



TWYCROSS HOUSE PRE-PREPARATORY SCHOOL
The Hollies
SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Guiding Principle

- Our guiding principle is one of inclusion.
- We want to identify and break down possible barriers to learning.
- We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

At The Hollies we seek to:

- Recognise uniqueness: in our pupils, staff, environment, resources and whole school community.
- Be inclusive: recognising and supporting different learning styles, learning needs at all levels and seeking to provide solutions to any barriers to learning we encounter.
- Engage and inspire: through knowledge rich, progressive and purposeful learning environments.
- Promote aspiration: offering challenge, accountability and responsibility for individual learning.
- Create citizens of the future: who thrive on responsibility, who see difference as a strength of our community and who use democracy to embed their own values and beliefs.

This policy complies with the SEND Code of Practice 0 – 25 January 2015.

Our SEND Information Report sets out how we are implementing our SEND Policy and meeting our duties under the Equality Act 2010.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children 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.

We recognise that all children are special and all children have individual needs. We are proud of our inclusive ethos and the way in which each child is nurtured and supported to reach their individual potential. Some children may need additional or different provision to enable them to achieve this - these children may be said to have Special Educational Needs and/or a Disability. Children may be said to have a Special Educational Need and/or Disability if they have a significant difficulty or a disability that is a barrier to their learning in one or more of the following areas:



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- Cognition and Learning
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and/or Physical Needs

The additional/different provision may include small group or 1:1 teaching, additional or different resources or strategies used to support their learning or advice and support from outside agencies. A register of children with SEND is maintained and updated on a termly basis. A Provision Map is compiled termly to identify those children receiving supplementary classroom support. Termly SEND monitoring is completed for children who have been identified by academic tracking or professional assessment as benefitting from/requiring extra support. This will be addressed by Quality First Teaching or WAVE 2 intervention. Intervention groups identified through tracking of achievement /teachers' professional judgement will be monitored and the effectiveness of the provision evaluated.

Supporting Children with SEND

We work in partnership with Parents and Carers, the children and in some cases outside agencies to:

- Identify a child's SEND at the earliest opportunity
- Address their SEND sensitively and effectively, within the resources available; irrespective of race, culture, gender, disability or sexual orientation.
- Enable all children to access a curriculum which allows for the development of their talents, skills and interests through active participation in a broad and balanced range of social and academic experiences
- Involve the pupil in sharing their thoughts and feelings about their needs and how they are. To share in individual target setting across the curriculum so that they know what their targets are and why they have them. To self-review their progress and set new targets;
- Supporting pupils at school with medical conditions (Please also refer to the relevant policy)

Some children in our school may have medical conditions that require care and support to enable 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 and/or disabilities (SEND) and may have a Statement, or EHCP which brings together health and social care needs, as well as their special educational provision. Pupils with allergies / food allergies have their information in relevant places within school to remind/alert staff.

Identification

Concerns about a child's progress will usually be identified through tracking and/or a class teacher's professional judgement. Wherever there is a concern about a child, that concern needs to be shared between the Parents or Carers and the child's teacher as soon as possible. Our school operates an open door policy whereby parents are actively encouraged to come into school to discuss any concern they might have about their child. The class teacher will then consider how they might make additional and/or different provision to meet those particular needs. This can be recorded on the



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Provision Map or termly monitoring sheet on a regular basis (Wave 2). In most instances this provision will be enough to help a child catch up, or meet specific low levels of SEND.

SEND Code of Practice 2015

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Special educational provision is underpinned by high quality teaching.

Addressing SEND

Quality First Teaching

The class teacher is responsible for differentiating work for all the pupils. The teacher plans for the activities to be given to the pupils at the appropriate level needed for success and progress to be achieved.

Growing Concerns

If, after observations in a variety of contexts and in discussion with SENCo progress is still limited WAVE 2 intervention may be appropriate, directed by the teacher with support from the SENCo. Children at this stage will be identified on a SEND tracking document which will be reviewed termly. If a pupil is still not making adequate progress, placing the child on the SEND register is considered following discussions with parents/carers.

SEND support – Additional Needs

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this decision and the child's name will be added to the SEND register. The aim of formally identifying a pupil with SEND will support the school in implementing and monitoring effective provision, so removing barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views, and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external specialist support



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staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan (Individual Education Plan - Additional Needs Plan)

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce and/or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. The children will have a target sheet in their drawer/desk using language that is child friendly / accessible.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. She/he will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. She/he will work closely with teaching assistants to plan and assess the impact of support and interventions and links will be made where possible with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising in the implementation of effective support will be provided by the SENCo and/or external specialists e.g. S&L therapist/Educational Psychologist, OT. Parents will be provided with a copy of the Additional Needs Plan.

Review (Individual Education Plan - Additional Needs Plan – review)

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil (where appropriate) and their parents/carers. The class teacher, in conjunction with the SENCo will review the support and success criteria based on the pupil's progress/development, making any necessary amendments going forward. Parents/carers will be involved in this stage of the process wherever possible.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can also be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan would be taken at a progress review meeting. The application for an Education, Health and Care Plans should combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided; Additional Needs Plans/reviews any external assessments known about. A decision will be made by a group of people



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from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Any funding received through an EHC Plan will be used solely for the benefit of its recipient. An annual review of an EHC Plan will be carried out.

Parents/Carers as Partners

Parents/carers have responsibilities to their children in working with the school to help meet their additional needs. This may be through some or all of the following:

- Raising awareness of any additional needs their child may have with the school at the earliest opportunity.
- Supporting their child with any extra work/activity at home.
- Attending medical appointments and informing school where appropriate of the outcomes.
- Attending reviews in school with school staff and other professionals supporting their child.
- Celebrating their child's success and remaining positive even when things don't go to plan.

The SEND Policy should be read in conjunction with the Safeguarding Policy, SMSC Policy, Behaviour Policy, Discrimination and Equality Policy, Child Protection Policy, Curriculum Policies, Admissions Policy, the Inclusion Statement, the Accessibility Plan and all other relevant policies/documents.

- Policy adopted September 2022
- Review date July 2024 or sooner if required.