



**Glendower Preparatory School**

**Special Educational Needs  
and Disability Policy**

Educational and welfare provision for pupils with special  
educational needs and disabilities  
2024–25

Reviewed: October 2024

Next review: October 2025

## **Special Educational Needs and Disability Policy**

**Staff responsible:** Ms S Dennis, SENDCo

*In consultation with:*

Ms Boyd, Headmistress  
Miss L Rodgers, Deputy Head Academic  
Mrs A Gupta, Head of Prep  
Mrs L Russell, Head of Early Years  
Miss Bella Halbert – Early Years SENDCo  
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### **To be read in conjunction with:**

Reasonable Adjustments Plan  
Accessibility Policy  
Computing Code of Conduct Agreement  
Safeguarding Policy  
Anti-Bullying Policy  
Diversity, Equality and Inclusion Policy  
Equal Opportunities Policy  
Admissions Policy  
Complaints Procedure  
Keeping Children Safe in Education Sep 2024 Part 1

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## Introduction

Glendower Prep School (GPS) is a selective school with high expectations but one that ensures all pupils are included in all aspects of school life. We 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 to develop independent learning skills as well as 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 outlines the aims, principles, and strategies for Special Educational Needs and Disabilities (SEND) at Glendower Prep School. It was developed through a process of consultation with the teaching staff, the Headteacher, and the Senior Leadership Team (SLT). The policy is reviewed annually by the SENDCos in consultation with the SLT. The SENDCos regularly monitor the implementation of the SEND policy, ensuring reasonable adjustments and access arrangements are addressed and organising appropriate INSET training where necessary. The Special Educational Needs and Disabilities Code of Practice: January 2015 has been reviewed in line with the government's [Levelling Up the United Kingdom policy paper](#) and the [SEND Review: Right Support, Right Place, Right Time](#). The Glendower Prep School SEND policy has also been reviewed in accordance with the Special Educational Needs and Disabilities Code of Practice: January 2015 (updated April 2020).

### The 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
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- 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.
- 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 SEND and/or disabilities. The Royal Borough of Kensington and Chelsea is the Local Authority for GPS.

### Aims and Rationale

As a school, we have high expectations of both our pupils and staff. We are proud of our multicultural community, as 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 SEND

- A child has SEND 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 13.6% of pupils in the UK receive SEN support (who don't have an EHC Plan) 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 create an environment in which our girls are comfortable in taking risks with their learning, equipping them with the courage to take on challenges and the resilience to persevere when faced with difficulties. Also, to promote reflective learning and teaching, improving intellectual curiosity across the curriculum. See '[School Aims](#)'

**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.

## SEND and Safeguarding

At GPS we are aware that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.

The challenges can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- SEND children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.

- The potential for children with SEND, or certain medical conditions, being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school and not understanding the consequences of doing so.

## The Role of the SENDCo

The whole school SENDCo is Ms Sarah Dennis who manages and coordinates all aspects of Special Educational Needs and Disabilities at GPS. Ms Dennis is based in the Learning Support Room on floor 3. Since the addition of the nursery in 2022 we have a SENDCo for EYFS, Miss Bella Halbert. Miss Halbert works with staff in the nursery and Reception classes as well as SLT and especially the Head of Nursery and EYFS. Mrs Camilla Kalisher works alongside Ms Sarah Dennis and Miss Bella Halbert as the Pre Prep SENDCo.

All SENDCos oversee the assessment of the needs of children with SEND and plan appropriate support and interventions to support their needs. They 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**. They will write **Pupil Summaries** and **Personalised Learning Plans (PLP)**, all of which feed into the better understanding of the individual pupil and helps the class teachers with differentiation. The SENDCos work collaboratively with the whole school SENDCo, EYFS SENDCo, other teachers, parents, and external agencies.

## Admissions

GPS 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 all applicants.

For 3+ entry (Nursery Classes), there is no formal assessment, places are offered on a first come first serve basis.

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 the [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 Special Educational Needs and Disability Policy from the [school's 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.

### Guiding Principles of Special Educational 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 SENDCos. Pupils with SEND are integrated into all 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. This is also referred to as adaptive teaching. The SENDCos can be called upon to help with differentiation in planning and advising on removing barriers to learning. We also refer to the guiding principles of [Quality First Teaching](#).
- After a period, if there is still a lack of progress, the class teacher will alert the relevant SENDCo and complete a 'SEND Record of Concern' questionnaire. The SENDCo and the teacher will meet to discuss the teacher's concerns.
- The SENDCo may discuss the notes and 'SEND 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 they are 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.
- Depending on the age of the pupil the SENDCos may assess a child. If so, she will write a summary of the assessment, then the parents will be sent a copy by email and invited to discuss the results of the assessment with the relevant 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 results of the SENDCo assessment are disseminated in the **pupil summary** and may reveal standardised scores or discrepancies between scores that 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 small group teaching for that pupil. This will initially be for a term and sometimes half a term.
- **PLAN:** The SENDCo will write a **Pupil Profile** which is available to the staff that teach that pupil on SharePoint. 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 copy of the pupil profile and invited to make any changes or additions they think necessary. Where a Pupil Profile exists the SENDCos will regularly update it.
- At this stage, the pupil is entered onto the SEN register. The teaching staff and 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 one of the SENDCos or specialist.
- **DO:** The pupil may now be in receipt of targeted provision which comes in the form of 1:1 or small group teaching with one of the SENDCos, occupational therapist or speech and language therapist; Feedback and Improvement Time (F.I.T) sessions or other interventions including small group work with the form or subject teacher or a TA. Pupils who are invited to a F.I.T. session or who work in small groups are not necessarily put on the SEN register. Pupils who receive targeted support from one of the SENDCos, or other professional are entered onto the SEN register.
- If 1:1 teaching is provided, then the SENDCos writes a **personalised learning plan (PLP) or an individual education plan (IEP)**
- These are working documents which record support that is **additional to and different** from the differentiated curriculum delivered in the classroom.

- In the PLP or IEP short term targets are set to help the pupil to get to her long-term outcomes. The PLP or IEP is shared with parents who are invited to comment on or add to/amend the document. Staff have access to the PLPs or IEPs in SharePoint. It contains evidence of the pupil's needs and specific, measurable, achievable, relevant and timed targets.
- **REVIEW:** The Pupil Profiles and PLPs and IEPs are accessible to staff on SharePoint. 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 or IEPs. Outcomes of the evaluations are fed back into the next term's PLP IEP if one is required. Now, the plan may be changed, or the pupil is discharged.
- Parents can meet with the SENDCos when it is required. The SENDCos can attend parent/class teacher meetings if it is appropriate.

## SEND 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 EYFS 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 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 special educational needs co-ordinator, or SENDCo; also, sometimes known as Learning Support co-ordinator).

- inform parents when they are making special educational provision for a child.
- Respond quickly to assessment reports sought by parents.
- The SENCO will undertake weekly language support groups on Wednesday mornings for the children, focusing on communication and social interaction skills.
- These sessions are 15–20 minutes to maintain concentration and include educational games, communication and language activities, visual eye contact exercises, and social stories to support interaction with peers.

## Strategies for Teaching and Learning

The school can provide for pupils with a wide range of SEN through classroom differentiation, in class support, interventions or 1:1 small group teaching with the SENDCo or other professionals. Additionally, some girls may be selected for F.I.T. sessions with a specialist teaching assistant. Occupational therapists, play therapists or speech therapists may work with individuals on the SEND Register.

GPS has good links with many specialist centres and educational psychologists, clinical psychologists, paediatricians, occupational therapists (OT), speech therapists (SALT) and play therapists.

At GPS we have a visiting Mindset Coach, Kate Ludlam, who helps pupils and staff with well-being, mental health and overall performance. Kate runs workshops for groups of pupils, one year group at a time, from Y2 to Y6.

GPS also has three trained Emotional Literacy Support Assistants (ELSA). The ELSAs facilitate 1:1 sessions to support pupils dealing with emotions, self-esteem issues and other personal challenges. We also have a School Counsellor to support pupils with more complex emotional and psychological concerns.

## Strategies to ensure support, progress and continuity

Most pupils who are on the SEND register will have a Pupil Profile. Parents are invited to read and add to their child's Pupil Profile, suggesting amendments. At Parents' Evenings the parents will have the opportunity to discuss their views of the Pupil Profile, PLP or IEP and their daughter's progress with a SENDCo. A new or adjusted Pupil Profile and/or PLP may be devised as the outcome of this meeting. The Pupil profile is a working document and the staff that teach that pupil have access to it in SharePoint. Staff are invited to add to the document.

At the end of each term the SENDCos will review the progress of the pupils by reviewing the PLP. Any other professional involved, such as an OT or SALT may be asked to send a review

of their work with the pupil. 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 written reports. Parents of children with SEND may require additional meetings, the SENDCos are available for any additional meetings if there are any concerns.

After an assessment by a professional, additional time (25%) in exams or tests may be recommended for that pupil. The pupil is added to a list of pupils with this reasonable adjustment and all staff are informed. The SENDCo keeps a 'record of need' as required by The Joint Council for Qualifications. Other reasonable adjustments may also be recommended, which we at Glendower always do our very best to provide. It is the SENDCo's responsibility to contact the SENDCos/Learning Support and/or registrars at senior schools to request such reasonable adjustments for our pupils at 11+.

## SEND Formal Assessments and Procedures

### EYFS and Pre Prep School

- In September and again in July, all the EYFS pupils are assessed with EYFS 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), miscue analysis of reading, spelling error analysis.

### Prep School

- In the autumn term, all pupils in Years 3-6 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 assessments and pupils may be asked to attend F.I.T sessions. These groups are no larger than six or seven pupils and are run by experienced specialist teaching assistants and the whole

school SENDCo. These specialist teaching assistants liaise with the English teachers, maths teachers and the SENDCo. The pupils who attend the groups are reviewed at the end of every term. The F.I.T sessions are in English, maths and handwriting. F.I.T sessions run before the school day starts.

- Professionals such as educational psychologists sometimes recommend that a pupil learns to touch type as a way of removing a barrier to learning. The whole school SENDCo keep an updated list of centres for parents to choose from for their daughter to learn this skill. There is a touch-typing club at school for those who have done a course and need to practise. See digital policy. At the time of writing, there is a plan to start another prep school touch-typing club in the spring term 2025.
- 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 observed and/or assessed by the SENDCos 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), miscue analysis of reading, spelling error analysis.

## 11+ Assessments and JCQ Guidelines

For 11+ exam arrangements, the SEND policy at Glendower Prep School ensures that formal procedures are in place to provide appropriate access arrangements for pupils with special educational needs and disabilities. The SENDCo plays a key role in identifying and documenting these needs, liaising with teachers, parents, and external professionals to gather the necessary evidence and ensure that all accommodations align with the Joint Council for Qualifications (JCQ) regulations. This includes organising assessments and maintaining thorough records to support access arrangements, ensuring compliance with national standards and the integrity of the examination process. Any arrangements will be organised and communicated to parents before the autumn term of Year 6 to ensure clarity and preparation for the upcoming assessments.

## Use of Resources

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

- SENDCos' Surface Pros
- SEND Department Surface Go
- Visual and auditory processing materials

- Move 'n' Sit cushions
- Kick Bands
- Fidget toys
- Large OT ball
- A variety of OT resources
- OT activity cards
- Texts on specific learning difficulties to inform staff and/or parents
- Writing slopes
- Pencils grips
- Spelling activities and games
- Phonological awareness games
- 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 a continuing professional development (CPD) 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 Surface Pro and a Surface Go which are networked and have filtered internet access. Pupils who have 1:1 lessons with the SENDCo may use the Surface Go or the SENDCo's Surface Pro for writing or practising touch typing or using specific learning programs. Older pupils will bring their personal Surface Go to their 1:1 lesson. Seesaw is used for posting tips on learning spellings or revising especially in English and Maths.

### 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 any of the SENDCos.

When a pupil at GPS with special educational needs transfers to a new school, the SENDCo will liaise with the new school SENDCo and forward any details required in relation to the provision that the child has received at GPS. 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 as this is a private and 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 ISAMS platform and in the SENDCo Team in SharePoint. Only the SENDCos and the SLT have access to these reports.. If a hard copy exists, it will be scanned and the scan kept on ISAMS. The original will be returned to the parents or shredded.

When writing the main SEN documents, the Pupil Summary, the Pupil Profile and the Personalised Learning Plan, the SENDCos will anonymise them by using the pupil's initials. These documents are kept in the password protected SharePoint where only school staff can see them.

### 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.

## APPENDIX 1: SEND DEVELOPMENT PLAN

Task	Actions	Responsible	Timescale	Monitoring	Outcomes
Weekly SEND meeting	BH, MK and SD meet every Tuesday at 3:45pm	SD/BH/MK	Weekly	SD	Pupils discussed, ideas and resources shared. Solutions found.
Meetings between parents of children with SEND and SENDCo	Parents invited to meetings with the SENDCos. SENDCos to be available to meet parents at their request	SD/BH/MK	Autumn/ Spring/ Summer Terms	SD/BH/MK	Short term goals in order to get to long term outcomes. Next steps planned.
Staff to complete SEND Records of Concern for children as required	SEND Records of Concern are completed and SENDCo follows up concerns with observation and potentially an assessments. SENDCos writes actions at the bottom of the form. SENDCos record the pupils on the SEND Record of Concern tracker.	All staff	ongoing	SD/BH/MK	Improved evaluation of pupils with possible learning difficulties
Continue to ensure all teaching staff aware of individual children's needs	Ensure that all relevant staff know where to find pupil profiles and PLPs, IEPs and SENDCos to inform them when changes/additions have been made new pupil profiles or PLPs are available	SD/BH	ongoing	SLT/SD/BH	Staff fully aware of individual pupils' needs.



Task	Actions	Responsible	Timescale	Monitoring	Outcomes
Increased access arrangements for SEND pupils.	<p>Year 3 have access to Surface Gos. All Year 4, Year 5 and Year 6 pupils have a Surface Go device in school</p> <p>Use of the printers for pupils who have been recommended to learn to touch type by a professional. Pupils must have 20 wpm/ Disable spell and grammar check</p>	SD/PC	ongoing	SD	SEND pupils who have an access arrangement to type will be able to provide their teachers with printed work which they stick in the relevant book.
Monitor extra-curricular provision for those with disabilities	<p>Continue to audit the take-up of activities by those with disabilities and discuss if this can be improved.</p> <p>Discuss with parents.</p>	SLT	ongoing	SLT SP	Allows the maximum number of pupils to benefit from extra-curricular activities.
<p>Inform the parents of touch-typing courses.</p> <p>Those pupils who have completed a course are invited to SD's touch typing club.</p>	<p>Ensure that pupils who have done a touch-typing course have access to this club. Add posts in The Whitehouse</p>	SD	ongoing	SD	Pupils for whom the recommendation has been made to learn to touch type can practise

Task	Actions	Responsible	Timescale	Monitoring	Outcomes
Liaise with staff about pupils chosen for F.I.T. sessions.	Update F.I.T lists for prep school. Liaise with VS to find venues for each F.I.T . Put together emails to be sent via Glendower Post inviting pupils to F.I.T. sessions.	SD	Every term	SLT	Pupils have a chance to practise skills and pre learn skills. Pupils make progress and are discharged from the F.I.T.

## APPENDIX 2: Example of SEND RECORD OF CONCERN

### RECORD OF CONCERN QUESTIONNAIRE – EYFS and Pre Prep

The information you provide will be used to help to understand the needs of this pupil and may be used to create a teaching programme if SEND support is needed. Your help is appreciated in forming as complete and accurate a picture of the pupil as possible. The questionnaire is on two sides.

NAME OF PUPIL			
AGE		YEAR GROUP	
NAME OF PERSON COMPLETING QUESTIONNAIRE		TODAY'S DATE	

Attainment: current performance in relation to peer group.			
	Working Above-Age Related Expectations	Working at Age-Related Expectations	Working Towards Age-Related Expectations
Reading			
Writing			
Spelling			
Comprehension			

Speaking/listening			
Maths			
Science			
Humanities			
ICT			
Languages			
PE			

Please write results of assessments taken	Score			
	Nursery		Reception	
CEM Base Online Assessment: on entry	Literacy	Maths	Literacy	Maths
Please write results of assessments taken	Nursery		Reception	
	Literacy	Maths	Literacy	Maths
CEM Base Online Assessment: end of the year				
NGRT Reading Test	Year 1		Year 2	
NGST Spelling Test	Year 1		Year 2	
PTM 6 and 7	Year 1		Year 2	

Continued...

Please mark relevant box	Working Significantly Above Age-Related Expectations	Working Above-Age Related Expectations	Working at Age-Related Expectations	Working Towards Age-Related Expectations
Behaviour				
Sociability				

Organisation				
Motor coordination				
Confidence				
Memory				
Concentration				
Motivation				
Understands instructions				
Pace of work				
Independence				
Overall attitude to school				
Interaction with peers				
Interaction with adults				

What are this pupils Strengths and interests?

What are this pupil's likes and dislikes?

What are your main concerns about this pupil?

#### SENDCo ACTION TAKEN

Thank you for taking the time to fill out this questionnaire. Please let the SENDCo know that it is completed and in the 'SEN Record of Concern' file in GPS [Learning Support Team](#)

### APPENDIX 3:

#### **Pupil Profile**

**First name**

Form

<b>Strengths:</b> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Areas for Growth/considerations:</b> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Professional Assessments:</b>
<b>Access Arrangements and Reasonable Adjustments:</b>
<b>Likes:</b> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Hopes and aspirations:</b> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Achievements:</b> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>X's end of term self-assessment:</b>
<b>Targets:</b> <ol style="list-style-type: none"> <li>1.</li> </ol>
<b>Support:</b> <ol style="list-style-type: none"> <li>1.</li> </ol>