

THE HAMMOND PREPARATORY SCHOOL

Special Educational Needs and Disabilities Policy (SEND)

The Hammond Preparatory School aims to comply with the statutory requirements laid out in the Equality Act 2010 and the Children and Families Act 2014. This document is a statement of the aims, principles and strategies for provision for children with Special Educational Needs and Disabilities at The Hammond Preparatory School. As an ISI Independent School, the school does not have a statutory obligation to comply with the Code of Practice, but it chooses to be guided by it.

The main purpose of this document is to provide practical guidance and information about our approach and procedures that will enable all partners to work together to the benefit of children with learning difficulties and disabilities. We fully support the general principles as detailed in The Special Educational Needs and Disability Code of Practice (0-25 years) 2014.

This policy is in keeping with the school's aims, its teaching and learning policies and its policy on equality of opportunity. The Hammond Preparatory School is committed to a policy of inclusion: one in which teaching, learning, achievements, attitudes and well being of all children is important – including those children identified as having special educational needs or disabilities. The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met.

A key factor informing decisions relating to intervention will be evidence that indicates whether individual pupils' rates of progress are adequate. We will also use other relevant sources of information including parents, external agencies and pupils.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25) 2014 states that:
A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- *Has a significantly greater difficulty in learning than the majority of others of the same age; or*
- *Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.*

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Many children and young people who have SEND may have a disability under the Equality Act 2010 - that is ... "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".

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but where a child requires special educational provision over and above adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

The four broad areas of need are defined as; communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Introduction to The Hammond Preparatory School

Hammond Prep is an independent, co-educational, ISI preparatory school for children aged 7 – 11 years. Hammond Prep is committed to the integration of all our pupils, covering a wide range of needs, and their involvement in every aspect of school life.

To aid our inclusion policy, the school provides support within the classroom or in small groups.

Pupils will be placed on the SEND Register if:

- a) they are receiving or have received additional support in the past, or
- b) a concern has been expressed about a pupil as having difficulties, or
- c) performance is not matching ability.

In providing for those pupils defined as having Special Educational Needs at Hammond Prep we seek to:

1. Ensure that each child should realise his or her maximum potential in a caring supportive environment which provides equal opportunities.
2. Ensure that all pupils are valued equally.
3. Promote a positive self image and self worth of all children in our school.
4. Ensure that the classroom management, teaching and differentiation of work are appropriate to the individual needs of the child and that all children make progress.
5. Ensure the early identification, assessment and teaching of SEND children.

It is the policy of Hammond Prep to actively encourage the involvement of staff, pupils and parents in the education of children with Special Educational Needs and Disabilities (SEND). The learning difficulties which these children may have are assessed and provided for in a variety of ways. The children have the opportunity to develop to their full potential with the guidance and support of their form teacher, the SEND Co-ordinator, and other teaching staff. The school aims to provide for all the needs of the child whilst encouraging integration in form and school activities.

The aim of Hammond Prep School through this policy is:

1. To achieve high educational standards commensurate with pupils' abilities.
2. Promote inclusive education, whereby diversity is valued and all pupils have access to a broad, balanced and relevant education.
3. To offer additional specialist support where necessary to provide skills and strategies to enhance performance.
4. To allocate resources that can be used flexibly to support all children's individual needs.
5. To provide a staffing structure with clear lines of responsibility for SEND and make sure that staff training is provided.
6. To operate a system of record keeping and regular monitoring of pupils' progress.
7. To devise effective lines of communication between all involved: staff, parents, pupils and outside agencies – this to include ways of informing, consulting and supporting parents who have children with SEND.

Provision for pupils with Special Educational Needs is a matter for the school as a whole. In addition to the Board of directors, the Leadership and Management Team and the SENCO, all teachers are teachers of pupils with special educational needs. Teaching such pupils is a whole school responsibility, requiring a whole school response.

Hammond Prep aims to meet the needs of all pupils and the majority of pupils their needs will be met through high quality teaching and differentiation within the classroom. Teachers adopt a cycle of planning, teaching, assessment and evaluation when delivering lessons. Small class sizes and an excellent teacher to pupil ratio ensure that all pupils can learn in a supportive atmosphere.

Partnership with parents plays a key role in enabling children with special educational needs and disabilities to achieve their potential. The school recognises that parents 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. Hammond Prep has an open door policy and provides many opportunities for parents to be a part of school life and to contribute to the learning of their children

Policy Objectives and Monitoring

Objectives:	Monitoring:
1. All children experiencing learning difficulties will be identified and assessed as early as possible.	Information from parents, use of 'On Entry' assessment.
2. Plan effective interventions ensuring whole staff involvement.	Working with all staff involved with pupil; appropriate IEP to be put in place. Regular staff meetings.
3. Monitoring, reporting and recording on progress of pupils with learning difficulties.	SEND register; IEP targets; use of baseline information and NC data; interventions and IEPs to be reviewed regularly.
4. Co-ordination of efficient use of resources and support of staff in meeting most effectively the needs of pupils with learning difficulties.	Teaching staff working closely with SENCO and SpLD teachers. Using IEPs to guide teachers' planning and focus support for individual pupils. Analysis of staff needs and views.
5. Promoting access to a balanced and broadly based curriculum. The school aims to prepare pupils for Senior School Entrance at 11.	Where individual support is provided by a SpLD teacher, programmes followed by individual pupils are monitored and reviewed.
6. Monitor and evaluate the effectiveness of this policy with pupils' learning.	Any positive changes in behaviour or attainment: reading ages and exam results, movement of children within the graduated response model.

IDENTIFICATION, ASSESSMENT and PROVISION

In order to help children who have special educational needs we have adopted, as recommended in the SEND Code of Practice, a 'graduated response' that encompasses an array of strategies and that recognizes that there is a continuum of special educational needs.

Monitoring Pupil Progress

When a child has been admitted with a known learning difficulty or a teacher identifies a child who is not progressing satisfactorily, the SENCO alongside the teaching team will conduct a review. This review may lead to the conclusion that the pupil needs help over and above that which is normally available within a given subject or all subjects.

Evidence is needed that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers.
- prevents the attainment gap growing wider.
- is similar to that of peers starting from the same attainment base line, but less than that of the majority of peers.
- matches or betters the child's previous rate of progress.
- ensures access to the full curriculum.
- demonstrates an improvement in self-help, social or personal skills.
- demonstrates improvements in the child's behaviour.

Learning Support

The triggers for intervention through Learning Support will be concern expressed by class teachers and parents underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- shows signs of difficulty in developing literacy or mathematical/numeracy skills which result in poor attainment in some curriculum areas.
- presents persistent emotional or behavioural difficulties which are not ameliorated by the school's behaviour management techniques.
- has sensory or physical problems, and continues to make little or no progress despite participating in fine/gross motor skills sessions.
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The Head teacher, in consultation with colleagues and parents, may decide the child needs extra support to aid their progress. To inform the type of help the child needs, the teaching team, SENCO and Head teacher should collect all the available information about the child, including information from the parents. Further assessment may take place to identify specific areas of difficulty. An Individual Education Plan (IEP) can then be written. The child's teachers will all be aware of the IEP and will continue to follow and implement strategies to ensure that the child can successfully access the curriculum. It may also be that the child will proceed to have 1:1 sessions with a SpLD teacher. The information collected about the child and details of the extra help given will be incorporated in the child's individual records.

INDIVIDUAL EDUCATION PLANS

Action taken to enable a child to make progress should be recorded in an Individual Education Plan. The IEP should include:

- short term targets set for the child.
- teaching strategies to be used.
- provision to be put in place.
- when the plan is to be reviewed.
- success and /or exit criteria.
- outcomes.

The IEP should only record that which is additional to and different from the differentiated curriculum plan which is in place as part of the provision for all children. The IEP should be discussed with the child and parents.

IEPs should be reviewed at least twice a year, ideally every term. The school has a duty to inform the child's parents that special educational provision is being made for the child. The form teacher should plan the IEP.

Involvement of Outside Agencies and External Services

A request for help from external services is likely to follow a decision taken by the Head teacher, SENCO and colleagues, in consultation with parents, at a meeting to review the child's IEP. Hammond Prep will support the parents when referring to external support. When documentation is received from external services such as educational psychologists, occupational therapists and G.P.s this information will then be used at a review meeting to further inform the development of the IEP and the measurement of a pupil's progress and it can be used to give advice on the use of new or specialist strategies or materials, and in some cases support for particular activities.

The triggers for liaising with outside agencies could be that despite receiving an individualised programme and/or concentrated learning the child:

- continues to make little progress in specific areas over a period of time.
- continues to have difficulty in developing literacy and mathematical skills.
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the form group, despite having an individualist behavioural management programme.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- concern as to whether the school is able to give appropriate/sufficient support to meet a pupil's needs.

Hammond Prep School will work in partnership with parents and 'BIRD' (a Chester based organisation that works with families and children on a wide range of needs) and the school will encourage families to visit their G.P to seek a referral where necessary.

Educational Health Care Plans (EHCP)

In most cases after assessing the pupil's learning difficulties, the school will have put in place provision to meet the pupil's needs. However in a small minority of cases children may demonstrate such significant difficulties that the school may consider they have insufficient resources to meet his/her needs. The school may consider a need for additional funding from LEA or more specialist provision.

A child will be brought to the LEA's attention as possibly requiring assessment through:

- a request for an assessment by the school
- a request for an assessment from a parent
- a referral by another agency

To support a referral we provide the following evidence:

- views of parents recorded during meetings with the Head teacher and SENCO.
- ascertainable views of the child.
- copies of IEPs.
- evidence of progress over time including assessment data.
- copies of advice, where provided, from health and social services.
- evidence of the involvement and views of professionals with relevant specialist knowledge and expertise outside the norm of most schools.
- evidence of the extent to which the school has followed the advice provided by professionals with relevant specialist knowledge.

We will ensure that parents are aware of local parent partnership services so that they know where they can obtain the information and advice they need. In some cases outside professionals from health or social services may already be involved with the child. The teaching team will use this input to continue to develop their provision for the child.

Where a pupil has a statement of Special Educational Needs or an EHCP the school will have a due regard for their statutory responsibilities in regard to the special educational provision laid out in the statement or plan. The statement or EHCP will be reviewed once per year in collaboration with the pupil's Local authority, the pupil and their parent(s)

Meeting Medical Needs

The children and families Act of 2014 places a duty on school to make arrangements to support with medical conditions. The Hammond recognises that pupils with medical conditions should be properly supported so that they have full access to education, including trips, visits, physical education and vocational training

Monitoring

Assessment and record keeping procedures aim to ensure that pupils with SEND are working at the appropriate levels for any given Attainment target and Programme of Study.

Hammond Prep has a SEND file which is held centrally although all teachers of all Prep children receive a copy of the register which identifies pupils' needs.

- a SEND register indicating the pupils who are a concern or who have or have had a special educational need and records the level of the Code of Practice that the child is currently on.
- a brief profile of the pupil.

- Programmes of Study/IEPs.

Contained within each pupil's individual file are their;

- assessment reports.
- monitoring and liaison notes.
- records of meetings with parents/outside agencies.

The Special Needs Coordinator (SENCO)

The SENCO and teaching team, working closely with the head teacher, senior management and fellow teachers, should be closely involved in the strategic development of the SEND policy and provision. The SENCO has responsibility for day-to-day operation of the school's SEND policy and for co-coordinating provision for pupils with SEND, particularly when liaising with outside agencies

Role of Hammond Preparatory School SENCO

The SENCO has a key role in determining the strategic development of the SEND policy in Hammond Prep in order to raise the achievement of children with SEND. The SENCO's responsibilities will include:

- overseeing the day-to-day operation of the school's SEND policy.
- co-ordinating provision for children with special educational needs.
- liaising with and advising fellow teachers.
- Supporting Teaching assistants who are supporting SEND pupils
- overseeing the records of all children with special educational needs.
- administration of reviews, IEPs and SEND register.
- liaising with parents.
- liaising with external agencies.
- guide the planning of IEPs.
- ensuring that examination conditions and special considerations for pupils with SEND are arranged.
- Liaising with the Learning Support Coordinator in The Hammond Senior School.

Role of Head of School

The Head of School has responsibility for the day-to-day management of all aspects of the school, including provision for children with SEND. These responsibilities are met within the close collaboration of the head teacher, senior management team and SENCO in the early identification and subsequent provision of pupils with a significant educational need.

Role of Teachers

All teachers will be responsible for:

- identifying children with special educational needs by providing evidence of progress and needs.
- refer these children to SENCO and the teaching team at weekly staff meetings
- liaise closely with SENCO.
- monitoring progress closely and provide evidence of progress.
- planning differentiation.
- write IEP's.
- ensuring work stated on IEP's is fulfilled.
- liaising with parents.

Involving Pupils

We aim to involve all children in their own education. Pupils are involved in whole-school target setting, each term they discuss these with their form tutor, evaluating their academic performance, behaviour in and out of the classroom, and their attitude to work. With guidance from their teachers appropriate short-term targets are set of which pupils can take ownership. Pupils are also given an opportunity to share work that they are proud of with other children and adults and also choose work for display.

COMMUNICATION of INFORMATION

Information about SEND pupils is vital if staff are to meet their needs. The school recognises the rights of pupils and their parents when dealing with information that is very often of a sensitive nature and the need for confidentiality should therefore be respected. The school recognises the need to minimise labelling and the importance of avoiding stigmatising pupils.

To enable children with SEND to receive the maximum benefit from the support they receive, close links will be fostered between the parent, the teacher, the SENCO, the special needs teacher and any outside agency involved with the child.

IN-SERVICE TRAINING

Hammond Prep School SENCO will keep up to date on new developments in SEND and the Senior School Learning Support Coordinator will provide regular inset to the school as a whole.

COMPLAINTS PROCEDURE

Complaints about the provision or organisation of Special Educational Needs will be dealt with through the procedures outlined in the school's Complaints Policy. Should parents have cause for complaint they are invited to make representation to the Head teacher in the first instance. The Head teacher will review the case and a written response will be made.

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