

# AVONDALE PREPARATORY SCHOOL

## Special Educational Needs and Disability (SEND) Policy

### 1. Introduction

Avondale Preparatory School welcomes children whatever their individual needs, and believes in providing an inclusive setting. We believe that all children have an entitlement to a broad and balanced curriculum. It is our aim to provide every opportunity to develop each child's full potential.

Children and young people with SEND thrive in schools where they feel actively involved and welcome. At Avondale Preparatory School we expect all staff and pupils to respect, understand and believe in an inclusive vision

Our curriculum is broadly based on the National Curriculum. When planning, teachers differentiate, set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning. These requirements may arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. We aim to identify any difficulties a child might have and to work with parents and, where necessary, other agencies, to address those difficulties.

All children are continually monitored within the school to ensure that the education they receive is satisfying their potential.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. In practice, we recognise that the level and nature of support given to a child with special needs may be different to that given to their peers.

### 2 Definition of Special Educational Needs

All children may have special needs at some time in their lives. In line with the Code of Practice, the definition of Special Needs is as follows:

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

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 within the area of the local education authority;
- c. are under compulsory school age and fall within the definition at (a) or (b) above or would so do 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.

*Special educational provision* means:

- a. 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 LEA, other than special schools, in the area.
- b. For children under two, educational provision of any kind (not applicable).

### **3 Aims and objectives**

The aims of this policy are:

- ❖ to create an environment that meets the special educational needs of each child;
- ❖ to ensure that the special educational needs of children are identified, assessed and provided for;
- ❖ to make clear the expectations of all partners in the process;
- ❖ to identify the roles and responsibilities of staff in providing for children's special educational needs;
- ❖ to enable all children to have full access to all elements of the school curriculum;
- ❖ to help families to provide the right kind of support to encourage their child's development;
- ❖ to help children cope better;
- ❖ to help prevent future problems from developing.

The objectives of this policy are:

- ❖ to identify and monitor pupils' individual needs at the earliest possible stage so that their attainment is raised;
- ❖ to plan an effective curriculum to meet the needs of pupils with special educational needs;
- ❖ to work in close partnership with parents of pupils who have special educational needs;
- ❖ to involve pupils in the identification and review of the targets identified in their individual education plans;
- ❖ to raise the self-esteem of pupils having special educational needs acknowledging the progress they have made;
- ❖ to ensure that all who are involved with pupils are aware of the procedures for identifying, supporting and teaching them.

We incorporate the **Every Child Matters (2003)** objectives within our SEND policy; recognising the importance of the five outcomes:

- ❖ **Being healthy**: Enjoying good physical and mental health and living a healthy lifestyle.
- ❖ **Staying safe**: Being protected from harm and neglect.
- ❖ **Enjoying and achieving**: Getting the most out of life and developing the skills for adulthood.
- ❖ **Making a positive contribution**: Being involved with the community and society and not engaging in anti-social or offending behaviour.
- ❖ **Economic well-being**: Not being prevented by economic disadvantage from achieving their full potential in life.

#### **4 Admission arrangements –**

*see also Admissions Policy & Equality and Diversity Policy*

We strive to be a fully inclusive school. All children will be treated according to their needs in line with the School's Equality of Opportunity Policy. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need, for example, needing wheelchair access, the Headmaster will make every effort to ensure the child's needs are fully met where this is practical within Avondale Preparatory School.

Parents of children with particular needs should approach the Headmaster, and if necessary the SENDCO, for more information.

The Headmaster will do his best to secure the necessary provision for any pupil identified as having special educational needs. The Headmaster will ensure that all teachers are aware of the importance of providing for these children.

#### **5 Educational inclusion**

Teachers respond to children's needs by:

- ❖ providing support for children who need help with communication, language and literacy;
- ❖ planning to develop children's understanding through the use of all available senses and experiences;
- ❖ planning for children's full participation in learning, and in physical and practical activities;
- ❖ helping children to manage their behaviour and to take part in learning effectively and safely;
- ❖ helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

#### **6 Staff roles and responsibilities**

The following member of Staff is responsible for SEN provision:

**SENDCO:** Mrs Jo Stephenson- Jarrett

There are no specialist facilities or special unit in the School. There is a small room called 'The Learning Zone' where resources are kept and where Mrs Beth Henley takes individuals or small groups for quiet work away from the classroom.

In our school the SENDCO's key responsibilities (with support from Beth Henley) include:

- ❖ managing the day-to-day operation of the school's SEND policy;
- ❖ assisting in identifying any difficulties a child might have;
- ❖ co-ordinating the provision for children with special educational needs;
- ❖ supporting and advising teachers and assistants, and assisting teachers in drawing up Individual Education Plans (IEPs) for children with SEND;
- ❖ collecting the Log of Concern from each class each Term and discussing the content with Class and Headmaster;
- ❖ maintaining a Special Needs Register;
- ❖ contributing to and helping to manage the records of all children with special educational needs;
- ❖ working closely with parents and teachers to plan an appropriate programme of intervention and support;
- ❖ managing the school-based assessment and helping to complete any documentation required by outside agencies
- ❖ acting as a link with external agencies and other support agencies;
- ❖ acting as a link with parents where necessary;
- ❖ maintaining resources and a range of teaching materials to enable appropriate provision to be made;

- ❖ monitoring and evaluating the special educational needs provision;
- ❖ monitoring the movement of children with SEND within the school;
- ❖ contributing to the in-service training of staff.

Our Early Years SENDCO (also Mrs Stephenson- Jarrett) attends SEN training (through Wiltshire Early Years) and attends Network meetings to share approaches and ideas. Our SENDCO attends relevant courses where needs dictate. Beth Henley may also go on such courses.

The Headmaster must:

- do his best to ensure that the necessary provision is made for any child who has special educational needs;
- ensure that teachers in the School are aware of the importance of identifying and providing for children with special educational needs;
- ensure that when a child has special educational needs, those needs are made known to all who are likely to teach him / her;
- ensure that a child with special educational needs joins in the activities of the School, together with children who do not have special educational needs, so far as is reasonably practical and compatible.
- Release for attending relevant training for Mrs Stephenson- Jarrett and Mrs Henley.

## **7 Resources**

Most of the resources used by children having special educational needs are available within the classroom. Any particular request for additional resources should be made to the Headmaster.

Classroom assistants, where available, may be targeted to work with identified children under the guidance of the Class Teacher and SENDCO. However, they are there to work in support of all the children and not specifically for children with special educational need (unless this is specified by a statement of special educational needs).

We do have a number of reference materials and pieces of equipment in support of this policy – please see Appendix 2.

## **8 Identification, assessment and provision for children with SEN**

Early identification is vital. All teachers within the school are aware of this and have a duty to recognise and identify any special educational needs as soon as possible in order to plan what action can be taken to support and help the child. Avondale School has an 'Open Door Policy' and if parents are concerned about their child we encourage them to approach the Class Teacher at the earliest opportunity.

The School follows the guidance contained in the Special Educational Needs Disability Code of Practice (2014), supplemented and / or adapted to procedures appropriate to our setting.

With regard to the identification of all children's strengths and weaknesses:

- ❖ We observe the progress that all the children make and note any child who seems to be having difficulties in any area of learning. This includes children who are having difficulties in behaving and concentrating. A note is made in the **Log of Concern**.

At Foundation Stage we use the **Early Years Foundation Stage Profile (EYFSP)** to track children's development, monitor individual progress and ensure early identification of learning difficulties

## Progress Check

Our Tots' (2 year olds) progress is assessed at different stages throughout the year and a summary is provided in the prime areas. The purpose of this check is to identify a child's strengths and any areas where a child is not making the expected progress. If there are significant concerns, or a child has an identified special educational need or disability, a targeted support plan is developed and implemented.

- ❖ We use the **Wiltshire** Indicators and Provision Document (WIPD) to identify additional needs throughout the School.
- ❖ We monitor and record progress and share it with parents regularly.
- ❖ If we feel that a child needs something additional to or different from our usual provision, the Class Teacher, SENDCO and Headmaster discuss this with parents and prepare an **individual education plan (IEP)** outlining clear targets for that child. We plan ways in which parents and carers can also support their child's progress at home. At every stage, and wherever practically possible, the child will be involved in the assessment process and his / her views sought.
- ❖ The IEP will focus on what is additional to and different from the normal differentiated curriculum followed by the rest of the class. It will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place at least once a term, usually in October, February and May but this will be adjusted where necessary. The IEP should be signed by all parties. This stage is called **Early Years Action** or **School Action** (see Appendix 1). The child is added to the **Special Needs Register**. We review the IEP regularly with parents or carers. Each term, the previous IEP is evaluated and new goals set for the term ahead. Parents are asked to come in by the end of week 2 to discuss the document and sign it. This is monitored by the Headmaster and parents are phoned to make an appointment if they haven't already done so.

At this stage there are 3 outcomes:

- a. The child may no longer be a cause for concern; their name is removed from the register but assessment work retained on file.
- b. The child may be making satisfactory progress but continue to be registered at Early Years/ School Action; a new IEP is written.
- c. The child may not be making satisfactory progress and all are concerned. The following process starts:

If after review and, with the resources normally available to us, we all feel that a child is still experiencing difficulties and his or her needs are not adequately being met, there are two courses of action depending on the age of the child. This stage is called **Early Years Action** or **School Action Plus** (see Appendix 1):

- ❖ If the child is in receipt of Early Years funding, we can request further support and advice through our named support professionals. This may, for example, involve one or more of the following: Early Years Inclusion Advisor; behaviour support teacher; educational psychologist; sensory support teacher; specialist health visitor; speech and language therapist.
- ❖ If the child no longer receives Early Years funding, as an independent school we cannot access the same support. In this case we would request the parent's permission to undertake a screening assessment in School. Once the results of this are known we would discuss these with the parents and plan a course of action. This may be a referral through their GP, or an Educational Psychologist's report, as appropriate.

- ❖ Pending the results of the referral / report, all parties will meet to discuss and act on the recommendations. This may require additional or different strategies to those implemented at School Action. A new IEP will be drawn up and a review date set. The new strategies within the IEP will, wherever possible, be implemented in the child's normal classroom setting.
- ❖ The SENDCO will organise review meetings with external professionals, parents / carers, Class and Headmaster to monitor progress.

When a child transfers to another school, Avondale Preparatory School will forward all information to the new school to aid the transition.

If the child's needs remain so substantial that they cannot be met effectively within the resources normally available to our School, we will discuss the various options available to parents. Should a child need a **Statement of Educational Needs** we will help in the preparation of the documentation necessary for the LEA to carry out a statutory assessment.

## **9 Access to the curriculum**

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

IEPs, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Where appropriate, children on the Special Needs Register have an IEP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Apart from paid 1:1 lessons, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a 1:1 situation outside the classroom.

## **10 Partnership with parents and pupils**

At all stages of the special needs process, the school keeps parents fully informed and involved; we ask that they do the same with regard to their child. We take account of the wishes and feelings of parents at all stages. We encourage parents to make an active contribution to their child's education.

We have regular meetings to share the progress of special needs children with their parents. We inform the parents of any need for outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

We do not contact another professional about a child without parental consent; unless there are concerns about child protection (see Child Protection Policy).

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. This recognises the importance of children developing social as well as educational skills.

Children are involved, at an appropriate level, in setting targets in their IEPs and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

## **Complaints**

**Please refer to our Complaints Procedure.**

## **Reviewing the policy**

The SENDCO and the Headmaster hold regular meetings to review the work of the school in this area. Areas to be considered include the effectiveness of our provision for both individual children and all the children in our School – IEPs, curriculum planning for groups of children and staff training.

The Headmaster, SENDCO and Staff review this policy and consider any amendments in light of the review findings.

Revised: September 2017

Signed as read:

Signature: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **APPENDIX 1 - DEFINITIONS**

### **Early Years / School Action**

The main signs that suggest a child is having difficulties are that he/she:

- ❖ Makes little or no progress, even when you have used approaches that targeted the difficulties.
- ❖ Continues to work at a level well below that expected of a child of that age, in certain areas
- ❖ Displays persistent emotional and/or behavioural difficulties despite the behaviour management strategies used.
- ❖ Has sensory or physical problems and makes little or no progress despite having personal aids or equipment to support him/her.
- ❖ Has communication and / or interaction difficulties and needs specific support in order to learn.

### **Early Years / School Action Plus**

The main signs that will suggest the need to seek more specialised help are that the child:

- ❖ Continues to make little or no progress in specific areas over a long period of time.
- ❖ Continues to work at a curriculum well below that of his/her peers.
- ❖ Continues to experience emotional and /or behavioural difficulties that impede his/her learning or that of the group, despite having an individualised behaviour management programme.
- ❖ Has sensory or physical needs, requires specialist equipment or advice from specialist practitioners.
- ❖ Continues to have communication and interaction difficulties that impede the development of social relationships and cause problems with learning.

## **APPENDIX 2 – RESOURCES**

**Most resources can be found in the ‘Learning Zone’ room.**

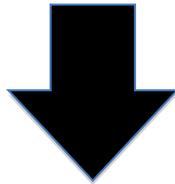
- Early Years SEN Handbook (Wiltshire).
- S.E.N. Code of Practice (2001).
- Disability Discrimination Act (1995).
- S.E.N Toolkit /Early Years Toolkit.
- Every Child Matters (2003).
- Early Years Transition Liaison Guide (EYTLG).
- SEN, ‘Removing Barriers to Achievement’ (2004).
- **Wiltshire Indicators and Provisions Document (WIPD).**
- Common Assessment Framework for children and young people (2006)
- Supporting Children on the autism spectrum: Guidance for practitioners in EYFS.
- Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties. (2009).
- Learning Difficulties (Scholastic).
- Speech and Language Difficulties (Scholastic).
- Behavioural and emotional difficulties (Scholastic).
- Special Educational Needs Handbook (Scholastic).
- Autistic Spectrum difficulties (Scholastic).
- Positive Behaviour Management in Early Years.
- Write from the Start – the Teodorescu Perceptus Motor Programme.
- Brain Gym.
- Dyslexia Screening Test/ Dyslexia Early Screening Test.
- SENCO update leaflets.
- Starter Stile (L.D.A).
- The Catch Up programme.
- The Lifeboat Scheme.
- Wellington Square.

APPENDIX 3

## Pathway for EYFS SEND Concerns

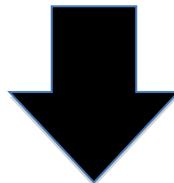
### **Class Teacher**

Has a concern so gathers a bank of evidence through observations, photos, videos, etc.



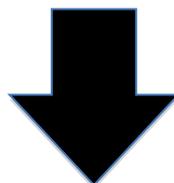
### **Head of EYFS - Melissa Beresford**

Review the bank of evidence and carry-out observations.  
Fill in an Avondale Monitoring Form, together with the class teacher and discuss parental involvement.



### **SENCO- Jo Stephenson- Jarrett**

File the Monitoring form and review the concern. Consult with the class teacher about implementing an IEP. Contact The Early Years Inclusion Officer (EYIO) and notify them of concerns if appropriate. Gather and send paperwork for referral. Update the School SEND register. Involve Beth Henley in the administration process, and to aid with the delivery of 1:1 lessons (if appropriate)



### **Headmaster- Stuart Watson**

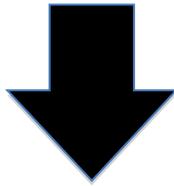
Is made aware of concerns and any referrals taking place through meetings with the SENDCO.

APPENDIX 4

# Pathway for Avondale SEND Concerns

## **Class Teacher**

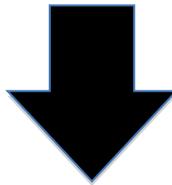
Has a concern so gathers a bank of evidence through observations, written work, photos, videos, etc. Fill in an Avondale Monitoring Form to be submitted to the SENDCO. Communicate concerns to parents where appropriate.



## **Head of Pre- Prep/ Head of Prep**

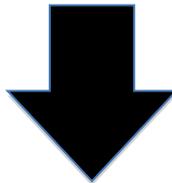
### **Melissa Beresford /Jo Stephenson-Jarrett**

Review the bank of evidence and carry-out observations where necessary. Support meetings with parents and class teacher if appropriate.



## **SENCO- Jo Stephenson- Jarrett**

File the Monitoring form and review the concern. Consult with the class teacher about implementing an IEP. Contact Single Point of Contact (SPOC) if further advice about outside agency support is needed. Update the School SEND register. Co-ordinate outside agency referrals if necessary. Involve Beth Henley in the administration process, and to aid with the delivery of 1:1 lessons (if appropriate)



## **Headmaster- Stuart Watson**

Is made aware of concerns and any referrals taking place through meetings with the SENDCO.