



SEN AND DISABILITY POLICY

This policy is applicable to all pupils within the school, including the Early Years Foundation Stage, and takes proper account of the needs of all pupils, in terms of ability, need and aptitude. This document is available in written format upon request and a copy can be located on the school's website.

INTRODUCTION

This policy has regard to the provisions from the Children and Families Act 2014, the Equality Act 2010 and the SEN and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015).

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

Under section 20 of the Children and Families Act 2014, a child or young person has special educational needs if he or she has a learning difficulty or disability that calls for special educational provision to be made for him or her.

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

- Significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in school or
- If under the compulsory school age and are likely to fall within the definitions above when of compulsory school age (or would do if special educational provision was not made for him/her).

PREP AND PRE-PREP

ADMISSIONS AND SPECIAL EDUCATIONAL NEEDS

From year 3 to year 6 the school will welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of the school. Treating every child as an individual is important to us and we welcome pupils with special educational needs, provided that our learning support staff can provide the child with the support that they require. We do not however, have the facilities to offer highly specialised and intensive treatment.

It is not always possible for the School to accept children, as reasonable adjustment cannot always be met. However, where possible, we advise parents of children with special educational needs to discuss their child's requirements with the Head before he/she sits the entrance exam so that the school can make adequate provision for him/her. Parents should provide a copy of an Educational Psychologist's report or other medical reports to support their request, for example, for extra time or other special arrangements.

ON ENTRY

Each pupil with a special educational need requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before he/she becomes a pupil at the school.



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EDUCATION, HEALTH AND CARE PLANS (EHC)

From 1 September 2014, there are no new statements of SEN. Instead, EHC plans will be used, where applicable.

LOCAL AUTHORITY

The Local Authority retains legal and financial responsibility for ensuring the provision specified in the child's EHC plan is made. This will include paying fees charged by the school. The school will deliver the day-to-day provision and responsibility, as set out by the EHC plan.

If the Local Authority believes the provision set out in the EHC plan can be obtained through the state sector, they may decline the application to the school. This will still allow the parents/carers of the child to cover the school fees and join the school, providing the Local Authority is satisfied with the school's arrangements.

The school does not require consent from the DfE to accept pupils with an EHC plan.

EHC plans of all pupils, whether placed via the Local Authority or independently, must be reviewed annually. If the school is named in the EHC plan, the provision in the EHC plan must be made.

The Local Authority is responsible for reviewing the EHC plan, however the school will always ensure to prompt if needed and co-operate with them during the process in order to make available required information.

This section also applies to the EYFS.

MONITORING AND REVIEW

The school may arrange for pupils with identified or suspected learning difficulties to be assessed by a specialist so that we can identify the areas that require support. We may offer specialist one to one lessons and help with study skills outside of the normal curriculum. We will work closely with the child and his/her parents and to help him/her to overcome the barriers that his/her difficulties present.

We will prepare an Individual Education Plan (IEP) for each child, who needs one, and, if required, the school will seek external aid from specialists. The IEP will be used to inform teachers about the specific targets for the child and how these will be reached. The IEP will contain information about child's targets and strategies to be used by teachers. The IEP will also contain the provisions to be put in place, including admissions, discipline and arrangement for school trips or examinations, and will be used to monitor progress and will provide the basis of school discussions and regular review with parents and other members of staff. The SENDCO will be involved in the review of the IEP.

PHYSICAL ACCESSIBILITY

We recognise that some children with special education needs may also have physical disabilities. Parents and prospective parents of disabled children can request a copy of the school's Three-year Accessibility Plan. The plan shows the ways in which the school plans to make the buildings progressively more accessible to disabled pupils, parents and visitors. Any physical requirements should be discussed with the Head in the first instance.



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STAFF TRAINING

Relevant staff are given training on working with disabled pupils.

CHARGING POLICY

Specialist learning support assessments and lessons may be charged as extras and parents will be advised by the Head.

EARLY YEARS FOUNDATION STAGE

All children are entitled to an education that enables them to achieve the best possible educational outcomes and other outcomes and become confident young children with growing ability to communicate their own views and to make the transition to education beyond EYFS.

The EYFS is required to have regard to the SEND Code 2015 and must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. It is recognised that identifying the need at the earliest point and then making effective provision, improves the long-term outcomes for children.

Staff will be alerted to any emerging difficulties and respond early. In particular, parents know their child best and it is important that all staff listen and understand when parents express concerns about their child's development. Staff should also listen to and address any concerns raised by children themselves.

Should the local authority conclude that a child with an EHC is to be placed at the school, or a current pupil requires one, the school will identify a Special Educational Needs and Disability Coordinator (SENDCO) and ensure the four areas of need are covered: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs.

The SENDCO will implement a clear approach to identifying and responding to any form of SEN, consequently the SENDCO will monitor and review progress throughout the Early Years.

Where a child appears to be behind expected levels, the SENDCO and school will take guidance from the SEND Code 2015 and, if necessary, Working Together.

If the SENDCO and school feel the need to involve an external specialist or request an EHC assessment, the parents will be consulted first.

Prep has 0 children who require an EHC plan.

Pre-Prep has 0 child who require an EHC Plan.

EYFS has 0 children who require an EHC Plan.

The SEN and Disabilities Policy has been reviewed in September 2020 and it will be reviewed in or before August 2021.