



**SEVENOAKS**  
PREPARATORY SCHOOL

**Special educational needs and disabilities (SEND) policy**

<b>Status and Review Cycle:</b>	Statutory / Annual
<b>Policy reviewed and amended:</b>	30.8.21 Helen Shere
<b>Next review date:</b>	30.8.22
<b>Governor Lead:</b>	Mr Derry Wiltshire
<b>Policy Holder:</b>	Mrs Helen Shere <a href="mailto:helen.shere@theprep.org.uk">helen.shere@theprep.org.uk</a>

## **BASIC INFORMATION ABOUT OUR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES PROVISION**

**The objectives of the governing body in making provision for pupils with special educational needs and disabilities and a description of how the governing body's special educational needs policy will contribute towards meeting these objectives.**

Sevenoaks is an independent, co-educational day school from Nursery to Year 8. The ethos of Sevenoaks Prep School is to nurture every child. Each pupil in this school with or without a learning difficulty or disability should have an equal opportunity to enjoy their education; to make the best possible progress in their academic work, creative development, physical development and extracurricular interests; to contribute to decisions made about their education and to enjoy making a full contribution to the school community as a whole. The Way of Life and its characteristics underpins all our teaching and learning at Sevenoaks Prep School.

This policy is a whole school policy and applies to all children in Sevenoaks Prep School, including the Pre-Prep and EYFS (Early Years Foundation Stage).

### **Purpose**

The purpose of this document is to provide information about our approach, identification and procedure that will enable all partners to work together for the benefit of children with SEND.

This policy can be made available in large print or other accessible format at the front office in the main house if required.

The Governing body and teaching staff are aware of the importance of identifying and providing for any pupil who has special educational need or learning difficulties and disabilities (SEND) and ensure that, where the Head, SENCO or the SEND governor has been informed that a pupil has SEN (Special Educational Needs - these children have a Statement of Special Educational Needs or EHC plan) and LDD (Learning Difficulties and/or Disabilities), those needs are made known to all who are likely to teach them.

This policy is drawn up in accordance with the Children and Families Act 2014; the Special Educational Needs and Disability Code of Practice 0-25 years 2015 and SCHEDULE 10 of the 2010 Disability Act. Our approach to the detection and management of learning difficulties will be guided by the SEND Code of Practice, January 2015, or any substituting or amending code of practice issued from time to time by the Department for Education (DfE). In general, our approach will be cautious so as not to unnecessarily to run the risk of a child being labelled "dyslexic" when a later assessment might result in a different explanation for the difficulty.

The policy details how Sevenoaks Prep School will do its best to ensure that the necessary education and welfare provision is made for any pupil who has SEND (or EAL) and that those needs are made known to all who are likely to teach them. The SENCO will help support staff training to develop a culture where staff are able to identify and share their thoughts about children with the LS department, as they all recognise that SEND are the responsibility of all staff.

Emphasis is placed upon good practice and 'Quality First Teaching'. Provision should be 'an embedded culture of high expectations' where pupils with SEND are able to join in the activities of the school, together with pupils who do not have SEND so far as reasonably practical, whilst maintaining the efficient education of the pupils with whom they are educated.

Partnership with parents plays an important role in enabling children with SEND to achieve their potential. All parents of children with SEND will be treated as partners in the education of their children. Communication between staff, parents, carers and other professionals and agencies is not just promoted, but actively encouraged.

Children and young people with special educational needs often have a unique knowledge of their own needs, and their views about the nature of support they feel would help them to make the most of their education, will be heard and acted on where appropriate. Often they will be encouraged to participate in the decision making process and contribute to the assessment of their needs, their targets and their reviews.

All children are entitled to a comprehensive and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it. There are four broad areas for SEND provision as set out in The SEND Code of Practice September 2014:

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Mental and Emotional Health
- 4) Sensory and/or physical

Pupils who have SEND should be supported wherever necessary to achieve full access to a broad and balanced curriculum. This will need to be facilitated through a wide range of support including skilled staff, support assistants, ICT, specialist equipment and resources.

### **Definition of Special Educational Needs**

The SEND Code of Practice states:

'A child has special educational needs if he or she has a **learning difficulty** which calls for **special educational provision** to be made for him or her'.

- 1 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
- d)** are under five and fall within the definition of 1a) and 1b) above or are likely to do so do when of compulsory school age if special educational provision was not made for the child
- c)** have exceptional areas of strength and may benefit from some exclusive support teaching.

A child must not be regarded as having a learning difficulty solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home (section 20 (4) Children and Families Act 2014). From a taster day and initial assessments, children for whom English is an additional language will be provided with appropriate support from an EAL specialist provided they

meet the School's academic criteria. Please refer to the School's policy for pupils with English as an additional language.

A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression; there will often be disparities in the speed at which children learn, in their skill at solving problems and in their general acumen. We provide Booster groups and study skill clinics, which children can attend if they need particular help, for example with handwriting, phonics, social skills, literacy, numeracy, etc.

The expression "learning difficulty" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, sensory processing disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing or who have an autistic spectrum disorder.

Learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning difficulty becomes apparent for the first time at the age of 11+ or older, when the educational pressures tend to increase.

**The school pays due regard to the Equality Act (2010). The Act defines disability as follows:**

**2 a) Disability:** a physical or mental impairment which has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities.

**b)** A reference to a disabled person is a reference to a person who has a disability.

**3 a) Discrimination:** For any reason which relates to his or her disability, the school treats him or her less favourably than it treats or would treat others to whom that reason does not or would not apply.

### **Accessibility for Disabled Students**

An accessibility strategy is a strategy for, over a prescribed period-

- increasing the extent to which disabled students can participate in the schools' curriculum,
- improving the physical environment of the schools for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the schools,
- improving the delivery to disabled students of information which is readily accessible to pupils who are not disabled.

### **The Fundamental Principles of the SEND Code of Practice**

A child with SEND should have their needs met.

The views of the child should be sought and taken into account.

Parents/guardians have a vital role in supporting their child's education.

Children with SEND should be offered full access to a broad, balanced and relevant curriculum.

#### **Range of Needs**

- Communication and interaction
- Cognition and Learning e.g. dyslexia, dyspraxia
- Behaviour, emotional and social development
- Sensory and/or physical needs

#### **Strands of Action to meet SEND**

- Assessment, planning and review
- Grouping for teaching purposes
- Additional support both inside and outside the classroom
- Curriculum and teaching methods

#### **Learning Support Statement of Intent & Aim**

Our commitment to the school, pupils and parents: -

We offer to the whole school support and expertise to help resolve difficulties and promote positive solutions for pupils experiencing barriers to their learning.

We aim to work proactively to create a supportive, non-stigmatising and inclusive educational environment to promote learning for all our children irrespective of their starting point.

We employ a range of strategies to achieve this including:

- Identification & screening of individual needs
- Designing individual learning programmes
- Advising and working with colleagues (academic and pastoral)
- Liaising with outside agencies
- Communicating with pupils and parents
- To include the child's view in the decision making- PEP/Pupil Passport

#### **Objectives:**

- To help every pupil realise his or her potential and optimise their self-esteem by ensuring that all pupils, whether or not they have SEND, have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs
- To ensure early identification, assessment and provision for any pupil who may have SEND.
- To maintain relevant pupil records detailing their individual needs, the intervention put in place and the progress made.
- To enable all staff to play a part in identification of SEND pupils and to take responsibility for recognising and addressing their individual needs.
- To make relevant information available to staff in support of their curriculum planning regarding pupils' learning difficulties and disabilities through the Transition document.

- To provide regular INSET programmes to Learning Support staff and mainstream teaching staff.
- To make formative, summative and diagnostic assessment to provide information for parents, teachers and external agencies, as appropriate.
- To encourage the whole school community to demonstrate a positive attitude towards SEND with a strong pastoral care system.
- To ensure that no child is discriminated against, in any area of school life, on the basis of his / her disability.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- To encourage and support pupils to participate in decision-making processes that occur in their education.
- To conduct regular reviews of children's progress and ensure continuity of appropriate provision throughout the school.
- To provide pastoral care and support for all children, so that they may develop in all areas and build a strong sense of self-esteem.
- To develop and sustain strong links with relevant schools, organisations and outside agencies.
- To positively encourage the 'Way of Life' with pupils in Year 7/8 acting as mentors to support younger members of the community.

### **SEND Provision at Sevenoaks Prep School**

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting each individual. Parent/carer involvement and support is vital to the success of the education of the children and especially those with SEND.

We endeavour to monitor all pupils who are not making adequate progress in the four broad areas specified in the SEND Code of Practice 2014 i.e. communication and interaction, cognition and learning, behaviour, emotional and social development, and sensory and/or physical development.

Provision for children with SEND is a matter for the whole school. ***All teachers are teachers of children with special educational needs.*** Teaching such children is therefore a **whole school responsibility**. Flexibility in our provision is of significant importance to us, in order to deliver the most appropriate and effective support to each child. It is the responsibility of the Heads of Departments to ensure that schemes of work and associated resources are available for class teachers and facilitate clear differentiation.

Central to the work of every class and every subject is a continuous cycle of planning, teaching and assessing which takes account of the 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 below the expected range may have SEND. Where 'Quality First Teaching' is insufficient to meet the whole remit of a pupil's needs, additional and different provision will be made.

In recent years, Sevenoaks Preparatory School has now increased TA support from the Nursery to Year 8, to allow for individual needs to be met within the classroom as far as is possible. We are committed to maintaining this as far as is financially possible.

In addition, early morning sensory circuits, revision and touch typing clinics and spelling booster sessions from Years 3-6 are offered by the Learning Support Department. Lunch time sessions for Socially Speaking groups and Lego Therapy sessions are on offer for those children who would benefit from regular support. We are committed to maintain this additional level of support for our children with SEND.

We have a graduated approach to learning support, with parents being encouraged to discuss any issues and concerns with the class teacher, form tutor, subject teacher, SENCO, Deputy Head, Assistant Heads, Pre-Prep Deputy Head, Pre-Prep Head or the Head as appropriate.

- The appointed Governor for SEND is Derry Wiltshire.

Regular meetings are arranged between the SEND Governor and SENCO with the opportunity to observe the SEND support/provision. SEND newsletters are sent to the SEND governor to ensure continuous communication.

The Head of Learning Support is a member of the Senior Management Team (SMT) and has weekly meetings with the Deputy Head. Educational Needs and Learning Difficulties and/or Disabilities, including MAL/EAL, are taken into account by the Senior Management Team in all matters pertaining to the education of pupils in the school.

The Head of Learning Support coordinates a team of teaching staff and assistants with particular support from the EYFS Learning Support Co-ordinator (regarding EYFS pupils- Nursery – Year 1).

The Head of Learning Support works closely with the MAL Co-ordinator, who liaises with Heads of Departments and the Assistant Heads of KS2&3 about the children with High Learning Potential (More Able Learners), especially with regard to twice exceptional pupils.

### **The Learning Support Staff and their responsibilities**

#### **Head of Learning Support:**

Mrs Helen Shere BA Ed (Hons) (Exeter University) RSA Dipl. SpLD, Access Arrangements Assessor Dipl., Certificate in Counselling, Mental First Aider

#### **EAL Support:**

##### **Bilingual Families Link Coordinator:**

Mrs Esther Ford MA (Free University of Amsterdam) MA (University of Bristol)

#### **EYFS LS Coordinator:**

Mrs Keely Mott BA (Hons) (Kent University) PGCE Greenwich

#### **Learning Support Teachers:**

Caroline Mansfield MA (Edinburgh), PGCE, Level 5 Diploma in Dyslexia

Mrs Fiona Newton- BA (Hons) PGCE Maths Specialist

Mrs Madeleine Matthews- **LSA**- B.Ed (University of Hertfordshire) Postgraduate Diploma in School Management (University of Surrey).

**Visiting Professional and peripatetic Staff:**

Mrs Annette Lee- Speech and Language  
Mrs Philippa Benson- Speech and Language Therapist  
Mrs Helen Wells- Speech and Language Therapist  
Mrs Joanna Moore- Occupational Therapist  
Mrs Janet Stroop- Occupational Therapist  
Mrs Sally Kemp- Educational Psychologist

**Teaching Assistants:**

Mrs Louise Panayiotou- BA (Hons)- NFCE Level 3 Supporting Teaching and Learning, NFCE Diploma Special Needs, Mental Health First Aider  
Mrs Wendy Palmer BA (Hons), PGCE, British Dyslexia Association Level 3  
Mrs Erica Walters, BA (Hons), PGCE (Christ Church College, Canterbury)  
Mrs Isabel Lane, BA Ed (Hons) Cardiff, PGCE  
Mrs Katy Weatheritt- **LSA**- BA (Hons) PGCE, MA (University of East Anglia) Level 5 Diploma in Dyslexia  
Mrs Emma Legg- **LSA**- BSc Psychology (Exeter University) PGCE Roehampton  
Mrs Vanessa Morris- **LSA**- BCom (Birmingham) PGCE Roehampton  
Mrs Kate Simmonds- **LSA**- BA (Hons) English Language and Literature, PGCE, Level 7 Dyslexia and Literacy

**Responsibilities of the SENCO**

The Head, Governing Body and SMT determine the strategic development of the Learning Support policy at Sevenoaks Prep School.

The SENCO has overall responsibility for the effectiveness of the Special Educational Needs provision.

This involves:

- The day to day operation of the school's SEND Policy
- Maintenance of the SEND register
- Overall responsibility for pupils' Learning Profiles and Passports including setting their targets and highlighting effective teaching strategies
- Ensuring that accurate records are kept & confidentiality maintained
- Ensuring assessments are carried out and records of progress maintained
- Regular analysis of data to inform effective interventions
- Staff are kept informed of pupils with SEND by the regular SEND newsletter and SEND Transition document
- Liaising with and advising form/subject teachers, form tutors, TAs and LSAs
- Liaising with external agencies and completing referrals including EHC plans
- On-going communication with parents
- Liaising with the Deputy Head, Assistant Heads and Head and Deputy Head of Pre-Prep regarding SEND pupils' particular requirements for access arrangements
- Responsibility for children with Educational Health Care plans and their annual reviews
- Seek and respond to the views of the child themselves



- Updating the SEND Policy and writing the SEND Newsletter
- Liaising with other schools regarding transfer of pupils and ensuring that relevant records are made available
- Ensuring that resources, including staff, are available to meet SEND provision
- In-staff/CPD training is available to maintain skills and expertise
- Overseeing the timetabling of individual or group lessons for pupils, as well as the timetables for learning support teachers & assistants.
- Give advice and organise appropriate access arrangements for internal and external exams/entrance tests.
- Plan and prepare transition for pupils to their next educational setting providing appropriate information and data

### **Training and Professional Development**

The SENCO is responsible for ensuring that the members of her department are made aware of relevant training, and they are actively encouraged to maintain and expand their knowledge and expertise. CPD sessions are arranged throughout the year for all teachers and TAs. Prep TAs have a weekly meeting with the SENCO and the Pre-Prep TAs have a weekly meeting with the Pre-Prep Deputy Head.

### **Resources**

With the aim of the Learning Support department being a fully integrated part of the school, we have invested in building up a library of resources to facilitate 'Quality First Teaching' across the school. This includes literacy schemes to support the children and staff, Common Entrance revision topic packs for the more visual learner, comprehension skills, proof reading, tracking and resources to support those with auditory/visual memory difficulties.

The Department is bright and welcoming with resources clearly labelled and accessible.

Parents are charged for the following resources although bursary applications are considered and awarded where appropriate in the case of individual financial need:

- (a) Specialist resources that cannot be reused by another pupil e.g. 'Toe by Toe' 'Plus 1' and 'Power of 2' books.
- (b) Revision packs- Oaka Common Entrance subject packs
- (c) The cost of licensed computer programmes, as required.
- (d) Individual, paired and group lessons at a subsidised rate.
- (e) Assessment by an Independent specialist e.g. Educational Psychologist, Occupational and Speech & Language Therapist (paid directly to the specialist concerned).
- (f) Provision of an individual LSA.

### **Pre-Prep**

#### **The Acorn Room**

Room for individual teaching/reading (first floor).

**The Willow Room**

A quiet room dedicated to small group teaching and individual sessions and administration space for EYFS Learning Support Coordinator (first floor)

**The library**

May be booked for assessments with visiting specialists and is sometimes used for small group teaching (first floor)

**Sensory Circuits**

Early morning Sensory Circuits is offered by trained class TAs, as well as OT specialists where appropriate across the school. This provision has been revised since COVID with class TAs facilitating this support as part of the daily curriculum. Personalised sensory diets recommended by external specialists are also integrated into the daily routine.

**Draw and Talk**

Draw and Talk can be offered across the school in line with an in-house assessment and in communication with the parents. The Draw and Talk specialists have an additional qualification to help support those children who would benefit from a more creative approach. This is a specialised 12-week course to promote positive emotional well-being.

**Counselling**

We have a bank of external specialists that we recommend children to see for external support when necessary. This is very much a partnership and we work closely with parents and the specialists to ensure a holistic and consistent approach.

**Prep School****The Learning Support Department**

Consists of three, airy free flowing rooms for use with small groups, 1:1 teaching, assessment and examination concessions. Includes 5 computers, an iPad and an IWB. First floor. Accessible WC. The Learning Support Department is in the central building and well positioned for parents, staff and children alike.

**The library in the Centenary Centre - Junior/Senior**

Utilised as an additional space for small group work with accessible work stations outside all classrooms.

**School Admission Policy with regard to SEND**

Sevenoaks Prep is firmly committed to inclusivity and treating each child as an individual. However, parents of children with known SEND are encouraged to discuss their child's requirements with the school prior to admission to ensure that appropriate provision is made on their 'taster' day.

Parents are asked to provide the school with copies of any reports from outside specialists e.g. Educational Psychologists, Speech and Language or Occupational Therapists, so that we, as a school, are able to provide the best support possible. Each pupil's SEND needs require special consideration and treatment.

Children entering the school will normally spend a day in the classroom with their year group and be assessed by the class/subject teacher. In addition, an assessment in reading,

spelling, numeracy and ability tests are given, along with a Dyslexia Screening Assessment, by the SENCO.

If, as a result of the screening assessment (prior to the offer of a place) indicators of a specific learning difficulty are detected, the parents/carers of the pupil are invited for a meeting with the SENCO, Registrar and Head of Admissions.

Information gained from screening and meetings is fed back to the Headmaster.

If a place is offered and accepted, any information gained is used to anticipate the arrival of the child in two ways:

- (a) The parents/carers are given advice on ways to help the child at home or further information to pursue, if appropriate, e.g. a hearing or sight test, during the intervening period between the assessment and the child taking up their place at the school.
- (b) To ensure that the child's needs are planned for in advance of their arrival and that the appropriate resources are allocated.

### **Identification and Assessment Procedure**

**'Importance of early identification, assessment and provision for any child who may have special educational needs cannot be overemphasised. The earlier action is taken, the more responsive the child is likely to be...'** (SEND Code of Practice 2.16)

Parents have to be consulted and informed about all decisions relating to their child. The importance of early identification of difficulties cannot be stressed enough. Sevenoaks Prep School aims to identify, assess and implement appropriate action while the pupil is in the Pre-Prep School and support then continues into the Prep Department.

We measure pupil progress by:

- Cognitive Ability tests- CATs
- Literacy and Numeracy testing
- Processing speed tests
- Phonological testing
- Performance Indicators
- Verbal/Non Verbal Reasoning

### **Provision at Sevenoaks Prep**

The majority of our students are of average or above average ability. The types of SEND currently at Sevenoaks Prep include children with a formal diagnosis as well as those with learning profiles consistent with the diagnosis:

- Communication and Interaction (ASD and Language Disorders)
- Cognitive and Learning (Dyslexia, DCD, Dyscalculia)
- Physical and Sensory (SPD, Hearing Impaired, Motor Stereotypies)
- Social, Emotional and Mental Health (ADHD, ADD, Emotional Difficulties, Anxiety)
- EAL
- MAL

The provision of individual and small group lessons is designed to be as much a part of the normal running of the school as, for example, instrumental music lessons.

There are no special units attached to the school.

### **Identification of SEND**

All pupils in Pre-Prep are assessed using a range of summative and formative assessments to complete the Target Tracker. Pupil Progress meetings are held termly for Nursery to Year 1 with class teachers, the EYFS LS co-ordinator, Deputy Head, one of whom is the Pre-Prep Deputy, Head of Pre-Prep and whole school SENCO. Weekly meetings between the EYFS LS Coordinator and SENCO are held throughout the year to analyse data, track progress and monitor effective support. Year 2 pupils are under the guidance of the overall SENCO to ensure a smooth transition to the Prep.

Pupils joining the school subsequently (Years 1 to 6) are screened using the NFER Dyslexia Screening Test in conjunction with spelling, reading and maths tests. Pupils joining Year 7 and 8 will be considered based on academic records and reports from previous schools.

From Year 3 and above, pupil's standardised scores are tracked on a termly basis by the SENCO, Deputy Head, Assistant Heads and MAL Coordinator. All standardised scores of 95 or below for whole school assessments (other than CAT scores) are discussed as being of concern i.e. New Group Reading and Spelling Tests and the NFER Maths and English progress assessments. In the majority of cases, this leads to appropriate intervention and assessment.

Any form or subject teacher who is concerned about a child's progress completes a 'Record of Concern' form or has a discussion with the SENCO. Parents are always consulted prior to further investigation and this may lead to a specific plan for the pupil.

Any parent who is concerned about their child's progress is advised to contact the form teacher in the first instance.

### **The way in which needs are determined**

Assessment of need is a dynamic process.

The SENCO coordinates all the information for Years 2-8 generated from within the school environment, including that provided by the parents, and will give guidance on seeking further advice from specialists, if appropriate. The Head of Pre-Prep, the Deputy and the Early Years LS Coordinator collates and analyses all the data on Target Tracker for Nursery to Year 1. Under the guidance of the SENCO, external agencies will be contacted and referrals completed.

Specialists are encouraged to conduct assessments on the school site as far as possible to allow the child to be in a familiar environment and to allow for ease of communication between parents, specialists and school. All necessary forms and procedures are completed to comply with the school/government COVID guidelines.

Decisions are made as a result of discussion between all parties involved in the education and well-being of the child.

In the case of a child being seen by a number of different specialists, the SENCO aims to help the parents to clarify their understanding of the different reports and to help present the choices clearly where choices need to be made. It is at this point that the SENCO ensures that the recommendations from the report are disseminated to all staff and teaching strategies are put in place to maximise learning potential.

### **Levels of Support**

Some pupils with an identified specific learning difficulty do not need any additional regular intervention apart from differentiated teaching in class; they are recorded on the Learning Support List, have a Personal Educational Plan/Pupil Passport and will be closely monitored by regular analysis of data.

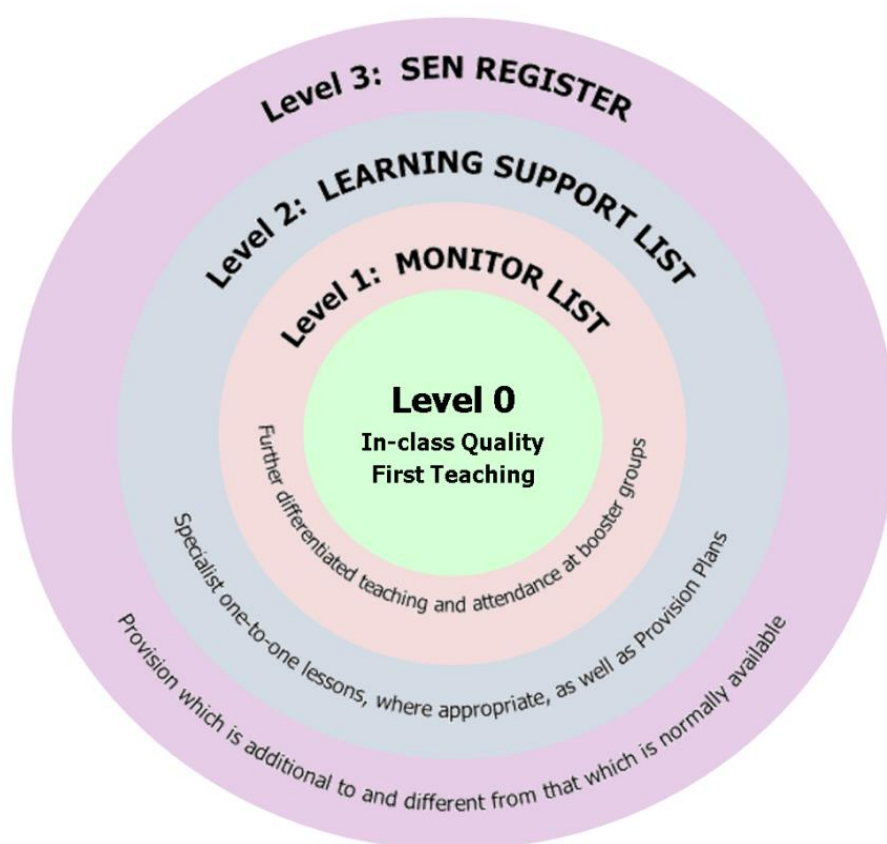
**A SEND Transition document** is drawn up every September as a register of all pupils with SEND and updated as necessary throughout the year. This active document is directly linked to the Personal Educational Plans and Pupil Passports to ensure consistency and rigorous support throughout the school. This includes their name, form, level of support, the range of types of provision on offer in a given year, teaching recommendations and the way in which provision is distributed throughout the school. This is stored on the staff common drive and a paper copy is in a file in the staff room. Changes are discussed under the 'Pupils' item on the staff meeting agenda, SMT pastoral meetings and communicated through the confidential SEND newsletter.

At Sevenoaks Prep we make provision for the needs of pupils who would be unlikely to qualify for support in a state school but whom we decide could do with a 'boost'. Wherever possible, support is managed within the classroom through differentiated activities in co-ordination with the Learning Support Department. In addition to this, small groups and individuals may be withdrawn for targeted intervention by TAs, specialist Learning Support teachers and the SENCO.

### **A Graduated Approach to Learning Support**

We follow a four-stage graduated approach to support for an individual, ranging from differentiated teaching in class by the form/subject teacher to adaptations to the curriculum which are additional to and different from our normal provision.

## Graduated Approach



### **Level Zero: Normal classroom provision of 'Quality First Teaching'**

The aim of Sevenoaks Prep School is that all lessons are clearly structured and learning objectives are made clear to the pupils. The teachers employ interactive and multi-sensory teaching methods and ensure that time is spent in collaborative group work. The teachers promote active and independent learning enabling pupils to think for themselves and to begin to have some level of autonomy within their learning. They differentiate their teaching to meet the needs of all pupils, including the more able (see More Able Learners Policy) and those with specific educational needs.

In most cases and in particular in the EYFS and Pre-Prep, a pupil's individual/additional needs will be met within the classroom, by the class/subject teacher differentiating appropriately to meet the needs of the child. In the Prep School, pupils may also be supported in-class by Teaching Assistants who will work with the pupils under the direction of the class/subject teacher.

### **Level One: Monitoring List**

If pupils are not seen to be making progress and concerns have been raised by form/class teachers, by parents or the pupils themselves, they will be placed on the Monitoring List. The SENCO will suggest further differentiation within the classroom and recommend that they attend booster or clinic sessions. If required improvement is still not achieved, then the pupils will be referred to the Learning Support Department for specialist intervention.

For some children, it is considered appropriate for them to be withdrawn from class for short periods of time to receive small group intervention programmes. This is in addition to their normal lessons. The groups we offer in school vary depending on need but usually include: times tables, numeracy, spelling, phonics, reading, handwriting and social skills groups. These groups are either taken by the TAs or the SENCO. Children may also be put on special programmes e.g. Toe by Toe, Plus 1, Power of 2, Alpha to Omega and Read, Write, Inc.

In Years 3 – 8, we also offer small 'Booster Group' support for Literacy, handwriting and Numeracy with these sessions being Early Morning Sessions or at lunch times. An early morning touch-typing clinic is used to support pupils in year 6-8 preparing them for entrance tests. Study Skills sessions are also offered where necessary.

### **Level Two: Learning Support List, possible individual/group lessons**

For some children, it is considered appropriate for them to be withdrawn from class for short periods of time to receive 1:1 intervention programmes. Withdrawal is offered if the support deemed necessary cannot be delivered within the classroom situation.

In such cases, the SENCO/Learning Support teacher will take responsibility for planning, executing and monitoring the intervention deemed to be the most appropriate. In consultation with the parents, child, class teacher, Form Tutor, and/or subject teacher, the SENCO will plan and deliver a Personal Education Plan (Years 3-5) or Pupil Passport (Years 6-8) to meet the needs of the child that is over and above that which can be met by either at Level Zero or Level One provision.

In consultation with the pupil, the Personalised Educational Plan/Pupil Passport includes:

- Short term specific targets for pupil (ideally with the pupil)
- Individual strengths and weaknesses
- Teaching strategies to be used as recommended in their EP report
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (to be recorded when the plan is reviewed)

Targets should be: **SMART**

Specific, **M**asurable, **A**chievable, **R**ealistic, **T**ime bound and only what is additional to or different from provision for all pupils.

It is reviewed twice yearly. Significant information following meetings or other forms of contact with parents is entered onto the communication section at the end of the Personal Education Plan. Electronic copies are stored in the pupil folders on the staff common drive

alongside the SEND Transition document and it is the responsibility of all staff to be familiar with it, implement it, as appropriate, and to review it in September and June.

Referral may additionally be made to an external specialist, such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, physiotherapist, paediatrician or counsellor.

The majority of children who have 1:1 support have this for Literacy, Numeracy or Study Skills. Lessons are 30 minutes in length and are taught by a team of qualified and experienced staff. The cost of the individual support is borne by the parents. Similarly, the cost of external assessment and support is funded by parents.

### **Level Three: SEND Register**

If the intervention does not enable the child to make satisfactory progress, the parents, with the support of the SENCO, may be asked to seek advice and support from external agencies. With parental permission, the SENCO is then responsible for maintaining communication with the external agencies involved, to ensure a cohesive learning experience for the child. In some cases, it may then be considered necessary by all parties concerned, to apply for a statutory multi-disciplinary assessment.

At this stage, an **Educational and Health Care Plan- EHCP** may be required and will be drawn up in consultation with parents, pupils and external specialists. Parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Health Education and Social Care).

Where a prospective pupil has an EHC plan, we will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the EHC plan can be delivered by the School. We will co-operate with the local authority to ensure that relevant reviews of EHC plans are carried out as required.

Any additional services that are needed to meet the requirements of the EHC plan will need to be charged to the local authority if the authority is responsible for the fees and our school is named in Section 1 of the EHC plan. In all other circumstances charges will be made directly to parents unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010. The LEA will notify the school when the Annual Review of the EHCP is due. The SENCO is responsible for the co-ordination and implementation.

A register of pupils with SEND, which includes their name, form, level on the register, their primary need and a brief description of provision offered is drawn up every September and updated as necessary during the year. This is stored on the staff One Drive and an updated hard copy is kept in a file in the staff room. Changes are discussed under the 'Pupils' item on the staff meeting agenda and disseminated in the regular termly SEND Newsletter.

### **Monitoring Pupil Progress**



Given the nature of some pupils' learning difficulties, their progress in literacy or numeracy can be slow and measured progress can sometimes seem discouraging. Variables such as motivation, attitude, self-esteem and confidence are significant factors when evaluating performance success.

Programmes of work are largely multi-sensory, incremental and designed specifically to meet the child's individual needs. The children are never expected to know something that has not been taught or checked previously. This ensures that success is achieved. A large part of the work in our department is the rebuilding of damaged self-esteem.

Outside specialists also support children within the school and these include occupational therapy (OT) and speech & language therapists (SALT). Level 1 booster groups are also run e.g. handwriting, times tables, spelling, reading and fine motor skills, as and when required. At any point, decisions can be taken to alter individual lessons. In consultation with teaching staff concerned and parents, lessons can be modified, increased, changed or stopped. Half a term's notice should be given if a parent wishes their child to cease 1:1 support.

### **Assessment**

The assessment and monitoring of children with SEND, as well as the provision of support, evaluation and record keeping is guided by the Code of Practice for Special Educational Needs- 2014 and Data Protection Act- April 2018. Parents are kept informed at every stage. The views of the child are also sought, where possible. Acting on the expression of an initial concern, the class teacher follows the Referral Procedure. See Referral Forms.

All children at Sevenoaks Prep are assessed near the beginning of each academic term using a range of different standardised assessments for spelling and reading, progress tests in English and Maths annually, with CATs being taken in Years 4, 5, 7 and 8. The SENCO, Deputy Head, Assistant Heads and Exams Officer track and scrutinise the standardised scores to ensure progress is being made. Pupils who receive 1: 1 support can also be re-assessed near the end of the academic year in their individual support lessons using different and more in-depth assessment materials if necessary.

Continuous assessment is through PEPs which are written in September and reviewed in June to keep targets SMART.

Individual end of unit tests, class assessments, exams and class work are also used to monitor progress and ensure that end of year examinations are not seen in isolation. The Learning Support Department has invested in new and more up-to-date assessment materials and the SENCO is now qualified to undertake access arrangements assessments should these be necessary for senior school entrance tests and inline with current JCQ regulations.

When appropriate, the SENCO will use a battery of specialist tests to gain a more detailed individual profile. In some cases, external specialists may carry out further assessments. For example, Educational Psychologists, Behavioural Optometrists, Speech & Language Therapists, Occupational Therapists and Paediatricians.

### **Development of Provision for Bi or Multilingual Pupil**

Sevenoaks Prep has a number of families with strong links outside the United Kingdom. A number of our children have one or two parents who are not British. Of these, some children

speak or have experience of a language other than English. Information on nationality and language(s) spoken is recorded when families join the school. Only children whose parents have indicated on their child's application form that the child's first language is not English, are included in the EAL Register.

The EAL coordinator's role (with c and e below being of particular relevance to SEND) is as follows:

- a) To promote an interest in, and raise awareness of, the range of languages and cultures in our school community amongst pupils and staff.
- b) To help children and families settle and adjust to life in an English school, if they have recently moved here.
- c) To provide advice to teachers and a programme of support for pupils who have only recently started using English, including support for vocabulary and grammar, as well as guidance on how to support the new learner in general.
- d) To be available as a link between children and staff, parents and staff, and staff and other forms of education (abroad), with a view to enhancing children's and families' ability to settle quickly and successfully at Sevenoaks Prep.
- e) To provide a programme of support to those who, in addition to being bilingual, have a Specific Learning Difficulty.

### **Exam Arrangements**

In most cases, it is expected that all pupils take the same exams. In some circumstances, however, individuals may need the exam paper to be modified so the experience remains meaningful and positive for them. We follow the recommendations for exam arrangements as identified by educational psychologists, teachers/SENCO with an AAA Diploma or Specialist Teachers if a child has a specialist report e.g. extra time, reader, scribe, enlarged print, photocopied on a different colour of paper, use of a laptop etc. Any application for access arrangements are compliant with the revised JCQ regulations- September 2021.

### **Provision Mapping**

All pupils who have been formally assessed by an external agency e.g. Educational Psychologist, dyslexia specialist, paediatrician and are having individual support, will have a Personal Education Plan (Years 3-5) and Pupil Passports (Years 6-8). The SENCO/ Form/ Subject teacher highlights what provision the child has in each area of the curriculum. Targets are then set and must be reviewed, in consultation with parents, each term or when necessary.

### **Working with Parents**

Working closely with parents is seen as a vital part of the success of any support programme. Parent support is crucial to pupil progress. Parents are encouraged to speak to the SENCO/Learning Support staff at any time in person, by telephone, email or via Teams. Meetings with the SENCO, class teachers/form tutors, Deputy Head, Assistant Heads and the Head can be arranged at any point in the school year. These meetings are recorded and kept both on file and electronically with the PEP.

A parent will sometimes ask the SENCO how their child is doing in other curriculum subjects and comments are then gathered from various relevant staff prior to a meeting between the SENCO and parents.

Parents are encouraged to contact the SENCO at the earliest opportunity if they have any concerns. Regular contact between the SENCO and the parents of pupils having individual support is maintained through regular feedback meetings and emails. Parents of pupils receiving individual support will have a written report along with school reports at the end of the Summer Term and an end of year review to discuss support for the next academic year.

If a concern arises it will be discussed at staff meetings, so that all staff are well informed. It is the responsibility of the SENCO to ensure that all relevant teaching staff are kept aware of any changes that occur regarding SEND pupils and a summary of parental communication and recent assessments is disseminated through the confidential SEND Newsletter.

Parents are encouraged to join local support groups e.g. KWDA and ASKids.

### **Communication with Staff**

The Learning Support Room is central, being situated in the main building. The Learning Support Department has an 'Open Door' policy, to encourage open and fluid communication and to be a fully integrated part of the school.

Liaison with Staff is very simple and takes place verbally as required. Regular emails are sent or meetings are arranged throughout the week. Weekly meetings are minuted and shared, with weekly SEND meetings between the Pre-Prep Early Years Co-ordinator and SENCO and a weekly pastoral meeting with the SENCO, Assistant Heads and Deputy Head.

Weekly staff meetings and the SEND Newsletter provides regular information about individual pupils and any difficulties they may be experiencing.

The SENCO produces a regular SEND Newsletter which highlights any parental concerns as a result of meetings or emails and a short summary of any recent assessments carried out by an external agency or internally by the SENCO. Particular focus is placed upon the individual child's strengths, weaknesses, exam arrangements- extra time, scribe, reader and specific teaching recommendations to use by form/subject teachers. The PEPs/Pupil Passports, SEND register and Transition document are updated accordingly.

All copies of Newsletters are on the Staff Drive in the SEND file for staff to refer back to at any time.

The SENCO ensures that all relevant information is made available for staff and that confidentiality is maintained. Within the Learning Support Department, the SENCO leads weekly meetings with the Prep TAs and the Pre-Prep Deputy Head leads the meeting for the Pre-Prep TAs to discuss individual children and to implement planning and review procedures.

Confidential records are held securely in the Deputy Head and Assistant Head's Office, in the Pre-Prep Office and Learning Support Department. Copies of all reports are on the Staff Drive under Pupils and External Agency Reports.

Regular INSET sessions are organised throughout the year to ensure 'Quality First Teaching' so that all staff are kept up to date with good practice.

### **Pupil Participation**

The school acknowledges the value of the pupil voice. Children and young people with SEND often have a unique knowledge about what helps and hinders them.

All children in the school, including those with SEND, have the opportunity to contribute to their PEPs/Passports identifying their own strengths/interests, things that help and hinder them from successful learning and their ambitions for the year at the front of their pupil planners.

### **Transition arrangements**

The Head of Learning Support actively builds bridges with SENCOs at destination schools via attendance at conferences, by making telephone, email contact and by visiting schools. SENCOs from destination schools are made welcome and encouraged to visit prospective pupils.

A SENCO HUB meeting is organised virtually half termly with other local schools both Prep and Senior to maintain close relationships with destination schools and regular sharing of good practice.

Full information is sent when requested by destination schools. A copy of the written report, parental comment and pupil contribution from the most recent review meeting is sent to all destination schools at the end of the Summer Term.

### **Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with SEND**

- School membership of Kent West Dyslexia Association.

### **Complaints**

If parents have a complaint they should refer to the Complaints Procedure Policy found on the school's website.

### **Links with other Services**

Sevenoaks Prep makes use of a number of additional services as and when required, e.g. Educational Psychologists, Speech and Language and Occupational Therapists, Family Therapists and Touch Typing Specialist.

We are in contact with the team at the homeopathic hospital (ADHD services and CAMHS teams) for advice, support and referrals.

The school is a member of the local cluster group for SENCOs which meet regularly.

We are in regular contact with local private clinics e.g. the Learning Assessment and Neurocare Centre and the Starjumpz Children's Clinic.

Members of the Learning Support Department attend the IAPS SEND Conferences when possible and the SENCO has regular meetings with the local SENCOs to share good practice.

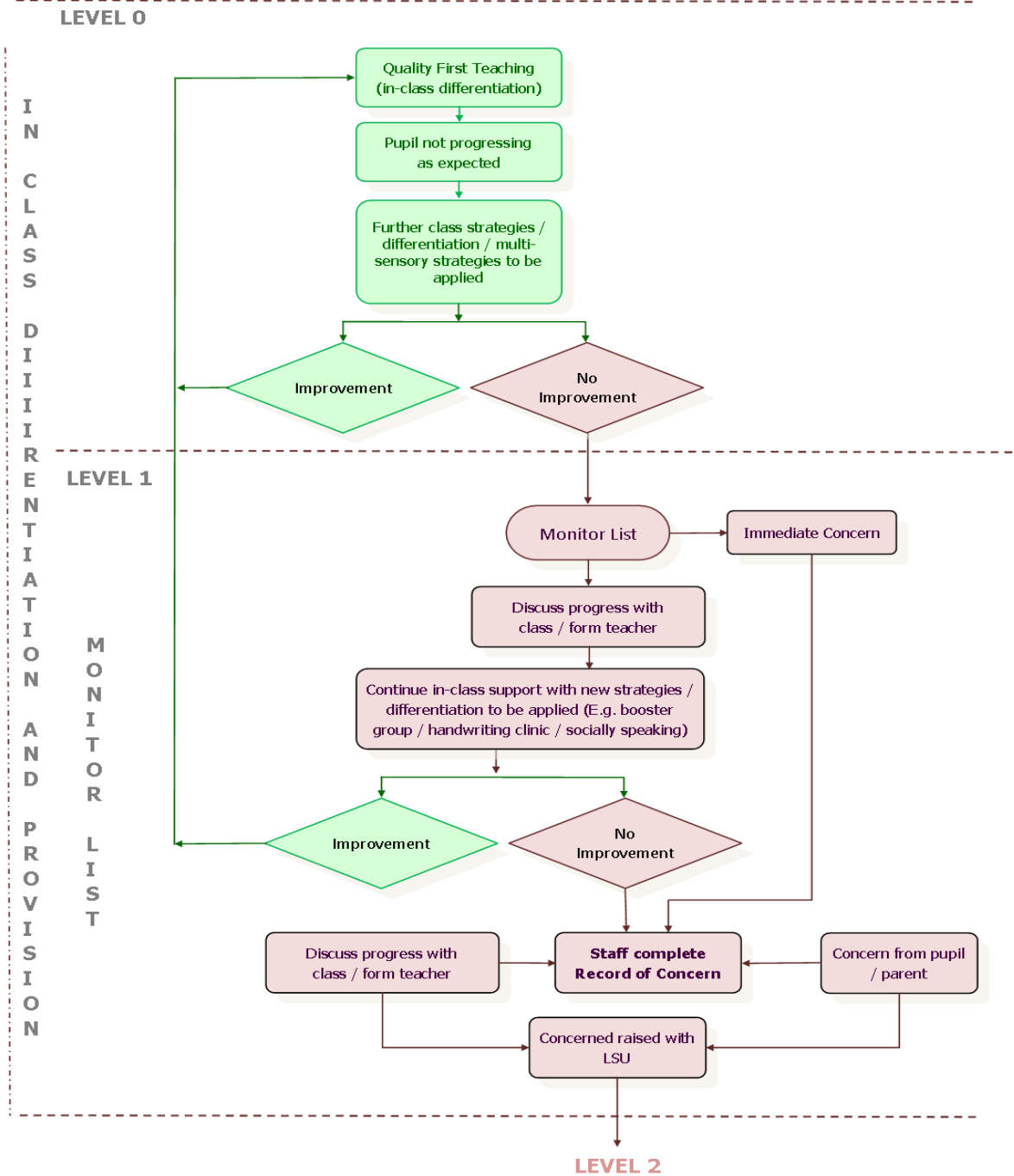
### **Monitoring the implementation of the SEND Policy**

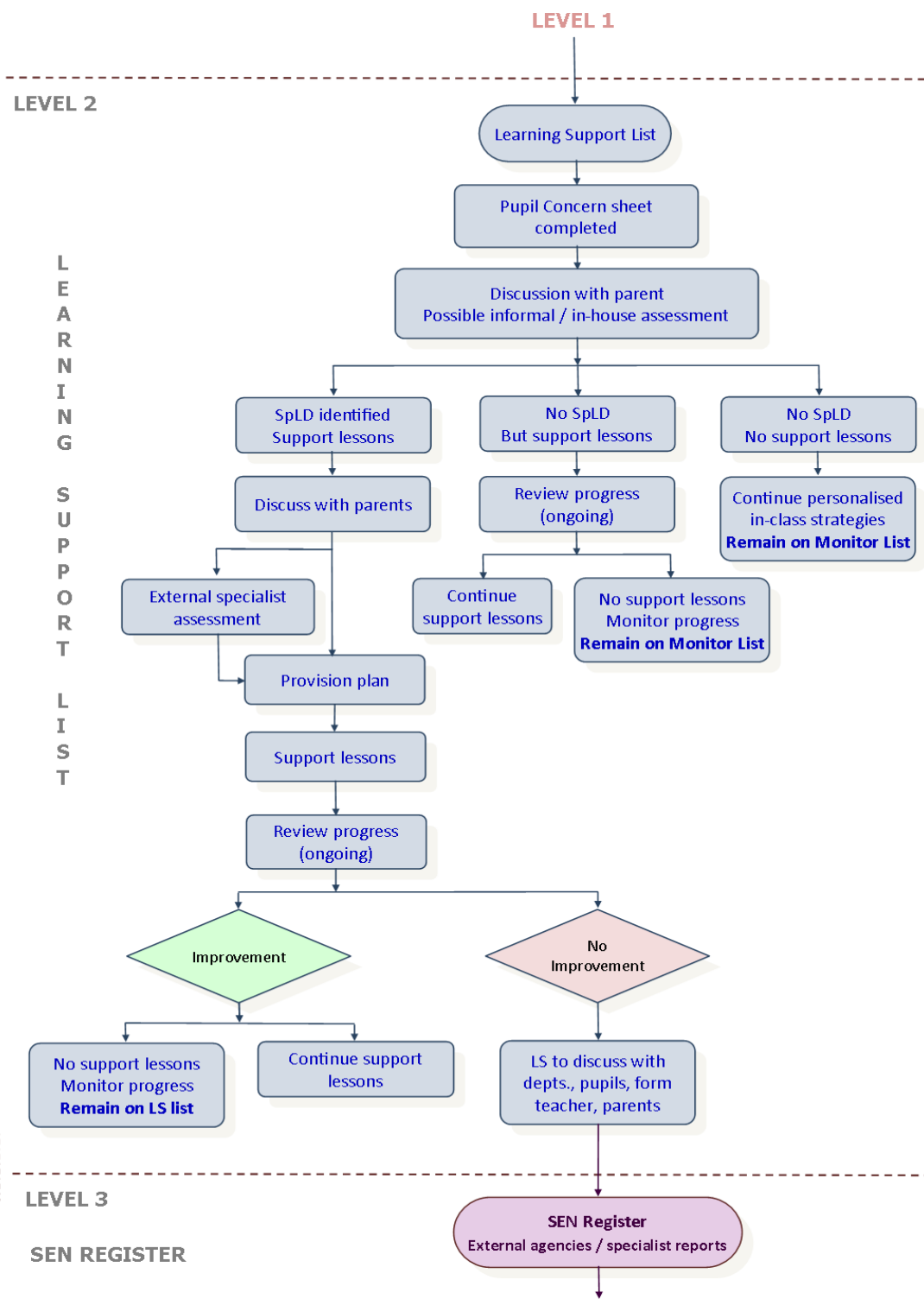
The SEND policy is updated as and when required in line with changing legislation and procedures but reviewed annually. The policy is subject to a regular cycle of monitoring, evaluation and review. The Senior Management Team considers the effectiveness of the policy and discusses with the SENCO if any amendments to the policy need to be made. The broad principles and objectives set out in the SEND policy lay the foundation for the criteria by which we evaluate the success of our policy. The Academic Committee of the Governing Body are kept informed with the development of SEND at Sevenoaks Prep School by its termly Academic meetings, regular SEND Newsletter and meetings with the designated SEND governor.

### **Other policies that should be read in conjunction with the SEND Policy**

Admissions; Anti-bullying; Assessment; Curriculum; Monitoring & Tracking; MAL; Complaints Procedure; Behaviour; Accessibility; Equal Opportunities; Data Protection; Safeguarding policy

The Graduated Approach - Flowchart






## Sevenoaks Prep Learning Support Pupil Passport

Name :	D.O.B :	EPR :	Start Date: Review Date:
Level of Support :		Access Arrangements :	
I would like you to know that... •			
This means that... • • • • • • •			
It would help me if you could... • • • • • •			
I will help myself by... • • • • • •			
Teaching Recommendations : • • • • • • • • • •			



## RECORD OF SPECIAL EDUCATIONAL CONCERNS

 <b>SEVENOAKS</b> PREPARATORY SCHOOL	CONCERN FORM			
	Name of child:		Concern noted by:	
	DOB:	Year:	Class:	Date concern noted:
Detail concerns, considering the following:				
Learning and Cognition	Communication and interaction	Sensory and/or physical	Behaviour, Emotional, Social Development	Medical
Receptive Language – Expressive Language – Numeracy – Learning Style	Communication Skills – Methods of Communication – Social Skills – Interaction Skills	Hearing – Vision – Fine Motor – Gross Motor - Mobility	Behaviour Difficulties – Emotional Difficulties – Social Skills	
Detail action already taken:				
Support or further action requested:				



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Pupil Education Plan

What I enjoy

What I find tricky

What helps me

Present at the Planning Meeting:

		Additional Support	
Individual Targets and Ideas for Improvement:	Progress Made:	Type	Teacher / TA
		In-class:	
		Additional Reports:	

**Differentiation points**

**Details of Review**