



# Truro School Prep Special Educational Needs and Disabilities Policy

*A copy of this policy is published in the following areas: the school's website, link in staff handbook, staff shared area, parent handbook.*

Created: November 2014

Reviewed and Updated: September 2023

Next Review: September 2024

Created by: Assistant Head (Academic)/SENDCo/EYFS SENDCo

## Responsible Persons

Assistant Head (Academic) – Mr Chris Dove

SENDCo – Mrs Lizzie Waddling-Height

EYFS SENDCo – Ms Kate Williams

For the purpose of this policy, the age range covered is three to eleven years.

This policy complies with the statutory requirement laid out in the SEND (Special Educational Needs and Disability) Code of Practice 0-25 (January 2015) and the Equality Act (2010).

## A. Introduction

Truro School Prep (which in this document will be understood as including the Pre-Prep department unless explicitly stated) believes that all children have a right to a broad and balanced education. We will not discriminate against children in the school with special educational needs and disabilities (SEND) and aim to supply support for each child. We adopt a 'whole school approach' to SEND, which involves all staff adhering to a model of good practice. The staff at the school are committed to identifying and providing for the needs of all pupils in an inclusive environment.

*Provision for pupils with special educational needs is a matter for the school as a whole.*

*All teachers are teachers of children with special educational needs.*

[SEN Code of Practice, 2015]

The implementation of this policy will be the responsibility of the School but the approach will be one of partnership with parents/carers and pupils, and it will involve, on occasion, outside agencies.

In light of the 'Special Educational Needs and Disability Act 2001' ['Equality Act 2010'], Part 3 of the Children and Families Act 2014, Truro School Prep is mindful of the importance of equal opportunities for those pupils who have different learning needs.

## **B. Aims of the school**

- To ensure that all pupils requiring SEND provision are identified and supported as early as possible
- To work within the guidance provided in the SEND Code of Practice, 2015
- To operate a 'whole pupil, whole school' approach to the management and provision of support for pupils with SEND
- To ensure that all pupils with an identified SEND (including those with an EHC Plan) who join the school are provided with appropriate support either in class or through group or individual tuition
- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to individual needs and ability; teaching styles, different activities and flexible groupings will reflect this approach
- To ensure that pupils who have SEND take as full a part as possible in all school activities
- To ensure that parents/carers of pupils who are in receipt of SEND support are kept fully informed of their child's progress and attainment.
- To build success into each lesson to keep pupils' self-esteem high
- To devise an 'Individual Learning Plan' [ILP] and/or Pupil Passport for each pupil receiving individual support, based on their individual assessment.
- ILPs will contain 'SMART' targets – [Specific-Measurable-Achievable-Realistic-Time bound learning targets]
- To use the pupils' own strengths to help them learn
- To provide flexible grouping of pupils so that needs may be met in individual, small group or class contexts
- To support pupils to enable them to become independent learners and to reach their full potential
- To ensure that pupils who have SEND are involved, where practicable, in decisions affecting the future provision of their support.
- To provide support and advice for all staff working with pupils who have SEND
- To ensure that appropriate resources are available for pupils with SEND

## **C. Admission and Inclusion**

Pupils with SEND within the school are afforded the same rights as other pupils and have full access to the curriculum. All teachers in the school are teachers of pupils with SEND. The staff at the school identify and support the needs of pupils in a wholly inclusive environment.

On occasion, the nature of a child's needs may mean that the school would be unable to provide the necessary provision. If this eventuality were to arise, the appropriate path forward would always be discussed with parents/carers at the earliest possible opportunity.

## D. At Truro School Prep

- The SENDCo will oversee the learning of pupils with SEND and, in conjunction with the EYFS SENDCo and learning support teachers, will devise a programme of support where appropriate.
- The needs of children with sensory and/or medical needs are overseen by the SENDCo in conjunction with the first aider and/or designated members of staff.

## E. SEND Support

### Staffing

### Staffing

Assistant Head (Academic)	Mr Chris Dove
SENDCo	Mrs Lizzie Waddling-Height
Learning Support Teachers	Mrs Annette Martin Mrs Lottie Morse Additional support by Teaching Assistants and teachers is given in class or small groups
Pastoral & Learning Support Teacher	Mrs Sarah Simpson

### The SENDCo's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Working alongside the SENDCo in EYFS
- Coordinating provision for pupils with SEND
- Supporting and advising colleagues
- Managing the records of all pupils with SEND
- Liaising with parents/carers of pupils with SEND
- Liaising with external agencies
- Keeping the SEND register up to date
- Ensuring ILPs/ Pupil Passports are available to staff
- Meeting with members of staff who are new to the school to explain how SEND provision is managed
- Ensuring all practitioners in the setting understand their responsibility in relation to SEND
- Ensuring parents/carers are closely involved throughout

### EYFS SENDCo's responsibilities include:

- Advising and supporting colleagues in the EYFS
- Ensuring all practitioners in the setting understand their responsibility in relation to SEND
- Ensuring parents/carers are closely involved throughout and that their insights inform any action that is taken
- Liaising with external agencies

### **SEND Resources**

The SENDCo's office, a small teaching room and The Oasis room offer space for 1:1 and small group teaching. All rooms contain resources appropriate for meeting the needs of learners with SEND. Resources are also readily available in classrooms.

### **Identification and Assessment of pupils who need support**

All teachers are responsible for identifying pupils who have SEND and, in collaboration with the Assistant Head (Academic)/SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

Early identification of pupils with SEND is a priority. These pupils may be identified by:

- The form teacher
- Other subject teachers
- SENDCo
- Early Years SENDCo
- Parents/carers
- An outside agency such as family doctor or optician.

The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation / assessment.
- Standardised assessment tests of reading, spelling, verbal reasoning and nonverbal reasoning completed in class
- Half-term assessments
- Individual standardised screening or assessment tools.
- Assessment measures which assess progress in areas other than attainment, such as social communication

### **Assessment tools used in the school:**

- Early Years Foundation Stage Profile
- The Two-Year Development Check / Progress Check completed on entry to the Pre-prep
- Key Stage 1 Assessments

- PIRA reading test
- PUMA maths test
- GAPS spelling, punctuation and grammar test
- CAT4 assessment for verbal, non-verbal, quantitative and spatial abilities
- GL Assessment Progress Tests in Maths, English and Science
- Dyslexia Screening (DST-J)
- Diagnostic Assessment of Handwriting Speed (DASH)
- Visual Stress Assessment
- Reports and observations by form teacher and subject staff
- Records from the Pre-Prep or previous school
- Information from parent/carers
- Assessment and observation from intervention work

If a child does not have a strong grasp of English language, the child's skills in the home language will be explored with parents/carers, to establish whether there is a concern about language delay. Pupils will not be regarded as having SEND solely because the language or form of language of their home is different from the language in which they will be taught.

Some problems may be clear at the time of a child's entry to the school while others may be identified during the course of their education here.

Parents/carers are often in a good position to judge if their child needs educational support though care must be taken to ensure that parents/carers are not asking more from their child than they can deliver.

When there is a problem the SENDCo/EYFS SENDCo will be informed so that appropriate action can be taken.

Parents/carers will be kept fully informed at all times.

Once pupils have been identified as having SEND and have been placed on the school's SEND register, their progress will be reviewed at least termly.

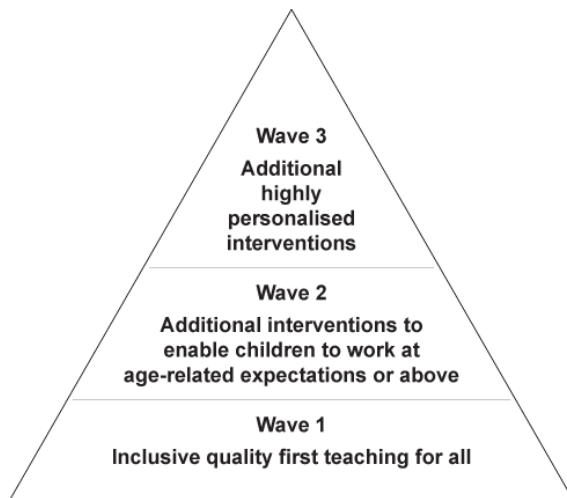
For pupils with an ILP, reviews will be held termly by the form teacher and Learning Support teacher in consultation with parents/carers. The SENDCo will oversee the review process.

## **F. Whole school awareness of pupils with SEND**

Where a child has been identified with SEND all relevant members of staff will work together to ensure appropriate provision is in place to meet the pupil's individual needs. The SENDCo and EYFS SENDCo will oversee this process. Records of this provision will be recorded in documents such as ILPs and Pupil Passports and will be held on the school's secure information management system.

## G. SEND and Monitoring of pupil progress

There are a number of levels recognised for addressing the needs of pupils who have SEND and our scheme is drawn up with these in mind.



### GRADUATED RESPONSE:

At each stage of the graduated response, the ASSESS-PLAN-DO-REVIEW (APDR) cycle will be followed.

#### Stage 1: Minor problems

**ASSESS:** Teaching staff will identify pupils who are not making adequate progress through their regular assessment measures. The Assistant Head (Academic)/SENDCo/EYFS SENDCo will be informed of these pupils.

**PLAN:** Wave 1 provision will be planned for and delivered by the adoption of guidelines and strategies within the classroom. The form and subject teachers will be primarily responsible for this planning.

**DO:** The form and subject teachers will be primarily responsible for the delivery of provision at this stage.

**REVIEW:** pupil progress will be assessed regularly by form and subject teachers and the SENDCo/ EYFS SENDCo will be informed of progress at least once every six months. When meeting with the SENDCo/ EYFS SENDCo, a decision will be made whether to progress to Stage 2.

### **SEND Support**

Stage 2: Additional support in class or small group

**ASSESS:** the SENDCo/EYFS SENDCo will meet with relevant members of staff to discuss how the pupil has responded to Wave 1 support and what intervention might be required next.

**PLAN:** Wave 2 provision will involve additional help in class or in a small group. Provision will be led by teaching staff and may be delivered by teaching or support staff.

**DO:** The form and subject teachers will be primarily responsible for the delivery of provision at this stage.

**REVIEW:** pupil progress will be assessed regularly by form and subject teachers. The progress of these children will be monitored and reviewed once a term with teachers and the SENDCo/ EYFS SENDCo. When meeting with the SENDCo/ EYFS SENDCo, a decision will be made whether to progress to Stage 3.

#### Stage 3: Individual learning support

**ASSESS:** the SENDCo/EYFS SENDCo will meet with relevant members of staff to discuss how the pupil has responded to Wave 2 support and what intervention might be required next.

Parents/carers' permission will be sought before the pupil is assessed further and background information from the parents/carers will be considered. A selection of appropriate diagnostic tests will then be used to assess the individual needs of the pupil. The pupil will be placed on the SEND register.

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/differentiation and good quality personalised teaching that is expected from quality first teaching.

The school will actively seek the involvement of parents/carers at this stage. It is recognised that the support and encouragement of parents/carers is often the crucial factor in achieving success for pupils who have SEND. Where appropriate, assessment outcomes will be discussed with the pupil.

**PLAN:** Wave 3 provision will involve the development of an ILP and/or Pupil Passport. These documents will specify strategies and resources to be used. Suggestions of how parents/carers can help at home and, in some cases, how the pupil can help themselves, may be included. ILPs will be available in paper form for parents/carers, form teacher and teachers. For all staff an electronic copy will be available on the school's information management system.

**DO:** Provision will be led by the SENDCo/EYFS SENDCo at this stage and may be delivered by specialist teachers, teachers or support staff.

**REVIEW:** ILPs will be reviewed three times a year. Progress will be monitored, and appropriate targets will be set at each review. ILPS are working documents and, as such, may be subject to change before the termly review.

#### Stage 4: Referral to outside agency

If problems are complex, or there is no progress being made, a recommendation may be proposed for a referral to an outside agency. This is usually, but not always, an educational psychologist. Any recommendation for a referral will be discussed with parents/carers in the first instance. After the assessment, parents/carers and relevant staff will meet to discuss the findings and recommendations made by the external professional. Appropriate information and recommendations from the report will be disseminated to all relevant members of staff.

Stage 5: In a very few instances the School may feel that it is unable to provide appropriate support for a child, in which case this will be discussed with the parents/carers at the earliest opportunity.

## **H. EYFS**

The process within the Early Years Foundation Stage follows the same graduated response as outlined above for the Prep school.

## **I. External agencies**

Some pupils may join the school with on-going support from an outside specialist. In this case links are made and arrangements are followed up for this support to continue and for the department to work with this help. Similarly, if a pupil currently at Truro School Prep is seen by an outside professional the report that comes into school is followed up and, using the information, relevant support is put in place.

On some occasions the school may feel that it is appropriate to ask parents/carers to seek outside expertise. SEND staff may not be in a position to state categorically that a pupil has dyslexia, or any other specific learning difficulty, but only that they have those traits or tendencies. If from the outset, or at any stage, parents/carers want a definitive diagnosis of a special educational need or disability then a suitable outside professional's opinion may need to be sought. The cost will need to be met by parents/carers.

## **J. Dissemination of information**

- On entry to school, a record is made of any new pupil with specific needs and their name is put on the SEND register. The form teacher and subject teachers are also informed.
- Information is held centrally about these pupils, their needs and how to ensure appropriate provision in lessons. This is accessible by staff who teach them through Provision Mapping software
- The weekly staff meetings provide an opportunity for staff to discuss individual pupils with specific problems and/or needs.



## **K. Timetabling help**

In the Prep, lessons for pupils with SEND will be timetabled on a rotating basis to minimise the amount of time that a pupil misses from one particular subject.

## **L. Evaluating pupil progress**

There should not be an assumption that all pupils will progress at the same rate. A judgement has to be made in each case as to what is reasonable to expect that a particular pupil will achieve. Whatever the level of a pupil's difficulties, the key test of how far their learning needs are being met is whether they are meeting their individual potential.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between pupil and peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment base line
- matches or improves upon the pupil's previous rate of progress

## **M. Exit criteria**

When a pupil has made sufficient progress that it is deemed that support is no longer required at that time, support lessons will be discontinued but monitoring of attainment and progress will continue. If necessary, lessons will be re-started.

In the Prep School, the progress of pupils is monitored throughout the year through their half termly assessments, end of term reports, parents/carers' evenings and the 'progress review' staff meetings with subject staff and form teacher. After due consultation with all the parties concerned, pupils may be taken off, or added on to, the SEND register at any one of these trigger points. In the Pre-prep, with reference to ongoing monitoring of attainment, when children are deemed to be working in line with the EYFS or National Curriculum guidelines or in line with their peer group, support will be discontinued.

The pupil's progress will continue to be carefully monitored by all staff involved to ensure that their progress is sustained.

Detailed records of assessments, information gathered and steps which have been taken to meet the pupil's needs are all kept on file in the SENDCO's office of the Prep school as well as electronically on Provision Map. In the Pre-Prep department they are kept in the office of the Early Years and KS1 Coordinators and in classrooms as well as on Provision Map.

## **N. Parent/carer relationship**

The School sets out to liaise with all parents/carers and encourages them to have an active role in their child's education. Parents/carers play a key role in enabling pupils to achieve their potential.

- In the Prep School, parents/carers are invited to meet with maths, English and form teachers in the autumn term. In the spring term there is a further parents/carers' evening for pupils in Years 3-5.
- In the Prep-Prep, parents/carers are invited to review meetings [parents/carers' evenings] twice a year.
- In Key Stages 1 and 2, parents/carers are informed about their son's/ daughter's progress through the school's progress report system. In the EYFS, parents/carers are kept fully informed through regular updates.
- Parents/carers are encouraged to help pupils to learn spellings, read with them or give other appropriate support at home.
- In KS2, where a child has an ILP, parents/carers are provided with a copy and invited to discuss this with the form teacher and/or Learning Support teacher, Assistant Head (Academic) or SENDCo in KS2. In EYFS and KS1, where a child has an ILP, parents/carers will be provided with a copy and invited to discuss this with the class teacher and SENDCo/EYFS SENDCo where necessary.

Parents/carers will be made aware of any additional support their child is receiving.

## **O. Pupil's Role**

From Key Stage 2 pupils are encouraged to take responsibility for their own progress. They are invited to give their opinion when beginning school support with their learning support teacher and are involved in discussions about how they are progressing towards their targets.

In Key Stage 1, children discuss workable targets with the adult leading the intervention group. Additional targets can be found on ILPs, where appropriate.

## **P. Resources**

The SEND budget is used to purchase resources that will support the needs of the pupils such as books and computer software.

## **Q. Funding**

No charge will be made for one-to-one tuition or group help given within the provision already made by the School.

Where a charge is made by an outside agency, such as an educational psychologist, this will be the responsibility of the parents/carers.

## **R. Transition Arrangements**

When a pupil transfers to a new year group, including when transferring to the Senior School, the relevant reports and information are passed on and discussed with the new staff.

When a pupil with SEND transfers to another school the relevant reports and information will be forwarded to the new school.

When it is felt to be beneficial, pupils with SEND can be offered a bespoke transition package, which may include additional information and visits to their new class/year group/school.

## **S. Training**

Training needs of staff are identified in a number of ways: staff request, classroom observation and pupil need. The SENDCo plans training opportunities with the Assistant Head (Academic) and the Head teacher; these will be written into the department development plan.

Truro Prep believes that, in order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of pupils, opportunities are provided for staff to undertake training and development.

## **T. Storing and Managing Information**

All confidential information and personal information regarding pupils and their families is held securely by the school.