

Chiswick & Bedford Park Preparatory School

Special Educational Needs and Disabilities (SEND) Policy

Chiswick and Bedford Park Preparatory School (“the School”) is committed to providing an environment which enables all pupils to participate in the full range of school life and activities and to succeed to their full potential. The SEND policy is a key document to support this inclusive practice in our School. It complies with the statutory requirements and guidance set out in relevant legislation and documents.

CONFIDENTIALITY & DATA PROTECTION

All members of staff are made aware of the requirement to ensure the confidentiality of all documents, records and communications related to SEND.

Our Special Educational Needs & Disabilities Coordinator (SENDSCO) takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEND Support. Our SENDSCO also contributes to the strategic development of SEND provision.

SPECIAL NEEDS AND DISABILITIES DEFINED

Within the context of Chiswick and Bedford Park Preparatory School we would define a child with having Special Educational Needs and disability as set out in section 20 of the Children and Families Act 2014.

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority.

Special education provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools in the area.

Chiswick and Bedford Park Preparatory School will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

At our school we provide support for children with a range of Special Educational Needs & Disabilities. This could mean that a child has difficulties in:

Communication and Interaction
Cognition and Learning
Social and Emotional Mental Health
Sensory and/or Physical needs

Children make progress at different rates and have different ways they learn best. Teachers take account of this when they plan teaching and learning activities. Children making slower progress or having particular difficulties in one area may be given extra help/support.

The purpose of Chiswick and Bedford Park Preparatory School Special Educational Needs & Disabilities (SEND) policy is to improve the learning opportunities and progress of pupils who require learning support within the overall aims and philosophy of the school.

AIMS

- To provide a happy and secure environment that ensures our children receive the opportunities and support to enable them to learn effectively and fulfil their potential;
- To offer a broad and balanced curriculum and encourage all our children to participate fully in every aspect of school life;
- To develop each child's self-esteem and confidence and to ensure that all our pupils value and recognise their achievements and the achievements of others;
- To take a positive approach to each child's needs and difficulties. We believe in rewarding success. It is important for us to know precisely what each child's needs are, in order to enhance their learning and development. We aim to set stretching but attainable targets for all our children, to track their progress towards these goals, and to keep under regular review the provisions and targets that are made for the child;
- To ensure that the identification, assessment and support of children with SEND is a joint responsibility between staff, parents and children; and
- To safeguard and ensure that each child has full access to the curriculum.

To do this we aim to:

- Give co-ordinated support within school ensuring that all class teachers, subject teachers and learning support teachers are able to support individual children with SEND. **The new legislation emphasises that the child's teacher is responsible for all SEND provision supported by the SENDCO and not the other way round;**
- Deliver appropriate CPD, either externally or internally so that all staff receive training and advice related to the education of children with SEND;

- Work in close partnership with parents, who play an active and valued role in their child's education, so that reinforcement will maximise the child's progress and a positive and constructive relationship with parents is developed through face to face meetings, twice yearly Reports and termly Target Sheets;
- Take advantage of the whole range of support services and agencies for children with SEND, giving advice to parents on, and working in partnership with, outside agencies, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Behavioural Optometrists, Audiologists and GPs, and
- Monitor and evaluate resources, support, and training opportunities regularly to ensure our provision is continually improved. Monitoring of the effectiveness of SEND provision will be done through the SEND Register held on the database and reported to parents through the Review Meetings as well as twice yearly Reports.

SEND PROVISION

As identified in the Code of Practice (2015) on the identification and assessment of SEND: Special Educational Provision is "provision which is additional to or otherwise different from the educational provision made generally for children of the child's age peer group". Whilst it is the responsibility of the SENDCO to co-ordinate SEND Support and SEND provision, all members of staff in the school have a positive and active part to play in ensuring that the most effective provision is made for children with SEND.

Roles:

- **Children:** by having actively listened to and carefully considered their views, wishes, feelings and needs, their requests are very carefully considered;
- **SENDCO:** Is responsible for the organisation and administration of the SEND Learning Support provision in the school;
- **Staff:** by acting on the principle that every member of staff is responsible for meeting the needs of children by working in partnership with the child, the child's parents/guardian, Headmistress, SENDCO and when appropriate other agencies;
- **Parents/Guardians:** by sharing in consultations about the views, wishes, feelings and needs of their child in order to facilitate the development of their child and help their child achieve the best possible educational and other outcomes thus preparing them effectively for the next stage in their education. Child, parents and the school need to work together in a robust and active partnership.

***N.B. Possible costs incurred in the process of assessment, advice or provision from outside professionals will be met by the parents or guardians and not by the School.**

Following assessment by outside agencies, the school may advise that a child's special needs/disabilities would be more effectively met at another educational establishment. It is then the responsibility of the parents or guardians to consider and if appropriate, act upon professional advice.

IDENTIFICATION OF SEND

In order to fulfil these aims the School is committed to following the key principles and procedures as laid down in the Code of Practice (2015) on the identification and assessment of children with SEND.

The records for all children with SEND will be kept using the pro-forma as set out in the assessment recommended in the Code of Practice.

Access to the full curriculum of the school is achieved by careful differentiation of class work by the class teacher. Through careful planning the teacher will define what the child is expected to learn and will use a variety of teaching strategies to help a child achieve the learning objective. The majority of children will learn and progress within these arrangements. However, some children will permanently or from time to time have greater difficulty in learning than the majority of children of their age, and consequently will fail to make sufficient progress. Before deciding that a pupil requires additional SEND Support the SENCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider further differentiation that should be put in place to support good progress.

A teacher might identify a child as having a learning difficulty and disability if the child exhibits one or more of the following characteristics.

- a child is falling progressively behind its peer group;
- more explanations or assistance are needed than usual;
- skills and concepts acquired after much practice are readily forgotten and not applied to new situations;
- a child has great difficulty in sustaining concentration or following instructions;
- a child appears isolated or withdrawn; and/or
- A discrepancy between verbal responses and writing skills.

Once identified as requiring additional SEND Support, an effective special educational provision will be put in place. This will be managed through a four part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response**.

GRADUATED RESPONSE ASSESS, PLAN, DO, REVIEW

We use the model described in the Code of Practice (2015). It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes.

ASSESS:

- Early intervention is vital. When a child's teacher is concerned about a child's progress/behaviour he/she should discuss the issue with the SENDCO and the Headmistress;
- Any concerns will be shared with the child's parents;
- Once identified as requiring additional SEND support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and targeted support will be shared and, when appropriate, the pupil;

- The assessment of children reflects as far as possible their participation in the whole curriculum of the school. It can be reduced to smaller steps in order to aid progress and provide detailed and accurate indicators;
- The class teacher and SENDCO assess and monitor the child's progress in line with existing school practices. This is an on-going process and parents are informed at each level of learning support assessment;
- Data from the CATs (Cognitive Ability Tests) taken in September/October in Years 3 to 6 is a useful indicator; and
- Use of external assessments such as Speech and Language Therapists, Occupational Therapists or Educational Psychologists may also be used to develop a support programme.

Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The School recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of needs or that may change overtime.

The extent of the learning support required may be obvious from the outset, or may emerge over time.

PLAN:

The School will use the information from the assessment to draw up an outcome focused plan to show support that will be offered.

Monitoring Form:

A Monitoring Form should be used if a child's academic, social or emotional progress is causing mild concern. It will be updated each term and can either develop into an Individual Pupil Plan (IPP) or as the child's progress improves the form need not be updated.

Depending on the particular needs of the child, the following SEND provisions are put in place:

SEND Provision at Targeted Support Level:

Individual Progress Plan (IPP):

- The class teacher and SENDCO will draw up an IPP. The IPP will specify two specific learning targets/outcomes and detail a specific programme of activities/materials/resources;
- Extra support given to the child: this may be within or out of the classroom and on an individual or small group basis;
- Reviewed once or twice a term at a progress meeting with the class teacher, SENDCO and parents;
- The IPP must be shared and a copy given to all staff who teach the child;
- Copies to be online in the 'Special Educational Needs folder', also in child's profile;
- All reports (internal or from outside agencies) related to a child's SEND should be in the child's Profile, and the School SEND File;
- Both files must be updated twice a term (at the beginning and at mid-term); and

- If it is deemed that a child is not making adequate progress at School Targeted Support level then it may be necessary to move the child to the next level, SEND Specialist Support Enhanced. The parents of the child concerned will be advised to seek professional advice, and the advice will be paid for by the parents.

SEND Specialist Support Enhanced:

Specialist support:

- The teacher and/or parent would seek specialist help from outside professionals;
- The professional support teachers should liaise with the class teacher and the SENDCO;
- The class teacher and SENDCO in conjunction with the parents draw up a new IPP based on the advice of the outside agency;
- The class teacher sets a review date; and
- The class teacher tracks the child's progress and advises the SENDCO of changes.

Review of the provision at SEND Specialist Support Enhanced:

- An IPP which details a specific programme of activities/materials/resources;
- Implementation of advice from an outside agency; and
- Increase the amount of support given to the child: this may be within or out of the classroom on an individual or small group basis.

External Support: External assessment is sought where appropriate, but only after full discussions with parents. The SENDCO has a list of known professionals such as Educational Psychologists, Paediatric Occupational Therapists, Behavioural Optometrists, and Speech Therapists. Arrangements can be made by parents for an assessment of their child and the parents will be billed by the external agency.

DO:

Class teachers, with the support of the SENDCO will take the responsibility for overseeing the implementation of the Monitoring Form or IPP. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

REVIEW:

The impact of any additional support offered will be reviewed at least termly.

The purpose of the review is to:

- Track and record the child's progress;
- Consider the effectiveness of SEND provision; this should include the views of the parents and their child; and
- Determine future action.

The outcome of the review may be that:-

- The child continues on the present stage if the child's progress has been at least satisfactory;
- The child may move to the next stage if SEND provision has not resulted in the child making satisfactory progress;
- The child may no longer need special help if the child's progress no longer gives cause for concern.

REMOVAL FROM THE SEND REGISTER

If a pupil makes good progress and achieves the outcomes set they will no longer require additional SEND Support and his/her name will be removed from the register. Parents will be notified of the decision. Progress will continued to be monitored regularly as part of the termly tracking for all pupils.

EDUCATION HEALTH CARE PLAN

Should a child not progress satisfactorily at SEND Specialist Support Enhanced, the outside agencies and the school may advise the parents to request statutory assessment by the Local Education Authority (LEA).

N.B. If the LEA decides to make a statement then Chiswick and Bedford Park Preparatory School can accept a child with a EHC (without DFEE consent) provided the parents pay for the placement and that the local authority judges that CBPP School is able to provide the child with 'efficient full-time education' suitable for the child's age and ability.

TRANSITION ARRANGEMENTS

Arrangements to support pupils with SEND moving into the School or moving to a different school. For pupils joining the school the SENDCO will, make every possible opportunity to seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.

TO NURSERY:

Profiles/Learning Journals and reports will be handed from previous setting.

NURSERY TO RECEPTION:

Transition meetings are held between Nursery and Reception staff. IPPs, Monitoring forms and assessments are passed over to the new class teachers. Nursery children visit Reception twice in the Summer Term.

YEARLY TRANSITIONS:

A meeting between the Class Teachers will be arranged to discuss a child's individual needs and IPPs. Monitoring forms and assessments are passed over to the new class teacher.

YEAR 2 BOYS AND YEAR 6 GIRLS LEAVING TO THEIR NEXT SCHOOL:

Entrance Examinations are taken in the autumn or spring term, and the Headmistress provides the future schools with specific information about each child. Once a place has been offered and accepted the pupils are invited to visit their next school and to meet the children in their new class as well as their new class teacher.

SEND TRAINING FOR STAFF'S CONTINUING PROFESSIONAL DEVELOPMENT

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the pupils with a range of SEND within everyday teaching.

THE SENDCO

The SENDCO has the day to day responsibility for the operation on the SEND policy and provision in school. The SENDCO provides guidance and support to all staff in relation to meeting the needs of pupils with SEND. The SENDCO has a key role in developing positive partnerships with parents and other external agencies in order to fully address the needs and support progress for pupils with SEND.

SENDCO 2020-2021 Mrs G. Koka

The **Headmistress, Mrs Henrietta Adams**, is the appointed 'responsible' person for ensuring that the above duties are carried out and that all pupils' learning disabilities are known by all who teach them.

Date reviewed	Date of next review	Date approved and agreed by Proprietors
August 2020	August 2021	August 2020

“Children have a right to be involved in making decisions and exercising choices. They have a right to receive and impart information, to express an opinion, and to have that opinion taken into account in any matters affecting them. Their views should be given due weight according to their age, maturity and capability.” (Articles 12 and 13 of the United Nations Convention on the Rights of the Child).

ADDENDA

DEFINITIONS:

The following definitions are used in this document:

- **SEND (Special Educational Needs and Disabilities)** is the term applied to any child who has a learning difficulty which calls for a special educational provision to be made. Learning Difficulty can be applied to a child who has significantly greater difficulty in learning than the majority of children of the same age or has a disability that hinders him/her from making use of the educational facilities provided
- **Statement of Special Educational Need: (Educational Health and Care Plans come into force from 1 September 2015 but those already having a Statement will not have them changed to an EHCP until a time of transition in the child's school career or for at least three years),** is a document drawn up by the Local Authority after completing a formal assessment of a child. It will be written once the

LA has concluded that the Special Educational Provision necessary to meet that child's needs cannot reasonably be provided within the resources normally available to mainstream schools within the area. It will state the required provision which the LA monitors through the annual review process.

- **Provision** is any support that is made for children which is additional to or different from that which is generally made for pupils of the same age.
- **Continuing Professional Development (CPD)** refers to training provided for teaching staff.
- **A Individual Progress Plan (IPP)** sets out targets and outcomes for a child and a review date so that parents are aware of what provision we are making and the impact it is having on their child's learning opportunities. Along with this we will keep a SEND Record on the database detailing all relevant information about a child, any reports held and provision put in place to support him or her.
- **A Monitoring Form** will track a child who may have some areas of concern that need to be observed for example academic, physical or emotional.
- **Local Education Authority (LEA)** this may be Hounslow, Ealing or the local authority where the child has permanent residence e.g. Hammersmith

ALL pupils will access: High quality teaching and enrichment activities within the Nursery/School day, as well as access to clubs (Form 2 upwards) and educational visits.

Some pupils with additional SEND needs will access:

- Small group work
- 1:1 catch up for English and/or maths
- 1:1 tuition (parental choice)
- Specialist external advice
- Speech and language therapy (parental choice)
- Social skills groups

A few pupils with complex or significant needs will access:

- Occupational therapy (parental choice)

More information about Chiswick and Bedford Park Preparatory School's Offer of SEND provision:

How does the Nursery/School know when a pupil has learning difficulties or special educational needs?

- Some children start Nursery/School with a diagnosis or with specialist support
- Some children will be identified by Nursery/School staff and referred for specialist support.
- Some children's need will be identified through tracking systems, testing and day-to-day observation by the class teacher or SENDCO. These children may have needs which can be met through differentiated teaching, small group work and/or catch up in School.

How is the curriculum matched to pupil's needs?

- Teachers and teaching assistants plan the curriculum to meet the needs of the pupils.
- Class teachers meet termly with the SENDCO to plan for children with identified SEND and IPP's are updated with SMART targets.
- Lessons are differentiated in various ways and children may work in ability groups for literacy and maths lessons. Some of these groups are smaller to enable more focused teaching.

How does the Nursery/School know whether pupils are making progress?

- Progress is closely tracked and monitored by class teachers, teaching assistants and nursery nurses. This progress is then shared with the SENDCO at review meetings, or before if necessary.
- Termly assessments are administered and staff meetings are held to identify those above and below expectations.

How are parents/carers informed about how their child is doing?

- Parents have regular communication with class teachers and teaching assistants.

- SEND reviews with the SENDCO and external professionals are held for some children with SEND.
- We plan regular parent/teacher meetings when ‘structured conversations’ take place and send home reports, twice a year.

What arrangements does the Nursery/School make to support pupils transferring from another Nursery/School?

- All children and their parents have an induction session in which they are shown around the Nursery/School.
- For children with SEND, a meeting will be held between the SENDCOs, class teacher and/or parents and information will be shared about the child’s needs.

How is support organised for pupils with identified special educational needs or disabilities?

- Children are supported in class, in small groups or 1:1 with an adult. Some children receive 1:1 catch up sessions in English and/or Maths.
- A range of external specialists work with the school in order to provide training, advice and assessment for children with higher needs.
- The support is overseen and organized by the SENDCO, who manages the support staff and arranges their training.

How are decisions made about how much support individual pupils receive?

- Progress is tracked and some children will receive catch up for English or Maths. It may also be suggested that they seek tuition before/after school.
- Support may be provided within lessons where needed.
- Teaching assistants may be deployed to teach small groups in English or Maths.
- If progress is not made then children’s needs are assessed and external advice may be sought.
- Some children will receive ‘top up’ funding (through EHC plan) and a higher level of support is implemented.

How does the Nursery/School know if the extra support is helping pupils to make progress?

- Progress is regularly tracked and recorded
- Review meetings are held with teachers and parents to discuss individual pupil’s progress
- Teaching assistants are reviewed and receive appraisal meetings annually.

How are parents/carers informed about their child’s needs and what support they are receiving?

- Parents will be invited to an initial meeting to discuss their child’s needs, this will involve the SENDCO and class teacher.
- External professionals may be involved and will meet parents to gather information and seek views, before assessments are made.

- Parents will be invited to meetings through the year and will be encouraged to talk to the teacher and/or SENDCO if they have any concerns.
- Reviews and Annual reviews will be timetabled and parents and professionals will discuss children to assess progress and support.

How does the Nursery/School involve parents/carers in planning to meet their child's needs and in setting targets for learning?

- Parent evenings are held termly for all pupils.
- Through meetings with the teacher, SENDCO and/or a relevant external professional.
- Annual reviews are held for pupils with high needs.

What expertise and training do the staff who support SEND pupils have?

- All staff are trained internally by the SENDCO (when necessary) or visiting external professionals.
- Staff may attend specialist courses which are held at external venues.
- INSET training is arranged for all staff which is based on their training needs.

What specialist support or services does the Nursery/School access for pupils with SEND?

The Nursery/School understands the 'added value' that working with a range of specialists can provide and how it enhances the quality of provision for pupils. The Nursery/School has regular contact with:

Educational Psychologists

Speech and Language Therapists

BDA

Deaf team (GOSH)

Occupational Therapists

www.sendgateway.org.uk

www.sendirect.org.uk – online sources of information

How are classrooms and other areas of the Nursery/School adapted to meet pupil's individual needs?

The Nursery is wheel chair accessible with disabled toilet and wash/shower room.

We have:

- All classrooms have overhead projectors and smart boards
- We have specialist music teachers (optional extra – parental choice)

What arrangements are made to support pupils with SEND taking part in after school activities outside the classroom, including school journeys?

- All children are included in trips and visits as well as residential visits. We provide teaching assistant support and appropriate transport to enable this to happen. All visits are risk assessed and appropriate safety measures are put into place.

- All of our children, including those with SEND have the opportunity to attend a range of after school clubs. Teaching assistants are provided for pupils who need additional support.

How will the Nursery/School prepare and support pupils who are transferring to a new school?

- All information will be transferred.
- The SENDCO will be invited to observe the child at current school and invited to attend a review and planning meeting.

How does the Nursery/School support pupil's overall well-being?

- We provide many enrichment activities including school council, after school clubs and educational visits.
- We promote a Nursery/School culture in which, children are encouraged to talk about their emotions and feelings, where it is acceptable to acknowledge difficulties and ask for help.
- We ensure that children's individual needs are met in whatever way is relevant.
- We will go for local walks (in the Nursery) and teach the children to keep themselves safe when walking to and from the Church hall/Rocks Lane (for PE).
- Children complete a 'Pupil Passport' with the SENDCO and share their views on their development and targets
- Children attend their annual review meetings to share their views or be asked to provide comments for their annual review forms.
- External professionals will support where necessary to advise children and families who have particular concerns or requirements.

How does the Nursery/School prepare their pupils for their next stage of education and for adult life?

In the following ways:

- transition visits
- transition books including photographs and timetables
- parents meetings
- sharing information between Nurseries/Schools and families
- holding early review meetings which both Schools attend
- seeking pupils views throughout

Who can parents/carers contact to talk to about their child's special educational needs and disabilities?

Mrs Koka - SENDCO

Who should parents/carers contact if they have a complaint about the SEND provision in the School?

Mrs Koka or the Headmistress, Mrs Adams

Arrangements for the admission of SEND pupils

We welcome pupils with special educational needs and disabilities providing that we are able to offer them the support that they require, after making any reasonable adjustments. The School requests that parents of children with special educational needs or disabilities meet with the Headmistress and Head of the Nursery to discuss their child's requirements before accepting a place at the School, and that they keep the School informed of any changes.

Date reviewed	Date of next review	Date approved and agreed by Proprietors
August 2020	August 2021	August 2020