



Glendower Preparatory School

Special Educational Needs and Disability Policy

Educational and welfare provision for pupils with special educational needs and disabilities

2018–2020

Reviewed: SD January 2018

Date of Next Review: December 2020

INTRODUCTION

Glendower Prep School is an inclusive school and one where we ensure that all pupils are included in all aspects of school life. We aim to encourage our pupils, regardless of their special educational needs or disabilities, to make the best possible progress in school. The school provides a high standard of teaching and learning, and we aim to ensure that all pupils access a rich and diverse curriculum, in order to develop independent learning and the skills they will need for life, both within school and in the local and wider environment. To ensure that teaching and learning is at the appropriate level for the pupils' individual needs, work is differentiated wherever necessary.

This document is a statement of the aims, principles and strategies for Special Educational Needs and Disabilities (SEND) at Glendower School. It was developed through a process of consultation with the teaching staff, the Headteacher and the Senior Leadership Team. The policy is reviewed annually by the SENDCo. The SENDCo regularly monitors the implementation of the SEND policy, addressing reasonable adjustments and access arrangements and helping to organise appropriate INSET training where necessary. This policy has been reviewed in line with the Special Educational Needs and Disabilities Code of Practice: 0 to 25, in January 2018.

THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) CODE OF PRACTICE

January 2015

- The Code of Practice is statutory guidance and works in tandem with the primary legislation which is Part 3 of the Children and Families Act 2014 and The Equality Act 2010 which sets out the legal obligations that schools have towards disabled children
- The Code of Practice states in section 3.36 'Teachers are responsible and accountable for the progress and development of the pupils in the class, including where pupils access support from teaching assistants or specialist staff.'

- The Code of Practice covers the 0 - 25 age range and includes guidance relating to disabled children and young people, as well as those with special educational needs (SEN).
- There is a focus on the participation of the child and their parents in decision making. Their insights will inform our decisions.
- There is a focus on higher quality provision for children with SEN such as inclusive practice and removing barriers to learning.
- It replaces 'school action' and 'school action plus' with a single school based stage called '**SEN Support**'. This is a graduated approach to identifying and supporting pupils with SEN and there is a four-part cycle – **assess, plan, do, review**.
- It replaces 'Statements' with Education Healthcare Plans (EHCP).
- Individual Learning Plans (IEPs) are replaced by **pupil profiles**.
- There is specific guidance on the 'Local Offer' which states how the local authority must set out the support that they expect to be available for local children with SEN and/or disabilities. The Local Offer for The Royal Borough of Kensington and Chelsea can be seen at:
<https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0>

AIMS AND RATIONALE

As a school, we have high expectations of both our pupils and staff. We are proud of our multicultural community, as we believe that it enriches our school. We believe that every child should be treated as an individual, whatever their race, faith, ability, nationality or age.

We aim - for each pupil to achieve their academic potential and enjoy learning. Each pupil's needs are supported so that they may feel happy, confident and valued.

We aim - to teach a broad range of subjects to a high standard.

We aim - to work in partnership with parents/carers to achieve the best outcomes for the child and by supporting and providing development opportunities for our staff to work together as an effective team.

The definition of SEN

- A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- A school age child has a learning difficulty or disability if they have significantly greater difficulty in learning than their same age peers.

It is estimated that as many as 1 in 5 children may have special educational needs and need special help at some time to make progress in school.

The definition of disability

- A child has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
- The disability prevents or hinders the child from making use of educational facilities of a kind generally provided for others of the same age.

Children's SEN are generally thought of in the following four broad areas of need

- Communication and interaction
- Cognition and learning
- Social, emotional mental health
- Sensory and/or physical needs

All pupils at Glendower School have an entitlement to support as set out in the Special Educational Needs and Disability Code of Practice and access to the whole range of school activities. Pupils requiring additional support can be accommodated by the school and in some cases, may require provision from an external agency. It is integral to the school's ethos that all experiencing special educational needs are identified early, respected, encouraged and viewed in a positive way.

Our objectives are: to ensure that the curriculum is tailored to the needs of each pupil and that it extends to meet her competence.

This policy will contribute to these objectives by:

- Identifying girls with SEND at an early stage in their school years and keeping parents/carers informed at every stage.
- Putting into effect the graduated approach of **assess, plan, do, review**, involving the parents at every stage.
- Using outside agencies and/or resources as appropriate.
- Reviewing the 'plan' and 'do' part of the cycle regularly.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY COORDINATOR (SENDCo)

The Special Educational Needs and Disabilities Coordinator (SENDCo) is Mrs Sarah Dennis who manages and coordinates all aspects of Special Educational Needs and Disabilities. The SENDCo is based in the Learning Support Room and works closely with the Senior Learning Team (SLT), class teachers, a number of Teaching Assistants (TAs) who support children with SEN, and parents/carers. She oversees the assessment of the needs of children with SEND and plans appropriate support and interventions to support their needs. She will organise and liaise with a range of external professionals and outside agencies and ensure that the advice and planned strategies recommended by the professionals is disseminated through the **Pupil Profile**. She will write **Pupil Summaries** and **Personalised Learning Plans**, all of which feed into the better understanding of the individual pupil and helps the class teachers with differentiation.

ADMISSIONS

Glendower School is an academically selective school and we welcome pupils who can make the most of the opportunities that we offer and can flourish in the caring environment of Glendower School. Treating every pupil as an individual is important to us, and we welcome pupils with special educational needs.

For 4+ entry (Reception Classes), the skills being sought are social maturity and readiness to learn in a group situation. Cooperation, flexibility, a 'can do' approach and facility with the English language are all highly regarded. We are also looking for numeracy skills, letter recognition and a basic ability to follow instructions.

For entry into other year groups pupils will sit an entrance exam. We advise parents of girls with learning difficulties to discuss their daughter's requirements with Glendower School before she sits our entrance exam so that we can make adequate provision for her. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.

There are currently no girls with an Education, Health and Care (EHC) plan at Glendower Preparatory School. Girls with an EHC plan would have their educational needs met as outlined by the plan. The school complies with Equality Act (2010) the Special Educational Needs and Disability Act (SENDA) 2014 and the Disability Discrimination Act (DDA) 1995. Wheelchair access is currently not available due to the physical nature of the school which is a listed building. Parents and prospective parents of disabled children can obtain copies of Glendower School's Accessibility Plan and Disability Policy from the website. This outlines how the school plans to make the buildings progressively more accessible to disabled pupils, parents and visitors. The school would meet the needs of a motor/physical disability by readjusting room availability if possible. If, however, the child's needs are too great to make the appropriate adjustments, and it is felt that Glendower School is not the correct place for her, she would not be invited to join the school.

PRINCIPLES OF SPECIAL EDUCATION NEEDS

All help given to pupils with SEND is directed towards helping them gain greater access to the curriculum. This is achieved through extensive use of all forms of differentiation, modification and where appropriate disapplication of parts of the curriculum. This is overseen by the SENDCo. Every effort is made to integrate pupils with SEND into all of the school activities.

We follow the graduated approach to identifying and supporting pupils with SEN and there is a four-part cycle – **assess, plan, do, review**.

- In the first instance, when a teacher is concerned that a pupil is not making expected progress that teacher, who will already be delivering high quality teaching, will differentiate the teaching for their pupil. The SENDCo can be called upon to help with differentiation in planning and advising on removing barriers to learning.
- After an agreed period of time, if there is still a lack of progress the class teacher will alert the SENDCo and complete a 'Record of Concern' questionnaire. The SENDCo and the teacher will meet to discuss the teacher's concerns.
- The SENDCo may discuss the notes and 'Record of Concern' questionnaire with other appropriate members of staff to form a better picture of the girl's strengths and weaknesses.
- **ASSESS:** Parents/carers are contacted and invited to meet with the SENDCo (and the class teacher if she/he is available) to discuss concerns raised and the support planned which may include a SENDCo assessment. The parent/carer's views are discussed and recorded. The SENDCo may recommend that an appointment is booked with an educational psychologist, speech and language therapist, occupational therapist or other professional.
- If the SENDCo has assessed a pupil and written a summary of the assessment, then the parents will be sent a soft copy by email and invited to discuss the results of the assessment with the SENDCo (and the class teacher if they are available). The SENDCo will answer any questions the parents may have and explain what the results mean. The **pupil summary** often reveals standardised scores or discrepancies between scores which give a clear reason to recommend further assessment by an educational psychologist or other specialist. At this meeting the SENDCo may offer 1:1 or 2:1 teaching for that pupil. This will initially be for a term and sometimes half a term.

- **Plan:** The SENDCo will write a **Pupil Profile** and distribute it to all staff who teach that pupil and to their parents. The Pupil Profile contains information from the pupil summary and, where they exist, information from any specialist assessment reports. The child has an input into their Pupil Profile and the profile highlights strengths and weaknesses, targets and ideas for supporting her in school. The Pupil Profile encourages staff and the pupil herself to think about how her strengths can overcome her weaknesses. The parents are sent a soft copy of the pupil profile and invited to make any changes they think necessary. The SENDCo will regularly update the Pupil Profile.
- At this stage the pupil is entered onto the SEN register which is a school document and confidential. The SLT have access to it, as do inspectors when they are in school. It outlines each pupil's difficulties and the interventions put in place. When filling out the Independent Schools Council Census form, information about numbers of pupils with SEN is entered but not names of pupils. The pupil is taken off the SEN register when they are discharged by the SENDCo or specialist.
- **Do:** The pupil may now be in receipt of targeted provision which comes in the form of 1:1 or 2:1 teaching with the SENDCo; Occupational Therapy or Speech and Language Therapy; booster groups or other interventions including small group work with a specialist TA. Pupils who are invited to a booster group or who work in small groups are not necessarily put on the SEN register. Pupils who receive targeted support from the SENDCo or other professional are entered onto the SEN register.
- If 1:1/2:1 teaching is provided, then the SENDCo writes a **personalised learning plan (PLP)**. The PLP is a working document which records support that is **additional to and different** from the differentiated curriculum delivered in the classroom.
- In the PLP short term targets are set to help the pupil to get to her long-term outcomes. The PLP is shared with parents who are invited to comment on or add to/amend the document. Staff have access to the PLP. It contains evidence of the pupil's needs and specific, measurable, achievable, relevant and timed targets.
- **Review:** The Pupil Profiles and PLPs are accessible to staff on the shared teacher area of the IT system. Teachers use the documents to inform their planning and for differentiation ideas. At the end of every term the SENDCo evaluates and revises the PLPs. Outcomes of the evaluations are fed back into the next term's PLP. Now, the plan may be changed, or the pupil is discharged.

- The SENDCo meets with all the parents of pupils she/he teaches in the autumn term. Parents may request to meet with the SENDCo. The SENDCo is often able to attend parent/class teacher meetings if it is appropriate.

SPECIAL EDUCATIONS NEEDS AND DISABILITIES IN THE EARLY YEARS

‘All early years providers are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care.’ Early years: guide to the 0 to 25 SEND Code of Practice:

The Code of Practice recognises that early years providers are vital to the success of the reforms introduced by the Children and Families Act 2014. Amongst these changes is the need for greater focus on the outcomes for children. Early identification of needs and timely provision of the right support, along with high aspirations are important. All staff who work with Reception aged children will be alert to emerging difficulties and respond early. Teaching assistants will report a concern to the class teacher and a class teacher will complete a ‘Record of Concern’ questionnaire and follow the guidelines outlined in the assess, plan, do, review cycle.

At present Glendower Prep School does not have any children who are funded by the local authority and does not receive the Early Years Pupil Premium (EYPP). However, the school does show regard to the SEND Code of Practice, activating the assess, plan, do, review cycle to create a graduated response to the needs of the EYFS pupils who have special educational needs and/or disabilities.

At Glendower Prep School we

- ensure that children with SEN engage in the activities of school alongside children who do not have SEN.
- designate a teacher to be responsible for co-ordinating SEN provision (the SEND co-ordinator, or SENDCo).
- inform parents when they are making special educational provision for a child.

STRATEGIES FOR TEACHING AND LEARNING

The school is able to provide for pupils with a wide range of SEN through classroom differentiation, in class support, interventions or 1:1 or 2:1 teaching with the SENDCo or other professionals. Additionally, some girls may be selected for booster groups with a specialist teaching assistant. Occupational therapists or speech therapists may work with individuals on the SEND Register. This is overseen by the SENDCo.

Glendower School has good links with The London Children's Practice which is based at 18 Wimpole Street, London W1G 8GD (<http://www.londonchildrenspractice.co.uk/>). A Speech and Language Therapist (SpLT) and an Occupational Therapist (OT) from the practice can assess and give therapy to pupils, if needed, by arrangement. At present The SpLT and OT come to school on Fridays. The SpLT and OT are responsible for writing their own plans, goals sheets and reviews. The SpLT and OT feed back information and report directly to the parents who pay privately for the provision. The SpLT and OT work closely with the SENDCo so that advice is shared and the SENDCo feeds this back to relevant staff.

STRATEGIES FOR ENSURING PROGRESS AND CONTINUITY

Pupils who are on the SEND register will have a Pupil Profile. Parents are invited to discuss any changes to the Pupil Profile or the assess, plan, do, review cycle with the SENDCo at any time. At Parents' Evenings the parents will have the opportunity to discuss their views of the Pupil Profile and PLP and their daughter's progress with the SENDCo. A new or adjusted Pupil Profile and/or PLP may be devised as the outcome of this meeting.

At the end of each term the SENDCo will review the progress of the pupils by reviewing the PLP. The OT and SpLT will review the pupils under their care. The SENDCo will discuss with relevant staff any changes needed in provision. If changes are agreed parents will be invited to discuss the changes recommended. Children's progress is an ongoing process and this review may take place at any point.

The school reports to parents through parent/teacher meetings and twice yearly reports. In addition, parents receive a soft copy of the evaluated PLP at the end of each term. Parents of children with SEND may require additional meetings, the SENDCo is available for any additional meetings if there are any concerns.

SEND FORMAL ASSESSMENT PROCEDURES

Lower School

- In September and again in July, all the Reception pupils are assessed with Reception Baseline Assessments (BASE) by The Centre for Evaluation and Monitoring.
- At any time, a parent may register a concern about their daughter. The teaching staff will raise a concern if expected progress is not made despite high quality teaching being delivered and differentiation of planning carried out.
- If the SENDCo assesses a pupil she/he will use standardised tests, if age appropriate, and also criterion referenced tests. The standardised tests include: Neale's Reading Analysis (NARA II), Parallel Spelling Test, Helen Arkell Spelling Test (HAST-2), Phonological Ability Battery Test (PhAB), Digit Span Memory test, (TAPS-2), Helen Arkell Auditory Battery (HAAT), Diagnostic Reading Assessment (DRA), miscue analysis of reading, spelling error analysis.

Upper School

- In September, all pupils in Years 4-6 take the Cognitive Abilities Test; Fourth Edition (CAT4). CAT4 gives an insight into the pupils' ability to reason across four distinct batteries: verbal, non-verbal, mathematical and spatial, as compared to the national average.
- The results of CAT4 are looked at along with the results of end of term exams and pupils may be asked to attend booster groups. These groups are no larger than six pupils and are run by experienced specialist teaching assistants. These TAs liaise closely with the Head of English and the Head of Maths and the SENDCo and any other relevant teacher. The pupils who attend the groups are reviewed at the end of every term. The booster groups are in guided reading and maths. In addition, the SENDCo runs an ICT spelling group and a handwriting intervention called Speed Up! Professionals such as educational psychologists sometimes recommend that a pupil learns to touch type as a way of removing a barrier to learning. The SENDCo keeps an updated list of centres for parents to choose from for their daughter to learn this skill. The SENDCo also runs a touch-typing club at school for those who have done a course and need to practise. These groups and clubs are run before school starts in the mornings or during lunch time.
- At any time, a parent may register a concern about their daughter. The teaching staff will raise a concern if expected progress is not made despite high quality teaching being delivered and differentiation of planning carried out.

- Children with a record of concern are assessed by the SENDCo using a range of standardised test including; Neale's Reading Analysis (NARA II), Parallel Spelling Test, Phonological Ability Battery Test (PhAB), Digit Span Memory test, (TAPS-2), Helen Arkell Auditory Battery (HAAT), Helen Arkell Spelling Test(HAST-2), Diagnostic Reading Assessment (DRA), miscue analysis of reading, spelling error analysis

STRATEGIES FOR MARKING

Marking of work aims to help children learn, not to find fault, and comments aim to be positive and constructive.

- In most cases marking will take place in the presence of the child so that they can receive immediate feedback.
- Any corrections of written work should be done immediately as part of the teaching process.
- Only the specific target will be marked. For example, if the target is to spell a specific word in sentences, then that word only will be marked and if other spelling mistakes are made the SENDCo will make a note without mentioning it to the pupil and make that word a future target.
- Verbal praise and stickers will be given.
- At the end of the lessons questions will be asked such as: What did you like most? How do you feel? How will you remember to spell (target word) in your classroom? How will you remember to read (target word) in your classroom? What was the most useful idea in today's lesson that you will take away with you? What are you not sure about? Can you explain what you did?

USE OF RESOURCES

The SEND department is resourced with a wide range of specialist materials including;

- Computer software including two laptops
- SENDCo iPad
- Speedskins® for touch typing
- Visual and auditory processing materials
- Move 'n' Sit cushions
- Large OT ball
- A variety of OT resources
- OT activity cards

- Texts on specific learning difficulties for adults
- Writing slopes
- Pencils grips
- Spelling activities and games
- Phonological awareness games
- Double sided chalk board
- Specialist dyslexia and dyspraxia skills resources
- A broad range of practical mathematics resources and games
- A broad range of reading texts
- A range of multi-sensory resources and games

Glendower School has an 'In-Service' training provision with the aim of keeping all school staff up to date with current developments in the field of SEND. Training is ongoing and will aim to be reflective of any changing needs.

USE OF ICT

ICT is a resource which is valued and used across the whole school and curriculum. The Learning Support room has a computer which is networked and has filtered internet access and two laptops. Pupils who have 1:1 lessons with the SENDCo may use the computer for writing or practising touch typing or using specific learning programs, e.g. Touch Type Read and Spell, Accelerated Write, Wordshark, Numbershark, Espresso, Spelling and Grammar games from The TES website. The SENDCo has a school iPad with specific games related to SEN including Squeebles and Articulation Station. The See Saw app is used for recording developments and achievements.

DIFFERENTIATION

The SENDCo is available to support all staff in planning the differentiation for children with SEND.

EXTERNAL LINKS

Parents/carers are involved in all stages of the SEND process. Their views are listened to and respected as the SEND code of practice emphasises. Appropriate support and guidance will be offered if it is necessary to refer the child to any external specialists or agencies.

The school is in contact with Local Authorities and has close links with The Dyslexia Teaching Centre and The London Children's Practice, Emerson House, Fairley House, The McLeod Centre for Learning and The Fulham Study. The school has well-established links with a variety of Educational and Clinical Psychologists and holds a list of these professionals which can be obtained from the SENDCo.

When a pupil at Glendower Prep School with special educational needs transfers to a new school, the Glendower SENDCo will liaise with the new school SENDCo and forward any details required in relation to the provision that the child has received at Glendower School. If there is an Educational Psychologist report or a report from another professional, then it will be for the parents to forward this to the new school at their discretion as this is a confidential document.

CONFIDENTIALITY

If a pupil is assessed by a professional a report will be produced. This report is a private and confidential document. The SENDCo will ask parents to share it in the form of a soft copy. This will be kept on record on the school's Engage system, in the SENDCo's password protected computer files and, if a hard copy exists, it will be kept in a locked filing cabinet in the Learning Support Room.

When writing the main SEN documents, the Pupil Summary, the Pupil Profile and the Personalised Learning Plan, the SENDCo will anonymise these by using the pupil's initials. These documents are also kept in a locked filing cabinet.

COMPLAINTS

Please refer to the Glendower School Complaints Procedure.

HEALTH AND SAFETY

The school has a Health and Safety Policy which is regularly reviewed and health and safety issues are the responsibility of all who work in the school. Problems should be reported to the Health and Safety Officer or at the weekly staff meetings.

RELATED POLICES

- Reasonable Adjustments Plan
- Accessibility Plan

- Computer Agreement
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Administration of Medicines
- Disability: Employment Policy and Procedure

Who is responsible for co-ordinating the day-to-day provision?

SENDCo: Sarah Dennis

Head Teacher: Sarah Knollys

APPENDIX: SEND DEVELOPMENT PLAN

Task	Actions	Responsible	Timescale	Monitoring	Outcomes
Meetings between parents of children with SEND and SENDCo	Parents invited to meetings with the SENDCo. SENDCo to be available to meet parents at their request	SD	Autumn/ Spring/ Summer Terms	SD	Short term goals in order to get to long term outcomes. Next steps planned
Staff to complete Records of Concern for children as required	Records of Concern are completed and SENDCo follows up concerns with assessments and reports	All staff	ongoing	SD	Improved evaluation of pupils with possible learning difficulties
Continue to ensure all teaching staff aware of individual children's needs	Pupil Profiles written by SENDCo and kept up to date, Open discussions in weekly staff meetings.	SD	ongoing	SLT SD	Staff fully aware of individual pupil's needs.
Continue to ensure all teaching staff aware of individual children's needs	Ensure that all relevant staff know where to find PLPs and SD to inform them when evaluations have been made and new PLPs are available	SD	ongoing	SLT SD	Staff fully aware of individual pupils's needs.
Increased access to laptop use in class	Update laptops. Allow personal laptops for girls as directed in EP report.	SD FB	February 2018	SD	Laptops available to pupils as required
Monitor extra-curricular provision for those with disabilities	Continue to audit the take up of activities by those with disabilities and discuss if this can be improved. Discuss with parents.	SLT	ongoing	SK TH	Allows the maximum number of children to benefit from extra-curricular activities.

Task	Actions	Responsible	Timescale	Monitoring	Outcomes
Inform the parents of touch typing courses. Those pupils who have completed a course invited to touch typing club.	Ensure that pupils who have done a touch-typing course have access to this club	SD	ongoing	SLT	Girls for whom the recommendation has been made to learn to touch type have the opportunity to practise
Change the Handwriting Club	Use the OT approved Speed up programme, a kinaesthetic programme to develop fluent handwriting. A carefully chosen group of three max. from Year 4. Present proposal to SLT	SD	January 2018	SLT SD	Teachers and pupils see improvement in consistency of letters, fluid correct joining and a faster pace of writing

References:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

https://www.rbkc.gov.uk/kb5/rbkc/fis/advice.page?id=b2kjOt_3nNA

Author unknown Kensington and Chelsea Tri Borough Education and Health Care Plan Assessment. Accessed 7.3.15

Early years: guide to the 0 to 25 SEND code of practice - Advice for early years providers that are funded by the local authority: <https://www.gov.uk/government/publications/send-guide-for-early-years-settings>. Accessed 13.12.17