



# Warwick Preparatory School

## **Special Educational Needs (SEN) Information Report 2021**

The following report provides information on the implementation of Warwick Preparatory School's SEND (Special Educational Needs and Disability) and Inclusion policy. The full policy is available to read on the School's website. The school follows the guidance set out in the SEND Code of Practice (2015).

Warwick Preparatory School is an Independent School for pupils aged 3 -11 years. The School's ethos places great emphasis on a broad and inclusive education within a nurturing and supportive environment whilst striving for excellence in all that it does. Pupils' unique qualities are celebrated for what they bring to the School community and pupils are encouraged to explore and develop their interests, gain confidence in themselves and in their abilities. The School's ethos is at the centre of our provision for special educational needs and pupils with SEND are supported practically and emotionally in order to make the best progress they can.

<b>What are the areas of SEND?</b>	<ol style="list-style-type: none"><li>1. Communication and Interaction</li><li>2. Cognition and Learning</li><li>3. Social, Emotional and Mental Health Difficulties</li><li>4. Sensory and/or Physical Needs</li></ol> <p>Each area is explained in more detail in the School's approach to teaching pupils with SEND.</p>
<b>Who may I contact if I have concerns about my child having SEND?</b>	<p>Miss Elizabeth Eastwood (SENCO – Special Educational Needs Coordinator) can be contacted via the School Office.</p> <p>Tel: 01926 491545</p> <p>School e-mail: <a href="mailto:parents@warwickprep.com">parents@warwickprep.com</a></p>
<b>How are pupils identified with SEND?</b>	<p>Pupils with SEND are identified in a variety of ways, including:</p> <ul style="list-style-type: none"><li>• Parental concerns, as shared with the Form Teacher or SENCO / SEN Teacher</li><li>• Concerns raised by the class teacher from observation in class, test results or discussion with parents</li><li>• School assessment results</li><li>• Information from previous schools/nurseries or external agencies /professionals (for example, Speech and Language Therapy, Occupational Therapy)</li></ul> <p>Once a pupil has been identified as having additional needs, the SENCO or SEN Teacher will become involved and will coordinate the</p>

	<p>next steps, including contact with parents, offering advice/support and further assessments/observations or referral to external agencies.</p>
<p><b>What do I do if I have a concern about my child's learning?</b></p>	<p>Parents who have concerns about any aspect of their child's learning should contact the class teacher in the first instance. Parents who have concerns about their child having a special educational need may also speak directly to the SENCO or SEN Teacher.</p>
<p><b>How are parents involved in understanding and supporting their child's needs?</b></p> <p><b>How are pupils involved in their education?</b></p>	<p>As a school, we seek to develop a strong partnership with parents and communication is welcomed to enable the best support for pupils.</p> <p>If a pupil is considered to have a special educational need, assessments and additional support will always be agreed and discussed with parents. Targets for pupils will be set jointly with teachers, parents and pupils.</p> <p>Where a teacher is leading the intervention, targets will be shared with parents and pupils and regular meetings will take place to provide progress up-dates and to set new targets.</p> <p>For pupils with an Individual Education Plan (IEP), termly review meetings with parents will be held to discuss the pupil's progress and to set new targets. Meetings will be led by a member of the Learning Support Department; teachers and pupils will be involved in meetings either in person or via comments provided to share their views on progress and next steps.</p> <p>When referrals are made to an external agency (Speech and Language Therapy, Occupational Therapy, Physiotherapy, Educational Psychologist), this is always done in liaison with parents.</p> <p>Where greater need is identified, in a small number of cases, the SENCO / SEN Teacher may apply to the Local Authority for an Education Health Care pupil assessment, in agreement with parents. This may lead to an Education, Health and Care Plan (EHCP) which is a document that identifies a child's SEND needs and agrees the support to reach outcomes. Such a document outlines the child's health and social care needs in addition to their educational needs.</p>
<p><b>What is the School's approach to teaching children with SEND?</b></p>	<p>Our provision will depend on the needs of individual pupils. All pupils with SEND are named on a list which is shared with teachers and teaching assistants. All teachers and Teaching Assistants are responsible for the provision for pupils with SEND in their classes.</p> <p>Pupils' needs may be met in a variety of ways at different levels in order to remove barriers to learning and ensure access to the curriculum. Key provision for each area of SEND is detailed on Pages 3-6.</p>

## **Communication and Interaction**

### **This may include:**

- Speech, language and communication needs
  - Understanding / processing language
  - Expressive language – sequencing ideas, vocabulary
  - Speech sound disorder / delay
- Social communication
- Autism Spectrum Condition (ASC)

**\*See separate policy for English as an Additional Language.\***

### **All pupils may access:**

- Quality First Teaching with appropriate differentiation
- Visual timetables
- Use of concrete apparatus to understand concepts
- Visual aids for key vocabulary
- Specific attention to the delivery of the curriculum

### **Support for targeted groups of pupils may include:**

- Observation / advice from the SENCO / SEN Teacher
- One-to-one or small group intervention with a Teaching Assistant working on identified areas such as: social skills, articulation of sounds, pre-teaching of vocabulary, Lego Therapy, listening skills
- Liaison with parents to work on key areas and for parents to understand how the work relates to the curriculum
- Lists of topic vocabulary and topic books for home
- Work station in class
- In-class support from Teaching Assistants from Nursery to Year 6

### **Targeted individual support (agreed with parents / pupils) may include:**

- Referral to outside agencies such as Speech and Language Therapy, Educational Psychologist or RISE (Coventry and Warwickshire's emotional well-being and mental health services for children and young people)
- One-to-one, paired or small group support for specific intervention with the SENCO / SEN Teacher, often following the recommendations of a Speech and Language Therapist or Educational Psychologist
- Specific targets set via an Individual Education Plan (IEP) with termly reviews with parents, pupils and outside agency (if involved)
- Exam access arrangements

## **Cognition and Learning**

### **This may include:**

- When pupils learn at a slower pace than their peers, even with appropriate differentiation.  
Areas of need may include:
  - Reading, spelling or handwriting
  - Maths
  - Memory / Processing
- Specific learning difficulties such as dyslexia, dyscalculia and dyspraxia

### **All pupils may access:**

- Quality First Teaching with appropriate differentiation in terms of delivery and outcomes for individual pupils
- Teachers with:
  - An in-depth knowledge of the curriculum and the developmental steps in learning
  - Concrete apparatus for supporting with maths and literacy
  - An understanding of the need to deliver the curriculum in a range of ways to suit different learners

### **Support for targeted groups of pupils may include:**

- Targeted support for identified groups of pupils across year groups using available Teaching Assistant support.
- Blocks of one-to-one or small groups interventions with Teaching Assistants focusing on areas such as: reading, spelling, comprehension, proof-reading and maths.
- Small Maths and English groups in Years 4, 5 and 6

### **Targeted individual support (agreed with parents / pupils) may include:**

- Tailor-made programmes with one-to-one tuition from the SENCO / SEN Teacher / Teaching Assistant
- Individual Education Plans (IEPs) and termly review meetings with parents, pupils and teachers to discuss progress and set new targets
- Liaison with external agencies (Educational Psychologists) and following advice and programmes set
- Exam access arrangements

## **Social, Emotional and Mental Health Difficulties**

### **These may include:**

- Anxiety or depression
- Eating disorders
- Attention deficit disorder / Attention deficit hyperactive disorder
- Attachment disorder

### **All pupils may access:**

- Quality First Teaching with appropriate differentiation
- Support and understanding from all teachers through regular communication and pastoral alerts
- PSHEE lessons
- Class / School Council
- Whole school behaviour and anti-bullying policies
- Class circle times
- Targeted support for identified groups of pupils across year groups using available Teaching Assistant support.
- Support with transition from class to class or from one phase to another
- Use of buddy systems and peer support in the playground
- Encouragement through the 'Skills for Life' programme and school rewards

### **Support for targeted groups of pupils may include:**

- Specific allocated time with the Form Teacher
- Pastoral support from the Head of Prep or Head of Pre-Prep with liaison between home and school
- Nurture groups or social skills led by Teaching Assistants

### **Targeted individual support (agreed with parents / pupils) may include:**

- SENCO / SEN Teacher support with Individual Education Plans (IEPS)
- Counselling from the School Counsellor
- Referral to RISE (Coventry and Warwickshire's emotional well-being and mental health services for children and young people)
- Support from the School Nurse

### **Sensory and/or Physical Impairment**

#### **This may include:**

- Vision impairment
- Hearing impairment
- Physical disability
- Gross / fine motor difficulties

#### **All pupils may access:**

- Quality First Teaching with appropriate differentiation
- Hearing screening for all new pupils
- Use of equipment such as writing slopes and wedge cushions

#### **Support for targeted groups of pupils may include:**

- Gross / fine motor skills intervention support run by Teaching Assistants for individuals or groups of pupils (for example, the Smart Moves physiotherapy programme)
- Observation, support and feedback from PE staff

#### **Targeted individual support (agreed with parents / pupils) may include:**

- Referral to outside agencies such as Occupational Therapy / Physiotherapy / Vision Support Service
- Specific programmes carried out in school by external professionals such as Occupational Therapy, Physiotherapy, specialist teachers (e.g. Braille)
- Individual Education Plans (IEPs) with termly reviews
- Visits from specialist services (e.g. Vision Support) to review progress / provide advice
- Specialist equipment such as magnifiers, enlarged / adapted resources
- Exam access arrangements

<p><b>How does the School monitor the effectiveness of the provision for pupils with SEND?</b></p>	<p>The progress of pupils across the school is tracked by the Senior Leadership Team, Heads of Department, SENCO / SEN Teacher and Form Teachers using termly tests and observation in class.</p> <p>When intervention groups are run by Teaching Assistants, the progress is monitored by the teacher who is overseeing the intervention, against the agreed targets. The teacher will give feedback to parents at agreed times such as Parents' Evenings.</p> <p>The Learning Support Department tracks pupils' progress using formal and informal assessments. They discuss with teachers and pupils their views on the progress pupils have made, which not only includes academic results but gauges the pupils' self-esteem and attitudes to learning.</p> <p>Parents' views are welcomed through regular meetings, including IEP review meetings.</p> <p>Pupils have the opportunity to say how they are feeling about their learning in withdrawal lessons and to recognise their successes in appropriately child-friendly ways (e.g. traffic light systems / smiley faces).</p> <p>Regular meetings take place with the School's SEN Governor. Opportunities for questions or further explanation are provided within Governors' Meetings.</p>
<p><b>What training do staff receive to support pupils with SEND?</b></p>	<p>Teachers and support staff attend training courses or training in school relevant to their needs, in line with the School's Continuing Professional Development programme.</p> <p>Regular whole staff training takes place covering key areas such as: Dyslexia (including processing / working memory difficulties) and Autism Spectrum Condition.</p> <p>The SENCO / SEN Teacher keep up-to-date with developments in the area of SEND through regular attendance at training and liaison with other SENCOs and external professionals. They deliver regular training to staff on areas relating to SEND.</p> <p>The Deputy Head has overall responsibility for staff Continuing Professional Development (CPD) and records and monitors CPD that staff have undertaken.</p>
<p><b>How are pupils supported in their transition from one phase or year group to another?</b></p>	<p>Handover meetings take place between class teachers, the SENCO / SEN Teacher and class teachers, and between SENCOs when pupils are transferring to another school. Extra visits and observations may take place to support the transition of pupils with SEND, as appropriate.</p> <p>Children have the opportunity to meet their new class teacher and become familiar with their new environment through a 'move-up morning'. Form teachers complete Transition Forms for pupils who have been identified as having specific needs or who may need additional reassurance in making the move. The SENCO / SEN Teacher provide Handover Sheets for pupils they support.</p>

	<p>For pupils moving from Nursery to Reception, regular visits to the main school and transition books with photographs of relevant staff and the new classroom may be compiled to prepare the child for their new teachers / Teaching Assistants and their learning environment.</p> <p>When pupils move within the Foundation of schools to their next phase of education, meetings take place between the SENCOs of both schools to share information, including Individual Education Plans (IEPs).</p> <p>When a pupil moves to a school outside of the Foundation, the relevant information is provided via the forms sent to school for completion.</p>
<p><b>Where can I find information about SEND and support offered in Warwickshire?</b></p>	<p>There is a list of services available in the area to support parents and young people in understanding what is available to them and how to access them across education, health and social care. This information can be accessed via: <a href="http://www.warwickshire.gov.uk/send">www.warwickshire.gov.uk/send</a></p> <p>For parental support, parents / carers can also access information about 'SENDIASS' (Special Educational Needs and Disabilities Information, Advice and Support Service) via: <a href="http://www.kids.org.uk/sendiaass">www.kids.org.uk/sendiaass</a></p>
<p><b>What steps should I take if I have concerns about the school's SEND provision?</b></p>	<p>We would like to do our best to resolve any issues through open discussion. You may contact the SENCO / SEN Teacher directly or alternatively, the Head Teacher or Deputy Head would be happy to discuss your concerns.</p> <p>The Foundation has a formal Complaints Policy, though we would always aim to resolve any issues prior to following this route.</p>