

Elm Green Preparatory School



Special Educational Needs and Disability Policy (SEND)

This policy applies to all pupils in the school including those in EYFS

Reviewed
Ratified
Next Review

February 2025
March 2025
February 2026

ELM GREEN PREPARATORY SCHOOL

Special Educational Needs and Disability Policy (SEND)

This policy has regard to the:-

Equality Act (2010)
Children and Families Act 2014
SEND Code of Practice 0-25 June 2014 (January 2015)
Early Years Foundation Stage Framework 2024
Statutory Guidance on supporting pupils at school with medical conditions 2015
The National Curriculum in England KS 1 and 2 framework document July 2014
Teachers Standards 2011 updated December 2021
Transition to the new 0 to 25 SEN and disability system (March 2015)
Mental health and behaviour in schools November 2018

This policy should be read in conjunction with the following school policies:

Safeguarding, Child Protection and Promoting the Welfare of Pupils Policy
Equal Opportunities Policy
Accessibility Plan
Complaints Policy
First Aid and Support for Children with Medical Conditions
Assessment, recording and Reporting Policy

INTRODUCTION

Elm Green School values every individual and believes that all children should have access to a broad, balanced and relevant curriculum. Every child should have the opportunity to experience success in learning. We have high aspirations and expectations for all children. Our aim is to encourage and assist every child to reach their potential through high quality teaching that is adapted, differentiated, personalised and meets the individual needs of children.

All teachers are teachers of special educational needs. Teachers are responsible for the progress and development of all children in their class. Drawing on the available resources of the whole school, they endeavour to identify and meet the needs of children with SEND. The special educational needs provision is coordinated by the school's SENCO.

The school complies with the Equality Act 2010 and has an accessibility plan that covers a 3 year period. The school will make reasonable adjustments that include the provision of auxiliary aids and services when appropriate and necessary. We advise parents/carers of children with physical, emotional or learning support needs to fully discuss their child's requirements when registering to ensure that we can make adequate provision. What constitutes a reasonable adjustment will always require consideration on a case by case basis.

DEFINITION

At Elm Green Preparatory School, children are deemed to have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind that are generally provided for others of the same age.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age.

The phrase 'children with special educational needs' does not only refer to children who have an Education, Health and Care Plan (EHCP).

The school recognises that there is a significant overlap between children with SEN and those with physical disabilities (SEND) and such children will be covered by both SEN and Equality legislation.

Children will not be regarded as having SEND solely because the language or form of language of their home is different from the language in which they are being taught.

The school recognises that persistent, disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. Where we have concerns, we will aim to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication, mental health or safeguarding issues.

The school recognises and values the fact that parents/carers 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 them. All parents/carers of children with learning difficulties or special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

Children with learning difficulties or special educational needs will be encouraged, where appropriate, to participate in and contribute to the assessment, planning and reviewing of their needs.

IDENTIFICATION

We recognise the four broad areas of need as stated in the SEND Code of Practice (2014)

- Communication and Interaction (C and I)
- Cognition and Learning (Cog)
- Social, Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical needs (S/P)

Whilst these four areas broadly identify the primary need of a child we also consider the needs of the whole child that may also impact a pupil's progress:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being a Looked After Child (LAC)
- Being a Child of a Service Woman or man

The school recognises that parents/carers' early observations of their child are crucial. Children with more complex developmental and sensory needs may have been identified at birth or at an early age. The school expects to be informed about any strengths and needs identified by parents/carers or by the child's previous early years' practitioners. With parental permission, a member of the Early Years teaching staff and/or SENCO make either telephone contact or visit all relevant early years settings to ensure that they are familiar with the needs of all children prior to their entry.

An Induction session for parents/carers and children is also arranged prior to the children starting school as well as some social events to facilitate the successful start of school for all new children.

All teachers monitor and review the progress and development of every child. Teachers are responsible for meeting the needs of all children in their class through quality first teaching. This includes their classroom organisation, teaching materials, teaching style and as well as adaptive teaching strategies.

Specialist subject teachers and class teachers also identify exceptionally able children based on agreed criteria as set out in the Statement for Exceptionally Able Children detailed in the school's Curriculum Policy. Identified children are continually monitored and challenged appropriately.

Once children have started school, the identification of learning difficulties or special educational needs is usually by teacher observation, rigorous assessment and consultation with parents, although parental concern may also initiate further investigation.

We aim to provide high quality differentiated teaching to all children. This is the first step in meeting the needs of those who have or may have special educational needs.

GRADUATED APPROACH

If a teacher has concerns about the progress that a child is making a 'Record of Concern' is completed. A meeting between the teacher and the SENCo will then lead to recommendations of teaching strategies and materials that may enable the child to continue making progress. This may include:

- Different learning materials or equipment
- Different strategies within the classroom
- Withdrawal from mainstream lessons for individual or small group support
- Staff development and training to introduce more effective strategies
- Access to independent support services for advice on strategies or equipment

A graduated approach is then adopted to support the needs of the identified child. This will ensure a continuum of provision that brings increasing specialist expertise as and when necessary to help assess the difficulties that a child may be experiencing as well as informing suitable strategies that teachers and parents may use to support the child's learning. At this stage the child will be included on the Learning Support Register. Children can move on and off the register as their needs continue to be assessed and reviewed in consultation with them, their teachers and their parents/carers.

1. Assess

Following a teacher's identification of a child with learning needs, assessment data together with previous progress and attainment is analysed. Views and experiences of parents/carers is sought together with the child's views and where relevant, advice from external agencies may be considered.

2. Plan

Initial planning will involve a discussion between the teacher, SENCo and parents/carers to agree targets and anticipated outcomes for the child. Adjustments, interventions and any further support will be recorded.

3. Do

The class teacher remains responsible for working with the child on a day-to-day basis retaining responsibility even where interventions may involve group or one-to-one teaching away from the class teacher. They will work closely with all relevant staff to plan and assess the impact of intervention and links with classroom teaching. The impact on progress, development and/or behaviour that is expected will be recorded by the class teacher and other staff and summarised on the IEP in preparation for the review.

4. Review

Termly reviews will evaluate the impact and quality of the support and intervention. They will also take account of the views of the child and their parents/carers. If necessary, the possibility of external assessments may be considered at the review to inform a future cycle of response. Advice is incorporated into the child's individual planning and targets.

PROVISION AND SUPPORT

When a child's progress is limited after a cycle of the graduated approach (assessment, plan, do and review) an Individual Education Plan (IEP) will be drawn up in consultations between the SENCo, teachers, parents/carers and the child where appropriate.

Individual Education Plans – IEPs

Arrangements employed to enable the child to further progress will be recorded on the child's Individual Education Plan (IEP). IEPs will include information about:

- The child's specific difficulties
- The long and short term outcomes set for the child
- The teaching strategies to be used
- The provision put in place
- Arrangements to review the plan
- The child's progress and achievements

The IEP is reviewed in the termly meetings with parents and with the child when appropriate.

All children with IEPs are named on the Learning Support register. Children can move on and off the register as their needs continue to be assessed and reviewed in consultation with them, their teachers and their parents/carers.

Pupil Passports (Appendix 1)

Where appropriate, children on the SEND register may have a Pupil Passport. These provide all school staff and parents/carers with an overview of a child's strengths and needs, current teaching strategies to adopt and their targets. They are reviewed termly in consultation with parents/carers and the child, if appropriate. Parental permission is sought before sharing them with the whole staff team. Some students with a pupil passport do not have an IEP.

MEDICAL CONDITIONS

Where a child has SEN and an Individual Health Care Plan is in place, provision will be planned and delivered in a co-ordinated way. The individual Health Care Plan will be linked to or become part of the Pupil Passport, IEP or EHCP if appropriate.

CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE

See Appendix 2

MENTAL HEALTH AND WELLBEING

Elm Green recognises that children with SEN may experience mental health and wellbeing issues. Staff aim to be proactive in identification and to offer support in line with the individual child's requirements involving the parents/carers throughout.

EDUCATION and HEALTH CARE NEEDS ASSESSMENT (EHCNA)

Where the child has not made expected progress and is consistently falling short of their individual education plan targets, the school and the child's parents/carers may consider asking the local authority to carry out an Education Health and Care needs assessment (EHCNA).

To support this request the school will provide evidence about the child's progress over time, support and actions taken including resources and special arrangements that have been put in place. The Learning Support register will record when children have EHC plans (EHCP) in place.

RESPONSIBILITIES

Role	Responsibilities
Deputy Head Teacher	Oversight of Special Educational Needs and disability provision. Monitoring Continuing Professional Development (CPD) to equip staff with the skills and capacity to meet the needs of all children including those with SEN and Disability. (SEND)
Special Educational Needs Co-ordinator	Management of the day-to-day operation of the Learning Support Department Co-ordination of SEND provision Keep up-to-date and advise colleagues regarding relevant legislation, resources and training Support staff and parents/carers to work through the graduated approach in identifying and providing for individual needs including consultations with child and parents/carers Consult and liaise with external agencies such as Educational Psychologists, Speech Therapists, Occupational Therapists, Paediatricians etc Write and review the SEN and Disability Policy Maintain the whole school Learning Support Register Oversee records for children on the Learning Support Register Ensure that all staff are aware of children on the Learning Support Register Manage the budget and resources for the Learning Support Department. Attend Essex/Independent schools SENCO cluster meeting to share best practice Provide an open door for all children requiring learning support, staff and families. Support SMT in accessing and providing training to enable all staff to be able to deliver Quality First Teaching. Ensure access arrangements, where appropriate, for children taking examinations. Oversee the preparation of Support plans, IEPs and Pupil Passports Contribute to transition information between classes, receiving schools, feeder schools and EYFS providers Organising Annual and Transition Reviews for children with an EHC plan. Managing and providing annual accounts of income received and expenditure incurred with respect to children wholly or partly funded by the local authority

Class teachers	<p>Know which children are on the Learning Support register.</p> <p>Teach to accommodate the individual needs of all children.</p> <p>Monitor, assess and record the progress of SEND children in collaboration with the SENCo following the Assessment, Recording and Reporting Policy.</p> <p>Deploy teaching assistants effectively to support the learning of all children including those with SEN and Disabilities</p> <p>Inform and update specialist subject teachers about all identified needs and relevant teaching strategies.</p> <p>Work with the SENCO through the graduated approach to identify and provide for individual needs including consultations with children, parents/carers and other professionals</p> <p>Write and maintain IEPs for children in their class</p>
Subject teachers	<p>Know which children are on the Learning Support Register</p> <p>Teach to accommodate the individual needs of all children</p> <p>Monitor, assess and record SEND children's progress in collaboration with the SENCo following the Assessment Recording and Reporting policy</p> <p>Consult with class teachers about specific concerns, identified needs and relevant teaching strategies.</p>
Teaching assistants	<p>Know which children are on the Learning support register.</p> <p>Follow the direction of teachers in the teaching and support of all children including those with SEN and disabilities</p> <p>Communicate any concerns about a child's ability to perform or complete a task to the class teacher</p>
Support staff	<p>Know which children are on the Learning Support register</p> <p>Inform the class teacher about any difficulties a child may be experiencing in the playground or wider school environment</p>
Parents	<p>Provide the school with information about strengths and weaknesses they or other practitioners, including EYFS practitioners, are aware of</p> <p>Contact the class teacher at the earliest opportunity with any concerns regarding support for the child</p> <p>Attend consultations with class teacher and SENCO to help identify needs and plan additional support</p> <p>When appropriate, provide opportunities at home to work towards agreed outcomes</p> <p>Ensure the school is updated with any changes to their child's medical or other needs</p>
Children	<p>Know the targets you are working towards.</p> <p>Talk to your class teacher or another responsible adult about any concerns you may have</p>

TRANSITION

Transition reviews for Year 6 children are held in the Autumn Term. Additional transitional arrangements are made with the secondary school when necessary.

For all other year groups, progress and hand-over meetings are held with existing/new class teachers and SENCO before the end of the academic year.

Communication and visits to Early Years providers or existing schools are organised before a new child joins the school to ensure a thorough exchange of information regarding individual needs. Induction sessions and Taster sessions are organised for new children to ensure a smooth transition.

COMPLAINTS

The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting children's needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

MONITORING, EVALUATION AND REVIEW


This policy is reviewed at least annually and is included in the School's policy review schedule.

SAFEGUARDING STATEMENT

Elm Green Preparatory School is committed to maintaining a safe and secure environment for all pupils in accordance with its Safeguarding, Child Protection and Promoting Pupil Welfare Policy.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children in accordance with the School's Equal Opportunities Policy

APPENDIX 1	Pupil Passport
name	
D.O.B: Click here to enter a date.	
Class: Click here to enter text.	
Date of update: Click here to enter a date.	
I would like you to know that:	
I find it difficult to:	Exam Access Arrangements: My strengths are:
It would help me if you could:	I will help myself by:
Additional support:	Data and attainment information:
Main Liaison:	

APPENDIX 2 – ENGLISH AS AN ADDITIONAL LANGUAGE

A number of children at Elm Green Preparatory School have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Children must not be regarded as having learning difficulties solely because the language spoken at home is different from the language in which they will be taught.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

AIMS

To help ensure that Elm Green Preparatory School meets the full range of needs for those children who are learning English as an additional language.

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfillment and development as responsible citizens. Elm Green School, within this framework, promotes the principles of fairness and justice for all through the education that is provided in the school.

TEACHING AND LEARNING

At Elm Green teachers take action to help children who are learning English as an additional language.

This includes developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

This may also require ensuring access to the curriculum and to assessment by:

- using technology when appropriate eg Google translate to ensure children understand important instructions and information
- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, video or audio materials and dictionaries;
- using the home or first language if/where appropriate.

EYFS CURRICULUM ACCESS

Children with English as an additional language are primarily supported within the classroom by the class teacher.

In the Early Years setting opportunities are organised for children to develop their English, and support provided for them to help them take part in activities.

The Early Years setting helps children learning English as an additional language by:

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- At appropriate times and if possible involve parents to provide bilingual support to extend vocabulary.