



# Caversham Preparatory School

## Policies and Procedures

### 713 SEND Policy

## Special Educational Needs and Disabilities (SEND) Policy

This policy applies all pupils in the school, including those in the EYFS.

### Introduction

Caversham Preparatory School has 'Open Entry' into the Early Years. These children may present in later years as having Special Educational Needs (SEN).

We also take a small number of children into the higher classes with SEN. The entry requirements consider how well we can deliver a quality education to these children; whether we can deliver the extra resources they may need including extra staff and what impact they may have on the current cohort that they will be joining.

We recognise therefore, that children in our school have a range of needs and it is our duty to deliver the best quality education to every child in the school.

Children who join our school with a disability or acquire a disability whilst with us will be supported by us to access the curriculum according to our Access Policy. The SENDCo for Caversham Prep School is Caroline Kidao.

This policy has been co-produced by the school SENDCo in liaison with the Head Teacher, SMT, Academic Staff and Proprietors.

### Overview

At Caversham Preparatory School, we endeavour to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in [SEND Code of Practice \(2014\)](#). These are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

At Caversham Preparatory School, we believe that a pupil has special educational needs if:  
He or she has a learning difficulty or disability which calls for special educational provision to be made

He or she has a learning difficulty or disability that means they have significantly greater difficulty in learning than the majority of others of the same age

Caversham Preparatory School recognises that high achieving children are recognised as having a 'special educational need' and provision is made to meet these needs. (See [More Able and Talented Policy](#)).



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## Compliance

This policy complies with the statutory requirement laid out in the [SEND Code of Practice 0 – 25 \(2014\)](#) and has been written with reference to the following guidance and documents:

- [Equality Act 2010](#): advice for schools DfE Feb 2013
- [Statutory Guidance on Supporting pupils at school with medical conditions April 2014](#)
- [The National Curriculum in England Key Stage 1 and 2 framework document](#)
- [Independent School's Statutory Regulations \(ISSRs\)](#)
- [Teachers Standards 2012](#)

## Aims and Objectives

In order to achieve compliance we will:

- Have regard to the DfE Code of Practice in the Identification and Assessment of Special Educational Needs.
- Appoint a Special Needs Co-ordinator (SENDCo) to co-ordinate provision throughout the school.
- Ensure that all children have access to a broad-based curriculum, irrespective of their special educational need.
- Identify and provide for pupils who have SEND and additional needs.
- Provide an Individual Education Plan (IEP), to match the individual needs of children.
- Provide appropriate opportunities for the development of every child's self-esteem and encourage full integration into the setting.
- Provide support and advice for all staff working with special educational needs pupils.
- Create an environment that meets the special educational needs of each child to engage in activities alongside pupils who do not have SEND.
- Request, monitor and respond to parents/carers and pupil's views in order to evidence high levels of confidence and partnership.
- Ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development (CPD).
- Explore all opportunities to provide extra resources to match the individual needs of children.
- Regularly consult parents and appropriate professionals regarding the child's progress and the way forward. This will ensure a planned, co-ordinated approach for provision of the child's needs.
- Support parents in obtaining help and advice from outside agencies, such as psychologists, speech therapists, optometrists, paediatricians etc.
- Ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- Identify the roles and responsibilities of all staff in providing for children's special educational needs through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
- Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Evaluate the success of this policy by monitoring the progress of children with SEND.



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## Whole School Graduated Approach to SEND Support

Caversham Preparatory School takes a whole school approach to the provision for pupils with SEND through assessing, planning, delivering, reviewing and recording of information, to ensure that all children achieve their potential.

### 1. Identification of Needs

It is the role of the class teacher in the first instance, to identify any pupil who may have SEN. 'Slow progress and low attainment do not necessarily mean the child has SEN. The class teacher working with the SENDCo should assess whether the child has SEN'. SEND Code of Practice 0-25 (2014).

Before identifying a child as needing SEND support the class teacher, with the SENDCo support will establish a clear analysis of the pupils needs.

### 2. Analysis of Needs

Ongoing processes of formative and summative assessment is an integral part of the teaching and learning process at Caversham Preparatory School providing information useful to the pupil, the teacher and the parents. It demonstrates what has been learned, identifies successes and gaps in learning and should identify what the next learning stage should be. It also provides valuable information about how the curriculum could be suitably adapted and which methodologies should be adopted to meet individual needs. Where current rates of progress for individual pupils are inadequate, (see appendices for definition), arrangements for appropriate screening and support will be made through the school's graduated approach to SEN.

## Raising a Concern - Procedure

- **Assess:** The class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs
- **Plan:** In consultation with the parent and pupil, agree the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour, along with a review date. This is known as an Individual Education Plan (IEP).
- **Do:** The class or subject teacher remains responsible for working with the pupil. The SENDCo will support the class teacher in the further assessment of the pupil's particular strengths and weaknesses and advising on the implementation of support.
- **Review:** The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed at termly pupil progress meetings. The impact and quality of the support and interventions is evaluated, by the SENDCo along with the views of the pupil and their parents. Support is revised in light of the pupil's progress and developed in consultation with the pupil and parents.

## Stages of Support

### Stage 1 - Monitor

Initially, any additional individual attention and support is provided by the class teacher through differentiated work (SENDCo to be kept informed). We also place pupils with low scores in standardised tests on this stage to flag up potential problems. Staff will perform regular



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observations and on-going assessments of all children, in order to identify and support their individual needs. If a parent or member of staff is concerned about a child's progress, the staff will work with the parents to try to address these concerns.

The information regarding this concern will be documented on an Initial Concern Form and passed to the SENDCo.

### Stage 2 - Additional Support

The child's progress is monitored and additional testing may take place if there remains cause for concern. A meeting will be set up to discuss these initial concerns and plan the way forward. Additional support will be introduced through further specific, tailored materials and/or teaching assistant (TA) input. Once the child has been identified as having Special Educational Needs and following consultation with the parents, the child will be placed on the Special Needs Register.

An Individual Education Plan (IEP) will be drawn up by the child's class teacher, in consultation with the SENDCo, the child and the child's parents. The additional support may be in small groups for Reading/Maths. Setting may be arranged or support work with either teachers or assistants. The SENDCo, the class teacher, parents and the child will meet regularly (depending on the timescale of the targets set) to review the IEP and determine whether it continues to meet the child's needs. The child's IEP may be revised in the light of reviews held.

### Stage 3 - Outside Support from Professionals

The SENDCo may advise the parents to seek help from outside agencies to identify and support the child. The first recommendation is to consult the family doctor to explain that the school is concerned about the child and what their concerns are.

A referral will be sought at this point. If the SENDCo and Staff are still concerned about the child's progress, we may suggest further advice and support is obtained from other outside professionals, such as having the child tested by an Educational Psychologist; optometrist; speech therapist; Specific Educational Needs (SpLD) such as dyslexia, dyspraxia or dyscalcula assessment expert or a Paediatric doctor.

The subsequent report provides a useful in-depth analysis of the child's particular difficulties. It will give guidance for the school in formulating an IEP and provision of individual learning support.

### Inclusion by using IEPs

At Caversham Preparatory School, high quality teaching using differentiation for individual pupils, is the first step in responding to pupils who have or may have SEN. Details of differentiation are provided in curriculum maps, termly and weekly planning. Planning is monitored by the Head Teacher and subject co-ordinators and further supported by termly review by the SMT and the Education Proprietor. Feedback is provided informally, via the appraisal system and during whole-school reviews.



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## The Purpose of an IEP

Individual teachers respond to children's needs by creating an IEP to record individual needs. Teachers use these to inform teaching by:

- providing appropriate support for children who need help with communication, language and literacy e.g. through grouping, support from a TA and use of appropriate learning materials
- planning suitable experiences to develop children's understanding through the use of all available senses
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress and to take an active part in their learning
- using different learning materials or specialist equipment
- deployment of TAs to work with individuals or small groups of children when appropriate
- requesting support from the SENDCo both in and outside the classroom
- using specific intervention materials (see appendix)

### How IEPs are written

- Targets should be in addition to the normal learning targets and should be:
- SMART targets Specific, Measurable, Achievable, Relevant, and Timed.
- Limit the amount of targets for the above reasons (three or four).
- State what you are going to do to support the child to achieve their targets.
- Make goals meaningful and important. Relate to the area of need for the child: communication, English, Maths, behaviour and social skills. All staff members have access to individual information via the school system.
- Allow the child to be involved directly with devising the IEP.
- Set a date to meet with parents to discuss targets.
- Date and sign and give to the SENDCO to sign prior to meeting with parents.
- Identify and acknowledge long-term outcomes.
- Behavioural objectives should be stated in the positive.

IEPs are also completed for pupils whose difficulties affect their day to day performance in the classroom. The aim of these is to target specific areas of learning or behaviour.

## The Role of the SENDCo at Caversham Preparatory School

- Take responsibility for the day-to-day operations of the special educational needs policy.
- Liaise with class teachers and other staff to ascertain which children are giving cause for concern.
- Take the lead in observation and assessment of identified children considering their strengths, weaknesses and consequent needs.
- Take the lead in planning future support for children with SEND, in discussion with class teachers and parents.
- Liaise with parents and other professionals in respect of children with Special Educational Needs and/or Disabilities.



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- Offer support and advice to class teachers and parents. This will include attendance at meetings between staff and parent; attendance at meetings between staff and outside agencies; provision of written Individual Education Plans containing targets for the child, review date and strategies to be used; taking the lead in monitoring and reviewing the action taken.
- Support and advise teachers in planning appropriate programmes of work.
- Compile and manage the SEND Register.
- Ensure that relevant background information about individual children with Special Educational Needs is collected, recorded and updated.
- Ensure that IEPs are produced, completed and reviewed each term.
- Read, summarise and disseminate information regarding educational reports.
- Advise the Teaching Assistants (TAs) how to deliver IEP planned support.
- Advise and liaise with the Curriculum Coordinator (who manages the school's timetables) to deploy the TAs.
- Attend review meetings when needed.
- Liaise with external agencies.
- Identify and order the resources available from other agencies.
- Contribute to the development of curriculum policies to ensure that the provision for pupils with SEND is considered.
- Monitor progress and provide additional support when necessary to SEND pupils working in class.
- Plan and deliver Continuing Professional Development (CPD) on SEND to the school staff.
- In consultation with the S.M.T. review the quality of teaching including supporting teachers' understanding of strategies to identify and support pupils with SEND through appropriate training.
- Take responsibility for the transfer of SEND records to the child's next setting.
- Take responsibility for storing our SEND Records as per GDPR and our Data Retention Policy.
- Keep up to date with changes in legislation and methodology regarding SEND and to attend such training as may be required to do so.

## Other Headings by Alphabetical Order

### Bullying

At Caversham Preparatory School, steps are taken to ensure and mitigate the risk of bullying of vulnerable learners. (See Anti-Bullying Policy available on the school website).

### Considering the Pupils' Views and Opinions

At Caversham Preparatory School, the pupil's views will be sought whenever possible. It is important that pupils have 'a voice' and ownership of their own learning. It is a statutory requirement (SEND Code of Practice 2014) to include children in planning their own learning and accepting responsibility to support their IEP in the best way they can. We accept that a pupil's perceptions and experiences can be invaluable, but we also recognise that this may not always be easy and may need to consult parents and other colleagues for further information.





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## Disciplinary Procedures

Please see our Disciplinary Policy for more information on how we deal with discipline for children with SEND. (See Discipline Policy available on the school website).

## Entry and Admissions Policy

Our inclusive approach is reflected in our admissions policy, available on the school website. Where parents alert the school to SEND prior to entry, this is accounted for during familiarisation procedures and will be decided on whether we are the right school to help the child. We will consider the nature of the child's needs, whether or not we have the right staff or enough staff to support the child, the present class make-up, accessibility problems in an old building or if we have on site expertise to support the child to learn on a daily basis.

## Equality Act

Though we acknowledge that not all children with a disability have a special educational need, we have regard for the Equality Act (2010) and will always be prepared to make reasonable adjustments to include all children and their families.

## Exiting the SEND Register

At Caversham Prep School we take a flexible approach to the SEND register. We evaluate pupil progress and analyse data on a regular basis and move pupils through the different stages of the register as befits their needs. Pupils can be removed from the register if they show sufficient progress and achieve at the expected level. If pupils successfully meet their targets set out on their IEP or have secured the gaps in their learning so that they are as able to function at a satisfactory level compared to their peers, a pupil in discussion with parents and teachers may no longer need to remain on the SEND register.

## Identifying behaviour as a need is not an acceptable way of describing SEND

Any concerns relating to a pupil's behaviour will be described as an underlying response to a need which we will be able to recognise and identify clearly. (See Bullying Policy).

## Monitoring progress and Evaluating Success

The SMT (and Proprietors) at Caversham Preparatory School will establish the extent to which standards (measured by e.g. SATs, CATs, PIRA reading, 11+ and Rising Stars Assessments) have improved across groups of pupils with identified SEND by:

- comparing baseline data with the data collected at the assessment point
- reviewing pupils' progress in relation to the targets set
- taking account of other factors that may have affected progress
- analysing the effectiveness of educational professionals and parents working in partnership
- noticing a reduction in the total number of pupils requiring SEND provision
- noting how well pupils with SEND have access to the whole curriculum of the school



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- observing an increase in independence of individual pupils with SEND
- ensuring provision for each pupil is planned for, reviewed and evaluated regularly
- ensuring the most effective deployment of resources is designed to ensure the needs of all pupils are met

### Pupils with English as an Additional Language (EAL)

Children with EAL are not considered as having SEN because of their EAL. They are however, put on an IEP to support their temporary needs in learning English and becoming fully integrated into the class and school. This will always be viewed as a temporary measure and will be phased out as soon as the child's English is good enough to access the curriculum independently. Please refer to our EAL Policy for further information.

However, if a child with EAL does not make the progress expected of them as their English improves, they may then be regarded as having SEN and will be treated in the same way as other pupils with SEN.

### Pupils with Medical Conditions

Caversham Preparatory School recognises that pupils at school with medical conditions are 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 may also have special educational needs (SEN). The SEND Code of Practice (2014) is followed.

### Risk Assessments

When organising trips and carrying out disciplinary procedures, the specific needs of pupils are always considered so that individual pupils can participate fully in the event.

### SEND Register and Educational Reports

The SEND register is managed by the SENDCo and is available for reference on the staff shared desk top computer. Reports written by other professionals are stored in the children's Personnel Files (P Files).

### Support Services

Support Services are welcomed to support a child with SEND, if the child:

- continues to make little or no progress in specific areas over a long period
- continues working at national curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematical skills





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- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- despite having received intervention, the child continues to fall behind the level of the peer group

### Training and Resources

The SENDCo has a designated budget. Through the appraisal system, the training needs of staff are identified, and CPD planned. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

### Trips, Outings and Outward Bound

Risk assessments are written for all on and off site activities and the needs of children with SEND are taken into consideration when planning to ensure accessibility. Please see out Trips, Outings and Outward Bound Policy for more information.

### Policy Review

Caversham Preparatory School is currently using the guidelines set out in the Code of Practice 2014. The aim is that the school is up to date with current SEND policy, procedures and reforms.

### Physical Environment

Caversham Preparatory School has a commitment to providing specialist equipment should it be needed. We have produced a separate access plan outlining the ways in which the school aims to make the site and the curriculum more accessible to pupils with SEND. See Access Plan.

### Procedures for Resolving Complaints about SEND Provision

This follows the school complaints procedure.

### Storage of Information

The school will continue to use the system of IEPs to record the steps taken to meet the needs of individual pupils. The SENDCO is responsible for ensuring that records are kept and available when needed. Records are available on the school and teacher's desktops. These are available to share with parents at termly review meetings. The school follows GDPR Data Retention procedures (see Data Retention Policy).



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### Valuing Parents

Caversham Preparatory School welcomes parental involvement and seeks to gain as much information as possible about the child from the parents; all staff read any paperwork submitted

All discussions are dealt with confidentially and in a sensitive manner. In partnership with parents, pupils with special educational needs and/or disabilities will be encouraged to contribute to the assessment of their needs, the review and the transition process.

At all stages of the SEND process, the school keeps parents fully informed and involved at all stages. We encourage parents to make an active contribution to their child's education and hold regular meetings to share progress in addition to regular parent/pupil achievement meetings.

A record is kept of any communication with parents, and all notes and action plans arising from these meetings are kept in a secure place in order to maintain confidentiality.



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## Policy Administration

### Linked Policies

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Access
- Anti-Bullying
- Assessment
- Data Retention
- Discipline
- English as an Another Language
- Equal and Diversity
- Early Years Foundation Stage
- More Able and Talented
- Inclusion
- Safeguarding Children
- Trips, Outings and Outward Bound

### Quoted Legislation and Guidance

- [SEND Code of Practice \(2014\)](#)

### Review Schedule

This policy is subject to 2 yearly reviews by the Head Teacher and SENDCo unless circumstances require an earlier review.

### Update and Review Log

Updated/ Reviewed By	Date	Notes
C Kidao (SENDCo)	Jan 2018	Written: January 2018 (5th edition) Review: Every two years Author: Caroline Kidao (SENDCo) Reviewed by: J Lawson (Proprietor)
J Lawson	Jan 2018	Review
A Lawson	April 2021	Formatting and Updating Links
J Lawson	August 2022	Reviewed for Induction CPD