

## 1. Definition and aims

We aim to meet the needs of our children in co-operation with parents, children and with other professionals.

Special educational provision means:

“For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority (LA), other than special schools, in the area.”

This school recognises that the phrase ‘pupils with special educational needs’ does not only refer to pupils who have an Education Health and Care Plan (EHCP).

This policy recognises the arrangements for SEND with the implementation of provisions according to the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015) and the Equality Act 2010.

Learning difficulty is defined in the Special Educational Needs Code of Practice (2015) as follows:

Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools.

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.

The school also recognises that the most able children in the school may also need special / extra support – see Able, Gifted & Talented Policy.

## 2. Roles and responsibilities

Holy Cross Preparatory School recognises that provision for learners with SEND is a matter for the school as a whole. Roles and responsibilities are arranged in the following ways:

- to ensure that the needs of the SEND pupils are met within the school; and
- to enable communication between staff, SEND co-ordinator, support services, parents and pupils.

SEND Co-ordinator:

- to play a key role in delivering the strategic development of the SEND Policy and provision;
- to ensure that SEND is an integral part of the School Development Plan;
- to oversee the day to day operation of the School’s SEND policy;
- to monitor the needs of SEND together with the Headteacher and staff;
- to assist with, and advise on, the teaching and assessment of SEND pupils;
- to organise annual and twice-yearly reviews;
- to ensure IEPs are written and reviewed regularly;

- to meet regularly with the headteacher to discuss individual children, resources and use of time;
- to give advice on the level of support and on appropriate resources and strategies to support learning;
- to assist in the organisation of classroom materials and resources;
- to keep a register of which SEND stage the children are on; reviewed termly;
- to be involved in the annual review of the SEND policy;
- to make contact with other support services after consultation with the Headteacher and staff;
- to meet with parents and pupils to discuss and support needs and progress;
- to report to the board of trustees as requested by the headteacher;
- to work in conjunction with the class teachers;
- to review SEND with the specialists, teaching assistants and peripatetic SEND teacher;
- to lead INSET in school as appropriate;
- to attend INSET and appropriate courses;
- to provide equal access to the school curriculum by providing SEND pupils with learning experiences which are appropriate to their needs;
- to attend termly pupil progress meetings, to update and create learning profiles (LP) to be attached to class profile.

### Specialist Teacher:

- to keep a copy of children's IEPs;
- to provide equal access to the school curriculum by providing SEND pupils with learning experiences which are appropriate to their needs, taking into consideration the actions and needs on the learning profiles and IEPs;
- to contribute to SEND pupil reviews as necessary.

### Class Teacher:

- to identify and track the progress of SEND pupils in conjunction with the SEND co-ordinator;
- to plan in conjunction with the SEND co-ordinator to ensure teaching staff are carrying out work appropriate to meeting the needs of SEND pupils;
- to consult with and inform the SEND co-ordinator;
- to ensure that the Headteacher and other colleagues are aware of children's needs;
- to provide equal access to the school curriculum by providing SEND pupils with learning experiences which are appropriate to their needs;
- to provide a detailed record of the IEP targets and the strategies adopted and their relative success for SEND;
- to attend appropriate INSET and courses.

### Teaching Assistants under the guidance of the class teacher and SEND co-ordinator to:

- carry out activities and learning programmes planned by the class teacher and the SEND co-ordinator;
- to keep records of this work as requested;
- to support children in class or by withdrawing individuals and small groups;
- to attend INSET and courses where appropriate;

- to be fully aware of the school's SEND policy.

### 3. Coordinating and managing provision

Provision for SEND is a matter for the school as a whole and is an integral part of the School Development Plan. The SEND co-ordinator in collaboration with the headteacher plays a key role in determining the development of the SEND policy and provision in school. Together with colleagues, the learning seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through self-audit. The sharing of expertise is welcomed and encouraged. Written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.

### 4. Admission arrangements

Holy Cross Preparatory School is a moderately selective academic school and we welcome all children who can make the most of the opportunities that we offer and can flourish in our caring environment. Treating every child as an individual is important to us, and we welcome pupils with learning difficulties, providing that they meet our entry criteria, and our SEND teachers can provide them with the support that they require. We do not, however, have the facilities to offer highly specialised and intensive support.

As our terms and conditions state, we require parents to provide a copy of an Educational Psychologist's report, a medical report or any other relevant report, to enable the school to meet the needs of the child.

### 5. Resources

Differentiated resources ensure access to the curriculum. Teachers and Teaching Assistants attend appropriate training. The delegated budget for learning success is managed by the SEND co-ordinator to ensure that all pupils' needs are appropriately met.

### 6. Identification, assessment and review (Appendix I – Process for identification of SEND)

The school acknowledges that pupils' needs fall into four general areas: communication and interaction (language, autistic spectrum disorder), cognition and learning (learning, specific learning difficulties e.g. dyslexia, dyspraxia), social, emotional and mental health, sensory and/or physical (hearing, visual). The school adopts a graduated response that recognises that there is a continuum of learning difficulties. The response is seen as action that is 'additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies'. (Code of Practice 2015)

Any adult working with a child, who has any concern, will bring this to the attention of the Headteacher or the SEND co-ordinator at any time. In addition, termly pupil progress meetings identify children who are not making expected progress.

- (i) Any agreed learning difficulty will be noted on the SEND register: stage 1-3.
- (ii) Parents will always be kept informed.
- (iii) A range of assessments and provision will be made.
- (iv) IEPs may be written, where appropriate, for children at stage 2, stage 3 and if necessary, the school will be involved in a LA Education Health and Care Plan (EHCP). These will be reviewed at least twice yearly.
- (v) Children are involved, as far as possible, in discussions about their targets, provision and success. Further referral may be made to other support services.

### Process:

#### (a) Initial Action – Teacher / parent concerns

If a class teacher, parent or other person is concerned about a child, the teacher may complete an initial pupil SEND referral form (Appendix 2 - saved on Teachers Communal) or consult with the SEND Co-ordinator and decide on action moving forward. If appropriate, parents are informed and involved from the outset. Further informal assessments may take place, such as pupil observation, before the school makes a decision to determine the level of support: stage 1, stage 2 or stage 3.

#### (b) **Stage 1 - Identified as requiring some additional classroom learning support**

The child may require additional support within the classroom (TA support, subject setting, invention programme, small group work). These pupils will be closely monitored by the class teacher and records kept on the pupil history profile (R Drive). The pupil is registered with the SEND co-ordinator to monitor progress. Where necessary, the SEND co-ordinator may send a parent questionnaire to acquire background context or meet with parents.

Some pupils at stage 1 will have made sufficient progress and additional support may be reduced or even removed.

#### (c) **Stage 2 – Identified as requiring additional specialist support. IEPs.**

If progress is a cause for concern, the child may require additional specialist support outside the classroom and progress to stage 2. An IEP with clear targets is written by the class teacher with assistance from the SEND co-ordinator and is reviewed at least twice a year.

At a review meeting, the progress on the current IEP is reviewed by all professionals involved with the child and the review sheet is signed by the teacher, parent and child, if appropriate. Any targets are reviewed and new ones are set. As with all SEND pupils, their parents receive copies of IEPs and reviews. At this point, there is a discussion as to whether to keep the child at stage 2 or whether it would be beneficial for the parent to have their child assessed by an expert e.g. Occupational Therapist (OT), Speech and Language Therapist (SALT), Educational Psychologist (Ed Psych) prior to moving to stage 3 if a diagnosed learning or healthcare need is identified. **The school staff have limited expertise in the range of SEND conditions and there will be times when we encourage parents to seek help and diagnosis for their child from outside agencies and professionals.** In most cases, the school can recommend a list of experts. The school can support most reasonable recommendations for a child.

A specialist peripatetic teacher is available for one-to-one support, with the parents' agreement. These sessions are paid for directly by the parents. Parents who instruct outside agencies and professionals for specialist reports such as Educational Psychologist or Occupational Therapist are paid for by the parents.

Some pupils at stage 2 will have made sufficient progress and additional support may be reduced or even removed.

#### (d) **Stage 3 – Diagnosed educational and healthcare need. IEPs.**

At stage 3, outside agencies and support services are normally involved. This is often an Educational Psychologist or Occupational Therapist and can also include a range of LA health service professionals. They may undertake formal assessments and/or observe the child. The SENDCo / peripatetic specialist supports the class teacher in writing the IEP together with the support service, parent and child, if appropriate. The IEP should reflect the amount of school support. As always, parents are encouraged to attend reviews and play a full part in the process. With a diagnosed educational or health need, it is likely a pupil would remain on stage 3 of the SEND register even if making good progress to ensure all staff are aware of a pupil's diagnosed needs.

### Local authority assessment - Education Health and Care Plans

Where necessary, the school will request a statutory assessment for a pupil's needs from the Local Authority (LA). Where a LA concludes that a child with an EHC Plan should be placed into an independent school and names the school in the EHC Plan, the LA retains legal and financial responsibility for ensuring that the provision specified in the child's EHC Plan is made. This will include paying the fees charged by the independent school. The LA may choose to assist parents to make their chosen independent school suitable. The day-to-day practical responsibility of making provision rests with the school.

If an LA is satisfied that the provision set out in a EHC plan can be made economically in the state sector, it may decline to name the independent school in an EHC plan. This does not prevent parents from making their own arrangements to pay for a place at the independent school of their choice, so long as the LA is satisfied that the arrangements are suitable.

EHC Plans of all pupils in this category, whether placed by parents or the LA, will be reviewed annually and, if the school is named in the EHC Plan, it recognises that the provision specified in the EHC Plan must be made (including the full National Curriculum, if this is specified). It is the responsibility of the LA and not the school to review the EHC Plan, but the school will prompt the LA, if necessary, to ensure the review takes place. The School will co-operate with the LA in the review process.

### 7. Curriculum Access and Inclusion

Holy Cross Preparatory School strives to be an inclusive school, engendering a sense of community and belonging through its:

- achieving success for all ethos;
- broad and balanced curriculum for all pupils;
- systems for early identification of barriers to learning and participation;
- high expectations and suitable targets for all children.

To ensure that all SEND pupils have full access to a broad and balanced curriculum, children are supported in class or by withdrawal as appropriate. Where a child is withdrawn from an activity, care is taken so that the child is given access to the core curriculum at a later date.

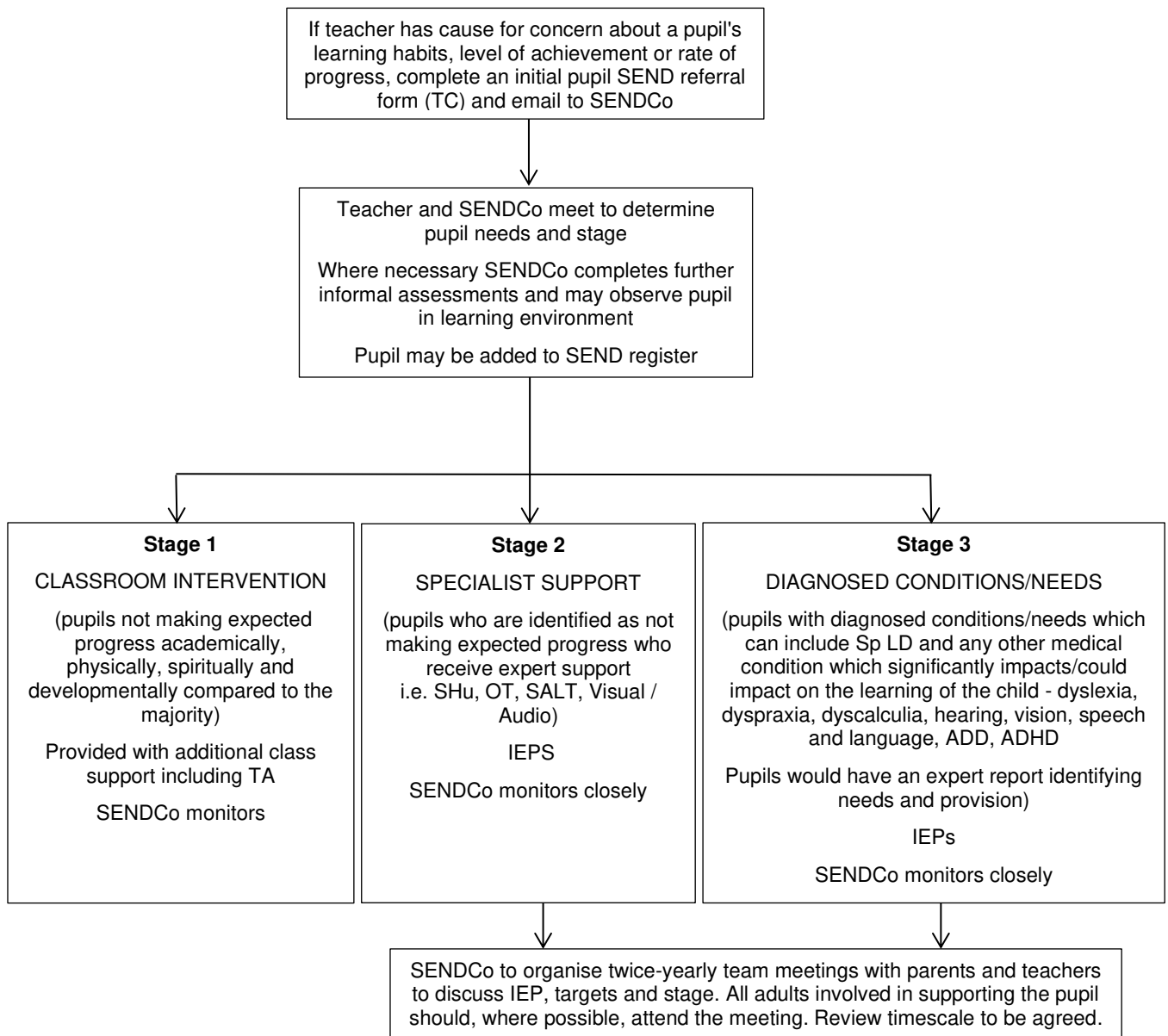
Relationships education and RSE are accessible for all pupils and when designing and teaching these subjects, it is taken into account that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND.

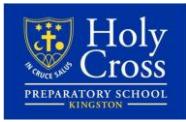
The school recognises its duty under the Equality Act 2010 towards individual disabled children and young people. The school will make reasonable adjustments.

This is a public policy which is published on the school website and is reviewed annually by the board of trustees.

Last reviewed November 2024. Next review November 2025.

**Appendix I – Process for identification of SEND**





# SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

## Appendix 2 – Initial pupil SEND referral form

Send	To...	Salome Humanes
	Cc...	
Subject		Initial Pupil SEND Referral Form

Pupil name	
Class	
DOB	
Concerns about learning habits	
Concerns about level of achievement and rate progress (Include pupil data)	
Concerns about social behaviour	
Concerns about physical ability or development	
Concerns about speech	
Support to date	
Other comments	
Action To be completed by S. Hu on receipt	
Referred by	
Date of referral	