

At The Belvedere Preparatory School we endeavour to achieve the highest possible standards in all we do.

SEN POLICY

THIS POLICY APPLIES TO ALL PUPILS IN THE SCHOOL, INCLUDING THOSE IN THE EYFS.



REVIEWED: SEPTEMBER 2015

THE BELVEDERE PREPARATORY SCHOOL

The Belvedere Preparatory School is a co-educational non-selective independent Preparatory School from pupils of the age of 3 to 11 years.

At our school, all children have the right to a broad, balanced and relevant curriculum. We believe that each of our pupils is a unique individual with different talents and needs and we strive to enable each and everyone to reach their full potential.

In line with the Code of Practice (2015), meeting the special educational needs of pupils is viewed as the responsibility of all the staff in our school. All needs will be met within the normal classroom setting as far as it is practicable.

We believe that every teacher is a teacher of every child or young person, including those with SEN.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

THE BELVEDERE PREPARATORY SCHOOL

1 KEY MEMBERS AND SLT

MISS C. BURNHAM	HEADMISTRESS (DESIGNATED SAFEGUARDING LEAD)
MS A. JONES	DEPUTY HEAD, SCHOOL SENCO (PGCE, DIPED SEN)
MRS E. FANNING	HEAD OF FIRST SCHOOL

2 RESPONSIBILITIES

2.1 SCHOOL SENCO

- 2.1.1 To compile and manage the SEN Register and to oversee the day-to-day operation of the school's SEN policy.
- 2.2.2 To oversee the records of all pupils with SEN and to ensure that IEPs are produced, completed and reviewed.
- 2.2.3 To organise and attend review meetings.
- 2.2.4 To liaise, advise and support parents of pupils with SEN.
- 2.2.5 To contribute to the development of curriculum policies to ensure that the provision for pupils with SEN is considered and to support and advice teachers in planning appropriate programmes of work.
- 2.2.6 To read, summarise and disseminate information regarding educational reports.
- 2.2.7 To advise, liaise and manage the deployment of TLAs.
- 2.2.8 To liaise with the named co-ordinator for Early Years and secondary educational establishments to discuss transition.
- 2.2.9 To liaise with external agencies and to identify, order and utilise the resources available from other agencies
- 2.2.10 In consultation with the SLT, to review the quality of teaching including supporting teachers' understanding of strategies to identify and support pupils with SEN through appropriate training.

2.2 CLASS AND SPECIALIST TEACHERS

- 2.2.1 To make themselves fully aware of their professional duties in the area of Special Educational Needs. This includes reviewing and, where necessary, improving their own understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- 2.2.2 If a class teacher, to carry out a [Class Audit](#) to ensure that lesson plans incorporate the needs of all pupils. If a Specialist Teacher, to ensure that they are aware of the individual needs of the class that they are teaching.
- 2.2.3 To ensure that curriculum and assessment plans fully integrate the requirements of pupils with SEN which clearly identifies any individual needs which may create a barrier to their learning.

THE BELVEDERE PREPARATORY SCHOOL

- 2.2.4 To review regularly and carefully the quality of teaching for all pupils in their class including those at risk of underachievement through summative and formative assessments.
- 2.2.5 To be responsible for the early identification of Children with SEN in their class.
- 2.2.6 To complete a [Provision Map](#) for their class to plan for and co-ordinate interventions for pupils for whom there is a concern.
- 2.2.7 Work closely with the SENCO to complete required documentation:
SEE APPENDIX (I)
- 2.2.8 To keep the SENCO informed of the progress of each pupil included in the SEN file through careful monitoring.
- 2.2.9 To collaborate with other staff members to ensure that work within and without of the classroom is informed and coordinated.
- 2.2.10 Respond to the pastoral needs of pupils as well as learning difficulties and to provide input at staff meetings.
- 2.2.11 To keep parents informed of all pupils' progress, including those with SEN.

3. PARENTS

- 3.1 The Belvedere Preparatory School welcomes parental involvement and seeks to gain as much information as possible relevant to the child's education on entry to the school, and subsequently at teacher parent meetings.
- 3.2 In addition, all staff read any paperwork submitted by parents or carers relating to their child's educational needs and this information is filed for reference in Blue Class Folders.
- 3.3 Parents are given the opportunity to contribute information formally when completing Initial Cause of Concern Forms and subsequent Review Forms in meetings arranged with the Class Teacher and SENCo, which are arranged in October and February to link in with our school assessment cycle.
- 3.4 All discussions with parents and carers are dealt with confidentially and in a sensitive manner.
- 3.5 Any records kept of any communication with parents, and all notes and action plans arising from these meetings are kept in the locked Assessment cabinet which is situated in the Science Lab to maintain confidentiality.
- 3.6 Parents are encouraged to play an active and valued role in their child's education and advice is given on how to support their child and is written onto IEP documentation.
- 3.7 Parents and carers have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

THE BELVEDERE PREPARATORY SCHOOL

4. PUPILS

- 4.1 At The Belvedere Preparatory School, the pupil's views will be sought whenever possible, by asking, listening and observing the pupil's reaction to activities and resources.
- 4.2 Pupils should be encouraged to contribute their opinions on how they learn best.
- 4.3 Wherever possible, pupils should take part in the review process and be involved in setting targets for themselves.
- 4.4 Have a clear idea of how they help themselves to improve by using their Help Sheet (Pupil Profile).
- 4.5 If the child is not involved in the review, then their ascertainable views should be considered in any discussion.

5 DEFINITION OF SPECIAL EDUCATIONAL NEEDS

- 5.1 A person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. At compulsory school age, this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2015 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

- 5.2 The range of special needs may include the following:

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

SEE APPENDIX (II)

- 5.3 The Belvedere preparatory School recognises that all children may have special needs at some time in their lives and that these are often met through short-term interventions.
- 5.4 The Belvedere Recognises that children who are exceptionally able or are recognised to have a special talent have additional needs, and these are met through appropriate differentiation and providing them with relevant support and opportunities.
REFERENCE: MORE ABLE CHILD AND INDIVIDUAL TALENT POLICY
- 5.5 Identifying behaviour as a need is not an acceptable way of describing SEN. Any concerns relating to a pupil's behaviour will be described as an underlying response to a need, which we will be able to recognise and identify clearly.
REFERENCE: SCHOOL BEHAVIOUR POLICY & ANTI BULLYING POLICY

- 5.6 The Belvedere Preparatory School does not consider the following categories as

THE BELVEDERE PREPARATORY SCHOOL

SEN, but does recognize that these categories may impact on progress and attainment:

- Disability

REFERENCE: REASONABLE ADJUSTMENT POLICY

- Attendance and Punctuality
- Health and Welfare

REFERENCE: SCHOOL MEDICAL POLICY

- EAL

REFERENCE: EAL POLICY

- Being a Looked After Child
- Being a child or service man or woman

6. WHOLE SCHOOL GRADUATED APPROACH TO SEN SUPPORT

6.1 The Belvedere Preparatory School takes a whole school approach to the provision for pupils with SEN through assessing, planning, delivering, reviewing and recording of information, to ensure that all children achieve their potential.

SEE APPENDIX (III)

6.2 ANALYSIS OF NEEDS

6.2.1 The Belvedere Preparatory School continually uses high quality and accurate formative assessment, using effective tools and early assessment materials to identify to ensure all pupils are making adequate progress.

6.2.2 All pupil interventions are all pupils on entering the school are assessed and school reports from any previous schools are sought.

6.2.3 Base line Assessment from Nursery are used to identify individual needs.

6.2.4 From Year 1, Suffolk Reading, SWIST and Numeracy Progress Tests are given to all pupils to gain age standardised scores. For all pupils, summative assessment results are used for monitoring performance against the level descriptions within the National Curriculum at the end of each year.

6.2.5 Non Verbal Reasoning and Verbal Reasoning Tests (from Year 1) are used for ascertaining any discrepancies in ability and potential under achievement.

6.2.6 School diagnostic tests e.g. Lucid Rapid and Phab are used to assess the further likelihood of SEN or under performance for pupils for whom there is some concern.

6.2.7 When necessary, help from outside agencies will be sought if a pupil is deemed to have complex educational needs requiring specialist support.

6.3 PLANNING INTERVENTIONS

6.3.1 In the first instance, quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN as

THE BELVEDERE PREPARATORY SCHOOL

- additional intervention and support cannot compensate for a lack of good quality teaching.*
- 6.3.2 Pupils considered to be falling behind their peers, or underachieving, should be provided with clear targets as stated on a [Pupil Profile](#), which will be drawn up by the Class Teacher.
- 6.3.3 Interventions of any kind will be outlined on a [Class Provision Map](#) and will be carefully monitored to show efficacy. Interventions must be for a specified period and planned and monitored by the Teacher, even if delivered by a TLA.
- 6.3.4 It may sometimes be that further intervention, which is additional to 'in class' support is required. For these pupils, the class teacher in consultation with the Senco should complete a [Cause for Concern Form](#) to collate information gathered from within the school about the pupil's progress alongside national data.
- 6.3.5 A pupil will be considered for an **IEP** if the additional support being provided has been deemed insufficient to allow for maximum progress to be made, the pupil is not closing academic gaps with his or her peers, and if longer term intervention would be deemed to be beneficial.
- 6.3.6 An IEP should only be put in place in consultation with the parent/s or carer/s of the pupil, the Class Teacher and the Senco to ensure that it will provide the best means of ensuring the pupil's progress.

6.4 REVIEW

- 6.4.1 All class Teachers provide updated information for the [Whole School Review](#) and SEN Register in October and February to link in with our School Assessment Cycle.
- 6.4.2 The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed at least termly and a [Review Form](#) completed.
- 6.4.3 The impact and quality of the support and interventions is evaluated by testing against specific targets as stated in IEPs by the class teacher and monitored by the SENCo.
- 6.4.4 A review meeting is conducted with the parent/s or carer/s, the pupil, the class teacher and the SENCo.
- 6.4.5 In consultation with the pupil and parent/s or carer/s support being offered to the pupil is revised in light of the pupil's progress and development.
- 6.4.6 A pupil may be signed off the school register if he or she has been deemed to have made significant progress, to have caught up with peers, or could 'on the whole' make better progress with in class support and Teacher monitoring.

7. SUPPORT SERVICES

- 7.1 The Belvedere Preparatory School is committed to working with Support Services to support a child with SEN.

THE BELVEDERE PREPARATORY SCHOOL

7.2 Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies, (except in child protection cases where a child is deemed to be at risk).

REFERENCE: SAFEGUARDING POLICY

7.3 Support will be sought if the pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at national curriculum levels substantially below that expected of children of a similar age despite having received intervention.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional and/or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

7.4 Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide that an EHAT (Early Help Assessment Tool) is appropriate.

7.5 Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN Support.

8. SEN REGISTER AND EDUCATIONAL REPORTS

8.1 The SEN register is managed by the SENCo and is kept in the School Assessment Cabinet in the Science Laboratory. It is available for reference on request. The filing cabinet should be kept locked at all times.

8.2 Individual Folders are maintained for each pupil considered to have SEN with a record of interventions and review forms alongside reports written by other professionals. These are maintained and stored and available for reference as above.

9. BULLYING

9.1. The staff at Belvedere Preparatory School are aware that pupils with SEND can be vulnerable targets for bullying.

9.2 We have the same high expectations of pupils with SEND as for other pupils in our school. Pupils with SEND, who are found to be bullying other pupils, will be subject to the same procedures as outlined in our School Anti Bullying Policy, given that

THE BELVEDERE PREPARATORY SCHOOL

every reasonable adjustment made and adequate support has been given to help and council them.

REFERENCE: ANTI-BULLYING POLICY AND SCHOOL BEHAVIOUR POLICY

10 ICT

- 10.1 The use of ICT is valuable in enabling pupils with a range of special needs to gain access to the curriculum. ICT can give pupils an increased level of independence when completing class work.

11. HOMEWORK

REFERENCE: HOME WORK POLICY

- 11.1 Homework must never be seen as a way of attempting to get pupils with special educational needs to 'catch up' with the rest of the class.
- 11.2 Homework that is set for pupils with SEN should be within the target areas of that child's Individual Education Plan. Teachers should consult the school's SENCO for advice if necessary. This will ensure that any homework set is supportive of the child's overall development.
- 11.3 Homework should be set at an appropriate level. This will require careful planning and close co-ordination between class teachers, SENCOs and parents.
- 11.4 The type of work set for homework for children with special educational needs should have as much in common with other children as possible.

12. TRAINING AND RESOURCES

- 12.1 A budget is provided and agreed upon for SEN provision on an annual basis and this is based upon The School Development Plan and SEN Action Plan and a budget allocated accordingly.
- 12.2 All Staff complete an Annual Audit to evaluate and prioritise their own personal training needs and to inform their annual PDP.
- 12.3 This audit is used to inform the SLT in order to plan effectively for both individual and whole school training needs.
- 12.4 All staff are aware of the resources available in school to help them identify and meet the needs of pupils with SEN. [\(insert hyperlink\)](#)
- 12.5 All Teachers and Support Staff will undertake an induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's provision and practice and to discuss the needs of individual pupils.
- 12.6 The school's SENCo regularly attends SENCo training and LEA network meetings in order to keep up to date with local and national updates in SEND.

13. MONITORING AND EVALUATION OF PROVISION

- 13.1 The Belvedere Preparatory School is committed to regularly check and

THE BELVEDERE PREPARATORY SCHOOL

- carefully monitor and evaluate the quality of provision. The evaluation and monitoring arrangements we carry out are intended to promote an active process of continual review and improvement of provision for all pupils.
- 13.2 Subject Leaders will undertake regular audits and monitoring of planning and book scrutinies to ensure appropriate differentiation is in place to meet the needs of all learners.
- 13.3 The SLT at The Belvedere Preparatory School will establish the extent to which standards have improved across groups of pupils with identified SEN by:
- Comparing baseline data with the data collected at the assessment point
 - Reviewing pupils' progress in relation to the targets set.
 - Taking account of other factors that may have affected progress
 - Analysing the effectiveness of educational professionals and parents working in partnership
 - Noticing a reduction in the total number of pupils requiring SEN provision
 - noting how well pupils with SEN have access to the whole curriculum of the school
 - Observing an increase in independence of individual pupils with SEN
 - Ensuring provision for each pupil is planned for, reviewed and evaluated regularly
 - Ensuring the most effective deployment of resources is designed to ensure the needs of all pupils are met
 - Sampling parents', pupils' and staff s' view.

14. COMPLAINTS

- 14.1 If a parent or carer wishes to complain about the provision of education provided for their child relating to SEN, they have recourse to do so by following the guidance and procedures as set out in our school Complaints Policy.

REFERENCE: SCHOOL COMPLAINTS POLICY

15. REVIEW OF THE SEND POLICY

- 15.1 This policy was developed through consultation with staff, parents, carers and pupils. The school considers the SEN Policy document to be important and, in conjunction with the Management Board, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

THE BELVEDERE PREPARATORY SCHOOL

REVIEW DATE:	DECEMBER 2016
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HEADMISTRESS		DATE:	
BPS MANAGEMENT BOARD		DATE:	

WHOLE CLASS/SCHOOL			
REGISTER	AUDIT	PROVISION MAP	EAL FORMS
Signed and given to SENCo for CENTRAL REGISTER	Completed and saved in ASSESSMENT CLASS DETAILS SEN	Completed and saved in ASSESSMENT CLASS DETAILS SEN	Completed for pupils and stored in BLUE CLASS FOLDER
Updated October and February	Updated October and February Stored by Teacher in BLUE CLASS FOLDER	Updated October and February Stored by Teacher in BLUE CLASS FOLDER	Copy Given to SENCo for CENTRAL REGISTER

SEND			
CAUSE FOR CONCERN	REVIEW FORMS	IEPs	PROFILES
Completed and given to SENCo for CENTRAL REGISTER Signed by: <ul style="list-style-type: none"> Teacher Parent SENCo Current copy Stored in RED ASSESS. FOLDER	Completed before issuing an IEP Signed by: <ul style="list-style-type: none"> Teacher Parent SENCo. Given to SENCo for CENTRAL REGISTER Most Recent copy Stored in RED ASSESS.MENT FOLDER	Completed and signed by: <ul style="list-style-type: none"> pupil Teacher parent. SENCo. Given to SENCo for CENTRAL REGISTER Most recent copy Stored in RED ASSESSMENT FOLDER	Completed by the Class Teacher or Specialist Teacher Updated Termly Help sheet or “pupil profile” given to pupil in class to enable them to work towards specific targets set with independence

DEFINITIONS: BROAD AREAS OF NEED AS SET OUT IN THE SEND CODE OF PRACTICE
2014:

COMMUNICATION AND INTERACTION

Pupils and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Pupils and young people with ASD, including Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

COGNITION AND LEARNING

Support for learning difficulties may be required when pupils and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

Pupils and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils and young people

may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

SENSORY AND/OR PHYSICAL NEEDS

Some pupils and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupils and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Pupils and young people with an MSI have a combination of vision and hearing difficulties.

Some pupils and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

THE GRADUATED APPROACH – A SPIRAL OF SUPPORT

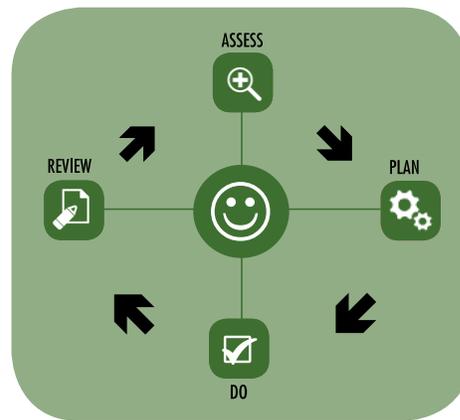
In the new SEND Code of Practice the categories of School Action and School Action plus have been replaced by a single category called SEN Support. Where a pupil is identified as having SEN, to enable the pupil to participate, learn and make progress schools should take action to:

- remove barriers to learning
- put effective special educational provision in place.

SEN support should arise from a four- part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes.

The four stages of the cycle are:

- Assess
- Plan
- Do
- Review.



The graduated approach starts at whole-school level. Teachers are DO continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

- Individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil’s learning.
- Continual reflection on approaches to meeting the pupil’s needs leads to a growing understanding of strategies that directly responsible and accountable for all pupils in their class(es), even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom.

The responsibility and accountability for the progress and development of pupils with SEN lies with the class or subject teacher, not with the SENCO.