SUTTON VALENCE SCHOOL
SINCE 1576

SEND Policy

(Prep School)

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This Policy applies to Sutton Valence School (including, as the context requires, the Nursery and the Prep School).

Statement of Intent

1. This document is a statement of the aims, principles, and strategies for Special Educational Needs and Disabilities (SEND) at Sutton Valence Prep School and Nursery (hereafter referred to as "SVPS" or 'the school'). It was developed through a process of consultation with the teaching staff, the Senior Leadership Team and the Learning Support (LS) department and will be reviewed annually.

2. The SENDCO is responsible for the implementation of the SEND policy. The policy and its implementation are reviewed annually with the Deputy Head Academic, Head of Nursery and Pre-Prep and at least one governor.

Aims and Rationale

3. SVPS has high expectations of both its pupils and its staff. We are proud of our diverse multicultural community as we believe that it enriches our school. We believe that every pupil should be treated as an individual, whatever their gender, race, faith, ability, nationality or age.

4. We aim for each pupil to achieve their academic potential and enjoy learning. Each pupil's needs are supported so that they feel happy, confident, inspired and valued.

5. We aim to teach to a high standard, monitoring and evaluating the progress of each pupil to ensure that they fulfil their potential.

6. We aim to work in partnership with parents and carers to achieve the best outcomes for each pupil. We support and provide development opportunities for all our staff and on working together as an effective and cohesive team.

7. This policy will contribute to these objectives by:

a. Identifying pupils with SEND promptly in their school years and keeping parents/carers informed at every stage.

b. Putting into effect a plan of action that involves parents, teachers and pupils.

c. Using outside agencies and/or resources as appropriate.

d. Evaluating the outcome of the plans regularly and communicating updates with parents and teachers.

e. Revising the plan of action as appropriate.

Principles and Relevant Legislation and Guidance

8. The policy is written with regard to the school's safeguarding arrangements and Part 3/19 of the Children and Families Act 2014.

9. The school aims to adhere to the SEND Code of Practice (Department of Education, May 2015), the Disability Discrimination Order (DDO) 2006 and Equality Act 2010.

10. The Special Educational Needs Code of Practice 2015 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 them. A child of compulsory school age or a young person has learning difficulty if they:

a. Have a significantly greater difficulty in learning than the majority of others of the same age;

or

b. Have a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

11. The Children Act 2004 and the SEND Code of Practice 2015 promote multi-agency cooperation, amongst Education, Health and Social Care. Schools must set out how they meet their pupils' SEND. Educational Health Care (EHC) Plans replaced the Statement of Educational Needs for pupils with more complex needs. The model of the EHC Plan is to enable joint strategic needs assessment, with education linking with health and social care for pupils who meet the assessment criteria.

12. This policy should also be read in conjunction with the following policies:

a. Behaviour Policy

b. Admissions Policy

c. Safeguarding Policy

d. Curriculum Policy

e. Accessibility Plan

and any other policies that are relevant to SEND matters in the school.

13. We monitor the progress of pupils closely to ensure that appropriate support is offered as soon as possible. Special educational provision is underpinned by high quality teaching and most pupils will be supported within the classroom with appropriate differentiation and intervention. Sometimes it is appropriate to recommend more intensive support from our Learning Support department or external professionals. We are committed to ensuring that all pupils at SVPS have equal opportunity to access a broad and balanced curriculum.

14. At SVPS we provide Special Educational provision for the 4 broad areas of need:

a. Communication and interaction

b. Cognition and learning

c. Social, emotional and mental health (SEMH)

d. Sensory and/or physical

15. In line with the Code of Practice, the 'Graduated Approach' identifies and supports pupils and students with SEND. The graduated approach can be seen as a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs and / or disabilities. The approach highlights that there is a range and continuum of special educational needs and disability where necessary specialist expertise should be sought to support a child or a young person with the difficulties they are experiencing.

16. SVPS follows a four-part cycle (Assess, Plan, Do, Review) where decisions and actions are revisited, evaluated and revised. This enhances our understanding of the pupil's needs and how best to support the pupil to ensure he or she makes good progress and secures successful outcomes.

17. Pupils who are identified as requiring support through this approach can usually be accommodated by strategies and interventions within the classroom (Wave 1 support). If pupils are identified as needing more intensive support the class teacher can escalate to Wave 2 which is small group. Where a child needs individualised intervention (Wave 3), for example 1:1 lessons, where there is no Education and Health Care (EHC) Plan, parents fund this specialist provision. This support may take place at the school, or externally.

18. It is integral to the school's ethos that all pupils identified as requiring special educational needs or disability are respected, encouraged and viewed in a positive way. Pupils are encouraged to take responsibility for their learning and to develop strategies to help themselves; these are developed and supported through dialogue with the teachers and/or through the 1:1 lessons.

19. At SVPS we aim to meet the needs of every pupil who is identified as having SEND. Pupils are actively monitored using a personal or class provision plan. Both formal and informal assessments are carried out and a cohesive approach between staff, parents and pupils works to meet each pupil's needs.

Admissions

20. Before an offer is made for a pupil to join the school, as much information as possible is obtained through a conversation with their previous schools and any professionals involved with the pupil's education. Parents are required to submit any SEND information they have including, educational psychologist or other specialist reports along with any other background information at the point of registration.

21. If a child is identified as having SEND in their registration, an initial conversation will be conducted before they are offered a taster day, and the pupil will usually only make a visit to the school when all the information has been gathered and discussed. Pupils who enter Year 3 and above will undergo an informal assessment, along with a period of time spent in the classroom and time with other senior staff. SVPS is not the right school for all pupils, particularly those pupils who will struggle with a high number of transitions between teachers and between

classrooms or with the active, outside elements of the curriculum. The school has the final say on whether they admit a pupil with SEND.

22. Information from previous settings, outside agencies, parents and the initial assessment, may indicate that additional provision will be required for the pupil in order to meet his/her needs. This may be through resources and strategies in class. Some pupils may need additional support beyond this and may require 1:1 lessons which the family must fund.

23. We welcome pupils with an Education, Health and Care (EHC) Plan who have shown an ability to cope with the taster day and whose assessments and discussions show they could manage the rigours of day-to-day expectations at SVPS. They will have their educational needs met in line with the plan and pupils with a physical disability will be supported as far as possible in line with their stated requirements in their EHC Plan.

Education, Health and Care (EHC) Plans

Where a pupil has a significant, severe and sustained SEND need, it may be necessary to enter a multi-disciplinary assessment process with Health and Social Care in order to consider the need for an EHC Plan. The Learning Support Department would do this in consultation with the parents before making a request to the Local Authority for an EHC Plan.

24. All provision given to pupils with SEND is directed towards helping them gain the greatest possible access to the curriculum. Every effort is made to integrate pupils with SEND into all the school activities. This is supported using differentiation and reasonable adjustment to the curriculum and is regularly reviewed.

Identifying and supporting Special Educational Needs and Disability (SEND)

The following steps are followed when a pupil is thought to have possible SEND:

25. The class teacher completes observations and class assessments to establish a need (teacher can seek support from SENDCO if required). They arrange a meeting with the family to understand the family's perspective and together they formulate a provision plan which best supports the child with Wave 1 interventions.

26. If the child makes sufficient progress, they can come off SEND support. If no progress is made or further support required, the teacher can escalate to Wave 2 which is small group and specific intervention. Again, the teacher will meet with family to share the plan and update the provision plan to reflect the change in approach.

27. If sufficient progress is made at Wave 2 the child could deescalate to Wave 1. If Wave 2 support has not provided the child with the tools they need they can be referred to the SENDCO for Wave 3 intervention. The SENDCO discusses the pupil with the relevant members of staff and will look at their work, assessments and/or observe the pupil in class to form a clearer picture of their strengths and areas of need.

If Wave 3 support is considered necessary, a meeting with the parents is arranged to discuss concerns raised and possible further screening and/or recommended learning support provision. The SENDCO may recommend consultations with outside agencies or professionals to receive more specialised expertise. These could include a referral to an educational psychologist, speech and language therapist or an occupational therapist, NHS or independent pathways for paediatric support to support the pupil’s needs appropriately.

28. Following this information gathering, the SENDCO meets with relevant staff to discuss the level of learning support appropriate, and, following consultation with the parents, the provision is updated to reflect the Wave 3 support identified by the team around the child. A Provision Plan is circulated to the relevant teaching staff.

29. Class teachers and classroom assistants are made aware of the ways they can support the pupil. Pupils may also receive one-to-one or small group support from the Learning Support team.

30. The school keeps a SEND register with details of pupils who have learning support, are being monitored, and/or have access arrangements in place.

31. Three times a year (more frequently if necessary), the Form tutor and learning support team will review and revise the Provision Plans. Teachers, Parents (and, where appropriate, pupils) contribute to this process.

Strategies for Teaching, Learning and Assessment

32. The School is able to provide for pupils with a range of Special Educational Needs and Disabilities through classroom differentiation. The SENDCO and their team will also work with individuals or small groups and have access to specialist resources. The SENDCO will work with individual teachers to assist with planning and differentiation. SENDCO will meet form tutors/teachers and Heads of Departments regularly to discuss pupils and review plans, strategies and support.

33. The assessment process involves gathering information about what the pupil knows, understands and can do from class assessments, screening, discussions with staff and observations, and using that information to inform teaching.

34. Assessment should:

a. Inform and support planning.

b. Help to plan for differentiation.

c. Build profiles for reporting to parents, teachers, governors and outside agencies.

d. Help identify pupils' strengths and weaknesses.

e. Improve and evaluate teaching and learning and therefore raise standards.

f. Provide evidence of achievements.

g. Plan for progression and development.

35. Pupils will be undergoing informal assessments on a daily basis through:

a. Structured and informal observations.

b. Discussions, questioning and listening, which take place during normal classroom activities.

36. Records of progress are kept by the school for each pupil. These are used to inform targets on the provision plans. The school communicates to parents through phone, email, parental meetings, parent evenings and reports. Parents of pupils with SEND may require additional meetings.

37. Where formal or informal assessment by a teacher of teaching assistant indicates a SEND concern, this should initially be directed to the Form Tutor/Teacher who will then choose whether and when to contact the SENDCO.

Screening

38. The progress of all Early Years pupils is monitored against the EYFS. These results are reviewed by the SENDCO.

39. Pupils in other years are monitored using various forms of assessment, formative and summative. Standardised assessment includes Atom Quest QCP, Atom attainment in English, Maths and Science, Accelerated reader. Other assessments such as Maths and Science topic check-ups also take place. The children also take part in Atom's Wellbeing survey and the SENDCO reviews the results alongside the Pastoral team.

The Role of the Governing Body

40. The Governing Body seeks to ensure that the needs of all pupils are met and that the provision made for pupils with SEND is adequate and secure. The current Governor with responsibility for SEND provision is Jane Davies.

Resources

41. The SENDCO has access to a range of specialist materials and reviews the purchase of additional equipment as needed. Some pupils use their own specialist equipment in school, either funded by parents or through their EHCP.

Training Provision

42. The SENDCO has qualifications specific to the role, including training to support pupils with Autism, SEMH needs, Phonics, visual and hearing impairments, and sensory needs as well as the NASENDCO award. Within the team there is speciality in Dyslexia. SVPS provides 'In-Service' training provision with the aim of keeping all school staff up to date with current developments in the field of SEND in light of the SEND Policy. The training is on-going and will aim to be reflective of any changing needs.

Transition

43. The School recognises the importance of liaison with other schools to ensure smooth transition for all pupils to other schools, including Sutton Valence School (SVS). Meetings are also held in school to share information about pupils transitioning within the school from one year group to the next. Teachers have access to pupil information through the school management information system.

Pastoral Care & Mental Health

44. The Learning Support Department is committed to contributing to the overall wellbeing of the pupils and liaises with the Pastoral Care team where there is an area of concern. A wide range and degree of mental health considerations might require special provision. These might manifest into problems of mood (anxiety or depression), problems of conduct, self-harming, substance abuse, eating disorders, or physical symptoms that are medically unexplained. Some pupils may have other recognised disorders, such as attention deficit hyperactive

disorder (ADHD), attachment disorder, autistic spectrum disorder (ASD), an anxiety disorder, a disruptive disorder, schizophrenia, or bipolar disorder.

45. We identify clear processes to consider how we will support these pupils and manage the effect of any disruptive behaviour to ensure that it does not adversely affect other pupils. We offer pastoral support to help our pupils with social, mental, and emotional difficulties.

English as an Additional Language (EAL)

46. Fundamentally, EAL is different to SEND and there is a separate EAL Coordinator for the School. The School does recognise that a pupil may need EAL support and may also have SEND. The SENDCO will liaise regularly with the EAL Coordinator and other staff to share information about pupils that they may be concerned about.

Parent Partnership

47. Parent views are listened to and respected. The school aims to work with parents throughout any screening process, formal assessment, measurements of progress, and reviews. Appropriate support and guidance will be offered if it is necessary to refer the pupil to any external specialists or agencies and on additional local services, funding and Education and Health Care Plans.

Complaints

48. Complaints from parents/carers should be addressed in the first instance to the SENDCO. The SENDCO will investigate the complaint and take appropriate action. If the complaint is not resolved, the Complaints Procedure should be followed by parents/carers.

Outside Agencies

49. The school has well-established links with a variety of Educational Psychologists and private therapists. SVPS works with relevant Local Authority (LA) teams and outside agencies. We always encourage parents to discuss matters with the School in the first instance so that we can provide guidance and support for what can be expensive, time-consuming and emotionally difficult processes.

50. The LA produces a directory of local organisations who work on behalf of pupils and families through the Local Offer, which work on behalf of pupils with SEND, and this information is also available on request from the Heads of Learning Support or through the local authority link at https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer