



# Brentwood School

PREPARATORY

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

*This policy is applicable to all pupils in the Preparatory School, including those in the EYFS.*

This policy details how Brentwood School will do its utmost to ensure that the necessary provision is made for any pupils who have special educational needs and disabilities. The Learning Development Department will communicate these needs to all who are likely to teach or be in contact with these pupils. The school is committed to a policy of inclusion, equal opportunity and following statutory guidelines on special education needs, in particular the SEND (0 – 25 years) Code of Practice 2014 (SEND Code 2015) and the Children and Families Act 2014.

All pupils have a right to be able to access and gain fully from the curriculum. In certain cases for this to be possible, pupils may need a greater degree of differentiation and support to realise their potential. The individual needs of all pupils cover a wide spectrum; disabilities and specific learning difficulties exist across the ability range. Brentwood School sees the provision for special educational needs and disabilities as a whole school responsibility, working in conjunction with the Learning Development Department where the level of support offered by the department will try to reflect the diverse needs of the pupils on its register.

**At the Preparatory School the Special Educational Needs and Disabilities Co-ordinators (SENDCOs/Learning Support Co-ordinators) are:**

**Key Stage 2:** Mrs Barbara Nuttall  
**Key Stage 1/ Early Years Foundation Stage:** Mrs Joan Bilboe

The SENDCOs meet regularly with Mrs Kerry Cooke, Deputy Head (with academic responsibility) and members of the Senior Management Team. The overall responsibility for SEND at the Preparatory School lies with the Headmaster, Mr Jason Whiskerd.

This policy should be read in conjunction with the School's policies on:

- ACCESSIBILITY
- ADMISSIONS
- ANTI-BULLYING
- CURRICULUM
- TEACHING AND LEARNING
- HOMEWORK AND MARKING
- BEHAVIOUR MANAGEMENT
- ACADEMIC ENRICHMENT

## **Definitions of pupils with Learning Difficulties and/or Disabilities**

Children have a learning difficulty if:-

- They have a greater difficulty in learning than the majority of pupils of the same age or
- They have a disability (a physical, social or mental impairment) which prevents or hinders them from making use of educational facilities that are provided for children of the same age.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **The Aims of the School and the Policy**

**As a school, we aim to have a positive approach to all children. We want to help each child enjoy success, and reach his/her potential. We aim to ensure that each individual is valued and encouraged, and to give confidence and a positive self-image to all children.**

In order that the school should maintain the highest possible standards of achievement, it is incumbent upon staff to have regard for the different learning needs of individual pupils and to provide support accordingly. This includes arrangements for pupils with special educational needs and disabilities.

Any adjustments or special facilities that might be required will be considered positively and accommodated, if possible and reasonable, in the light of other children's education and welfare.

**The support for children with special educational needs and disabilities is the responsibility of all staff.** The provision of support is managed by the Special Educational Needs and Disabilities Coordinator for each key-stage.

### **Adjustment for Special Educational Needs and Disability**

The school is committed to improving access for pupils with special need and will strive to make reasonable adjustment. The Accessibility Plan is available on the school website. Where a pupil has an Education, Health and Care (EHC) Plan, the school will provide, and implement effectively, education which fulfils its requirements in liaison with the Local Authority (LA).

### **Identification**

#### **Early Years**

We try to identify needs at the earliest possible stage often from parents before Nursery entry. Prospective pupils and their parents attend an assessment interview with the Head of EYFS and KS1 prior to starting. At this interview the child's development needs are discussed. We recognise the need to work in partnership with parents so that information can be shared in order to best meet the individual needs of each pupil. In Trinity Term before starting Nursery, parents complete a questionnaire where information about the child's interests can be noted. This helps the Nursery staff to plan for suitable settling in activities

in the first weeks of Michaelmas Term. During a child's time in the Nursery he/she is assessed according to the seven areas of the Early Years Foundation Stage Curriculum. Individual progress is recorded using Tapestry, an online learning journal. Any development needs highlighted by staff can be observed by the Learning Support Co-ordinator, discussed and acted upon if required. At the end of the academic year transitional meetings take place with Nursery staff and Reception staff. At these meetings individual pupil needs are discussed in order to achieve smooth entry for all children into the Reception classes.

During a child's first term in Reception he/she is assessed with the PIPS baseline assessment. This assessment is also carried out at the end of Reception to assess progress made over the year. Reception teachers also assess children's progress against the Early Learning Goals for Reception and judge if they are working at an emerging, expected or exceeded level of attainment. Individual progress is recorded using Tapestry, an online learning journal. The Learning Support Co-ordinator is timetabled to work in the Reception classes each week. She is also available to provide observations, support and advice to staff with concerns about children in their classes. Transitional meetings take place with Reception staff and Year One staff where this information is shared in order to aid the transition from Reception to Year One..

### **Key Stage One**

Information is collected from standardised tests to monitor progress (PIPs, Year One MIST Test, and NFER). Children undertake Reading and Spelling assessments from Year One onwards. The Learning Support teacher can also advise teachers of indicators that can show specific difficulties such as dyslexia. All children take end of KS1 assessments in Year Two.

Teachers continue to assess children regularly within the normal classroom situation and alert the Learning Support Co-ordinator of any concerns. The Learning Support Co-ordinator is also timetabled to work with children requiring additional support.

### **Key Stage Two**

This is a key time when many specific learning difficulties start to emerge. In order to identify pupils who may need extra support the following may be taken into account:

- Information from KS1/previous school;
- Evidence from teacher observation and assessment, including pupil review meetings;
- Outcomes from a range of screening and assessment tools (NFER, PIPs, LUCID);
- Reports from outside agencies such as Educational Psychologists, Occupational Therapists, Physiotherapists or Speech and Language Therapists; counsellors; EWMHS (Emotional Wellbeing and Mental Health Service);
- Discussion with pupils;
- Meeting with parents.

## **Provision**

The cycle of planning, teaching and assessing that is central to every class in the school takes into account the wide range of abilities and aptitudes that the pupils bring to the school. The majority of pupils will learn and progress within these arrangements. For the small number of pupils identified as having significant, specific and persistent learning difficulties or disabilities, some extra tuition/provision may be provided in small groups or individually. Special Education provision means provision which is a reasonable adjustment and additional to, or otherwise different from, the educational provision made generally for pupils of their age as part of the school's usual differentiated curriculum and strategies.

There is no extra charge for Learning Development classes. However, there may be circumstances where a charge will apply to additional tutoring which goes beyond what would be considered a reasonable adjustment for pupils on the SEND register.

## **Medical Conditions**

Brentwood School endeavours to give every support possible to pupils with serious, ongoing medical conditions and keeps its facilities and provision under review. All reasonable steps are taken to prevent these pupils from being placed at a disadvantage. Regular planning and review meetings are scheduled with parents, the pupil, the pastoral team and Learning Development.

## **Mental Health**

Brentwood School provides a caring environment where mental wellbeing is of the highest importance. Any issues which may affect this, such as bullying and discrimination, are not tolerated. All members of teaching staff will do their utmost to identify concerns and provide appropriate support to pupils in school with mental health needs. The SENDCO, with the pastoral team, will put in place any reasonable advice given by the relevant medical consultant or therapist to support the pupil in school. Parents are asked to keep the School closely informed on the progress of a child with mental health issues.

## **Adjustment for Special Education Needs**

The school is committed to improving access for pupils with special need and will strive to make reasonable adjustment. However, we do recognise that there may be instances where alternative educational provision is in the best educational interest of the child.

The Accessibility Plan is available on the school website. Where a pupil has an EHC plan, the school will provide, and implement effectively, education which fulfils its requirements.

## **Children with English as an additional language**

Pupils for whom English is an additional language are welcomed into the school. Children who are considered in need of EAL will be offered support in English provided by the Learning Support Department, as appropriate. We also have links with the EAL department in the Senior School to help support these pupils.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## **Procedures**

In the light of Government guidelines laid down in the Special Educational Needs Code of Practice (**SEND Code 2015**) the school has adopted a graduated approach to the identification of, and provision for, pupils who may need extra support for learning, identified in the following cycle:

### **Assess, Plan, Do and Review**

#### **Assess**

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. As part of the assessment process we have formative and summative procedures which help to assess children's individual needs.

These procedures include:

- Close monitoring of progress against precise Specific. Measurable. Achievable. Realistic. Targets
- Staff consultation with the SEND Co-ordinator
- Review meetings
- Consultation with parents and pupils
- Appropriate marking criteria
- Input from external sources (previous school, Educational Psychologist, Counsellor, for example).

#### **Plan**

Teachers are expected to show planned differentiation within their lessons, targeting individual pupils' needs as necessary, and initiating and teaching 'catch up' groups as required. Provision maps and/or IEPs (individual education plans) are established for those pupils identified with SEND in liaison with the key-stage SENDCO.

#### **Do**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Through discussion with the key-stage SENDCO, pupils may be targeted for support in a small group or individually for specific learning programmes/precision teaching. Through involving all relevant staff, the pupils themselves and their parents in the target setting process, there may follow a recommendation that parents seek assessment by an external specialist (most likely an Educational Psychologist or speech therapist). Pupils are also grouped (for example, by maths set or spelling set) appropriate to their individual needs. Special arrangements such as Exam concessions, or the use of special equipment is also provided according to individual needs.

**Additional intervention and support compliments and strengthens, but does not compensate for a lack of good quality teaching.**

## Review

Informal review of individual progress and provision happens constantly within the cycle. This is supported by formal regular review meetings of academic progress and regular review of IEPs and provision maps (see below). The overall impact of support is reviewed and plans are revised in light of outcomes.

## Provision Maps

Teaching staff and the SENDCO discuss how differentiation is planned and implemented within each year group. This is recorded on a Provision map.

Wave 1: Quality First Teaching (differentiation in the classroom)

Wave 2: Wave 1 plus additional, time-limited, tailored intervention support programme (on LS register, withdrawn for support or individualised support)

Wave 3: Wave 1 and Wave 2 plus increasingly individualised programmes (use of external agencies, for example: occupational therapists, educational psychologists, paediatricians)

**The Individual Education Plan (IEP)** is a record of the provision planned to enable the pupil to make progress towards specific targets. All children who are withdrawn for support have an IEP (Wave 2) in KS2. In KS1, IEPs are used for those pupils withdrawn who have more than a developmental concern.

The IEP will identify:

- The pupil's particular difficulty
- Overall aims (longer term targets)
- Short term-targets.
- Success or exit criteria
- Planned provision/strategies
- Monitoring arrangements
- Parental Involvement
- Review date
- Outcomes (to be recorded as targets are achieved or at the review.)

## IEP Review Cycle

While the setting and reviewing of short-term targets within IEPs is a continuous process, the plans are reviewed formally during each year. With younger pupils, this review is each term. Parents are invited to consultation meetings and new plans are drawn up.

## Referral process

- If a pupil's needs are not already known on entry to the school, and teachers feel a child has SEND requirements, teacher/s will fill in a "Record of Initial Concern" form (KS2) and pass it with supporting evidence, to the SENDCO, who will examine the evidence, compare it with relevant assessment data and consult those concerned. In EYFS and KS1 class teachers will approach the SENDCO directly with concerns.
- If a child is not making progress with high quality, differentiated teaching within the classroom, teachers will complete a monitoring sheet recording the strategies and procedures tried and liaise with the SENDCO.

- Pupils who need further intervention are placed on the Preparatory Learning Support register for their appropriate key-stage. This is updated each term and circulated to all relevant staff by the SENDCO.
- The School has a link with an educational psychologist who visits the School on a regular basis. In addition, the School has contacts with medical consultants, occupational therapists, speech and language therapists, physiotherapists and optometrists. The SENDCOs work together with the Preparatory School Matron and Assistant Matron in providing support for pupils with medical needs.

### **Roles and Responsibilities**

The Head Teacher has overall responsibility for Learning Support within the school and has a termly meeting with the KS2 SENDCO and Head of EYFS/KS1 to review progress of children on the register. Weekly meetings take place with the Deputy Head (with academic responsibility) to discuss pupils' progress and provision for learning support.

**All teachers are responsible for provision of learning support within their lessons** and matching teaching styles to learning styles. Extra support is provided where appropriate. Maths support is provided through a setting process from year 4-6. Additional support is provided by TAs within lessons in years 3-6.

### **Each SENDCO is responsible for:**

- The day-to-day operation of the school's learning support policy
- Maintaining the Learning Support Register for their key-stage
- Overseeing the records of all pupils on the Learning Support Register within their key-stage
- Working as consultant to class and subject teachers throughout the school in matters relating to pupils with learning support needs
- To communicate, confer and work with all staff to enable them to take responsibility and provide suitable support for pupils with special educational needs or disabilities.
- Liaison with other agencies (i.e. Educational Psychologists, Occupational Therapists, Speech Therapists, Counsellors/Mentors, etc.)
- Drawing up and maintaining provision maps and IEPs for identified children in their key-stage, in consultation with form and subject teachers.
- Holding formal review meetings with parents of pupils with IEPs
- Providing structured, individual and/or small group teaching to those pupils identified as needing additional teaching outside of the classroom.

### **It is the responsibility of form tutors and class teachers to:**

- Monitor progress against agreed targets for all pupils
- Be prepared to meet with the SENDCO in order to formally review IEPs/provision.
- Inform Parents when their child's name is placed on the Learning Support Register, and ensure that they are kept informed of progress.

### **It is the responsibility of the subject teachers to:**

- Be aware of pupils' IEPs/provision and take their needs into account when planning, teaching and marking work.

- Be prepared to meet with the SENDCO and to take part in the review of IEPs/provision when appropriate.

### **Partnership with Parents**

Partnership with parents plays a key role in promoting a culture of co-operation. They hold key information and have a critical role to play in their child's education. This is important to enable children to achieve. Parents have unique knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. It is therefore essential that we actively seek to work with parents and value the contribution that they can make. The work of professionals can be more effective when parents are involved and account is taken for their wishes, feelings and perspectives of their child's development.

#### **It is the responsibility of parents to:**

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Work with the School in the decision-making process about how their child is educated;
- Access information, advice and support during assessment and any related decision making processes about SEND provision.
- Follow IEP advice.

#### **It is the responsibility of pupils to:**

- Be actively involved in their own learning.
- Follow the IEP advice.

### **Concerns and Complaints**

It is hoped that any difficulty can be sensitively and efficiently handled at an early stage. However, if parents do not believe that their concerns have been dealt with to their satisfaction the Complaints Procedure, which is available on the School website, explains how to pursue the matter further. In the case of complaints, the department will endeavour to give a prompt response and conduct a case review with the relevant teachers. Subsequently, the pupils themselves with special needs will be listened to proactively and their views on what sort of assistance they would like to help them make the most of their education will be taken into account.