



SEVENOAKS

PREPARATORY SCHOOL

Special educational needs and disabilities (SEND) policy

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1. Introduction

1.1 The School

Sevenoaks Preparatory School is an independent, co-educational day school from Nursery to Year 8.

The ethos of Sevenoaks Preparatory 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. The Way of Life and its characteristics underpins all our teaching and learning at Sevenoaks Preparatory School.

1.2 Application

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

1.3 Purpose

The purpose of this document is to provide information about Sevenoaks Preparatory School's approach, identification and procedure that will enable all partners to work together for the benefit of children with SEND, in line with the school's plan of encouraging challenge, creativity and community.

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).

1.4 Accessibility

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

2. Definition

2.1 Definition of Special Educational Needs and Disabilities

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’.

- 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
- c)** are under five and fall within the definition of a) and b) above or are likely to do so do when of compulsory school age if special educational provision was not made for the child
- d)** 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). Please refer to the English as an Additional Language (EAL) policy for further details.

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 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.

The SEND Code of Practice identifies four broad areas for SEND provision:

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

Learning difficulties may affect children of all abilities.

Definition of Disability

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

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.

A reference to a disabled person is a reference to a person who has a disability.

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.

2.2 Accessibility for Disabled students

An accessibility strategy is a strategy for-

- 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.

See Accessibility Plan.

3. Learning Support Provision

The majority of our students are of average or above average ability.

The types of SEND currently at Sevenoaks Preparatory School include children with a formal diagnosis as well as those with learning profiles consistent with the diagnosis:

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

There are no special units attached to the school.

At Sevenoaks Preparatory School, we make provision for the needs of pupils who would be unlikely to qualify for support in a state school but 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 offered targeted intervention by TAs, specialist Learning Support teachers and the SENCO. The Learning Support Department seeks to actively promote the wellbeing of pupils with SEND by offering a balanced range and level of support (detailed in the provision map below) and by listening to the child's voice where appropriate when support is put in place.

3.1 Provision Map

Our Provision Map shows (but is not limited to) a range of provision available to learners throughout the school.

<u>Wave 1</u> Quality First Teaching (All pupils)	<u>Wave 2</u> Additional Interventions (Some pupils)	<u>Wave 3</u> Specialist Provision (A few pupils)
Differentiated work Seating Plans Various Ability Sets Questioning Modelling Now and Next Visual Timers and Timetables Assessment for Learning Using manipulatives Word Mats Access to ICT Fidget toys	Mega maths group Nessy Learning Additional Reading Time Revision Clinics 1:1 Booster sessions Social Skills sessions Use of Wellbeing sessions / room /dog Drawing and Talking sessions Nuffield Early Language Intervention Programme (NELI) Sensory Circuits Booster Literacy and Numeracy Listening and Processing skills	Personalised curriculum Specialist 1:1 support in lessons On-site specialist support

3.2 EYFS – Pre-Prep

The provision of support in the EYFS setting is coordinated by the Pre-Prep Learning Support coordinator under the guidance of the Head of Learning Support. The Head of Learning Support coordinates a team of teaching staff and assistants with particular support from the Pre-Prep Learning Support coordinator (regarding EYFS pupils- Nursery – Year 2). Regular meetings take place between the Pre-Prep Learning Support coordinator, Head of EYFS, TAs and Learning Support Team.

3.3 Prep

The Learning Support Department in the Prep is led by the Head of Learning Support and comprises of Learning Support Teachers who can deliver specialist lessons or work with the children in the classroom.

The Learning Support Department attends regular meetings with Heads of Departments, teachers, Assistant Heads, Head of Pre-Prep and Deputy Head. The Head of Learning Support also works closely with the Wellbeing team to ensure that the mental health and wellbeing of pupils is always taken into consideration.

Educational Needs and Learning Difficulties and/or Disabilities, including EAL, are considered by the Senior Management Team in all matters pertaining to the education of pupils in the school.

3.4 Governance

The appointed Governor for SEND is Ceri Jones.

Regular meetings are arranged between the SEND Governor and Head of Learning Support with the opportunity to observe the SEND support/provision. SEND newsletters are sent to the governors to ensure continuous communication.

4. A Graduated Approach

We have a graduated approach to learning support as per the 'Assess, Plan, Do, Review' cycle where the child and their family are at the heart of the process. Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases.

Provision for children with SEND is a matter for the whole school. It is the responsibility of the proprietor, school leaders and teachers to identify and meet the needs of all pupils and to plan the curriculum and teaching, taking into account their aptitudes and prior attainment.

4.1 Assess

All children's progress is monitored by their teacher, using the information from their on-going, day-to-day assessment or formal assessment cycles. Where concerns about a student's progress arise, further discussions can be initiated by the teacher with the student, their parents and/or the Head of Learning Support. The children might then move on to the Monitoring Register. On occasions, a student may need to be assessed in more detail in order to explore the precise gaps in their learning or to move towards a formal diagnosis, if appropriate. This may include:

- Screening of individual needs
- Standardised reading, spelling or mathematics tests.
- Other diagnostic assessments such as cognitive abilities tests (CATs).
- Screening assessments, such as for dyslexia or dyspraxia.
- Request for advice from a specialist professional.

If a child has been diagnosed with additional learning needs, an entry will be created on the SEND Register. Quality First Teaching strategies (Wave 1 – Provision Map) will be shared with all members of staff.

4.2 Plan

Further meetings can be put in place to determine whether a child might benefit from Additional Interventions (Wave 2 – Provision Map). During this step, the team around the child (including teachers, Head of Learning Support, the child and their family) will meet and agree on new interventions, support and expected outcomes. Following this, additional or personalised support should be identified, along with any specific teaching strategies,

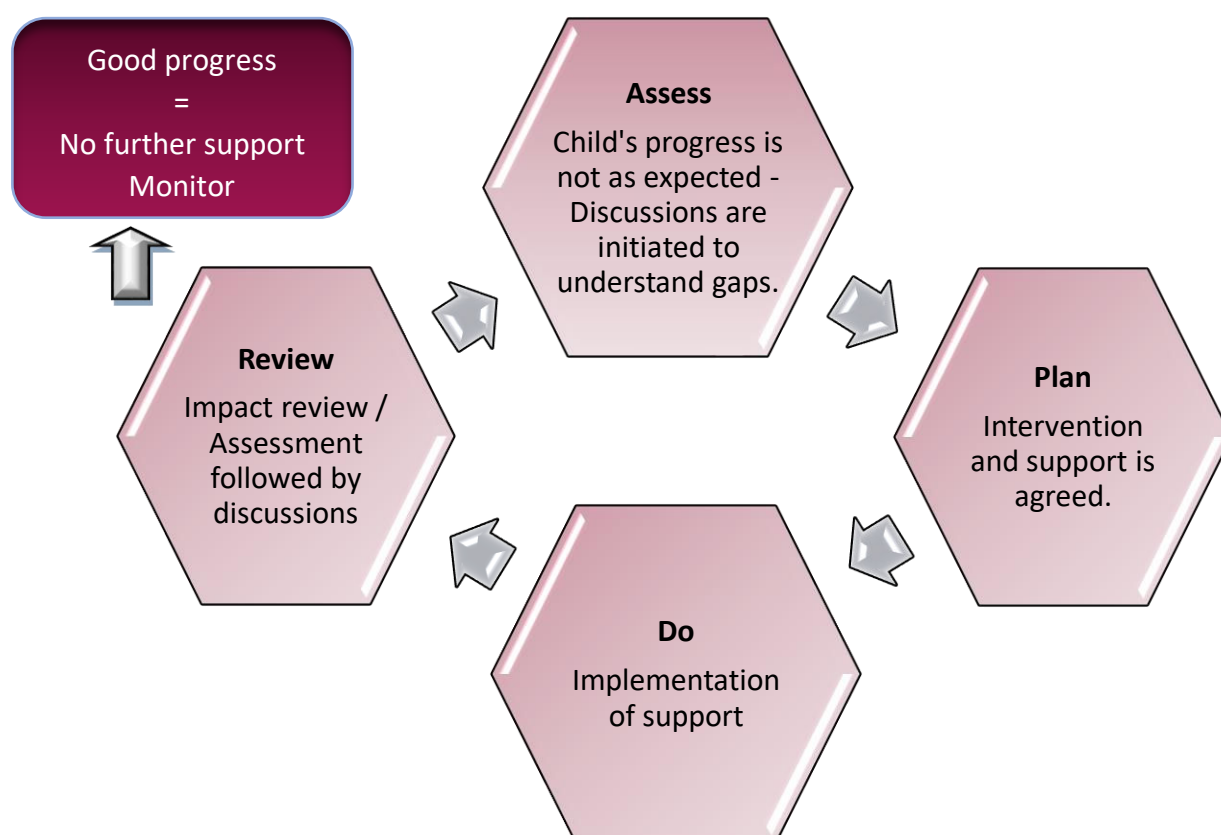
approaches or resources to be used. Our Provision Map shows an example of the range of provision that can be made available to learners throughout the school.

4.3 Do

In this step, the plan is put into practice. The child's form or subject teachers are responsible for checking whether the plan is working in consultation with the Learning Support Department. Children in Y7 and Y8 are encouraged to become more independent with their approach to Learning Support and will typically initiate discussions and work, based on their assessments of needs and difficulties.

4.4 Review

The impact of the plan is reviewed by teachers, the Head of Learning Support, the child and their family. The reviews may be incorporated as part of existing parents' meetings or may be arranged as dedicated meetings depending on the needs. These meetings can take place between parents, teachers and Learning Support Department as appropriate. Good progress may mean that Learning support is no longer needed. This will be agreed at meetings and can be reviewed at any time, depending on needs.



5. Access Arrangements

In most cases, it is expected that all pupils take the same exams. In some circumstances, however, individuals may need specific access arrangements.

Access arrangements allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

We follow the recommendations for exam arrangements as identified by specialist reports 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 is compliant with the revised Joint Council for Qualifications^{CJC} regulations:

[JCQ Access Arrangements and Reasonable Adjustments Document 2023-24](#)

6. Links with other Schools and External Agencies

6.1 Transition arrangements

The Head of Learning Support actively builds bridges with SENCOs at destination and feeder schools so information is shared in a transparent and honest manner. SENCOs from destination schools are made welcome and encouraged to visit prospective pupils. Pupil information regarding Special Educational Needs can be requested by destination schools.

We endeavour to link with Senior Schools to ensure that the children are prepared and that the exam arrangements that they are entitled to are part of their normal way of working (see Para 5. Access Arrangements).

6.2 External Agencies and Other Professionals

Sevenoaks Preparatory School 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/or Touch-Typing Specialist. We keep in regular contact with local private clinics and can link parents with professionals when necessary.

7. EHCP

An Education, Health and Care (EHC) Plan (EHCP) is a single plan which sets out how the health, care and learning outcomes of the child or young person with SEND are going to be supported.

Children with severe and complex needs may have an EHCP issued by their local authority; the school then works with the relevant outside agencies to ensure the proper progress of these children, keeping their needs under review.

An EHCP application will not always lead to an EHCP.

A parent or professional working with the child such as a speech therapist or representative from a school may request an EHCP.

On receipt or arrival of a child with an EHCP, the EHCP will be discussed with parents and relevant teaching staff in a meeting format and action for delivery of the statutory requirements explored, including the provision of support needed from external agencies.

The Head of Learning Support then will co-ordinate and implement the necessary support and interventions according to statutory requirements. The child's targets and progress are monitored within the school system and Learning Support Department.

You can find further information on the [Kent County Council Website](#).

8. Other Policies

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

Admissions; Anti-bullying policy; Assessment policy; Curriculum policy; HLP policy; Complaints Procedure; Behaviour policy; Accessibility Plan; Equal Opportunities policy; Data Protection policy; Child Protection policy; EAL policy.