



The Study Prep
WIMBLEDON

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| Name of Policy | Special Educational Needs and Disabilities (SEND) Policy |
| Reviewed by | Head of Learning Enrichment |
| HMT Member | Deputy Head Academic |
| Date of review | January 2024 |
| Date of next review | January 2025 |



The Study Prep

WIMBLEDON

SPECIAL EDUCATION NEEDS AND DISABILITIES (SEND) POLICY

This policy outlines the provision made at our School for pupils with Special Educational Needs and Disabilities (SEND). It applies to all our pupils, in Early Years Foundation Stage (EYFS), Key Stage 1 and Key Stage 2.

This policy is written with due regard to the statutory guidance and advice in:

- The SEND Code of Practice, 0-25 years 2020 (January 2015)
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Equality Act 2010 <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Children and Families Act 2014 <https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted> Disability Discrimination Act 1995 <https://www.legislation.gov.uk/ukpga/1995/50/contents>

It should be read in conjunction with other School policies.

Contents of this policy:

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- 4) Admissions
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- 6) Roles and Responsibilities

DEFINITION

The Children and Families Act (2014) defines children as having a special educational need or a disability if:

They have significantly greater difficulty in learning than the majority of their same age peers do.

The disability prevents or hinders the pupils from making use of the facilities provided for pupils of their age.

The school follows The Equality Act 2010's definition of a disability as:

A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

IDENTIFICATION

The School identifies need in the four broad areas of need outlined in the SEND Code of Practice, 2015:

- 1) Cognition and Learning
- 2) Communication and Interaction

- 3) Sensory and / or Physical
- 4) Social, Emotional and Mental Health

All staff are supported by the Head of Learning Enrichment, the SENDCo and the Mental Health Lead in identifying need and are given opportunities for continuous professional development in SEND. Our aim is to be proactive in identifying needs. Across the school, we use a range of methods to identify barriers to learning that can indicate SEND. These include:

- Pupil and parent referral.
- Teacher and Teaching Assistant identification of need/s.
- Termly Pupil Progress Meetings between the teacher, Head of Learning Enrichment and SENDCo.
- Formative and Summative assessment, including standardised data, in all Year groups.
- Cognitive Ability Tests in Key Stage 2.
- Non-diagnostic Dyslexia screening in Year 3 and 5.
- Pastoral Meetings and meetings with the Mental Health Lead.
- Annual PASS Survey.

The School works in a collaborative partnership with parents when a pupil's need is identified. The Head of Learning Enrichment and the SENDCo can use informal assessments to screen for further information and will signpost further specialist support for parents, if needed, as no member of our staff can diagnose SEND. A pupil that is diagnosed with SEND, or experiences a persistent long-term barrier to learning, is added to our confidential internal Register. This allows staff to fully understand and support our pupils' needs.

All staff are aware that pupils with SEND can be at greater risk than their peers with regards to bullying and safeguarding. The school's Safeguarding and Child Protection Policy will be followed if there are any safeguarding concerns relating to a child.

PROVISION IN SCHOOL

Our approach to supporting pupils is graduated and it follows a cycle of assess-plan-do-review:

In-Class Support:

The Study has a broad curriculum delivered through high quality teaching in small classes, which benefits all our pupils. The class teacher makes reasonable adjustments for pupils in keeping with the Equalities Act 2010. The class and subject teachers are responsible for the academic progress of all their pupils, including those with SEND, in accordance with the SEND Code of Practice, 2015. The School provides resources to support pupils that would be expected in a mainstream setting, with limited specialist SEND resources. If a pupil requires specific equipment, this would need to be provided by the parents. If an Educational Psychologist or other professional recommends the use of a laptop in class, the School will support the pupil to develop this as an alternative way of working.

Intervention:

Academic and pastoral intervention is offered to pupils who are not making expected academic progress or are experiencing a persistent wellbeing need. This may be due to long-term absence, changing school curriculums, social or emotional difficulties, a diagnosed need or an undiagnosed need.

Following the intervention, each pupil's progress is reviewed as part of the assess-plan-do-review cycle. Intervention does not take place during English, Maths or Science lessons, and are mostly group interventions. Support is decided in discussion with the Head of Learning Enrichment, the School's Mental

Health Lead, the SENDCo, and class teachers. Some pupils may have 1:1 or 1:2 interventions, which are arranged for pupils with the most need, when possible. All our interventions are decided depending on pupil need and our available resources across the school, and are recorded on the School's Provision Map. Parental permission is required for all interventions.

Specialist Support:

The Head of Learning Enrichment, the Mental Health Lead or the SENDCo will signpost assessment and further support for pupils who are not making expected progress following targeted intervention. The Head of Learning Enrichment will liaise with external specialists and welcomes observation in school to support specialist assessment. As a setting, we have visiting Speech and Language therapists who deliver support beyond our expertise, which is at an additional cost to parents. All private assessments will be arranged by parents, at a cost to parents.

When a specialist assessment report is received, the parents will be offered a meeting with the Head of Learning Enrichment or the SENDCo, and the Class Teacher. Specialist reports are shared with all relevant staff and we will endeavour to put in place where practicable required strategies of support.

Should a pupil's needs be beyond the resources of our School, the pupil may require an Education, Health and Care Plan (EHCP), which is applied for from the Local Authority. Pupils with EHCPs have their targets reviewed annually, as part of the Annual Review process. Should the School be unable to best meet the needs of a pupil, the Head of Learning Enrichment will work with the family to signpost an appropriate setting and support transition.

Support Plans

Pupils that have specific, individual targets to further their progress will have a Support Plan. A Support Plan is set termly with the pupil, parents, class teacher and the Head of Learning Enrichment or the SENDCo. Progress is reviewed at the end of the term, as part of the assess-plan-do-review cycle.

ADMISSIONS

The School is committed to providing an inclusive environment where all pupils can flourish. The School requests that any special circumstances, difficulty with meeting developmental milestones, medical or other specialist reports, learning difficulties and/or disabilities are shared at the admissions stage to allow the School to put support in place. The Head of Learning Enrichment will liaise with nurseries and previous schools as necessary.

The School will discuss with parents (and medical advisers if appropriate) the adjustments that can reasonably be made for the child if they become a pupil at the School to ensure that they are not put at a substantial disadvantage compared to a pupil who is not disadvantaged because of a disability.

There may be exceptional circumstances in which we are not able to offer a place or need to withdraw an offer, for example, if we feel that a pupil is not going to be able to access the education offered despite reasonable adjustment, or that the child's health and safety or the health and safety of other pupils and staff may be put at risk.

EXAM ARRANGEMENTS

The class and subject teachers monitor the pupils' need for special arrangements in school tests and liaise with the Head of Learning Enrichment when a pupil benefits from movement breaks, rest breaks and / or extra time to help preparation for the 11+. An Educational Psychologist or Level 7 assessment is requested for pupils needing extra time in the 11+ examinations, in line with JCQ guidelines that most secondary admission departments follow.

ROLES AND RESPONSIBILITIES

The pupil voice is at the centre of our provision. We welcome pupils sharing their strengths and challenges and support them in understanding and meeting their learning needs. We liaise openly with parents and consult with them on any next steps in and beyond classroom support.

The school has a Head of Learning Enrichment and a SENDCo:

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