

Special Educational Needs Policy

**1. Legislative Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice – 25 Sept 2014 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 Sept 2014
* Schools SEN Information Report Regulations (2014)
* 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
* General Data Protection Regulations 2018
* This policy was created by the school’s SENCO in liaison with the SMT. It is checked by the education subcommittee of the governing body and ratified at a full governors’ meeting.

**The name and contact details of the SEN co-coordinator (SENCO)**

**Mrs K Laudan** klaudan@notredameprepschool.co.uk

Kim Laudan has completed the National Award for SEN NASENCo award.

Notre Dame Prep School provides an educational setting for children with a wide range of needs and abilities.

At Notre Dame Prep School we agree that all children have the right to a primary education, (Article 28: Right to education) and that education should develop each child’s personality, talents and abilities to the fullest, (Article 29:Goals of education).

**2. Aims**

The aims of this policy are to raise the expectations and aspirations for those children with additional needs, to focus on those children achieving positive outcomes and reaching their goals and targets, not just extra hours of provision.

* to create an environment that meets the special educational needs of each child;
* to ensure that the special educational needs of children are identified as early as possible, assessed and provided for;
* to identify the roles and responsibilities of staff in providing for children’s special educational needs;
* to enable all children to have full access to all elements of the school curriculum;
* to ensure that parents are able to play their part in supporting their child’s education;
* to ensure that our approach to planning and provision is child-centred and that children have a voice in target setting and the overall process;
* EYFS – We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability;
* EYFS – We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the Statement process.

**Objectives**

1. To identify and provide for children who have special educational needs and additional needs, creating an environment which meets each child’s needs, enabling them to achieve their best, leading a fulfilling life, acquiring the skills needed for successful transition.
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To provide a Special Educational Needs Coordinator (SENCO) who will work with the SEN Inclusion Policy
4. To provide support, training and advice for all staff working with children with special educational needs

**3. Identifying Special Educational Needs:**

There are 4 broad categories of need outlined in the SEND Code of Practice, 2014:

1. **Communication and Interaction**

This may include, but is not limited to children with speech, language and communication needs (SLCN) and children with ASD including Asperger's Syndrome and Autism related difficulties with social interaction.

1. **Cognition and Learning**

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

1. **Social, Emotional and Mental Health Difficulties**

These difficulties can manifest themselves in many ways which may include displays of challenging behaviour, becoming withdrawn or isolated, which can reflect underlying difficulties such as depression, anxiety and eating disorders. Other children may have disorders such as ADD and ADHD.

1. **Sensory and/or Physical Needs**

This may include, but is not limited to visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). Some children with a physical disability (PD) may require additional support and equipment to access all the opportunities available to their peers

At Notre Dame Prep School we endeavor to identify children who may have difficulties in any of these four areas of need, the purpose of which is to decide and plan the action that the school needs to take with regards to provision and care surrounding the education and well being of the child. We aim to include the parents of the child throughout each stage of this process. We consider the needs of the 'whole child' and not just their identified additional needs.

The following factors may have an impact on the progress and attainment of a child but these alone do not constitute a child having Special Educational Needs; Disability (although the 'reasonable adjustment' duty is followed as outlined in the Code of Practice and Disability Equality legislation), attendance and punctuality, health and welfare, having English as an additional language and being a looked-after child.

Poor behaviour is seen as an underlying response to a need that will be recognised and identified so that it can be managed by the child, the parents and the staff.

**4. A graduated approach to SEN support:**

The SEN code of practice suggests that children are only identified as having Special Educational Needs when they do not make adequate progress once they have had good quality personalised teaching. Teachers are responsible for the progress and development of pupils in their class, providing differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan (EHCP). Staff show a positive and sensitive attitude towards all pupils; while support is given to meet individual needs, the skills to develop independence are also encouraged.

In agreeing these staged arrangements, the school has taken into account the following statements and definitions:

“Special educational provision is educational or training provision i.e. that is additional to or different from” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”

***SEN Code of Practice (2014***)

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

***“Achievement for All” (National Strategies : 2009)***

 “Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68) ***SEN Code of Practice 2014***

**Stage 1 - Quality first teaching**

Well-differentiated, quality first teaching, including, where appropriate, the use of 'Wave 2' interventions. All vulnerable learners are included on a whole-school provision map.

* All learners will have access to quality first teaching.
* The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
* Some vulnerable learners will have access to Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
* All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school, within each year group. This will include external agency provision aswell as school. This is updated according to new cohort by the SENCo.

**Curriculum Access and Provision for vulnerable learners**

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address identified additional needs for individual pupils:

* teachers differentiate work as part of quality first teaching
* further differentiation of resources
* Wave 2 or 3 interventions
* Children with IEPs may be given further support with their target by attending support sessions in the ‘Green Room’
* individual class support in small groups with Teacher or Teaching Assistant.
* use of intervention programmes to support reading, spelling and those with Dyslexia
* Use of supplementary resources within a small group context in the classroom

This is monitored by the SENCO through ongoing assessment of progress made by intervention groups, work sampling on a termly basis, observations and termly IEP reviews.

**Stage 2 - Additional SEN Support**

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offered to all pupils in the school, i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map. Needs will be identified by teacher assessments and tests, concerns raised by teachers, parents and children. Information provided by previous schools of children and external agencies will be used to provide support in the most appropriate form.

**Stage 3 - Education Health and Care Plan**

Any children with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (as detailed above) and, in addition to this, will have an Annual Review of their plan.

Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for applications have been met through additional SEN Support.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice.

**5. Management of Inclusion within Notre Dame Prep School**

The Head Teacher and the governing body have delegated the responsibility for the ongoing implementation of this SEN & Inclusion Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy. The SENCo will:

* Advise teachers on the graduated approach to supporting individual children’s needs;
* Oversee the records and targets of each child receiving additional support;
* Lease with parents as well as the child’s teacher;
* Act as a link with external agencies attending school to provide support;
* Updates the school provision map for children with additional needs;
* Reviews the IEP’s of these children and how provision is being given, and how effective this is.

All staff at Notre Dame Prep School have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

**Head Teacher**

The Head Teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO). The Head Teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school’s provision in this regard through:

* The whole-school provision map
* Pupil progress meetings with individual teachers
* Regular meetings with the SENCO and governor responsible for SEN.
* Discussions with pupils and parents

**SENCO**

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

* maintenance and analysis of whole-school provision map for vulnerable learners
* co-ordinating provision for children with special educational needs
* liaising with and advising teachers
* managing other classroom staff involved in supporting vulnerable learners
* Overseeing the records on all children with Special Educational Needs
* liaising with parents of children with SEN, in conjunction with class teachers
* implementing a programme of Annual Review for all pupils with an Education Health and Care Plan.
* Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
* overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners’ provision map.
* evaluating the impact and effectiveness of all additional interventions for all
* vulnerable learners (including those with special educational needs).
* meeting at least termly with each teacher to review and revise learning objectives for all children in their class who are being tracked on the school’s provision map (SMT will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur).
* liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
* liaising closely with a range of outside agencies to support children
* ensuring that information is kept and shared in line with the school’s privacy and data protection policy.

**Class Teachers**

* Class teachers should work alongside the SENCO to ensure that all children with additional needs have the correct levels of provision in place. Their duties include liaising with the SENCO to agree:
	+ which pupils in the class are vulnerable learners
	+ which pupils are underachieving and need to have their additional interventions monitored on the school provision map – but do not have special educational needs.

Class teachers should secure good provision and good outcomes for all groups of vulnerable learners by:

* providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils
* ensuring effective deployment of resources – including teaching assistant support to maximise outcomes for all groups of children.

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of professional development

**IEP – Individual Education Plans**

An Individual Education Plan is created by class teachers for any child in their class who is receiving additional support to their peers in class. It will include:

* the child’s strengths and successes;
* the child’s objectives and targets;
* the provision which will be given in school to support the child;
* the provision which could be provided at home as additional support;
* the time frame and next review date.

This will then be agreed and reviewed by the child and parents at regular meetings.

**Supporting Parents and Families**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. We do so by:

* making parents feel welcome
* working effectively with all other agencies supporting children and their parents
* giving parents opportunities to play an active and valued role in their child’s education
* encouraging parents to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
* agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
* keeping parents and carers informed and giving support during assessment and any related decision-making process

**Involvement of pupils**

We recognise that all pupils have the right to be involved in making decisions and we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages.

We endeavor to fully involve all pupils by encouraging them to:

* identify their own needs and areas that need additional focus
* discuss their targets, and identify how they can achieve them
* self-review their progress and set new targets

**Transition at the end of Year 6**

* We will ensure early and timely planning for transfer to a pupil’s next phase of education and, in the year in which they leave, will offer transition meetings to pupils in receipt of Additional SEN support.
* Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings.
* Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.
* Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise**.**

**7. Supporting Children at School with Medical Conditions**

Notre Dame Prep School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

* Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
* Medical needs of the children are fully met. Robust procedures are in place to ensure that medication is kept in a safe place, relevant important information is shared and that medicines in school are in date. In addition, procedures are in place to ensure that medication is immediately available for all off-site activities. (Please refer to NDPS Medication & First Aid Policy).

**8. Monitoring and Evaluation of SEND**

At Notre Dame Prep School, all children are monitored through assessments and observations through the year. If a child is referred to the SENCO, the SENCO will:

* Observe the child in the classroom environment and around the school
* Monitor progress through assessment data and teacher knowledge
* Design a programme of intervention alongside the Class Teacher when appropriate
* Monitor IEP targets and evaluate progress against targets which have been met
* Contact external agencies for further support when necessary
* Liase with teaching assistant to plan intervention outside of the classroom.

IEPs will be reviewed by class teachers and parents as part of a termly review meeting for those children who are given IEP targets. Children will be consulted about their levels of achievement and whether they have met the appropriate targets. Samples of work, alongside teacher knowledge will be used to evaluate achievement of IEP targets and will assist with the creation of new targets.

**9. Training and Resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place at Notre Dame Prep School, and to discuss the needs of individual pupils.

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

**10. Roles and Responsibilities**

The designated Governor for SEN is Mr Swee Hong Chia. The role of the SEN Governor is to oversee that the SEN Code of Practice is being followed and that all pupils with special educational needs are appropriately catered for. Equally, that all staff members receive appropriate training.

The designated member of staff responsible for Safeguarding is Dr Louise Campbell (Head Teacher).

The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is the SMT.

The member of staff responsible for compliance in relation to data protection is the compliance officer.

**11. Storing and Managing Information**

All sensitive information is dealt with in a confidential manner. Records for each child are passed along to the new class teacher each year for their information. Central records of information are kept in the SMT office in a locked cabinet . All data is kept in accordance with data protection regulations – the school is registered with the ICO. Complaints in relation to data should be directed to the ssmith@notredameprepschool.co.uk

**12.Complaints**

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO then, if unresolved, by the Head Teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary.

**13. Bullying**

We have a fully compliant and robust Anti-Bullying Policy. This policy provides clear guidelines on how we value all of our pupils in an inclusive way. Procedures are in place to protect vulnerable learners and those requiring extra help are usually supported in small groups, thus avoiding singling out individuals. As a school with small class sizes, children are always encouraged and helped to achieve independence.

**14. Reviewing the Policy**

The SEN policy will be updated annually by the SENCO and Head Teacher. Any adjustments will be made to comply with any changes to the SEN Code of Practice.

**Please also see:**

Anti-bullying Policy

Medication and First Aid Policy

Complaints Policy

Safeguarding Policy

Staff Development Policy

Privacy and the Protection of Data Policy

*(This list is not exhaustive and other policies and procedures may apply)*

***Reviewed September 2025 by S Smith***

***Approved September 2025 by K Laudan***

 ***To be reviewed no later than September 2026***