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Approved by: C M Reynolds

Document: **Special Educational Needs  
And Disability Policy (Enhanced Learning)**

## **Special Educational Needs and Disability Policy**

## **Background**

It is embedded in the teaching and learning framework of the school and was put together by the School Management Team. It reflects the 2015 SEND Code of Practice 0-25 guidelines and is available to parents via the school website. It has been shared with all staff members during staff meetings.

UCS Pre-Prep provides a broad and balanced curriculum for all children. The EYFS Framework and Primary Curriculum are the starting points for planning and teachers set suitable learning challenges in response to children's diverse learning needs. High quality teaching which is differentiated and personalised should be available for all pupils. At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the nationally expected range may have special educational needs. Children may have barriers to learning right from the beginning of their school career or they might develop difficulties at any stage of their education.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the UCS Council of governors, the Headmistress, ELCo and all members of teaching and support staff have very important day-to-day responsibilities in relation to these children. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

## **Aim**

At UCS Pre-Prep we aim to raise the aspirations and expectations of all pupils with SEN and to focus on the positive outcomes for children, not simply hours of provision and support.

## **Key Objectives**

1. To work within the guidance provided in the SEND Code of Practice, 2015.
2. To provide a SENCo (ELCo) who will oversee and monitor the SEN Inclusion Policy.
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
4. To identify and provide for pupils who have special educational needs and additional needs.
5. To achieve early identification and intervention programmes by adding children's names to the Enhanced Learning Profile.
6. To provide support and advice for all staff working with special educational needs pupils.
7. To work in partnership with parents in identifying and managing children with Special Educational Needs.
8. To evaluate the effectiveness of intervention programmes through half termly SEN questionnaires.
9. To inform future schools about children's special needs when they transfer.

## Identification

Many pupils experience delay in their learning and do not make expected progress for a variety of reasons. Many will have differentiated work prepared for them by their class teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age. Progress at this stage will be tracked three times per year by the school's tracking systems and parents will be kept fully informed. School reward systems will be paramount at this stage to encourage self-esteem.

If classroom teachers have evidence that certain children are still not making good progress, they need to complete an 'Enhanced Learning Identification' form which will refer them to the ELCo. Appropriate actions will be taken to support the pupil.

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

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that 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 authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them." (Code of Practice September 2015)
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The 4 categories of SEND are:

- I. Communication and Interaction
- II. Cognition and Learning
- III. Social, mental and emotional health
- IV. Sensory and /or physical.

Once a potential special educational need is identified, four types of action should be taken to put effective support in place

- 1 Assess
- 2 Plan
- 3 Do
- 4 Review and this will be known as the graduated support

Specialist Services and teachers with additional specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child.

## Education, Health and Care (EHC) Plans

Should children still not be making appropriate progress at an acceptable level the formal assessment procedures for an EHC plan will be started by the ELCo in conjunction with the parents and other specialist services following the legal assessment procedures outlined in the Local Offer by Camden Local Authority. Details of these arrangements are available from the ELCo at the school

## **A Graduated Approach (taken from the SEND Code of Practice, 2015)**

### Assess

5.39 In identifying a child as needing support, the class teacher, working alongside the ELCo and the child's parents, will initially monitor the child's needs. This monitoring should be reviewed half termly via EL questionnaires and during staff meetings to ensure that support is matched to need. Summative assessment and a continuous evaluation of whether the child has fulfilled individual targets will also be taken into account. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the ELCo should contact them, with the parents' agreement. *NB Please see the section on the Enhanced Learning Profile for details of how children's needs are recorded.*

### Plan

5.40 Where it is decided to provide support and having notified the parents, the class teacher and the ELCo should agree, in consultation with the parents, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

5.41 Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

### Do

5.42 The class teacher remains responsible for working with the child on a daily basis. With support from the ELCo, they should oversee the implementation of the interventions or programmes agreed as part of support. This plan should be clearly targeted to the individual's needs. The ELCo should support the class teacher in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

### Review

5.43 The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the class teacher and the ELCo working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

5.44 This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

5.45 The graduated approach should be led and co-ordinated by the ELCo working with and supporting individual teachers in the setting and informed by the Early Years framework and the Primary Curriculum for Key Stage One.

5.46 Where a child has an EHC, the local authority must review that plan

## **Enhanced Learning Profile**

At UCS Pre-Prep all children who have been identified as having specific additional needs of varying degrees are placed on the Enhanced Learning Profile. There are three agreed stages of need/support on the Enhanced Learning Profile and children are placed on the appropriate level following an initial assessment. Parents are informed of the monitoring and support given to their children. Children

who are placed on Red have an identified Special Educational Need and require support additional to or different from other children of their own age. The three levels of need are as follows.

- **Green** – this is known as the ‘Initial Support’ stage and means that the child’s progress and attainment in the identified area of need will be closely monitored by the class teacher and catered for through carefully differentiated planning. The child may also participate in small group work activities with the School Support Teacher.
- **Amber** – this is known as ‘Additional Support’ stage and means that the child requires specific support beyond that provided by differentiated tasks. This will often take the form of 1:1 sessions with the School Support Teacher or Teaching Assistant. The child may also participate in small group work activities with the School Support Teacher.

### **Identified SEND**

- **Red** – this is known as ‘Specialist Support’ and indicates that a child has a significant level of need which often requires not only the continuous support of his/her class teacher and the School Support Teacher, but that of outside professionals such as Speech and Language therapists, Occupational Therapists and Educational Psychologists. Children receiving this level of support are regularly reviewed and progress and support is discussed with parents.

Pupils identified as having SEN are indicated as Red on the Profile.

### **Review**

Where a pupil is receiving additional support, the school will meet with the parents regularly to discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school.

Individual pupil progress at Additional Support Level (amber) will be monitored every term as part of the school tracking system by staff and by the Headmistress and the ELCo.

A full report on the progress of children will be presented to the Governing Body once per year and the identified SEN Governor is encouraged to take a full challenging role regarding the progress of these children with both the ELCo and Head-teacher

Pupil’s progress is discussed continuously at regular staff meetings and during termly meetings between the Head mistress and ELCo. Pupils can move from red to amber or across the profile as their needs change.

The Enhanced Learning Profile is shared with all staff termly during staff meetings and outlines each child’s area of need and the degree and frequency of support in place for them. It clearly states who will be assisting the class teacher and ELCo in providing this support, such as the School Support Teacher and any other outside agencies/professionals where applicable.

Class teachers are required to complete an Enhanced Learning Questionnaire at the end of each half term for those children who fall into the Red category. (Specialist Support)

### **School Complaints Procedure**

There may be occasions on which parents wish to draw to the school's attention a matter of concern regarding their son's or daughter's education or happiness at school. All such complaints will be treated seriously and, as far as possible, confidentially (except in so far as is required of the school by the Education [Independent Schools Standards] Regulations of 2003). Our aim is always to resolve such issues quickly, informally and personally.

For parents of children in the Early Years Foundation Stage an official complaint may also be made to OFSTED [www.ofsted.gov.uk](http://www.ofsted.gov.uk) and/or the ISI (Independent Schools' Inspectorate) [www.isi.net](http://www.isi.net)

This SEND Policy works alongside and in conjunction with the Admissions policy, Behaviour policy, Equalities policy Curriculum policy, Assessment policy and EAL policy.

**ZLD**

**Date: 16.5.17**

**Review date: Summer Term 2019**