



RADLETT
PREPARATORY SCHOOL

SEND POLICY

Approved by:

Mrs L Flynn

Signature:

Last reviewed on:

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Special Educational Needs and Disability (SEND) Policy

Radlett Preparatory School is an independent selective school for pupils aged 4-11. The school provides a broad and balanced education for all children. The curriculum is designed to enable children to understand the relevance and purpose of learning activities and to provide an experience of levels of understanding and rates of progress that bring feelings of success and achievement.

The School values and encourages diversity, recognising that some Students may be affected by circumstances which impinge upon their educational progress. It is the responsibility of each teacher to be sympathetic to the individual needs of each Student, whether they are general or specific learning differences, physical and sensory impairments or emotional and behavioural difficulties. The School will make reasonable adjustments for Students with special educational needs and disabilities to ensure that all Students are included in School life.

Where children have individual needs and where children are identified as requiring additional support, teachers will liaise with the Enhanced Learning Provision team to:

- Ensure full access to classroom learning and co-curricular activities through scaffolding of the child's learning to help him/her reach their potential.
- Provide high quality classroom teaching so that Students reach their full potential and have high self-esteem.
- Identify Students who have difficulties with learning, which are significant and persistent compared to Students within the same age group and academic level.
- Communicate with Students and their Parents outlining the support required and take into consideration the views and feelings of the Student and their Parents.
- Meet the needs of Students with SEND with appropriate in-school resources.

Identifying Children for Enhanced Learning Provision

There may be pupils who have particular needs within our context at some point during their school career. Some, but not all of our SEND pupils, may be supported through our Enhanced Learning Provision. In addition, some children without SEND may be identified for our programme as a short-term measure, to help close the gap between themselves and their peers.

When planning lessons, teachers set children suitable learning challenges and are alert to the children's diverse learning needs as they tackle the work. It is the teachers' responsibility to discuss matters of concern in their weekly meetings and this information is formally collated and reviewed on a weekly basis by the ELP team.

The School adopts the definition of Special Educational Needs and Disability (SEND) as set out in the SEN Code of Practice (2014) and the Equality Act 2010.

A Student is considered to have special educational needs

- if they have a significantly greater difficulty in learning than most of their peers or
- if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. (Section 6), Equality Act 2010.

The Equality Act 2010 refers to 'Hidden' impairments such as Autism and ADHD, which may qualify as a disability. The above definition includes sensory impairments such as those affecting sight or hearing. Long term health conditions may also impact a child's development and learning profile.

At Radlett Prep, we consider The SEND Code of Practice (2015) 'four broad areas of need and support':

- Communication and interaction e.g., speech and language / Autistic Spectrum Syndrome
- Cognition and learning e.g. Dyslexia, Dyspraxia, Dyscalculia
- Social, emotional and mental health e.g. self-harm, eating disorders, depression and/or anxiety, substance misuse or physical symptoms which are medically unexplained. Attention Deficit Hyperactive Disorder (ADHD) and Attention Deficit Disorder (ADD)
- Sensory and/or physical needs e.g. physical disability, vision impairment (VI), hearing impairment (HI).

We recognise that Students may have two or more learning difficulties or disabilities, known as 'co-occurring' difficulties.

At Radlett Prep we recognise the duty of care for such pupils by:

- having regard to the SEND of a child and monitoring their performance accordingly
- identifying the individual need of a child when he / she appears to be underperforming.
- providing education suitable to the identified needs of the child

Aims and Objectives

- We are committed to providing a positive, stimulating and challenging environment in which all children feel happy and safe.
- We will ensure that any individual needs of children are identified, assessed and provided for.
- We will make sure all parties involved are aware of our expectations.
- Each teacher will be responsible for and sensitive to, the needs of each child.
- We will make reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
- We will set realistic expectations for each child.

Inclusion

We recognise that our pupils:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- acquire, assimilate and communicate information at different rates.
- need a range of different teaching approaches and experiences.

We respond to children's individual needs by:

- providing support for children who need help with communication, language, literacy and numeracy, sensory or physical needs
- planning to develop the children's understanding through the use of all available senses and experiences.
- planning for children's full participation in learning, and in physical and practical activities.
- helping children manage their behaviour in order to take part in learning effectively and safely.
- helping individuals to manage their emotions, particularly trauma or stress, to facilitate their learning.

Management

The Enhanced Learning Provision is led and overseen by the SENDCo. The SEND team meets weekly and reviews the progress of pupils whom class teachers have concerns about. The SENDCo Team discuss the progress of individuals as well as any external reports received and meetings with parents.

As a team they:

- manage the day-to-day operation of the policy.
- co-ordinate the provision for and response to children's individual needs.
- support and advise colleagues.
- maintain the ELP registers.
- contribute to and manage records.
- review school-based assessment procedures.
- act as a link with parents.
- maintain and manage resources and a range of teaching materials to enable appropriate provision to be made.
- act as link with any external agencies.

Assessment

Early identification of a child for our Enhanced Learning Provision is based on their individual need and our programme is designed to closely monitor our pupils and respond quickly to any specific needs.

A child is identified as needing enhanced learning provision using the following process:

ELP AWARE

The class teacher identifies that a pupil is displaying challenges in a particular area within the four areas of need.

The class teacher will inform the ELP Team and the pupil will be added to an ELP Aware List.

- In-class strategies will be implemented as a first step in addressing the identified need.

If the class teacher feels that the in-class strategies have not succeeded in addressing the child's need after trialling it for 2/3 weeks, they will move to ELP Monitor.

ELP MONITOR

The class teacher will meet with a member of the ELP Team to discuss further support in the form of classroom adjustments or provision which will be implemented.

Additional TA support will be provided to scaffold the child's need.

This will be recorded on an ELP Monitor Form, using the Assess, Plan, Do Review format.

At this stage, parents will be informed of the support in place by the class teacher.

ELP ACTION

If progress is not evident after tracking the adjustments or provision by the review date (which will vary according to the intervention), the child will move to ELP Action.

At this stage, an Enhanced Learning Provision Plan (ELPP) will be written. Targeted small group or 1:1 work will be implemented in addition to previous scaffolds, to provide a more focused approach to particular areas of the curriculum causing difficulties.

Children will have input into the ELPP and a meeting will be held with the parents/carers to discuss the plan.

External Assessments

It may sometimes be necessary to advise parents/carers to approach an external agency for a specific assessment and report to aid the direction of the support to be given. We liaise closely with external specialists and subsequently have a list of recommended assessors should this be required; however parents are expected to meet the cost for additional assessment.

If a child has received an external assessment, the ELP Team will ensure that all staff working with your child are cognisant of it and will implement recommended procedures where relevant.

Access to the Curriculum

The school will support Students' learning needs by using adjustments within reasonable limits, as set out by the Equality Act (2010).

Teachers use a range of strategies to meet children's learning needs. Lessons have clear learning objectives, work is differentiated appropriately and assessment is used to inform the next stage of learning. The Enhanced Learning Provision supports staff to implement a variety

of reasonable adjustments. They may include seating plans, prompts, laptop use, 25% extra time in tests, rest breaks, larger font materials, colour overlays.

Targeted small group work or 1:1 teaching is employed to provide a focused approach to particular areas of the curriculum causing difficulties. By breaking down their identified areas of learning development into more finely graded steps and targets, we ensure that children experience success. Wherever possible, children will not be withdrawn from the classroom. However, there are times when to maximise learning the children may work in small groups or on an individual basis outside the classroom.

Assessment Files

Teachers complete individual ongoing assessment data relating to specific learning objectives for Reading, Writing, Maths and Science. In addition, non-academic areas are considered which provide a profile of a range of developmental areas. Using the results from the assessment files, alongside exam results (where applicable), and teacher feedback, the SEND Team is able to identify which children may be in need of support on an individual or small group basis, as well as evaluating the factors which may hinder their access to the curriculum.

The assessment data is reviewed termly, together with class teachers, to establish whether children need to continue with Enhanced Learning Provision or can be appropriately supported in class.

Partnership with Parents

For those children receiving individual support within the ELP, the parents/carers will be kept informed and involved at all times. Account is taken of any parental concerns and they are encouraged to take an active part in their child's education.

For those involved in group work support, parents will be notified that their child is receiving support and informed that they may contact the class teacher or a member of the SENDCo team if they would like any further information regarding the support.

Monitoring and Evaluation

The SEND team monitors the movement and progress of children within the 'Enhanced Learning Provision' and provides the Senior Leadership Team with regular reviews of the children, their requirements and any changes.

The SENDCo is involved in supporting teachers and drawing up support plans for any children with an EHCP (Education, Health and Care Plan).

The Senior Leadership Team and SENDCo review this policy annually.