



Foremarke Hall

Repton Preparatory School

Policy Statement

Educational Provision for Special Education Needs and Disabilities (SEND)

This policy is relevant to all academic staff. There is a separate policy for EYFS SEND

This policy should be read in conjunction with the following:

- Accessibility
- Admissions
- Curriculum
- Learning Enhancement - EAL
- Able, Gifted and Talented
- Early Intervention – Read First
- Teaching and Learning

Introduction:

Admission of a pupil to Foremarke Hall is dependent on the School's ability to educate and develop the prospective pupil to the best of his/her potential and so that educational progress can be made. The School's policy is to apply these admission criteria to all pupils regardless of any SEND of which it is aware. This is subject to our obligation, paying due regard to the recommendations of the SEND Code of Practice, to make reasonable adjustments as outlined in the School's Accessibility Plan.

SEND at Foremarke refers to all pupils with identified Learning Enhancement needs. We take a proactive approach, at the earliest opportunity, when considering possible interventions for individual pupils. This structure is clearly identified for staff in our school Learning Enhancement systems and database.

The specialist teachers at Foremarke all have recognised qualifications for the teaching of pupils with dyslexia.

Aims:

The School aims:

- To make reasonable adjustments to ensure that pupils with SEND are not placed at a substantial disadvantage.
- To allow for pupils with SEND to make progress and to access the curriculum as they move through the school.
- To use a graduated approach 'assess-plan-do-review', as recommended in the Code of Practice.
- To organise appropriate provision for those pupils identified as having SEND within the resources available.
- To ensure that all teaching staff are aware of pupils' SEND, and have the information necessary to make reasonable adjustments for them.
- To emphasise the fact that it is the responsibility of all teachers to make reasonable adjustments for pupils with SEND.
- To monitor the progress of those identified as having SEND.
- To respond to recommendations by external agencies, where this does not conflict with the School's admission criteria.
- To work with pupils, parents and the Local Authority, either when applying for an

Education Health and Care Plan (EHCP) or when a plan is in place, to enable the best support and outcomes for the individual pupil.

- To ensure that pupils with SEND are able to participate in all aspects of school life as fully as is reasonably practical and compatible with their educational provision.
- To maintain close links with parents of pupils with SEND.

If the School feels that it is not possible to achieve these aims, the suitability of Foremarke and/or future schools may need to be reviewed. This will be carried out in consultation with parents.

Responsibility:

The Headmaster has overall responsibility for Special Educational Needs/Disability at Foremarke Hall. This is delegated to the Head of Learning Enhancement and Pre-Prep Early Years Co-ordinator, who is the early years SENCO.

The role of Head of Learning Enhancement is commensurate with other Heads of Department to allow input into Heads of Department meetings and liaison with other departments.

The Head of Learning Enhancement is responsible for:

- The day-to-day routines and operation of the School's SEND policy and management of Learning Enhancement throughout the school.
- Preparing Summaries of Need and, where appropriate, liaising with teachers to discuss suitable reasonable adjustments for use in the classroom.
- Maintaining the Summaries of Need on the Learning Enhancement database on School Manager.
- Ensuring that, in liaison with the Assistant Head (Academic), appropriate provision is made for pupils with SEND, including access arrangements for external and internal examinations.
- Ensuring that staff are kept informed of those pupils on the SEND database on School Manager.
- Advising subject teachers on educational provision for pupils with SEND.
- Ensuring that parents are involved in decision-making about pupils with SEND.
- Responding to concerns raised by teaching staff, boarding staff or parents; and liaising with external agencies, where necessary.

Identification/Screening – Progress and Outcomes:

On entry to school:

- The School asks parents to complete a form at the time of application giving details of any learning and/or physical difficulties the prospective pupil might have. Parents are required to provide copies of any reports from educational psychologists or other outside agencies that provide any details of SEND identified. Before entry, feeder schools are asked for reports on each pupil. When children attend a taster day the opportunity is taken to assess their ability to access the curriculum.

In-school:

- Pre-Prep runs standardised literacy-based tests. Other forms of screening may be used for identification of other needs that may require additional support. These are analysed by the Head of Learning Enhancement and the Pre-Prep Learning Enhancement Co-ordinator to check for significant discrepancies that may indicate SEND.
- Termly meetings take place between the Head of Pre Prep, Learning Enhancement Co-ordinator and individual Form Teachers to discuss individual pupil progress, outcomes and to review intervention needs. IEPs and School Manager data are monitored at this time.

- The English Department runs standardised tests to provide reading and spelling ages. These are analysed by the Head of Learning Enhancement and the English Department to check for significant discrepancies that may indicate SEND. Outcomes for individual children will be discussed to ensure that appropriate progress is being made.
- Each year pupils in Years 3 - 8 complete a graded Learning Enhancement screening dictation that is analysed for evidence of SEND.
- Formal dyslexia screening takes place across Years 2, 4 and 6 on an annual basis. New children to the school will be screened if appropriate. If a specific difficulty is identified from the screening, the Head of Learning Enhancement works with individual teachers – either form teachers or English teachers to liaise with parents to decide whether further investigation or plan of action is required.
- Each year the Assessment Co-ordinator makes available to the Head of Learning Enhancement the results of the CAT4 and other standardised progress assessments. These standardised scores are used to assess and monitor pupils' progress. A meeting takes place between the Head of Learning Enhancement and the Assessment Co-ordinator to discuss any pupils that need to be highlighted to the Assistant Head (Academic). These pupils are raised in an Upper School meeting to decide whether further investigation or plan of action is required.
- As a result of observation in the classroom or in the Boarding House, teachers or housemasters/housemistresses may refer pupils to the Head of Learning Enhancement by completing the Initial Referral form. This activates further investigation or monitoring by the Learning Enhancement Department.
- Referral by school staff or parents may result in formal and informal diagnostic screening being carried out by the Learning Enhancement Department to investigate the possibility of further evidence of SEND.
- Screening data, teacher concern or parental concerns may point to a pupil being referred to an outside agency for further assessment.
- A pupil who has been identified as having SEND needs is added to the SEND School Manager database by the Head of Learning Enhancement.

Dissemination of Information:

All academic staff are informed about those pupils with SEND by means of:

- The Learning Enhancement Handbook provides clear guidance as to where to find further general information and specific extra information available on individual pupils. This information is also accessible from the Staff Common Drive.
- The SEND database on School Manager. This provides a brief history of any pupil who has been referred to the Learning Enhancement Department and identifies the stage of the graduated approach of the Learning Enhancement support they receive (LEM, LE1, LE2, LE3 and LE4). A full explanation is in the Learning Enhancement Staff Handbook or available as a powerpoint presentation for new staff. The database also identifies pupils who have reports from outside agencies/summaries of need/exam dispensation.
- New members of staff, as part of their induction programme, are introduced to the Learning Enhancement database.
- The Learning Enhancement database on School Manager is a working document and is continually updated with current information.
- Summary documents are prepared from outside agency reports. These provide details of SEND, appropriate recommendations and teaching strategies. A powerpoint presentation on how to interpret these documents is available to all staff on the Staff Common Drive.
- Information being disseminated by means of discussion with the Head of Learning Enhancement, Specialist Teachers and Learning Enhancement/Teaching Assistants.
- A member of the Learning Enhancement team attends the weekly Pre-Prep and Lower School meetings. This provides an opportunity for staff to review and discuss any concerns.
- Upper School year group staff meetings and morning briefings provide opportunities to

discuss SEND pupils.

- Heads of subject departments can request that the Head of Learning Enhancement or specialist teachers attend a department meeting to discuss pupils' needs and progress.

Dissemination of information to parents:

- Parents are informed about their child's needs through informal or formal meetings. This may mean sharing and discussing screening data. The level of support that is required is discussed and a joint plan decided. Details of Levels can be found in the School's accessibility plan; appropriate interventions are then put in place. Summary documents of outside agency reports are shared with parents to allow for their input before they are disseminated to staff.

Provision:

Educational provision for pupils with SEND is co-ordinated by the Head of Learning Enhancement. Foremarke's graduated approach to supporting SEND pupils is outlined as follows:

- Support through high quality teaching and differentiation by subject teachers within the curriculum.
- LEM – academic staff are asked to monitor a pupil and, if necessary, refer them to the Learning Enhancement Department.
- LE1 - classroom support provided in some key areas of the curriculum. This consists of Learning Enhancement Assistants and Teaching Assistants being deployed by teachers to implement, or allow teachers to implement, appropriate support where needed and within the resources available.
- LE2 - Pupils take part in directed small group work and recognised computer programmes of study. Some of these programmes are accessible from home and children are encouraged to continue the interventions during holiday times to provide continuity. Some programmes generate specific areas of need and progress information that can be shared with teachers, pupils and parents.
Precision teaching interventions for maths and reading also take place.
- LE3 and LE4 – Pupils receive lessons following individually planned programmes of support, and taught by trained specialist teachers at Foremarke. These lessons are often recommended by outside agencies and are charged to parents accordingly.
- Pupils with EHC plans are reviewed regularly in consultation with pupils and parents. Specialist support IEPs and Support Plans are devised and frequently updated and adjusted to reflect their needs.
- Appropriate access arrangements for all external and internal examinations.
- Learning Enhancement prep sessions take place for Years 5 and 6.
- Outside Agency support can sometimes be arranged, such as specialist Speech and Language or OT support.
- All provision is reviewed regularly.

Partnership with parents:

It is essential that the parents of any pupil with SEND are involved in decision-making about his or her educational provision. Parents are encouraged to discuss the progress of their children regularly with the Head of Learning Enhancement, individual Specialist Teachers and form/subject teachers. The Head of Learning Enhancement is available for consultation at all Prep School Parent-Teacher Meetings. Individual reviews can be requested at any time by parents. Parents are actively encouraged to 'pop in' to the Learning Enhancement base to seek advice or look at resources.

Development:

- Learning Enhancement Specialist Teachers and Learning Enhancement/Teaching Assistants are given opportunities to attend relevant departmental INSET and are encouraged to access specialist courses to keep up-to-date with current legislation and ideology.
- The Head of Learning Enhancement provides suitable in-house INSET for all academic staff.

Review:

The 'Educational Provision for Special Education Needs and Disabilities (SEND)' policy is the responsibility of the Academic Team and will be reviewed according to the school's policy review cycle.

Last Revised: Michaelmas 2016

Next Review: Michaelmas 2017