

## **SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY**

Applies to: All Staff within the School and Covers EYFS as well.

Version	5	6	7	8	9
Policy reviewed on	September 2019	September 2021	September 2022	September 2023	September 2024
Policy written by	Mrs Boulton	Mrs Boulton/Mr Sullivan	Mr Sullivan	Mr Sullivan	Mr Sullivan
Policy seen by governors	Mrs Wilcox (COG)	Mrs Wilcox (COG)	Mrs Wilcox (COG)	Board Meeting – 20/09/23	Board Meeting – 09/10/24
Date of next review	19 <sup>th</sup> September 2021	September 2022	September 2023	September 2024	September 2025

**This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.**

## STATEMENT OF INTENT

The staff and proprietors of **Branwood Preparatory School** believe that *we should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child.*

**Branwood Preparatory School** recognises the importance of helping each and every child to achieve more in a safe environment.

### 1.0 Rationale

1.1 This SEND policy is written to comply with the Children and Families Act 2014 and the SEND Code of Practice (last updated September 2024) together with the Equality Act 2010.

1.2 At Branwood, we feel that every child is unique and is entitled to quality first teaching and personalised learning.

1.3 Branwood aims for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum.

### 2.0 Aim

2.1 Identify children, as early as possible, in order to support their physical, social, emotional or intellectual development.

2.2 To ensure that every child experiences success in their learning and achieves to the highest possible standard.

2.3 Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.

2.4 To enable all children to participate in lessons fully and effectively.

2.5 To value and encourage the contribution of all children to the life of the school.

2.6 To work in partnership with parents.

2.6 To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.

2.7 To monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.

2.8 To make sure that there is a consistent, whole-school approach to the identification and provision for pupils with special needs throughout the school.

### **3.0 Definition**

3.1 The SEND Code of Practice says that:

‘A pupil has SEND 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. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.’

3.2 At Branwood we adhere to the above definition but also consider that SEND is something we believe encompasses all children and relates to personalisation of learning. Everyone is an individual and we all have our own unique learning needs. Therefore, we look at the needs of all children, whether they be linked to what the 2015 Code of Practice refer to as having a ‘greater difficulty’ or needs that link to gifted children, or those that need specific ‘tweaks’ in order to maximise the learning experience.

### **4.0 The Governing Body**

4.1 The Governing Body is responsible for:

- Ensuring the health and safety of their employees and anyone else on the premises or taking part in school activities. They therefore have a responsibility to ensure that an appropriate Special Educational Needs and Disability Policy is in place.
- Making sure that the Special Educational Needs and Disability Policy is effectively monitored and updated on a yearly basis.
- Ensuring that the school has endeavoured to make reasonable adjustment to support children who need Special Educational Needs is in place.
- To ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015.
- To do its best to ensure that all pupils with special educational needs are appropriately catered for and that they have the opportunity to participate as fully as possible in all aspects of school life.
- To ensure that Parents are notified of a decision by the school that their child has special educational needs.
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

### **5.0 The Headmistress**

5.1 The Headmistress is responsible for supporting the school’s SEND provision through:

- Liaising between interested parties – school staff, the SENDCo team, parents, governors, the school health service and pupils.
- Ensuring that the policy is put into action, with good communication of the policy to everyone.
- Ensuring every aspect of the policy is maintained
- Assessing the training and development needs of staff and arrange for them to be met.
- Monitoring the policy and how well it is working
- Reporting back to the trustees and governors about the intimate care policy.
- Involving parents as partners in the learning process.
- Participating in TA development programmes
- Determining the pattern of work, timetable and role of the SENDCo team
- Dealing with queries or complaints from parents

- Meeting the SENDCo team on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy and report back to the governing body on a regular basis
- Liaising with the Local Authority (LA) with respect to policy and enactment
- Becoming involved in how children with SEND are integrated within school as a whole
- Liaising with external agencies including the Educational Psychology Service (EPS) and other services where appropriate.
- Ensuring that the legal requirements of current legislation are met within the school
- Keeping the Governing Body well informed about SEND within the school
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education
- Ensuring the SENDCo team receive training and induction in their roles, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date
- Giving the SENDCo team sufficient resources of time, money, space and administrative back up to fulfil the role to reflect the responsibilities included

## **6.0 Teaching Staff**

6.1 All staff have responsibilities. These include to:

- Provide Quality First Teaching (QFT) for all children in their form and to differentiate work accordingly.
- Monitor the progress of the children in their form each half term and consequently identify those that are well below what is expected or those who have not made progress. These children are classed as needing 'Wave 2' provision and will require a **SEND Monitoring Referral Form** to be completed for them. This form states what the area of concern is and what the teacher intends to do to support the child. Regular teacher/TA in-lesson support will now commence. The form is stored electronically in the SEND folder. These children are closely monitored and targeted by the teacher through focused and specific work.
- If after this action the child still makes no progress or is still below expected levels after half a term (5/6 weeks), a decision will be made - in conjunction with the SENDCo - about whether the child needs to go on the school's SEND register at the level of School Support (Wave 3). If this is the case, an **Individual Educational Plan (IEP)** is then completed highlighting the provision strategies to be used to support this child. This is reviewed half-termly or sooner if required. If the child is in KG1 or KG2 then a Play Plan is written and reviewed every 6 weeks. The form teacher is to share this IEP or Play Plan with the child's parents.
- Beyond this stage, external agencies may need to become involved and further liaising between teacher and SENDCo will be required.
- If a child's need relates to their day-to-day emotional and mental wellbeing then a **One Page Profile** is completed by the Form Teacher and given to the SENDCo Team. If the SENDCo team feels that the concern is a Safeguarding issue then the Designated Safeguarding Lead (DSL) is informed and a **Cause for Concern Form** is completed.
- If a child has an ongoing medical (i.e. allergy) or sensory need, a **One Page Profile** will be completed by the class teacher and shared with their parents and all appropriate staff.
- If a child has a medical need (i.e. diabetes or ADHD resulting in regular medication), then an **Individual Health Plan (IHP)** will be completed by the class teacher under the guidance of any medical staff and parents. This will hence be shared with all appropriate staff. The IHP will be reviewed on a frequency determined by the advice of the medical professional responsible for the child, but will otherwise be updated annually.

## **7.0 SENDCo Team**

At Branwood we have a SENDCo team, which consists of the SENDCo (currently our Assistant Head) and a Deputy SENDCo (currently our Deputy Head). These in turn are closely supported by the Lower School Leader, our Form 3 Teacher (who holds previous SENDCo experience) and one of our HLTAs.

7.1 The SENDCo team are responsible for:

- The annual reviewing and updating of the school's SEND policy, in line with national guidance.
- Overseeing the day to day operation of the school's SEND policy.
- Monitoring data to identify SEND children and report back to the Head throughout the year during informal meetings every term.
- Supporting all staff with their concerns regarding each child.
- Co-ordinating the provision which is provided with in the school.
- Planning interventions to be used in school.
- Attending courses to keep skills and knowledge up to date.
- Providing in-service training for members of staff to keep them up to date
- Liaising with external agencies including the LA's support staff and educational psychology services, health and social services and voluntary bodies.
- Overseeing the records of all children with Special Educational Needs and Disabilities.
- Ensuring that all staff are clear about the 'wave' system for SEND that is used within the school. (See table below for further explanation)
- To keep a record of all children with completed **SEND Monitoring Referral Forms** and discuss their progress with their form teacher half-termly.
- To ensure that a child with an **SEND Monitoring Referral Form** moves onto 'SEND Support' (Wave 2) and is formally added to the SEND list, with provision subsequently mapped on the **School Provision Map Overview**. If a child's need relates to their day-to-day mental and emotional wellbeing then a **One Page Profile** is completed by the Form Teacher and given to the SENDCo Team. If the SENDCo team feels that the concern is a Safeguarding issue then the Designated Safeguarding Lead (DSL) is informed and a **Cause for Concern Form** is completed.
- Ensuring that those children who need SEND Support (Wave 2) - i.e. they receive additional support in class and/or in intervention groups - have an **IEP or Play Plan**. This is to be written alongside the form teacher and then is to be shared with parents. The SENDCo is to place a signed copy of this in the child's Form's SEND file and the child's individual SEND file.
- Ensuring that those children who need SEND Support Plus (Wave 3) have an **IEP**. This is to be written alongside the form teacher and then is to be shared with parents. The SENDCo is to place a signed copy of this in the Form's SEND file and the child's individual SEND file.
- Ensuring that those children who need Education and Health Care Plans (EHCPs), i.e. a child receives specific support in class funded by the LA, have an **IEP**. This is to be written alongside the form teacher and then is to be shared with parents. The SENDCo is to place a signed copy of this in the Form's SEND file and the child's individual SEND file.
- Ensuring that all children who are on the SEND register have sufficient resources to be used by their form teacher in order for them to make sufficient progress.
- Ensuring that IEPs are completed with targets which are SMART (Specific, Measurable, Achievable, Realistic, Timed). Should extra support be needed than the SENDCo will source this.
- Ensuring that IEPs should be continually kept under review as a working document and should be shared with Parents, Teachers and any TAs/HLTAs who will be working with the child. They are reviewed every term with the child and parents if possible. The new IEPs are signed by the child's parent(s) and SENDCo then a copy given to them within a week. A copy of the amended and evaluated IEP is given to the SENDCo along with a copy of the updated IEP within a week of the review taking place. An electronic copy of the IEP is stored in 'Shared Document' – SPECIAL NEEDS AND DISABILITIES- IEPs – in the child's named file.
- In EYFS a Play Plan will be written rather than an IEP. This is reviewed every 6 weeks.
- To keep a SEND file and update it half termly or more often if required.
- Update each child's individual SEND file each half term.
- To consider a child moving to an EHCP. If children fail to make progress, in spite of high quality, targeted support School Support or School Support plus, we may apply for the child to be assessed for an EHCP. Generally, we apply for an EHCP if:
  - The child has a disability which is lifelong and which means that they will always need support to learn effectively
  - The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

- If the application for an EHCP is successful, a member of the LA will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHCP which will record the decisions made at the meeting.

## **7.2 SENDCO Student Provision**

- Students are catered for in terms of 'waves', with the hierarchy and progression of these waves outlined below:

Appropriate Differentiation (Wave 1)	Wave 1 is the teaching received by all pupils within a class. It is underpinned by QFT and makes use of appropriate differentiation. If a child is below age-related-expectations at half term - despite this Wave having been in place - their provision moves to Wave 2.
Catch Up (Wave 2)	Wave 2 is for children that are under-achieving but will make progress with some additional provision <u>within the allocated lesson time that relates to their need</u> (i.e group or 1:1 focused Teacher/TA support within particular lessons). They will have had an <b>SEND Monitoring Form</b> completed and will be recorded on the SEND register as being 'monitored'. If the child still makes no progress after half a term then the child moves to the <b>SEND Support</b> stage and is formally added to the SEND register. If the need relates to a child's day-to-day mental and emotional wellbeing, a <b>One Page Profile</b> is completed and given to the SENDCo.
Extra Provision to be made (Wave 3)	Wave 3 is where children receive intervention work that goes <u>beyond the allocated class timetable of provision</u> within their area of difficulty. This intervention work may be delivered by a TA, HLTA or Teacher at any time of the school day. It is <u>additional to and/or different from</u> provision of the child's age-related peers and is delivered at a different time to the timetabled lesson within which the child is struggling to prevent further gaps in learning. Wave 3 children are at the <b>SEND Support Plus</b> stage and will hence require an <b>IEP/Play Plan</b> .
External Support (Wave 4)	Outside agencies are consulted and support the school. In collaboration with the LA, this may result in a child eventually receiving an EHCP.
Additional in class Provision	A child receives specific adult support in class that is reserved <u>exclusively</u> for said_child. This provision will be discussed between the Head Teacher,

(Wave 5)	Parents, Child and SENDCo before implementation and may or may not be fully/part-funded by the LA through an EHCP.
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### **7.3 SENDCo External Support**

External professionals, such as an Educational Psychologist (EP) or any other assessing professionals should be involved in considering whether and how to proceed.

The triggers for External Support:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions put in place at earlier stages have had little or no impact on learning or progress.

## **8.0 Pupils**

8.1 Pupils have a responsibility to:

- Speak to their form teacher if they have a concern about their own educational needs.
- Treat all children in the school equally.
- Tell their parents if they have a concern about their learning in school.
- Be honest about what they are good at in school and what they find difficult.
- Help their form teacher and the SENDCo to write targets for their IEP which are Specific, Measurable, Achievable, Realistic and Timed.

## **9.0 Parents**

9.1 Parents have a responsibility to:

- Acknowledge that they understand and approve of the contents of their child's IEP/Play Plan.
- Liaise with their child's form teacher regarding any appointments that their child may be attending outside of school.
- Attend meetings with their child's form teacher and/or SENDCo should the need arise.
- Inform their child's form teacher should they have any concerns regarding their child.
- Honour any parental commitments outlined in any targets contained within the IEP/Play Plan.
- Update school of any relevant changes or developments that relate to their child's SEND needs.

## **10.0 Record Keeping**

10.1 Reviews and rewrites of IEPs are – in collaboration with the relevant form teacher – done half-termly.

10.2 At the start of each year, the SENDCo will verbally discuss those children on the SEND register with the relevant form teacher. The SENDCo is required to keep and maintain an electronic school SEND folder that is held securely on the school drive. The SENDCo is to review this folder half-termly or more regularly if necessary. The school SEND file is to include a school SEND register, class provision maps, IEPs/Play Plans, IHPs, One Page Profiles, SEND monitoring referral forms as well as any documentation from external agencies or parents. The SEND file is accessible to all teaching staff and the SENDCo will direct staff towards relevant SEND documentation.

10.3 Every 6 weeks review the EYFS play plans.

10.4 During staff meetings discuss the progress of every child on the SEND register. As we are a small school with weekly staff meetings, SENDs are usually identified quickly. We have internal assessments for Dyslexia and work closely with Educational Psychologists when internal assessments are not possible.

### **11.0 Links to other policies**

11.1 All of our school policies are inter-linked and should be read and informed by all other policies. In particular, the SEND policy is linked to safeguarding, behaviour, anti-bullying, medical, gifted & talented and curriculum policies

Version	Date of Review	Reviewer	Changes made
9	29 <sup>th</sup> September 2024	Mr Sullivan	'Headmaster' references replaced by 'Headmistress'  SENDCo team's supporting personnel now added into the policy.