



St Michael's Prep School

Special Educational Needs and Disability Policy including children in the Early Years Foundation Stage

Date of Last Review:	May 2017	Review Period:	As required
Date of Next Review:		Owner:	SENDCOs
Type of Policy:		Board Approval	

This policy is written to enable all children to flourish taking into account the Children and Families Act 2014 and the SEN and Disability Code of Practice as well as the Equality Act 2010. It also has regard for ISI regulations and guidance Feb – April 2016 and KCSIE September 2016 and follows the latest guidance from HSE

1. Statement of Philosophy

We believe, at St Michael's Prep School, that we should provide teaching that makes learning inspiring, motivating, and accessible for all our pupils. We endeavour to help pupils develop their skills and abilities intellectually, physically, artistically and creatively.

2. Aims

- All children have a right to access a full and inclusive education.
- All children have a right to expect to learn in a caring and considerate environment where the staff and the children are all valued for their contribution.
- St. Michael's is committed to the early identification of children with Special Educational Needs and Disabilities (SEN&D) and to adopting clear and open procedures which are outlined in this policy. St. Michael's is committed to working closely with parents who are fully involved in all decisions that affect their children's education.
- St Michael's will provide, within available resources, the highest possible quality support and inclusive education for children with SEN&D. Where a child needs one to one support in St Michael's this will be funded by the parents.
- St Michael's will actively promote multi agency working to support children with SEN&D.

3. Purpose

1. To meet the individual needs of all children in our setting.
2. To ensure that Inclusion and Equal Opportunities are put into practice.

3. To recognise the rights of the child.
4. To increase awareness and sensitivity of all children, staff and parents as to the needs of all children with SEN&D.

Mrs Rachel Martin is the head of the Learning Development Department. She coordinates those children with Special Educational Needs or Disabilities (SEND) in addition to coordinating the educational provision for the high ability, gifted pupils and those with English as an Additional Language (EAL).

Roger Overend is the school governor who represents the Learning Development Department.

4. Roles and Responsibilities

4a. Role of the Head teacher (Mrs Jill Aisher)

To oversee and support the work of the Learning Development Department by ensuring that the school is meeting the aims of this policy.

4b. The role of our Head of Learning Development (Mrs Rachel Martin)

The Head of Learning Development is directly responsible for coordinating the SEN&D and EAL provision and the provision for the high ability and gifted children in the Prep School. In addition, the Head of Learning Development is responsible for overseeing the work of the Pre-Prep SENDCOs.

The Role of the Head of Learning Development

- Co-ordinates the SEN&D and high ability and gifted provision in the Prep School and those with EAL
- Helps to identify children with SEN and monitor their progress
- Work with teachers, parents and children in the creation of targets to aim to improve outcomes for children with SEN&D, EAL or those that are AG&T
- Is responsible for tracking the progress of children with SEN&D and ensuring that students within this group are making at least expected or better than expected progress. The progress of this cohort will also be compared with the progress of those without SEN&D
- Coordinates and ensure that's children receive the appropriate examination concessions
- Helps to implement the appropriate transition arrangements for children with SEN&D, EAL and AG&T
- Offer support for parents
- Support staff development through INSET
- Liaise with other agencies including CAMHS, educational psychologists, the speech and language service and other medical professionals where appropriate
- Keep appropriate records
- Assist staff in making observations and assessments
- Assist staff in planning for those with SEN&D and those with high ability and or are gifted and those with EAL

4c. The Role of the Pre-Prep SENDCOs (Mrs Zerrin Leech and Mrs Mandy McCracken)

- Work closely with the Head of Learning Development to ensure full inclusion for all
- Offer support for parents

- Support staff development through INSET
- Liaise with other agencies
- Keep appropriate records
- Assist staff in making observations and assessments
- Assist staff in planning for children with Special Educational Needs

4d. The Role of the Teachers

All teachers are teachers of children with SEN&D, high ability, giftedness and EAL. Teachers and support staff need to be aware of the school's procedures for identifying, assessing and making provision for pupils with SEN&D.

Teachers are responsible for devising strategies and identifying appropriate methods to gain the most from the curriculum. This includes strategies for providing differentiated teaching, for example group teaching. Teachers regularly examine their strategies and methods to see if they can make improvements that will help pupils to access the curriculum.

Teachers plan for and effectively deploy Teaching Assistants as appropriate.

4e. The Role of Staff Professional Development

Staff will be expected to be aware of the needs of those children with SEN&D, or those that are high ability, gifted or EAL. Staff will use a variety of recommended strategies which will be consistently applied across the school. Training will ensure that staff are informed about disabilities such as Autism Spectrum Conditions, Dyslexia, Dyspraxia, ADHD and Mental Health and will be given appropriate strategies to support children with these disabilities.

4f. The Role of the Child

Children should be aware that the challenges that they face in their learning are both shared by other children and adults within the community of St Michael's Prep and beyond. Children should feel confident that their voice in making plans for their provision is important. Where possible, the child will be involved in the decision making process. Children will be empowered and able to participate fully in setting up the appropriate provision to help meet their needs.

5. Admissions

See separate Admissions Policy.

6. Partnership with Parents and Carers

Parents are consulted at every level of intervention. Parents have a right to be involved in discussions about their child. Procedures are explained to parents in order to develop a close working relationship and so parents can be made aware of the targets being set for their child. Parents are offered advice about how they can work with their child at home if they so wish. The effectiveness of any intervention will depend upon the level of involvement of parents.

Consultation with parents is made informally on a regular basis as well as at Parents' Evening. Additional consultation is made at either the parents or the school's request at a mutually convenient time.

Meetings for parents of children who have specialist teachers at school or who have more complex needs will be organised twice yearly to review and write Individual Education Plans (IEPs).

7. Identification and Assessment of Special Educational Needs:

Definition of SEN&D (with reference to the SEN&D Code of Practice 2015)

A child is considered to have SEN&D if she or he has a learning difficulty that calls for special educational provision to be made for her or him.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

A child's progress is monitored throughout his or her time at St Michael's Prep. This is done through teacher assessment, observations, regular well-being meetings, the 2-year progress check and other computer based diagnostic testing methods.

If a teacher has a concern about a child's progress she will communicate the concern with the form teacher and the Head of Learning Development in the first instance.

If the teacher continues to be concerned about a child's progress she will communicate the concern with the parents.

Should the failure to progress continue the class teacher would speak to the parents and the Head of Learning Development who would decide upon the best course of action.

8. Children with English as an Additional Language

All children with EAL are identified on entry and their language development is closely monitored.

A child is not regarded as having a learning difficulty because the language or form of language of the home is different from the language in which she or he will be taught.

See separate EAL Policy.

9. Identification, assessment and provision

A graduated approach:

Quality First Teaching

1. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

4. The Head of Learning Development will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. If a pupil has recently been removed from the SEN&D list they may also fall into this category as continued monitoring will be necessary.
6. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
7. The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the SEN&D register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
8. Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

9a. SEN&D Support:

Where a child is identified as having special educational needs that cannot be met through differentiation alone the child will be placed on the SEN&D register with the category SEN Support.

Where a child has been identified as making insufficient progress St Michael's Prep will make reasonable adjustments to the child's educational provision, which are additional to or different from that provided as part of the school's usual differentiated curriculum.

The child's progress will be compared to those without SEN&D and to other groups within the school. The aim will be to close any progress gap for those with SEN&D or EAL and to ensure those with AG&T are making better than expected progress in all areas.

A provision map will be created outlining the measures that are put into place and the impact of these measures will be regularly reviewed.

A pupil portrait will be produced for that child outlining the child's needs and strategies to be adopted when working with the child.

The child may be withdrawn from class to attend small group or individual lessons. Personal targets will be recorded and reviewed. Targets will be recorded through an IEP by a specialist tutor, or by the class teacher or member of the Learning Development Department. The targets will be monitored each half term.

If required the Head of Learning Development and Class teacher, in consultation with parents, will seek advice from outside agencies.

Those children who are taught by Fiona Gruneberg, the appointed dyslexia specialist teacher, will be given an Individual Education Plan which will be reviewed at least twice yearly.

10. Education and Health Care Plan / Statement of Special Educational Need

If a pupil continues to make inadequate progress at this stage and meets the criteria of the Local Authority indicators for requesting an Education, Health and Care Plan, a request for statutory assessment will be made. Should the child meet the criteria for an Education, Health and Care Plan staff at St Michael's Prep will work with the relevant agencies (for example educational

psychologists, speech and language service, CAMHS, etc.) to support the child and meet his or her needs. The child's progress and needs will be regularly monitored and will be thoroughly reviewed via the annual review process which will involve all relevant parties. The outcomes of the review process will be recorded and all parties will receive copies of the paperwork.

In the event that a child's needs are too complex for the school to be able to offer adequate support the Head of Learning Development will work with the parents and county to find a suitable alternative educational setting.

Monitoring and Evaluating the School Policy for High Ability Pupils - See separate Gifted and Talented Policy.

11. Evaluating the Success of the St Michael's SEN&D Policy

Pupils are identified as having a SEN&D in a timely way.

Early intervention has been carried out as a result of the 2-year progress checks and on-going tracking of children's progress initially in the 7 areas of learning and ultimately in the core subjects.

Pupils are removed from the register as soon as they are able to access the curriculum without additional support.

Reasonable adjustments are made to accommodate SEN&D students beyond the usual class differentiation.

12. Additional Policies that inform the SEN&D Policy:

Equal opportunities

Admissions Policy

Assessment/recording reporting

Curriculum policy

The EAL Policy

The Disability Policy

The Gifted and Talented Policy

The St Michael's Accessibility Plan

Updated January 2014

Review September 2014

Updated February 2015 and Revised February 2016 and June 2016

Updated October 2016

Updated May 2017