



Homefield Preparatory School

Special Educational Needs and Disability Inclusion Policy

Aims

Homefield Preparatory School is a selective independent preparatory school for boys which provides a broad and balanced curriculum within a caring and nurturing environment for its pupils.

The HPS Parent Contract sets out our conditions regarding our SEN provision as we look for close support from parents and carers to help all children make good progress.

Some pupils may have special educational needs which may include specific learning difficulties, Asperger's Syndrome, dyslexia and dyspraxia. We welcome all children who can access and benefit from the opportunities that we offer and make progress within this setting.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- To ensure that all pupils with special educational needs are identified and as far as reasonably possible are supported.
- To ensure that staff working alongside pupils are appropriately supported to enable them to meet the needs of pupils
- To ensure that reasonable adjustments, including resources are made available for when they are required
- To ensure that pupils with physical disabilities are given adequate assistance and reasonable adjustments are taken to help maximise their learning opportunities.

The Special Educational Needs and Disability (SEND) Policy coincides with the school's aims and policies on teaching and learning and educational inclusion. The fundamental aim is to help all special needs pupils to feel valued and able to overcome any barriers to learning and participation within the school.

At times there may be exceptional circumstances, which may affect access to the full curriculum, are dealt with on an individual basis in consultation with all concerned.

We follow appropriate legislation around access and SEND, where appropriate, we also consider guidance such as the SEND Code of Practice 2014.

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

In addition to this, pupils who have a 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’. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.” Reasonable adjustments will be implemented to ensure that children and young people are not at a substantial disadvantage compared with their peers. A reasonable measure is to consider these prior to an admission or as soon as reasonable possible by school staff. This should be considered in line with the school’s admissions policy and medical policy, where applicable.

Homefield Preparatory School is committed to ensuring that pupils achieve their academic potential and aim to identify and support pupils as required. At some stage in their schooling, pupils may have SEND, which may lead to temporary or long term difficulties. These need to be planned for and will take into account the type and extent of the difficulty experienced. Children who have a recognised specific learning difficulty may require intervention at a number of levels or a programme of activities which is appropriate to their needs.

This SEND policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated, ensuring that progress is made.

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.

Roles and responsibilities

The SENCO

The Head of the SEND has an important role as Homefield Preparatory School's SEND co-ordinator. Working closely with the senior management team and the other pastoral staff, they play a key role in determining the strategic development of the SEND policy and provision in the school in order to cater for the individual needs of pupils with SEND. The Head of SEND will liaise closely with the pupil's teaching staff, family and where appropriate, with the school's medical staff and with external agencies. The Head of SEND attends regular external training in order to remain current with latest advice and guidelines.

They will:

- Work with the Headmaster and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, including educational psychology service, health and social services, and voluntary bodies.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Advise the Headmaster on progress of SEND children
- Advise the Headmaster on SEND needs of child vis a vis a placement at the School
- Work with the Headmaster and governing board to ensure that the school meets its statutory responsibilities with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEN Governor

One of the responsibilities of the Governors' Educational and Pastoral Committee is oversight of the provision of learning support and accessibility for pupils with disabilities, SEND and learning difficulties.

The SEN Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

The Headmaster

The Headmaster will:

- Work with the SENCO to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Consider whether the school can meet SEND needs of a prospective pupil or continue to meet the attending pupil in relation to our resources and policies

Teachers

Teachers are responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

SEN information

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of moderate needs, including: communication and interaction, cognition and learning, social, emotional and physical needs.

Identifying pupils with SEN and assessing their needs

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from their previous setting and the SENCO and the child's class teacher will use this information to

- Consider whether the child can access and benefit from the School
- identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties

Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning next steps of the child's learning

- involve parents as required

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual, the child's teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

In order to help children who have special educational needs, the school will adopt a graduated response. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that the records are kept and available as needed.

Consulting and involving pupils and parents

Partnership with parents plays a key role in enabling children and young people with SEND 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. We encourage parents of children with special educational needs to play an active and valued role in their children's education. Strategy Sheets written by school staff, may suggest strategies that can be used at home to promote a consistent approach between home and school. Any concerns that the school may have will be shared with parents as soon as possible and their views will be sought and taken into account, particularly with regard to any change of provision where this is thought necessary. At Homefield Preparatory School, we also promote the inclusion of the child's voice.

Therefore, school staff regularly gain viewpoints, which will be included as part of ongoing monitoring of progress.

Admissions

Homefield Preparatory School is academically selective and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life. Please refer to the Admissions Policy for further information.

However, parents of children with physical disabilities, SEND or learning difficulties are advised to discuss their child's requirements with the school before they sit the entrance exam. Parents are asked to provide a copy of a medical report or educational psychologist's report to support their request, for example, for large print material, extra time or other special arrangements.

Access Arrangements

Parents and prospective parents of disabled children may wish to obtain copies of the school's accessibility plan from the school office. This shows the ways in which the Governors plan to make the buildings progressively more accessible to disabled pupils, disabled parents and visitors. The school has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the

constraints imposed by its current buildings, scattered site and resources. Facilities for wheel-chair users are being introduced progressively as the buildings are upgraded.

Provision will be made in and around school to ensure that any child who requires additional access receives it. Classrooms and corridors will be organised to enable children to move around independently and safely. The school will ensure that exit doors are appropriately designed to enable users of wheelchairs to access the building without hindrance.

Any child who requires additional audio/visual support in school will have their needs assessed and incorporated to ensure equality of learning access.

Specific car park arrangements will be made available for vehicles that have disabled car parking entitlement.

Assessing and reviewing pupils' progress towards outcomes

At the heart of the work is a continuous cycle of assessing, planning, doing and reviewing, which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs. If the school feels that there may be a learning difficulty or special educational need, parents will be informed accordingly.

Within the curriculum, the four areas of communication and interaction, sensory needs (including physical needs), cognition and learning and social, emotional and mental health (including behaviour), will be planned for. When considering how to support children with SEND the school will consider what action needs to be taken and not fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEND.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases

Children new to our school are given time to settle in, we usually allow a term for them to get fully acquainted with daily routines and the members of staff working with them. After that time, the Head of SEND will talk to the class teachers and find out if they have any concerns about children in their classes, which will be recorded. If necessary we will seek advice from our any other professionals who may be involved with the child, or those linked to the school.

As children progress through the school and transition between phases and then onto alternative provisions, we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We are keen to pass on all relevant records and information to new schools/settings or class teachers when moving from Homefield. The new school/setting will be notified of any SEND requirements our children have when transitioning.

Our approach to teaching pupils with SEND

Provision for children with special educational needs is a matter for the school as a whole. *All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility. It is well recognised that early identification and provision for any pupil who may have a special educational need is of utmost importance. Initial identification of possible needs are sought through regular observations and formative and summative assessments of their pupils. For pupils who join mid-year, or after the EYFS, this will also include relevant history gathered upon entry.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence when current rates of progress are inadequate.

Adaptations to the curriculum and learning environment

All children should have access a broad and balanced curriculum with an inclusive environment. The curriculum's content is designed so all pupils can make progress, any SEND are taken into account. Children are encouraged and supported to increase their understanding and develop their skills in subjects taught. The school promotes a positive attitude towards learning and foster pupil's self-motivation and independence. Teachers set high expectations for every pupil, taking into account how to remove barriers to pupil achievement. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Monitoring of progress will be carried out by the class teacher, as well as support staff, where available, and used to inform future planning.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

Some children with special educational needs and/or disabled pupils may also require intervention or specialist support from identified members of staff. This would normally be discussed with parents. Pupils with identified or suspected learning difficulties will be assessed at their parents' expense by a specialist so that the areas that require support can be identified. The school works closely with the child and their parents and to help them to overcome the barriers that their difficulties present.

Pupils who require additional strategies or support will have a SEND strategy plan implemented.

This will include information about:

- outcomes for individuals.
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed

The SEND Strategy Plan will only record provision which is additional to, or different from, the differentiated curriculum and will focus the child's needs. Wherever possible, viewpoints of professionals, parents and the child will be included in this process.

Teaching assistants who are trained to deliver interventions can support pupils in the classroom, and on occasion will provide support on an individual and small group basis.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Regularly reviewing pupils' individual progress towards their goals
- Reviewing the impact of interventions
- Monitoring by the SENCO
- Organising meetings with parents and stakeholders as appropriate

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to participate in the full life of the school including, residential trip(s), sports day/school plays/special workshops, etc.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways by offering interventions with a focus on emotional and social development as well as regular pastoral lessons:

- Form time with PHSE teaching and learning opportunity
- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be participate in clubs to support and promote teamwork/building friendships etc.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Admissions Policy
- Whole School Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions