

SPECIAL EDUCATIONAL NEEDS POLICY



Blundell's

PREPARATORY SCHOOL



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 (published 2014, updated 2020)

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SLT: Mr Andy Southgate (Head Master)
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Governor: Dr Andy Smith
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Date Reviewed: Spring Term 2023

Next Review: Spring Term 2024

Policy Review Amendments

Date of Amendment	Amendment
17/02/20	General EYFS, KS1 and 2 Assessment Information Amended
17/02/20	Some 1:1 assessments removed due to the addition of the Dyslexic Screener
14/02/22	Key Stage 2, 1 and Early Years Foundation Assessment Information amended
03/10/22	Updated SENDCO and Governor
27/02/23	Updated the Aim and broad areas page 3, Assessment Years 1 & 2 page 5, Provision for Students and Exiting page 8

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

The SEND policy aims to support staff in providing the structure for a pupil-centred approach to planning and implementing provision across the school. The views of the pupil with special educational needs and disabilities are considered and we encourage good communication and genuine partnership with our parents. We use a planning and delivery cycle to ensure that the evidenced-based approaches we employ are an effective and positive experience. Using whole school and individual assessment and monitoring, we are able to celebrate pupil strengths and support our learners' identified needs. Early identification of pupils requiring SEND provision is essential. Our whole school approach to SEND provision means that all members of staff share equal responsibility for the progress of pupils.

Identifying SEND at Blundell's Prep

We have a clear and consistent approach to the recognition and response to SEND 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 (published 2014, updated 2020)

Pupils have a learning difficulty or disability if **they have:**

- (a) a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) 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.

Underachievement is not SEND 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 SEND and should not automatically lead to a pupil being recorded as SEND.
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 needs
Children with speech, language and communication needs (SLCN) have difficulty in social interactions. The profile for every child with SLCN is different. Communication and Interaction needs can include: SLCN, and Autism Spectrum Disorders (ASD)(including Asperger Syndrome)
2. Cognition and Learning
Learning difficulties cover a wide range of needs. Children with specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (coordination) and dysgraphia (writing).
3. Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. Social, Emotional and Mental Health Difficulties can include: ADD, ADHD, Attachment Disorder and Anxiety.

4. Sensory and/or Physical Needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities. Sensory and/or physical needs can include: visual impairment (VI), hearing impairment (HI – including Deaf and hearing impairment), Multi-Sensory impairment (MSI) and Physical disability (PD).

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 Prep considers the needs of the 'whole child' not just their presenting SEND.

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

- 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 Prep

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 the Pre-Prep to Prep, therefore, we have an established system of information transfer involving; SENDCO 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 SENDCO 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 SEND information from parents prior to entry. In some cases, where SEND has already been identified, the SENDCO will meet with the potential parents as part of their school visit and Learning Support assessments may occur.
- Child performance is monitored formally twice termly across the Prep school through Progress reports and Progress updates as well as more regular meetings within departments. A pupil's 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 in the summer 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 SEND. 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 half a term. This will be logged with the SENDCO 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/Registers](#). At the end of this period, if the concern remains, the pupil will be raised again with the SENDCO. On some occasions, a child will be brought to the attention of the SENDCO before an Initial Response Cycle has been undertaken. In this instance the SENDCO 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 (SEND List).

When and how do we assess?

- When a child is identified as requiring an initial assessment, the SENDCO/Subject Co-ordinator/Subject Teacher will establish the strengths, difficulties and needs. This information will be used alongside background information (see below) to establish if SEND 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 SENDCO'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:

- Children in N1 – teacher progress test if an individual has not had the assessment aged 2.
- Children in N2 baseline and summer term completion of Pupil Record Book.
- Baseline GLA start/end of Reception
- EYFS Profile (Reception only)
- Early Learning Goals until end of Foundation Stage
- Literacy testing e.g. phoneme/grapheme knowledge, phonological awareness, key words, Pupil Record Book, RWI
- Learning journeys via SeeSaw - Recorded behaviour observation /teacher assessment e.g. of behaviour, social skills, motor coordination, sensory

Key Stage 1:

- Recorded behaviour observation – teacher assessment of behaviour/social skills/motor coordination/sensory; Teacher assessment as well as SeeSaw as an outline track.
- Years 1 and 2: GLA Summer Testing using NGRT, Dyslexia and Dyscalculia screeners (Y2 only)
- Maths assessments – Abacus/White Rose.
- Literacy testing e.g. phoneme/grapheme knowledge, phonological awareness, key words, levelling writing, Phonics Test national phonics screening in Year 1 in the Summer Term.
- Accelerated Reader Star Tests (Year 2)
- Pupil Attitudes and Wellbeing Surveys (PAWS) are also taken annually from Year 1 - 6

Key Stage 2:

- Annual Standardised Assessments: GLA Maths, English, Science, CAT4, NGRT & NGST
- Recorded behaviour observation/teacher assessment e.g. of behaviour/social skills/motor coordination/sensory
- Literacy assessments e.g. weekly spelling tests
- Maths assessments, weekly Maths and Mental Maths tests
- Accelerated Reader Star Tests termly (Years 3 - 6)
- Pupil Attitudes and Wellbeing Surveys (PAWS) are also taken annually from Year 1 - 6

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

- An initial assessment session/s for a pupil. This may include:
 - standardised reading and spelling assessment
 - early reading skills assessment
 - standardised handwriting assessment

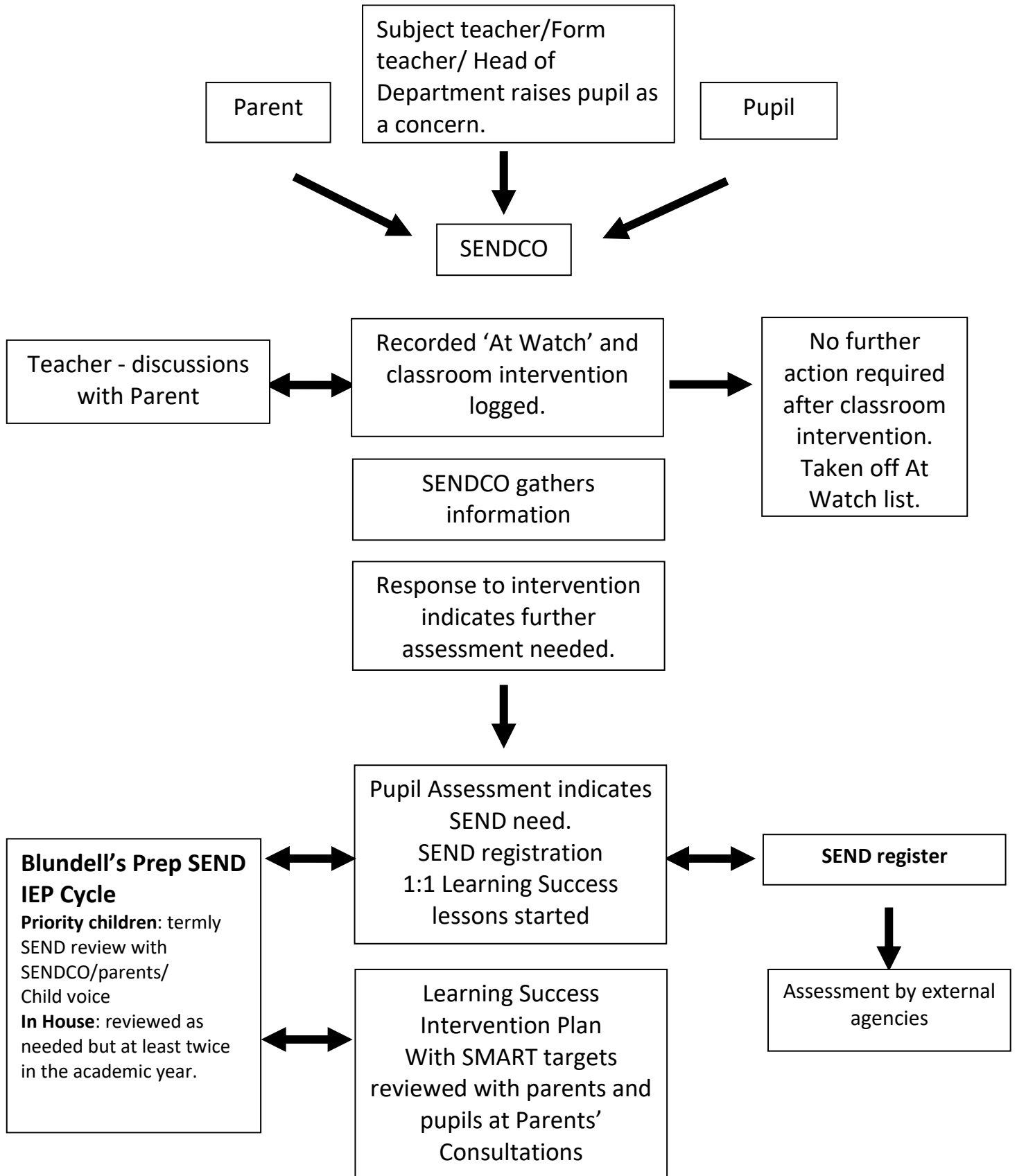
It could also include:

- Tests of memory and learning
 - Phonological processing assessment
 - Dyslexia / Dyscalculia screener (computer based)
 - Dyslexia Screener (pen and paper)
- On completion of the assessment, the SENDCO and learning 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 SEND list or whether underachievement should be identified. If the child is going to be placed on the SEND list, a meeting will then be held with their parents to plan the next steps which will include placing the child on the appropriate SEND register. Termly meetings for Priority LS pupils only will commence with parents to review their child's SEND IEP in the assess, plan, do, review cycle.
 - If the outcome of the SENDCO assessment indicates further investigation is required, an external professional assessment may be requested and undertaken in agreement with parents.

This may involve:

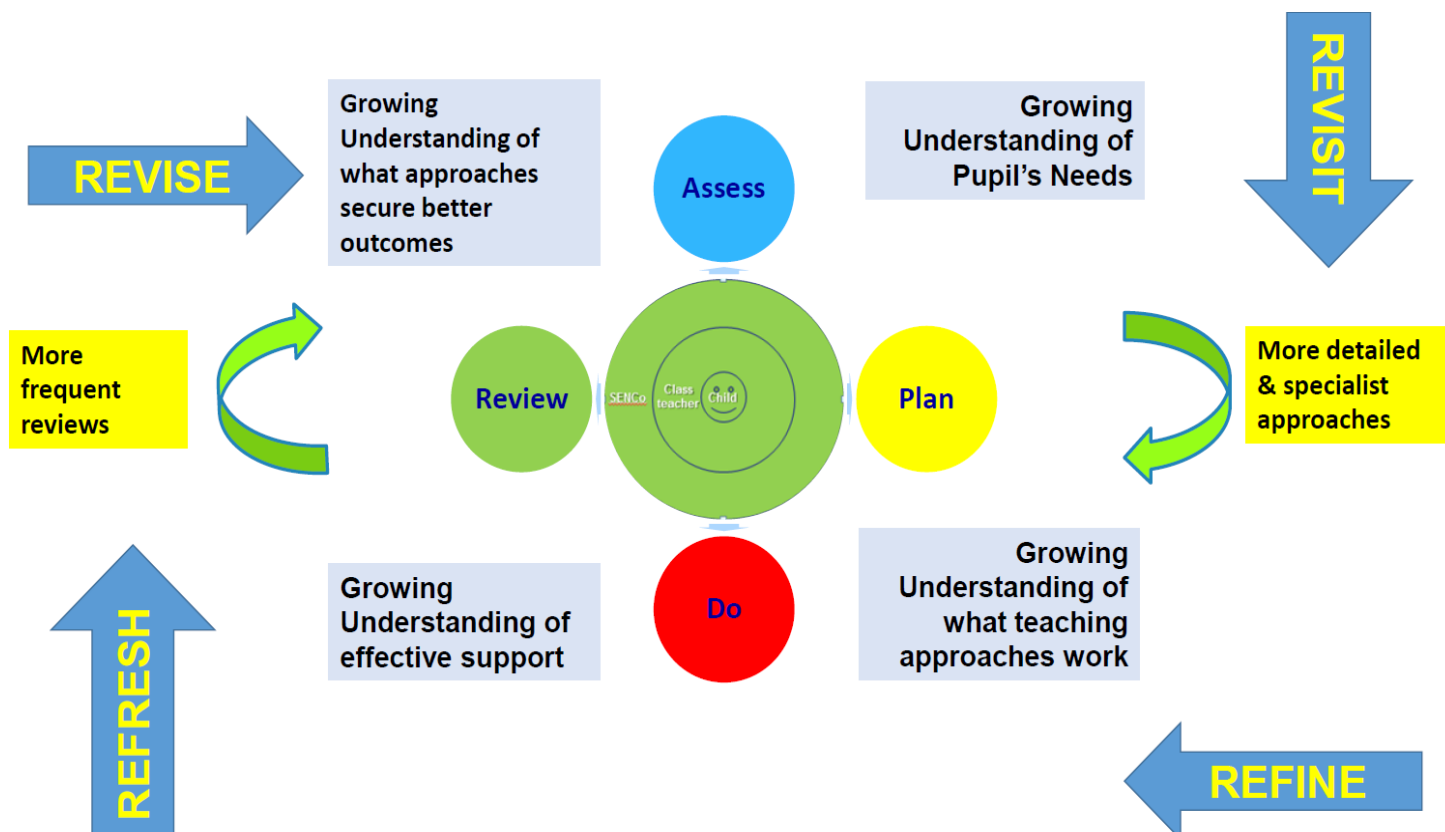
- Educational Psychologist
- Children and Family Health Devon
- Speech and Language Therapist
- Occupational Therapist
- Child and Adolescent Mental Health Service professionals

Initial Response Cycle



Provision for Students with SEN

- Once a child has been identified as having SEND and this has been discussed with the child and their parents, SEND support will commence. At Blundell's Prep this is an 'Assess- Plan- Do- Review' process (see below) which is monitored by the SENDCO in conjunction with the child's subject teachers.



- The initial plan to support a child identified with SEND, an Individual Education Plan (IEP), is drawn up including the input from parents, the child and subject/form teachers, following the initial assessment. The IEP will then be fully reviewed at the termly parental meeting for Priority pupils, although amendments may be incorporated during the term as the child makes progress. In House IEP's will continue to be reviewed to reflect changes in the assess, plan, do, review cycle. These are reviewed at Parent Consultations with the SENDCO and parent and the respective teachers at the meeting.

Exiting the SEND Cycle

A pupil will exit the SEND cycle as a result of a review meeting with parents and their subject teacher at the end of an assess, plan, do, review cycle, where sustained progress is being shown in closing the gap with their peers. To ensure that their progress is sustained and monitored, Priority pupil's may move to In House or to At Watch. It is the responsibility of the SENDCO to gather and collate the evidence to demonstrate sustained and accelerated progress at the review meeting.

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. Staff to follow recommendations from The Bell Foundation.
- Extra support provided in all lessons.
- Regular meetings with parents re: targets for SEN/EAL

Supporting Pupils and Families

- Blundell's Prep has a clear and consistent admissions policy which states that pupils with SEND are welcome. The admissions policy can be found on the Prep School website. It encourages parents to discuss their child's possible needs with the Headmaster when visiting to ensure the school can make adequate provision. At this point the SENDCO may be asked to meet with the potential child and/or review their SEND information. In some cases, an offer of a place is 'conditional', meaning that the expectation will be that a child will access learning support immediately to ascertain their level of need.
- Pupils with SEND 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 (2020). 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 Prep, every effort will be made to secure/provide any previous information relating to SEND or underachievement. The SENDCO 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 Prep recognises 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 SEND and may have a statement (EHCP) or Social Emotional and Mental Health Plan (SEMH) which brings together their special education provision and ensures that the SEND Code of Practice (2014) is followed.
- When an SEMH plan is written by the SENDCO and supported by the designated medical officer, Andy Southgate and the Safeguarding Officer (SPH)

Monitoring and Evaluation of SEND

- Pupils with SEND will be more closely monitored than other pupils due to the SEND cycle of 'Assess, Plan, Do, Review'. Information will be gathered in preparation for the termly meeting with parents for pupils designated as Priority.
- Learning Success 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 SEND 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 SENDCO 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 Operational Development Plan (ODP) or the Departmental Development Plan (DDP)
- All staff receive an induction session on the SEND approach within the school. At least once a year, part of a staff INSET will be delivered by the SENDCO on an aspect of SEND within the school. The SENDCO 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

- SENDCO – Mrs Sue Clark
- SEN Governor – Dr Andy Smith
- Safeguarding Lead – 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 Mr Andy Southgate.

Reviewing the Policy

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

Accessibility

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

Dealing with Complaints

Complaints regarding the SEND provision should in the first instance be raised with the SENDCO. Failing this, the line manager for SEND should be contacted. Any complaint will be dealt with according to the school complaints procedure. The complaints procedure can be found on the Prep School website.

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.

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