists. Parents should always be

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consulted, be kept informed of any action taken to help their child, agree to it, and know when they will receive an update on the outcome of this action. This can be done through arranged meetings, termly reports and Parents' Evenings. Parents should give written permission to agree education plans confirming discussions had and asking parents to confirm they are happy with the proposed provision and cost.

Early identification of special educational needs is vital. This is done by regular discussions with the class teacher and monitoring of assessments by the SENDCo and Deputy Head. We aim to meet children's learning needs through quality first teaching using differentiated planning, teaching and support, as part of our normal classroom practice.

Arrangements for special educational provision and support are made through the School's graduated approach to SEND support: assess – plan – do – review.

- **Assess:** The School will carry out an analysis of the child's needs so that support can be matched to their need. This may involve the need for the child to be screened or assessed further by the SENDCo. If not already done so the School may, in consultation with parents, engage external agencies and professionals such as Speech and Language Therapists to help assess the children's needs and advice on any support needed. Any specialist advice received will always be discussed with the child's parents.
- **Plan:** Where it is decided to provide support, the teacher and the SENDCo will agree, in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on the SEND provision map or SEND/Monitoring register.
- **Do:** Teachers will work closely with the SENDCo to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed after a six week cycle or duration as agreed. Teachers, working with the SENDCo will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil as appropriate.

The School recognises that some pupils with a SEND may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater.

The school offers three levels of support which are titled 'wave 1, wave 2 and wave 3.

(Wave 1 provide integrated provision and wave 2 and wave 3 provides enhanced provision and is at a cost)

If a child experiences difficulty with a particular concept, then an additional session is given to the child at an appropriate or allocated intervention time. This is usually carried out by the class teacher (or an additional member of staff that has been directed by the class teacher). This is sometimes referred to as Wave 1 provision: high quality, inclusive teaching. These are children who show occasional gaps in their knowledge but only need one or two additional sessions of support.

When a pupil or group of pupils need additional support to enable them to successfully gain lost ground in learning and catch up with age-related expectations, short-term tailored intervention programmes of approximately six weeks will be provided, often through the support of a teaching assistant or another member of the teaching staff. This is sometimes referred to as Wave 2 provision, and pupils in receipt of such intervention will not normally be considered to have special educational needs. The school teaching staff will offer interventions that are different from or additional to those provided as part of the school's usual working practices and the lessons are specifically planned to target the gaps. The provisions are planned, overseen and assessed by the SENDCo using the Assess, Plan, and Review cycle. If it is found that, after two six-week cycles (or agreed length) of intervention, a child has not made their expected progress then parents are informed and further investigation into their learning may takes place.

Wherever possible, we do not withdraw children from the classroom but there are times, however, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. If our assessments indicate or confirm that a child has a significant longer term learning difficulty, we continue to use Wave 1 and 2 strategies to support them, but will also offer a more specialist individualised provision, designed to meet their specific needs. If children reach this stage then parents will be made fully aware of our concerns and are advised that

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a screening or full diagnostic assessment would be necessary. This is offered by the school at a cost. Details of charges are to be found in the School's Terms and Conditions. If the results of this are significant then parents are advised to investigate further through an assessment by an Educational Psychologist or Paediatric Occupational Therapist. If specific needs are identified the children will be included on our register of SEND and if necessary the children are given one to one tuition, and parents are informed of the relative costs that accompany this. This level of support is referred to Wave 3 (or Early Years Action if children are in the Early Years Foundation Stage). The SENDCo will oversee the planning and SEND provision for this pupil, and take the lead in further assessments of their needs.

Where the provision required differs significantly from our normal range of differentiated, inclusive strategies in the classroom, or where the pupil has specific specialist needs, any support the child requires will be recorded on a individual education plan which is generated through discussions with the pupil and teachers and SENDCo. Some pupils receiving additional input through Wave 1 or Wave 2 will not need Wave 3 level of support, especially if normal classroom planning can easily encompass support for their individual needs. An individual education plan will record the child's strengths, the nature of their specific learning needs and other barriers to their learning, strategies that will help them in the classroom, the planned special provision being made, the agreed short-term targets set for the child, and the teaching strategies and additional support to be used. It will also indicate the date for the plan to be reviewed. In most cases, this review will take place once a term.

Provision for pupils with an Education Health Care Plan ('EHC Plan')

The needs of the majority of pupils with SEND will be met effectively through the School's SEND support. However, where the child or young person has not made expected progress despite the SEND support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances, charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

Recording progress of pupils with SEND

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan. This will be recorded by way of a pupil individual education plan (IEP) as well as through termly assessments such as PIRA for English and PUMA for maths. This is drawn up in consultation with the pupil's teacher and the SENDCo, the pupil and their parents. The personalised plan contains key information such as:

- Challenge identified
- Outcome sought
- Teaching strategies
- Who will support them and how
- The additional or different provision of support in place
- Involvement of any specialist or professionals
- Date the Individual Education Plan was drawn up and date for review.

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The Education Plan will be reviewed and updated at the end of each term.

The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly, sign it off for the current period, and the child is encouraged to take ownership of it and to be involved in setting their own targets.

The role of the SENDCo.

In our school, the SENDCo:

- manages the day-to-day operation of our SEND Policy and maintains the SEND register;
- co-ordinates the provision for children's special educational needs and maintains a provision map which shows the range of additional support provided for pupils in our school, through intervention provision 1, 2 and 3;
- supports and advises colleagues;
- oversees all assessments of the progress made by pupils with SEND;
- arranges and attends all EHC Plan review meetings, many of which he/she will chair.
- maintains records of all children with SEND;
- acts as a main point of communication with parents and carers, in addition to the class teacher;
- acts as the link with external agencies and support services;
- monitors and evaluates this Learning Enhancement Policy, manages a range of resources, both human and material, to enable appropriate provision to be made for children with SEND; contributes to the professional development of all staff, in relation to understanding and meeting the needs of pupils with SEND.

The Early Years Provision

The School monitors progress of all pupils in the Early Years Foundation Stage (EYFS). The designated teacher responsible for coordinating SEND provision in the EYFS provision is Amy Friend/Rebecca Richardson. They liaise regularly with the SENDCo. The Nursery Leader will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

Allocation of resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHC Plans. This includes the use of laptops and ipads within the classroom environment to equip pupils for the transition to Senior School. Children who have been assessed and are diagnosed as experiencing difficulty with writing for a prolonged period of time will be encouraged to use laptops. This is provided they make an attempt to learn to familiarise themselves with the keyboard with an aim to type faster than they can write.

Partnership with parents and carers

The school works closely with parents and carers in the support of those children with special educational needs and disability. We encourage an active partnership through an on-going dialogue with parents and carers. The home-school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs.

Through IEP review meetings each term, or regular termly parents' meetings, we share the progress of pupils with SEND with their parents or carers. We discuss with parents/carers any outside specialist support, and seek to involve them in decision-making about the provision planned for their child. By signing the IEP and annual review, the parents sign up to and understand the provision put in place to support their child, understanding that progress is likely to be slower and more inconsistent than that of those who do not face learning challenges.

Pupil participation

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In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages and abilities. Children are involved in an appropriate way in agreeing targets in their IEP review meetings depending on age. Children are encouraged to review their own progress against their targets and contribute towards decisions about support for their learning. We seek to celebrate their successes with them as well as planning and discussing their next steps.

Monitoring and Review

The SENDCo will monitor the progress or difficulties of children on the SEND register and work with their class teacher to maximise their provisions.

Further aspects relating to SEND provision

Admissions

The School welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.

The School will treat every application from a SEN and disabled pupil in a fair, open-minded way. However, the School will assess all pupils for admission on the basis of its standard selection criteria from time to time.

The School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with disabilities, SEND or learning difficulties are advised to discuss their child's requirements with the School **before** the School considers the application for a place so that adequate provision can be made for them. Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SEN and disabilities (if known) through discussion and meetings with parents, consideration of any professional reports and references from previous schools and assessment of the pupil at a taster day.

An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The School will always consider its obligations under the Equality Act 2010.

The School's Admissions Policy is available on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEN and/or a disability.

Withdrawal

Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate a disabled pupil or meet their needs, the School may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances and the school will endeavour to help parents to find a suitable alternative setting/school for the child.

Three-year accessibility plan

This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Bullying and behavioural issues

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum in PSHE and assemblies the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

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The School recognises that disabled pupils or those with SEND may be particularly vulnerable to being bullied. The School's Anti-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

Entitlements to additional time and/or support in external assessments

Children who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Parents should speak with the SENDCo with regard to any application for additional support as soon as reasonably practicable.

Concerns

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's teacher if their child's progress or behaviour gives cause for concern.

Review

The School will review this policy on an annual basis to ensure the School meets the needs of those pupils with SEN and/or disabilities.