

***KING HENRY VIII PREPARATORY
SCHOOL***

***Special Educational Needs and
Disabilities
Policy Document***

December 2015

Head of Learning Support – Mrs E J Duffield

SEND POLICY

This is a whole school policy and as such applies to the EYFS.

The Learning Support Department offers a service within King Henry VIII Preparatory School ensuring we provide each pupil with the opportunity to fulfil his or her individual potential. It works to create a secure and sensitive environment for effective independent learning, health and wellbeing.

King Henry VIII Preparatory School promotes positive attitudes towards learning, health and wellbeing. Through the Learning Support Department, its aim is to deliver graduated provision across the School:

- quality first teaching and pastoral care for all pupils
- focussed interventions where additional SEN is identified
- access to appropriate specialist education and health services for identified pupils.
- Other pupils are identified as having additional learning needs, including pupils with EAL or those who are Gifted and Talented. They are monitored and supported.

King Henry VIII Preparatory School aims to effectively track pupil progress and provide pupil centred reviews.

King Henry VIII Preparatory School will make its best endeavours to meet its requirements under SEND legislation, effective from May 2015

This Policy informs a number of other policies, including but not exclusively, Anti-Bullying, Teaching and Learning and King Henry VIII Preparatory School's Access Plan.

DEFINITION OF SPECIAL EDUCATION NEED AND DISABILITY (SEND)

The following paragraphs need to be read and taken in their entirety.

A child or young person has SEND if they have a learning difficulty or disability which calls for additional education provision to be made for them. A child or young person (age 0-25) has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of a similar age in the context of the national norms in this country, rather than the norms of the selective academic cohort of the Preparatory School ; or
- 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 a mainstream school or mainstream post-16 institutions. Under the Equality Act (2010) 'a person is disabled if they have a physical and/or mental impairment which has a substantial and long term effect on their ability to carry out day-to-day activities'.

AIMS OF THIS POLICY

That all staff will have the highest aspirations for a pupil with additional SEN, a disability, a Statement or an Education Health and Care plan (EHC plan).

That school leaders will demonstrate ambitious vision for pupils with SEND so that the identification of need does not result in excuses for lack of progress, a lowering of expectations or a reluctance to participate.

- To enable the Head of Learning Support to lead and support class and subject teachers and learning support staff in the delivery of a graduated approach to SEND provision, in line with the 2015 SEND Code of Practice and within the context of what is a reasonable adjustment.
- To support the shared belief of King Henry VIII Preparatory School that every pupil will have access to a broad and balanced education, including the Schools' wider activities.
- To ensure that pupils are supported towards progression, good mental health and wellbeing and to offer individualised teaching, support and exam concessions where appropriate.
- To facilitate the seamless sharing of pupil information and effective record keeping across and within King Henry VIII Preparatory School so that no pupil falls through the gap and parents are well informed.
- To enable progress tracking for identified groups across King Henry VIII Preparatory School and against a range of indicators, so that decision-making and provision is informed.
- To enable King Henry VIII Preparatory School to collaborate with education, health and care providers and to foster contributions and support from parents and other stakeholders.

King Henry VIII Preparatory School accepts and values each pupil and their differences. King Henry VIII Preparatory School will use its 'best endeavours' to ensure that school is accessible and that no pupil is discriminated against.

KING HENRY VIII PREPARATORY SCHOOL IS COMMITTED TO

- Making graduated provision available for all pupils, including identification and assessment for pupils who present with SEND: learning and cognition, social and communicational, physical disability, social, emotional and mental health.
- Having pupils access the curriculum, by providing quality first teaching for all pupils across the School and additional and appropriate support or resources for pupils with SEND.
- Empowering all staff to be responsible and accountable for supporting and monitoring the progress and development of the pupils in their class or tutor group, including where pupils access support from teaching assistants and specialist staff.
- Regularly monitoring and evaluating academic and pastoral provision, so that barriers and gaps in learning and health can be removed.
- Working in partnership with parents/carers, enabling them to take an active role in their child's education and wellbeing.
- Involving pupils in pupil centred decision-making and review processes regarding their education, health and care where this is deemed appropriate.
- Ensuring that pupils with additional SEN, a disability, a Statement or an EHC plan are empowered to be ambassadors for their school in every aspect of school life.
- Working with outside agencies where appropriate to meet the needs of pupils with SEND.
- Providing support and regular training opportunities to enable staff to fulfil their responsibilities.

- Ensuring that appropriate exam concessions are available for identified pupils.
- Enabling responsibility for the coordination of SEND provision.

ROLES AND RESPONSIBILITIES

The named SEND Governor is Julia McNaney

The Head of Learning Support is responsible for overseeing King Henry VIII Preparatory School's provision for pupils with SEND and for co-ordinating day-to-day aspects of provision.

The Head of Learning Support

- Oversees the administration of King Henry VIII Preparatory School's SEND policy across King Henry VIII Preparatory School, including EYFS.
- Liaises with the Head teacher, the SEND Governor and the Learning Development Coordinator at King Henry VIII School .
- Collaborates with specialist learning, health and care providers.
- Co-ordinates SEND records
- Enables the identification of SEN across learning.
- Leads and supports all staff in delivery of the graduated approach to SEND.
- Works with all staff to assess, plan, implement and review SEND provision.
- Delivers specialist teaching and support to identified pupils.
- Works with staff to track the progress and participation of pupils with additional SEN, a disability, a Statement or an EHC plan.
- Liaises with and supports parents/families and is available on parents' evenings.
- Updates staff on policy and procedures.
- Delivers value for money, managing staff and resources to a pupil's best advantage.
- Shares best practice with a range of professionals through The Learning Child.

ARRANGEMENTS FOR COORDINATING SEND PROVISION

To enable effective communication with parents, the Head of Learning Support is available at parents' evenings, chairs the annual review meeting pupils with EHC Plans and offers individual families appropriate on-going contact with school.

Parents who have a specific concern are encouraged to contact a pupils' class teacher, subject teacher or form tutor in the first instance.

A pupil with SEND currently has a Target and Strategy Sheet (TASS), which is updated by their class teacher and their subject teachers, in partnership with the Head of Learning Support. The TASS will be made available to the parent and when appropriate, the pupil for comment if they so wish.

A pupil's SEND records and documents are stored as paper records are securely stored in the Learning Support Room.

Practical advice on teaching strategies and information/guidance about SEND is available to staff through whole staff INSET and individually through the Head of Learning Support.

From time to time it may be necessary or appropriate to work with external agencies. In all cases the decision to do so will be driven by King Henry VIII Preparatory School's intention to use its best endeavours to the advantage of the pupil.

EARLY YEARS

King Henry VIII School has arrangements to support children with SEN or disabilities. The SENCO with responsibility for Early Years is the Head of Learning Support.

The School has regard for the SEND Code 2015. This means that:

- There is planning for the four areas of need: communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical needs.
- There is a clear approach to identifying and responding to SEN.
- In addition to two specific points in the EYFS for formal assessment, there is monitoring and review of progress throughout the early years.
- Where a child appears to be behind expected levels the cycle of action outlined in the SEND Code 2015 for gathering information and seeking “Early help” will be followed.
- The guidelines for seeking external help of specialists or requesting an EHC assessment will be followed.
- Any decisions to involve external specialists will be taken in discussion with parents and parents will be informed if their child is receiving SEND support.

REASONABLE ADJUSTMENTS

The School has considered what it can reasonably do to ensure a disabled person is not placed at a substantial disadvantage whilst at school. King Henry VIII Preparatory School is situated on two sites. Nursery children are provided with a new, purpose built, single-storey building. Children from

Reception to year 3 attend the Swallows campus which is a group of old and new buildings, with many steps and stairs. These are clearly marked to aid our visually impaired and less mobile pupils. When necessary, pupils will be taught in the most appropriate classrooms.

Pupils from years 3 to 6 use the Hales building, which is a modern, purpose built school on the Senior School site. It is a two storey building with a lift for the use of disabled pupils. Staff are trained in the use of evacuation chairs, for use in emergencies.

The School will consider the individual needs of any disabled person and as long as the costs involved are not unreasonable, will make adjustments to allow a pupil, or member of staff to have the same opportunity as other pupils or staff.

Menus can be devised to cater for special dietary needs.

This policy has been composed with due consideration of the Equality Act (2010) and the SEND Code of Practice (2015).