

ST ANNE'S PREPARATORY SCHOOL
POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES
September 2015

Reviewed October 2016, January 2018, October 2018, January 2020

This Policy also applies to Early Years Foundation Stage

To be read in conjunction with EAL Policy, 3-Year SEND Plan and MAGT Policy

1 Introduction

At St Anne's, we endeavour to create a happy environment in which every pupil feels welcomed, cared for and treated fairly. We offer a curriculum that is rich and varied, challenging and inspiring, with small classes and individual attention, making it possible to explore and develop every pupil's potential to the highest possible standard. Pupils at St Anne's are valued equally and their achievements given equal weight. In some cases, pupils will receive individual or group support, as appropriate.

We recognise that a pupil has special educational needs or disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision (SEP) to be made for them.

This is defined in Section 20 of the Pupils and Families Act (2014):

A pupil of compulsory school age or a young person has SEND if they have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.

Special Educational Provision is defined as any educational or training provision which is additional to or different from that generally made for others of the same age at St Anne's.

Provision at St Anne's is made in accordance with the SEN and Disability Code of Practice: 0-25 years (2015), the Special Educational Needs and Disability Act (amended 2012), Index for Inclusion (Updated 2012) and the Discrimination and Disability Act (2010).

We aim to identify special educational needs as early as possible so that evidence-based interventions and support can be put in place. Regular monitoring and review of progress is important to ensure that the support is adapted when necessary.

We endeavour to work in partnership with parents and pupils and where necessary, external agencies, to ensure that all parties are involved in the identification of, planning for and monitoring of a pupil's progress and that their specific needs are known to all who are likely to teach them.

In accordance with **GDPR Regulations**, as from 25.5.18, all Pupil Records are kept electronically on the main Server or if on paper, securely in a cupboard under lock and key.

2 How we identify pupils with SEND

St Anne's recognises the importance of early identification, assessment and provision for any pupil who has a special educational need.

There are four areas of need stated in the current SEND Code of Practice:

- Communication and Interaction (C&I)
- Cognition (Cog)
- Social, Emotional and Mental Health difficulties (SMEH)
- Sensory and/or Physical (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole pupil, which may also impact on a pupil's progress:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being a Looked After Pupil (CLA)
- Being a pupil of a service woman/man

Provision for pupils with special educational needs is a matter for the school as a whole. The Head Teacher, SENCo/Learning Support Team and all other members of staff have important responsibilities. All Teachers are teachers of pupils with special educational needs.

Teacher Assessment and/or Standardised Testing are used to monitor all pupils' progress. When a teacher suspects that a pupil may require additional support or extension, they consult the SENCo who will carry out further appropriate assessments to identify if a pupil is experiencing a learning difficulty or demonstrates a particular gift or talent.

On entry to the Early Years Foundation Stage at St Anne's (Kindergartens 1 and 2), Parents will complete a health questionnaire to ascertain any significant concerns or health conditions since birth, including prematurity, hearing, sight or speech problems. Each pupil is ascribed a 'Key person' who will ensure they feel safe, secure and cared for. They take responsibility for monitoring progress and keeping records of any initial concerns, regular observations and assessments and planned interventions. In some cases, the Key Person's role is 'Paired and Shared' due to some staff being part-time.

At appropriate stages thereafter, pupils may also be screened for learning delays or difficulties and may then be referred to a specialist.

Other strategies include:

- Liaison with previous settings where needs have already been identified
- Listening to families' concerns and working with them to get a picture of how a pupil is progressing at home as well as at school
- In Kindergarten, the teachers complete an Early Years Profile for each pupil and from this it is possible to track their progress and identify any special educational needs
- Using targeted assessments to identify students who may have difficulties with understanding and using language
- Observing students in class and in the playground to identify attention and concentration, social and emotional needs

- Using p-scale assessment to monitor progress in Personal and Social Development (PSD)
- Using a range of screening tools to monitor phonological awareness, visual discrimination, auditory memo, gross and fine motor skills, etc.
- Taking advice from external agencies, including medical and social care professionals
- Working together between primary and secondary school to exchange information during transition

More Able, Gifted or Talented (MAGT) Pupils (See also MAGT Policy)

It is essential that children with a special aptitude or ability are given the opportunity to develop their talents. As with other children their needs will be met largely through differentiation both in task and expected learning outcomes within the class situation. Extension work will be provided in order to continually challenge the able child and provide an opportunity for him/her to study in depth. It is important that these children are encouraged to celebrate their own special talents whilst valuing the talents of the less able.

Pupils will be recognised as 'gifted' if their cognitive ability places them in the top 10% of pupils of the same age group and pupils will be recognised as 'talented' if their abilities in art, design, music, dance or sport are significantly above the average for their year group. By identifying these pupils, we will ensure that they are challenged to reach their full potential and able to make the greatest possible progress. As with SEND pupils, Parents or carers will be fully consulted about the provision being made and be treated as partners in their child's education.

Pupils will be placed on the MAGT Register so that all staff teaching them are aware and can ensure that extension opportunities are offered within the curriculum.

English as an Additional Language (EAL) (See also EAL Policy)

Pupils for whom English is not their first or major language at home may have certain difficulties in the school environment. This may concern their use of language, or understanding of special key vocabulary in Science and the wider curriculum. However, these pupils must not be regarded as having a learning difficulty.

All staff are made aware through the EAL Register, and support with vocabulary and language skills may be offered. Such pupils are monitored so that if they should be experiencing a learning difficulty we will identify and support them in the same way as other pupils.

Partnership with Parents

At St Anne's we recognise the importance of effective communication between teachers and parents of all pupils. This is achieved through twice-yearly Parent Consultation Evenings and Pupil Progress Reports mid-year and at the year end. There are also opportunities for Parents to share information with Teachers by email, by letter or a note in their child's reading record, a meeting before or after school by appointment or, for an informal quick chat regarding minor issues, as they collect their child from school.

Parents' preferred method of contact is noted and they are kept fully informed and consulted at all stages when there is concern about a child's progress, so that they understand the purpose of any intervention or programme of action. Their support and contribution to decision making is valued.

Parental Concerns

All Staff at St Anne's listen to and respond to any concerns brought to our attention. We are committed to taking all concerns seriously and endeavour to be open and accessible so that any parent will feel their concerns can be raised and dealt with easily.

If Parents have any concerns they wish to address regarding the provision for a pupil with SEND, they should contact the Class Teacher or SENCo, as above. If they continue to feel their child's needs are not being effectively met, they should contact the Head Teacher, Mrs Fiona Pirrie, or the Proprietor, Mrs Sheila Robson.

3. How we Plan and Monitor Provision

The purpose of Learning Support at St Anne's is to remove the barriers to learning thus

- closing the attainment gap between the pupil and his/her peers
- preventing the attainment gap growing wider
- matching or bettering the pupil's previous rate of progress
- ensuring independent access to the full curriculum and activities
- demonstrating an improvement in self-help, social or personal skills
- demonstrating an improvement in the child's behaviour or attitude to learning

Intervention in the form of a differentiated curriculum within the classroom in the early stages of a child's education may enable adequate progress to be maintained. If deemed necessary a teaching assistant will be employed to offer extra support. The focus should always be on the pupil as an individual, not their 'SEN label'.

When a pupil is identified with specific learning difficulties and requires interventions that are additional to or different from those provided as part of a Class Teacher's High Quality Inclusive Teaching, a graduated response will be implemented.

This is a four step action process which the SEND Code of Practice describes as "Assess-Plan-Do-Review".

Assess

The teacher identifies pupils with learning needs in the class. This involves clearly analysing and identifying what the specific barriers to learning are and what support is needed using the Class Teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

Plan

Planning will involve consultation between the Teacher, SENCo, Parents and Pupil to agree learning objectives and expected outcomes, which include challenging and relevant half-termly targets. Adjustments, interventions and support arrangements that are required will be recorded on the pupil's Personal Learning Plan with a clear date for review.

Parental involvement is encouraged, to reinforce or contribute to progress at home. Pupils are involved in age appropriate discussions about setting their own outcomes.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. These are kept in the Class Teacher's SEND File.

To track the pupil's long term progress and level of intervention he/she will be included on the SEND register by the SENCo.

The SENCo/TA and the pupil's class teacher will decide on the action required to help the pupil to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment
- Different strategies within the classroom
- Withdrawal from mainstream lessons for some group or individual support
- Staff development and training to introduce more effective strategies
- Access to LA or independent support services for one off or occasional advice on strategies or equipment

Personal Learning Plan (PLP)

Pupils make better progress when they are regularly reminded of their targets and their progress towards them. Strategies employed to enable the pupil to progress will be recorded with a Personal Learning Plan (PLP). This is an outcomes-focused and co-ordinated plan for the pupil and his/her parents. It will include information about:

- The pupil's strengths and capabilities
- The pupil's specific difficulties
- Advice from external agencies, e.g. Speech and Language Therapist, Educational Psychologist
- The long and short term outcomes set for the pupil with SMART Targets
(SMART = specific, measurable, achievable, relevant and time-related)
- The teaching strategies based on learning styles which will help achieve the targets
- The provision put in place
- When the plan is to be reviewed
- The pupil's progress and achievements

The Class Teacher, SENCo, Head Teacher and Parents all receive a copy.

Do

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The pupil response to the support can help identify their particular need. The impact on progress development and or behaviour that is expected will be recorded by the class teacher and other staff and summarised on the PLP in preparation for the termly progress review.

Review

Before beginning any new intervention, the student's baseline attainment is recorded so that progress can be monitored. Reviews are usually termly, in line with agreed dates and are arranged with relevant staff and the pupil's parents. The review process will evaluate the impact and quality of the support and interventions against the pupil's SMART targets. It will also take account of the views of the pupil and their parents.

If necessary, external assessments may be considered at the progress review with parents to inform a future cycle of response. Advice can be sought from external specialists at any point: to advise on early identification of SEND, where little or no progress is made over a sustained period, or where the pupil is working at levels substantially below those of their peers.

Advice as to whether support needs to be maintained, increased or ceased is incorporated into the pupil's individual planning and targets. Provision may cease if a pupil is able to work independently in class in the targeted area, but monitoring will continue and future interventions may be implemented further up the school.

Statutory Assessment Service

If, despite intervention from the school and after advice from an Educational Psychologist or other professionals, the school and Parents consider a pupil's needs are so complex or severe that help is required from outside the school's resources, the SENCo will complete a form requesting assessment from the Statutory Assessment Service.

The former system of issuing statements of special educational needs has been replaced by a new assessment process which will lead (for some children) to an Education, Health and Care plan (EHCP).

This is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life. The plan is drawn up by the local authority after an EHC needs assessment. An EHC plan can be issued to a child or young person between the ages of 0 and 25 years and requires an Annual Review to take place, in the presence of Parents, SENCo, relevant staff and external agencies.

Staff and parents should be aware that if a LA is satisfied that the provision set out on an EHC plan can be made more economically in the State sector, it may decline to name an independent school in an EHC plan. This does not prevent parents from making their own arrangements to pay for a place at an independent school of their choice as long as the LA is satisfied that the arrangements are suitable. LAs have the discretion to make payments to assist parents to make their chosen independent school suitable.

It is not necessary for the school to obtain the consent of the DfE to accept a pupil with an EHC plan.

The EHC plans of all pupils in this category must be reviewed annually. The provision specified in the EHC plan must be made. It is the responsibility of the LA, not the school, to review the plan but the school should prompt the LA if necessary.

Further information is available at

<http://schools.essex.gov.uk> - Essex Schools Infolink - Statutory Assessment

4 How we Facilitate Transition between Schools

Early Years Staff will collect information about a child entering Kindergarten 1 in liaison with the parents and any previous Nursery or Playgroup and obtain a copy of their Two-year Check. Parents complete a pre-entry form which gives useful or important details about their child and the seven areas of learning as well as giving parents the opportunity to discuss any queries. A 'Meet the Parents' afternoon is arranged toward the end of the term prior to starting, and both parents and children are able to meet with the Early Years staff.

During the term before entering Kindergarten 2, the Kindergarten 1 class have opportunities to interact with activities therefore becoming familiar with the staff. The children will visit their new class and meet the teachers.

The children are fully prepared for the new challenges ahead and all records are passed on so that the transition is as smooth as possible.

Prior to joining St Anne's in the Pre-prep or Prep departments, pupils will have visited the school with their Parents and spent a day with their new class. Records are requested from the previous school and further contact made if necessary. Similarly, for St Anne's pupils moving to a new school, or to Secondary School, as much information as possible is passed on to enable a speedy settling in process including, where appropriate, liaison between SENCos.

5 Staff Expertise in SEND

The Role of the SENCo

The SENCo at St Anne's Preparatory School is Mrs Jessica Butterworth:

jbutterworth@stannesprep.essex.sch.uk

- The SENCo has responsibility for: Reviewing and revising the school's SEND Policy and Three Year SEND Plan
- Coordinating provision for students with special educational needs and disabilities
- Contributing to record keeping and assessment
- Liaising with and advising fellow staff
- Liaising with and advising parents of pupils with SEND/MAGT or where there are concerns
- Assisting teachers with the preparation, implementation and review of Personal Learning Plans
- Liaising with external agencies where necessary (Area SENCo, Independent support and educational psychology services, health and social services, GPs and other schools)
- Keep abreast of current developments and disseminate information to staff
- Organise and distribute resources as required, monitor usage
- Work towards targets outlined in the school development plan

The **Assistant SENCo** is Mrs Pamela Baker, who is an experienced Kindergarten 1 Teacher and Head of our Early Years Foundation Stage. She is also the school Equality Coordinator (ENCo)

Together they meet termly with the Area SENCo EYFS to discuss concerns and actions for pupils in Kindergartens 1 & 2.

All St Anne's School Staff are trained in Child Protection and 'Prevent' Training, E-Safety and Fire Safety, How to use Jext pens (for anaphylactic shock) and First Aid. 2 KG1 and KG2 teachers are trained in Paediatric First Aid, (with plans to train further EYFS staff) and 3 members of staff are trained in First Aid at Work. Early Years Staff are currently undertaking the 'Good Beginnings' Autism Friendly Settings Bronze Award Scheme.

APPENDIX: Staff Expertise and Training relating to SEND

SENCo

Mrs Jessica Butterworth

B Ed(Hons) 1990

High Quality Inclusive Teaching, Identification of Visual Stress.

Completed Module 1 on the National Award for SENCo's at University of Hertfordshire for academic year 2019-2020

'Behind the Behaviour' November 2018

'The Dyslexia Friendly Classroom' run by Clarity Dyslexia Consultancy, April 2018

Creative Spelling Strategies 2017 – TT Education

Raising Attainment in Reading 2017- TT Education

Outstanding teaching in Grammar 2016 – TT Education

Mrs Vanessa Bridgman SMT

Designated Safeguarding Lead. Head of Pastoral Care.

Qualified Counsellor of children and young persons.

EARLY YEARS STAFF

Kindergarten 1

Mrs Pamela Baker

Head of Early Years Assistant SENCo, ENCo,

NNEB Certificate 1971

Has attended workshops and courses for EYFS relating to:

EYFS 2014 Code of Practice, EYFS Phase Leaders, ISA Inspections, Profile Moderation, Child Development, Parents as Partners, Tracking Children's Progress, Inclusion, The Role of the Enco, Autistic Spectrum Disorder Awareness, Promoting Positive Behaviour, Dealing with Feelings, Power of Puppets, Letters & Sounds, Rhythm & Rhyme.

Mrs Sarah Vincent TA

NNEB Certificate 1978

GCSE Child Development & Psychology 1992

Piano Player Grade V

Miss Gabrielle Bruns Teacher KG2

BA (Hons) 2013 Primary Education

Miss Ruby Smith

Kindergarten 2

Mrs. Jackie Lewis

BA (Hons)

Assessment on EYFS

Mrs. Jackie Lewis

BA (Hons)

Mrs Louise Pirrie TA KG2/KS1

CACHE Level 2

Mrs Carly Griggs TA KS1

CACHE Level 3

Teaching Assistants

Mrs Louise Pirrie TA KG2/KS1

CACHE Level 2

Mrs Carly Griggs TA KS1

CACHE Level 3

Mrs Amanda McClymont TA Pre-Prep, PE Teacher - All Years

CACHE Level 2

Be Inspired – Early Years Physical Development

Level 2 foundation / Early Years Development

Workshops by ECC – Cricket, LTA - Tennis

Mrs Rhonda Makins TA Prep

CACHE Level 2

Form Teachers Years I – VI

Our Form Teachers have a wide range of expertise in working with children with SEND. They have attended workshops and courses and had personal experience of ADHD, Autistic Spectrum Disorder, Epilepsy, Restraint Training, Specific Learning Difficulties in Mathematics, Reading and Writing, Teaching the Partially Sighted, Brain Gym, Encouraging Boys to Read, Handwriting with Spelling (Ruth Miskin), Identifying Gifted and Talented Children, Extending Writers to Level 6.