



1. Introduction

The SEND Policy is reviewed annually by the SENCo (Head of Learning Support) as part of Ravenscourt Park 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: SENCo (Head of Learning Support), Florence Michel
DATE AGREED: September 2016
DATE TO BE REVIEWED: September 2017

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 at Ravenscourt Park Preparatory School. It takes into account the SEND Code of Practice (DfES 2014), The Children and Family Act of 2014, the Special Educational Needs and Disability Regulations 2014, The Equality Act 2010 and Supporting Pupils at School with Medical Conditions (2014). It is also written in line with the Disability Discrimination Act 2002 (SENDA) and the aims and the ethos of the school, as outlined in school documentation, including the Teaching and Learning Policy, the Inclusion Statement and the Child Protection Policy.

Definition of Special Educational Needs

'A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age; or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions (SEND Code of Practice 2015)*

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them. (Section 20 Children's and families Act 2014)

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)



2. Aims and Values

All children have skills, talents and abilities and as a school, 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 SEND. Every teacher is a teacher of every child or young person including those with SEND. In Line with the school's philosophy, at Ravenscourt Park Preparatory School, 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 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.
- Ensure that a pupil with learning support or SEND needs is socially included in the activities of the school and receives a balanced and broadly based 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 the pupils in their class including where pupils access support from teaching assistants and specialist staff.
- 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).
- Plan, Do, Assess, Review in order to monitor and support all pupils who may have SEND.
- Ensure that all children are included as fully as possible in all activities in order to promote the highest level of inclusion and achievement.
- 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 SENCO in particular - co-operate 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. Graduated Approach to SEND support

The school follows the SEND Code of Practice 2014: 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.

This cyclical process is discussed in detail below and is illustrated in the flowchart in appendix A.

Assess

This is the result of gathering information from one or more of the following sources:

- Liaison with pre-school provision and/or previous schools.
- EYFS profiles in reception and phonic assessments in reception, Y1 and Y2, standardised tests throughout Years 1-6.
- Learning Support individual assessments, where appropriate.
- Liaison with teachers who assess their pupils on a regular basis, in line with the school Assessment Policy.
- Liaison with parents through the usual parent-teacher consultation and individual contact between school-parent and parent-school.
- Liaison with external agencies where pupils may have been known to access their service.

Initial Concerns

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.

Parents are informed of the school's concerns and are included in discussions to gather appropriate relevant information about the child.

At this stage the child is named on the Learning Support Monitoring List. Alongside Quality First Teaching (QFT), additional or alternative in-class provision is provided by the class teacher or subject teachers with guidance from the Learning Support Department.

The class/subject teacher will ensure that s/he is providing appropriate differentiation for the pupil and monitor the pupil's response to this. These adaptations may include strategies suggested by the learning support team and/or external specialists.

If, despite this Quality First Teaching (QFT), the pupil is still not making the expected progress the teacher, in agreement with parents, will refer the child to the Learning Support Department.

Plan

Learning Support Provision

Many pupils with initial concerns respond to the additional support or alternative strategies used in class to help children with their learning. If a child does not make progress despite this support, the child will move to the next step in the graduated approach and they will be named on the Learning Support Provision map and an appropriate intervention will be planned for.

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The triggers for the intervention 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 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 usually 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.

Do

At this stage, specific support to meet the pupil's needs will be put in place outside of the classroom. This may include withdrawal by the Learning Support Department for specialist support lessons. Pupils will be given personalised learning targets by the Learning Support Department for these lessons. These targets will be forwarded to parents and available for staff to access for sharing of information. QFT will continue within the classroom to ensure the child is supported as fully as possible. Alternatively, or in addition, there may be extra support from an external agency such as an Occupational Therapist (OT) or Speech and Language Therapist (SALT) support.

The class and subject teachers remain responsible for working with the child on a daily basis. Where the interventions involve being withdrawn from class for group or 1:1 teaching, the main teacher still retains responsibility for that pupil's learning.

Review

The targets for children receiving learning support are reviewed termly and learning support lessons are stopped when the child has made the required progress.

If the pupil is not making the required progress when reviewed following personalised learning support interventions as well as QFT, further external assessments may be recommended.

SEND

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*

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Identification of SEND and the SEND register

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

- The pupil has a long term, identified and diagnosed disability.
- The pupil has previously been receiving learning support lessons but is not making the expected progress, despite additional support when they are reviewed. 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.

In some cases, a SEND pupil's needs can be met within the classroom setting through QFT, TA assistance and appropriate adjustments. Where appropriate, SEND pupils are given targets to work on within the class setting in the form an Individual Education Plan (IEP). These targets are reviewed termly.

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

The SEND register is reviewed after standardised assessments each term during pupil progress meetings. The SEND register is then updated at the beginning of each term.

The SEND register is on the intranet and is accessible for all staff.

Statutory Assessment for an EHC

A small minority of pupils who have significant and/or complex needs may undergo an Education, Health and Care (EHC) needs assessment in order to establish their specific needs and the range of provision required to meet those needs. If the LEA decides that the issuing of an EHC plan is necessary, then the pupil's SEND 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 an Individual Education Plan (IEP) with targets reflecting the needs summarised in the EHC plan suggesting alternative strategies, learning programmes, modifications to the curriculum and/or extra support for the child, individually or in small groups. The IEP will be reviewed termly and the EHC will be reviewed annually. Contributions to the IEP may be from the teacher, the SENCO, the teaching assistant, the parents, the pupil and any outside agency involved with the pupil. Where it is deemed not applicable for the child to be included, their views and needs should be taken into consideration.

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 SEND are met effectively.

Sharing Information with Staff

All relevant information for staff is available on the staff intranet. 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:

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- The Learning Support Provision map details which children are receiving withdrawal lesson support from the Learning Support department: day, time and with which member of the team.
- The SEND register records those pupils designated as SEND.
- All present and past targets for children receiving Learning Support.
- Summaries and recommendations of individual pupil external assessments.
- Access arrangements for in school tests and exams.
- Concerns raised by staff.

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.

4. 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 Parkside and Vicarage building and by providing extra resources. The Gardener building has a lift which provides full access to rooms on all three floors.
- Appropriate and effective classroom management plans, with planning, differentiation and resources to meet the individual's needs.
- 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 child's needs and providing appropriate training and literature.
- Helping the child develop appropriate practices 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.

Any pupils with SEND 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. Parents and pupils will always be involved in discussion when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken. Pupils receiving small group (or individual) Learning Support lessons will be re-assessed at the end of each term and the withdrawal 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.

The Learning Support department is based on the ground floor and there is lift access to all rooms in the Gardener building. There is also a Learning Support teaching room in both The Vicarage and Parkside. 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.

Admission Arrangements

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

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5. Staff Development

- Staff will attend Learning Support and SEND courses which are of interest and have a particular bearing on children they are supporting.
- The SENCo (Head of Learning Support) will provide appropriate Learning Support and SEND staff INSET.
- Staff are given regular support to develop their confidence and skills in working with children in class who are SEND or require Learning Support.
- Information and resources are available on the staff intranet.

6. 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 Learning Support including the opportunities for meetings between parents and SENCo (Head of Learning Support) both formally at Parents' Evenings and informally, by agreement.
- Providing open door access to the SENCo (Head of Learning Support) to discuss the child's needs and approaches to address them.
- Making termly reviews of progress for all children receiving Learning Support.
- Supporting parents' understanding of the SEND Code of Practice and external agency advice and support.
- Undertaking Annual Reviews for children with EHC plans.

7. 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 child moves up to another class or a different school to ensure a smooth transfer for children.

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

8. Confidentiality

Our work with children and families will sometimes bring us into contact with confidential information. To ensure that all those working at Ravenscourt Park 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 child.
- Staff will not discuss individual children, other than for the purposes of curriculum planning/group management, with people other than the parents/carers of that child.
- Information given by parents/carers to the school will not be passed on to other adults (not including RPPS employees and/or peripatetic teachers).

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9. Concerns/Complaints/Further Advice

Any concerns regarding the SEND Policy or the provision made for children with SEND or learning support needs 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 SENCo(Head of Learning Support). 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 lists of chartered Educational Psychologists, Psychotherapists and Speech and Language Therapists are available from the SENCo (Head of Learning Support) on request.



Appendix A

Graduated approach to identifying, assessing and reviewing pupils with SEND or learning support needs.

