

Blundell's Preparatory School
Special Educational Needs Policy (including EYFS)

**This policy complies with the statutory requirements laid out in the
SEND Code of Practice 0-25 (2014)**

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Next Review: Spring Term 2019

Philosophy:

Blundell's is committed to securing the best educational outcome for every child, regardless of any barriers to learning. As a community, we work together to provide a broad and balanced curriculum that is continually reviewed to make learning accessible to *all* of our pupils.

Aim:

Our aim is to support pupils with SEN to raise their aspirations and their achievement. We use a planning and delivery cycle that includes the views of the pupils and their parents to ensure that the evidenced-based approaches we employ are an effective and positive experience. Through the use of whole school and individual assessment and monitoring we are able to celebrate the strengths and support the weaker skills that our learners possess. Our whole school approach to SEN provision means that all members of staff share equal responsibility for the progress of pupils.

Identifying SEN at Blundell's

We have a clear and consistent approach to the recognition and response to SEN that is based on the following:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. SEND Code of Practice 0-25 (2014)

Definition of special educational needs. Under section 20 of the Children and Families Act 2014, children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Pupils have 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 facilities of a kind generally provided for children of the same age in mainstream schools; OR
- (c) are under compulsory school age and are likely to fall within the definition above when of compulsory school age (or would so do if special educational provision was not made for them).

Underachievement is not SEN and we have a clear process to address the needs of pupils whom we feel are or are at risk of underachievement.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as SEN. SEND Code of Practice 0-25 (2014)

There are four broad areas of SEN as detailed on the SEND Code of Practice, 2014:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

These give an overview of the areas of need that should be met within the school setting, however, students may well have needs in more than one area. Assessment at Blundell's takes into account the needs of the 'whole child' not just their SEN.

Special educational provision means:

(i) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream schools in England;

The following, whilst not being SEN, may well impact on progress and attainment and will therefore be considered:

- Disability (as met under the Disability Equality Legislation)
- Attendance and punctuality
- Health and welfare
- English as a Second Language (EAL)
Children do not have a learning difficulty or disability, within the legal definition, solely because the language or form of language of their home is different from the language in which they will be taught.
- Being a Looked After Child (LAC)

A Graduated Approach to SEN Support at Blundell's

Initial Response

- Children enter Blundell's Preparatory at a variety of points: N1 - Year 6. At Year 3 a significant number of our children transfer from Blundell's Pre-Prep to Prep, therefore, we have an established system of information transfer involving; SENCo visits in Year 2, regular teacher/ Head of Pre-Prep liaison and a 'moving up' meeting between Year 2 and Year 3 with significant others present. Regular meetings take place with our Senior School SENCo to ensure a smooth transition between Year 6 to Year 7.
- For children joining us from outside of our setting we always seek to gain any previous reports or SEN information from parents prior to entry. In addition to this, all children sit a series of age appropriate 'assessment tests' which may enable us to raise any areas of concern with parents or current schools. In some cases, where SEN has already been identified, the SENCo will meet with the potential parents as part of their school visit.
- Child performance is monitored formally twice termly across the Prep school through Effort and Attainment Grades as well as more regular meetings within departments. Child performance is managed through regular assessment in English and Mathematics in the Pre-Prep. In addition to this, GLA (Whole School Years 1- 6) testing is undertaken at the end of the Spring Term, with results being available to all staff. Early Learning Goals are monitored throughout a child's time in the Foundation Stage.
- Teaching staff are responsible and accountable for the progress and development of pupils in their class, even those who access additional support. High quality teaching, differentiated for individual pupils, is our first step in responding to pupils who have or may have SEN. Our 'Initial Response Cycle' (see fig.1) involves either a Subject Teacher, Form Teacher or Head of Department raising a pupil as a concern and implementing a departmental intervention for an agreed period of no more than six weeks. This will be logged with the SENCo on the School Register (At Watch) for Underachieving and a copy of the School Register will be made available to all staff on Prep Resources/SEN/List. At the end of this period, if the concern remains, the pupil will be raised again with the SENCo. On some occasions, a child will be brought to the attention of the SENCo before an Initial Response Cycle has been undertaken. In this instance the SENCo will liaise with the Subject Teacher and Head of Department to establish ways forward, whether to start/continue with target setting (Underachieving) or seek additional support. (SEN List)

When and how do we assess?

- When a child is identified as requiring an initial assessment, the SENCo/Head of Department/Subject Teacher will establish the strengths, difficulties and needs. This information will be used alongside background information (see below) to establish if SEN is indicated or Underachievement (UA) is the likely cause of the concern, (see fig.1) in conjunction with their form teacher.

- As part of the SENCo's assessment, parents will be contacted and asked to provide any previous reports or information alongside their view of their child's educational progress. Registration Form Appendix 1

The range of assessments used for all pupils at the school:

Early Years Foundation Stage:

- EYFS Profile (Reception only) until 2016
- Early Learning Goals until end of Foundation Stage
- Literacy testing e.g. phoneme/grapheme knowledge, phonological awareness, key words, Pupil Record Book, RWI
- Recorded behaviour observation /teacher assessment e.g. of behaviour, social skills, motor coordination, sensory

Key Stage 1:

- Recorded behaviour observation – teacher assessment e.g. of behaviour/social skills/motor coordination/sensory; Teacher assessment
- GLA Tests – annually
Year 1 English/Reading (Reading Now) /Maths
Year 2 English/Reading (Suffolk), Maths NVR, Parallel Spelling Tests, Verbal reasoning
- Maths assessments
- Literacy testing e.g. phoneme/grapheme knowledge, phonological awareness, key words, levelling writing, Phonics Test (Year 2 using Year 1 National phonics test) (Sept)
- Accelerated Reader Star Tests (Year 2)

Key Stage 2:

- Cognitive assessments e.g. GLA, Maths, English, NVR, VR, GRT2 Reading (Option for Y3 to use Y2 assessment in reading for lower set only).
- Recorded behaviour observation/teacher assessment e.g. of behaviour/social skills/motor coordination/sensory
- Literacy assessments e.g. reading, spelling tests
- Maths assessments, weekly Maths and Mental Maths tests (subject to teacher discretion).
- Phonics Test yearly (Sept) monitoring throughout Prep School by SEN department
- Accelerated Reader Star Tests (Years 3 - 6)

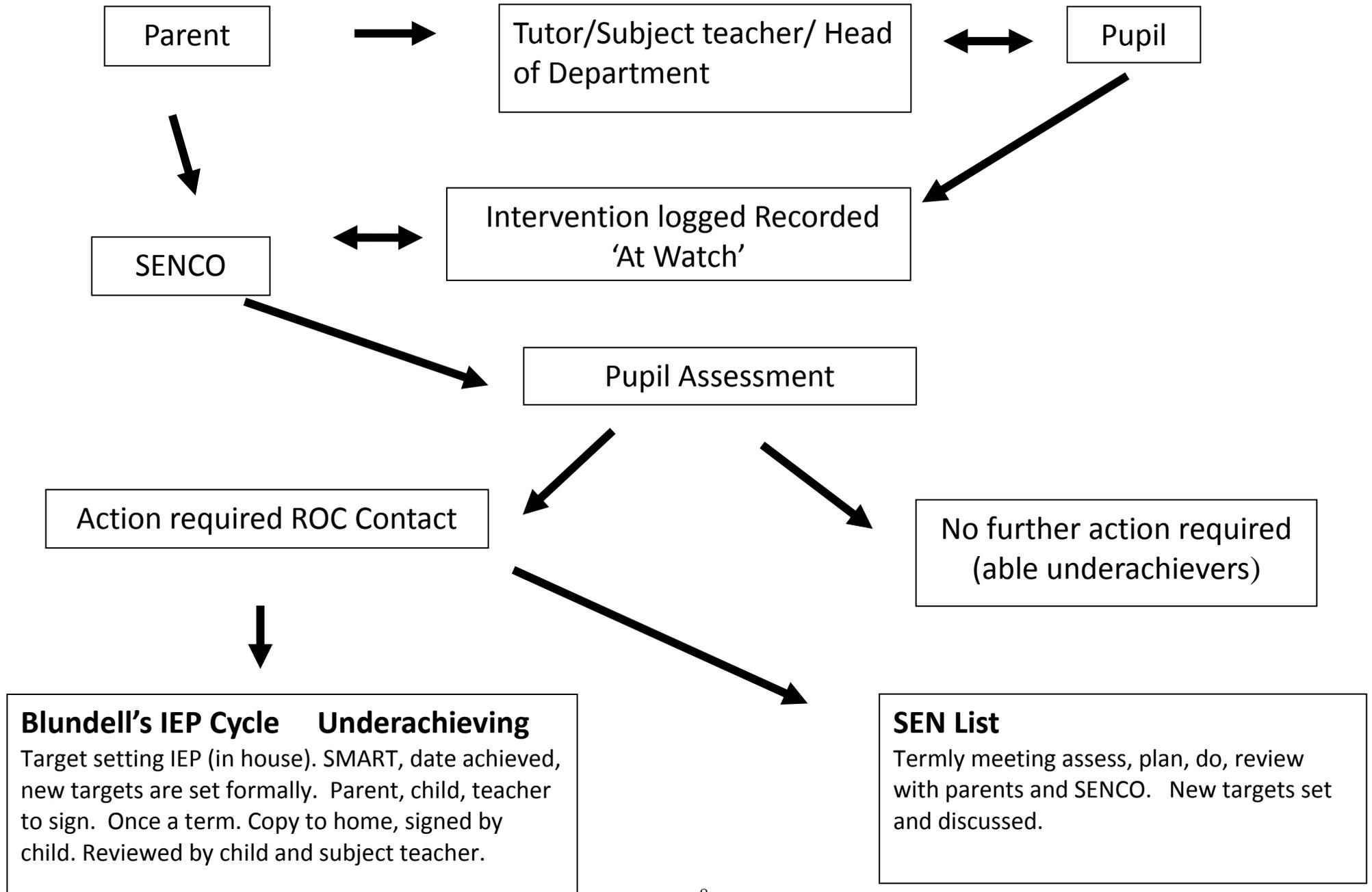
Following the assessments above, and if agreed by parents, 1:1 peripatetic teaching support (at cost) may be available to a maximum of 2 x 1 hour sessions. The support would start with :

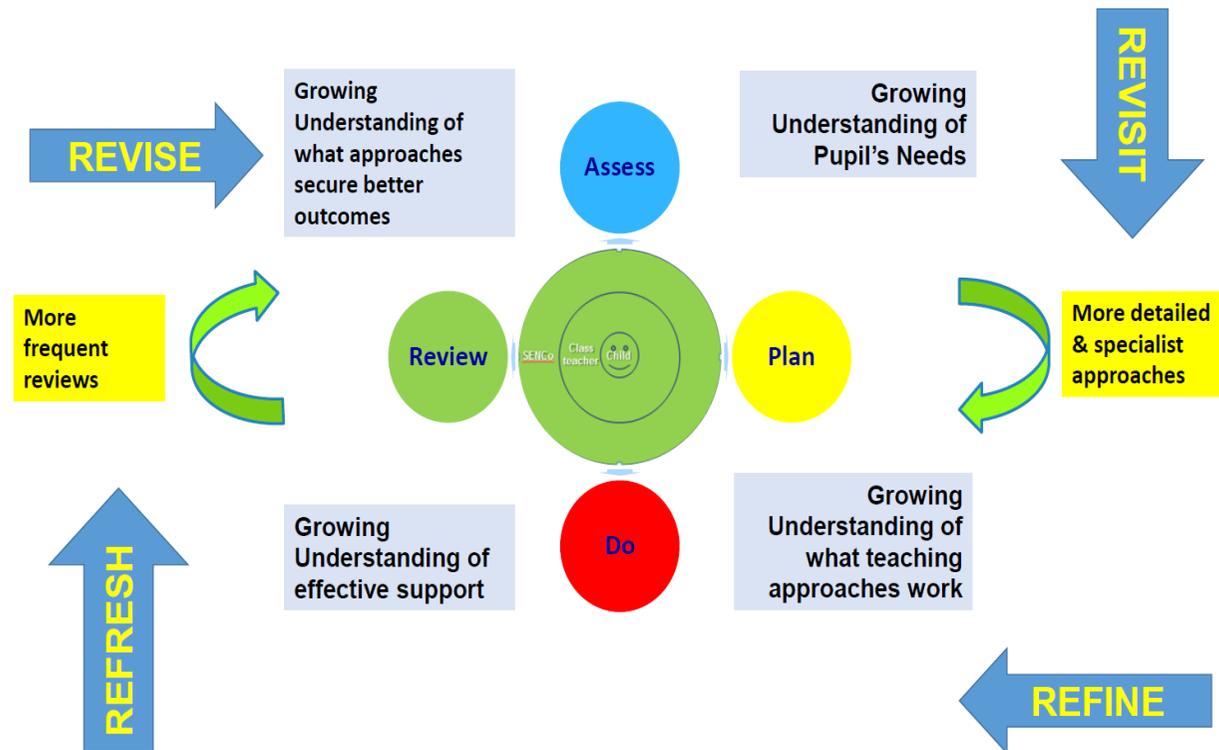
- An initial assessment session for a pupil may include:
 - standardised reading & spelling assessment
 - reading aloud (fluency and accuracy)
 - standardised writing assessment

It could also include:

- Reading comprehension assessment
 - Phonological processing assessment
 - Lucid LASS screener
 - Memory assessment
 - Receptive/expressive/listening assessment
 - Concentration profile
 - Processing Speed
- On completion of the assessment, the SENCO and teaching support teacher will meet with the subject teacher/head of department and discuss the outcome. A decision will be made whether to identify the pupil as being appropriate to place on the SEN list or whether underachievement should be identified. If the child is going to be placed on the SEN list a meeting will then be held with the child and their parents to plan the next steps which will include placing the child on an IEP. Termly meetings will commence to plan, assess, do, and review the progress being made. If, however, 'underachievement' is identified, the 'Blundell's IEP Cycle' will commence
 - If the outcome of the SENCO assessment is inconclusive, an external professional assessment may be requested and undertaken in agreement with parents. This may involve:
 - Educational Psychologist
 - Speech and Language Therapist
 - Occupational Therapist
 - Child and Adolescent Mental Health Service professionals

Initial Response Cycle





Provision for Students with SEN

- Once a child has been identified as having SEN and this has been discussed with the child and their parents, SEN Support will commence. At Blundell's this is an 'Assess- Plan- Do- Review' process (see below) which is monitored by the SENCo in conjunction with the child's subject teachers.
- The initial plan to support a child identified with SEN, an Individual Education Plan (IEP) is drawn up at the meeting with the parents, child and subject teacher following the initial assessment. The IEP will then be fully reviewed at the termly parental meeting, although amendments may be incorporated during the term as the child makes progress.

Provision for pupils with EAL

Provision for pupils with EAL is provided via

- Dissemination of information to staff
- Extra support supplied by appropriate teachers and offered in everyday activities
- Extra support provided in all lessons
- Regular meetings with parents re: targets for SEN/EAL

Exiting the SEN Cycle

A child will exit the SEN cycle as a result of a review meeting with parents and their subject teacher at the end of a term, which shows sustained progress in closing the gap with their peers. As a result of this, they may enter the Blundell's IEP cycle to ensure that their progress is sustained and monitored. It is the responsibility of the SENCo to gather and collate the evidence to demonstrate sustained and accelerated progress at the review meeting.

Supporting Pupils and Families

- Blundell's has a clear and consistent admissions policy which states that pupils with SEN are welcome:

http://www.blundells.org/archive/pdfs/policy_admissions.pdf

It encourages parents to discuss their child's possible needs with the Head teacher when visiting to ensure the school can make adequate provision. At this point the SENCo may be asked to meet with the potential child and/or review their SEN information. In some cases an offer of a place is 'conditional' meaning that the expectation will be that a child will access LS immediately to ascertain their level of need.

- Pupils with SEN will automatically be considered and assessed, as appropriate, if any exam arrangements are indicated. External reports will be considered but the final decision rests with the school, according to JCQ Regulations (2014). It is the school's responsibility to 'paint a picture of need' for each student that is awarded exam arrangements. This evidence is inspected annually to ensure compliance.
- Once exam arrangements are awarded, all teaching staff are informed and asked to make appropriate arrangements when timed tasks or tests take place in class.
- When a child transfers into or out of Blundell's, every effort will be made to secure/provide any previous information relating to SEN or underachievement. The SENCo has strong links with the Senior School. Where possible information is gathered/sent prior to the student's transition.

Supporting Pupils with Medical Conditions

- Blundell's recognizes that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010
- Some pupils may also have SEN and may have a statement or Education and Healthcare Plan (EHC) which brings together their special education provision and ensures that the SEND Code of Practice (2014) is followed.
- When an ECH plan is written by the SENCO (TC) and supported by the designated medical officer, Claire Mitchell and the Safeguarding Officer (SPH)

Monitoring and Evaluation of SEN/D

- Pupils with SEN/D will be more closely monitored than other pupils due to the SEN cycle of 'Assess, Plan, Do, Review'. Information will be gathered in preparation for the termly meeting with parents.
- Learning Support staff will maintain their own assessment records on the pupils they work with. These will feed into the termly and annual review.

Training and Resources

- Quality first teaching and the Initial Response Cycle is provided as part of the day to day curriculum at Blundell's.
- The provision of individual SEN support at Blundell's Prep School is usually paid for termly in arrears by parents. The cost is made clear to parents when a consent form is completed.
- A budget is designated to the SENCo at the start of each academic year to purchase resources. A separate CPD budget is held by the Head. All staff are encouraged to attend external courses and undertake training that supports either the School Development Plan (SDP) or the Departmental Development Plan (DDP)
- All staff receive an induction session on the SEN approach within the school. At least once a year, part of a staff INSET will be delivered by the SENCo on an aspect of SEN within the school. The SENCo and other members of the LS department are available each break time in the Staff room for staff to approach and seek advice or raise early concerns.

Roles and Responsibilities

- Special Educational Needs Co-ordinator – Mrs Tiggy Charlesworth
- SEN Link Governor – Father Richard Maudsley
- Designated Teacher for Safeguarding – Mr Simon Howkins (Deputy Head)
- Member of staff managing the school's responsibility for meeting the medical needs of pupils is the responsibility of all staff. The school's DMO is Mrs Claire Mitchell.

Reviewing the Policy

This policy will be reviewed annually by the SENCo. Changes will take into account of any updated legislation as well as any change in the school's provision for students with SEN.

Accessibility

Blundell's has an accessibility policy which is available on request.

Dealing with Complaints

- Complaints regarding the SEN provision should in the first instance be raised with the SENCo. Failing this, the line manager for SEN should be contacted. Any complaint will be dealt with according to the school complaints procedure:
http://www.blundells.org/archive/pdfs/policy_complaints.pdf

Bullying

Blundell's has an Anti-Bullying Policy. The school believes that:

Bullying, be it physical, verbal or emotional, is a Serious Offence. This includes direct or indirect bullying for example cyber-bullying (social websites, mobile phones, text messages, photographs and emails). This includes any abuse or harassment against groups or individuals on grounds of race, religion, culture, sex, gender, homophobia, special educational needs or disability.