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Warwick  
Preparatory  
School

# **SEND and Inclusion Policy**

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# SEND and INCLUSION POLICY

## Section 1

### Introduction

The policy details how Warwick Preparatory School makes provision for pupils who have special educational needs and / or a disability. It applies to the whole of Warwick Preparatory School including the Early Years Foundation Stage.

#### **Statement of Ethos: Warwick Prep**

We place great emphasis on a broad and inclusive education, in a nurturing and supportive environment, whilst striving for excellence in all that we do.

In celebrating each child for the unique qualities they bring to our community, we encourage them to explore and develop their interests, gain confidence in themselves and in their abilities, and seize the rich opportunities life offers.

We seek to prepare all our boys and girls for a life of learning and fulfilment, and for the fast-changing world of the 21st century as responsible, active, and compassionate global citizens.

In all that they do, we encourage our children to 'Aspire, Achieve, Enjoy', and to be the best that they can be.

#### **Statement of Religious Ethos**

Founded on Christian principles, we welcome pupils of all faiths and none. King's High School and Warwick Preparatory School are committed to enhancing the contribution we can make to society as a whole and, in embracing diversity, to equal opportunities for all.

#### **Aims**

*Scholarship* – To foster a love of learning, intellectual curiosity, independence of thought, and effective learning habits.

*Environment* – To provide a safe, stimulating and supportive school environment, where each pupil can feel inspired, challenged and valued.

*Community* – To foster a vibrant school community, built on trust and respect, and instil a sense of social responsibility.

*Character* – To develop resilience and confidence, and to inculcate integrity.

*Opportunity* – To provide a rich and stimulating school experience, where our pupils can explore and develop their interests, gifts and talents, and discover new ones.

The School's aims are 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.

Regard has been shown for the Special Educational Needs and Disability Code of Practice: 0-25 Years (2015), the Equality Act 2010 and the Children and Families Act 2014.

### **Special Educational Needs**

A pupil has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for children of the same age in mainstream schools

Special Educational provision means educational provision that is additional to or different from that made generally for children of the same age.

(SEND Code of Practice 2015)

### **Disability**

Children have a disability if they have a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

(The Equality Act 2010)

This definition has some overlap with the definition of 'special educational needs' but not all pupils are disabled by their SEN and vice versa.

### **Aims of SEND Provision**

- To take into account the age, aptitude and needs of all pupils including those pupils with an EHC Plan.
- To track pupil progress across the school in order to identify pupils with SEND as early as possible.
- To provide suitably for pupils with EHC Plans in place.
- To provide a graduated response to pupils' needs.
- To remove barriers to learning to enable pupils to fully access the curriculum on offer.
- To promote the best possible outcomes in terms of academic progress and emotional well-being.
- To make reasonable adjustments for those with a disability to support access to the curriculum, environment and printed information.
- To monitor the progress of SEND pupils and keep appropriate records.

- To work in partnership with parents at all stages to support their child's learning and well-being.
- To include pupils' views about their targets and progress.
- To work with outside agencies where the pupil's needs cannot be met by the school alone.
- To work in partnership with staff to support pupils with SEND.
- To provide training and advice to teachers / TAs so that they may provide quality first teaching that meets the needs of all pupils.
- To work within the remit of the school's Curriculum Policy.
- To have regard to the SEND Code of Practice 2015.

### **Admissions Arrangements**

The Head is accountable for ensuring the school's admissions process is carried out in line with the Foundation's Admissions Policy. The selection criteria and procedures are laid out in the Admissions Policy and are determined and reviewed from time to time by the Head and Governors. More detail is given in the Admissions Policy which all prospective parents are advised to read.

Further information, regarding the disclosure of information on any special educational needs a child may have, forms part of the admissions process and is detailed in the Foundation Parent Contract Terms and Conditions. As a child progresses through the admissions process, regular up-dates are requested and must be provided. This information allows the school to make reasonable adjustments to the curriculum and learning environment in preparation for pupils starting at the School.

### **Inclusion of Pupils with SEND**

The School is an inclusive community in which children are recognised and rewarded for their contributions, personal progress and achievements.

The School aims to optimise opportunities for participation and achievement across all areas of school activity by:

- Ensuring all pupils have the opportunity to learn and make progress.
- Promoting an inclusive ethos.
- Encouraging understanding, care and respect between pupils.
- Ensuring schemes of work and written plans actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Providing a broad and balanced curriculum available to all pupils, including playtimes, co-curricular activities, day and residential trips.
- Setting clear expectations and suitable targets for all children.
- Practising teaching methods that respond to the needs of individual pupils.

- Supporting pupils in overcoming potential barriers to learning by the structure and methods put in place.
- Recognising that children with SEND may be more vulnerable, and work with relevant adults inside and outside school to ensure they are not disadvantaged and open to abuse including extremism and radicalisation.
- Having a clear Accessibility Plan.

## **Disability and Accessibility**

The School has a Disability Access Plan in place, which is the responsibility of the Head and Governors.

It is the role of the Head and Governors to draw up the Disability Access Plan which considers the present situation and future needs of the school under the following headings:

- increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum
- improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled;
- improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

The Disability Access Plan clearly states how reasonable adjustments have been made and are being considered for the future.

As part of The Equality Act, the School will fulfil its responsibilities to ensure disabled pupils who meet the admissions criteria are not placed at a substantial disadvantage and that reasonable adjustments are made for that pupil.

The School has measures in place to audit a pupil's needs and to determine how best a child's future needs can be met and sustained within the environment. Every case is considered individually and discussion with parents, external agencies and school staff contribute to the decision-making process for each pupil with a disability. The Head has ultimate responsibility for deciding whether a pupil's needs are able to be met by the School.

## **Other Documentation**

Other documentation which may be useful to demonstrate the school's approach to SEND and inclusion are:

- Anti-bullying Policy (WPS)
- Behaviour Policy (WPS)
- Child Protection and Safeguarding Policy (Foundation)
- Curriculum Policy (WPS) and EYFS Policy (WPS)
- English as an Additional Language Policy (WPS)
- Educational Visits Policy and Procedures (Foundation Policy, WPS Procedures)
- Equal Opportunities (WPS)

## **Section 2**

# **Roles and Responsibilities for the Coordination of SEND Provision**

### **Teachers**

In the SEND Code of Practice, 2015, it is stated that:

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff'.

Teachers' duties with regard to pupils with SEND include:

- Providing quality first teaching differentiated for individual pupils. Ensuring learning is personalised and that there are high expectations for pupils.
- Carefully choosing resources and organising Teaching Assistants effectively to support pupils with SEND.
- Providing individual / group support which is shown on termly Class Provision Maps and tracked through assessment and observation.
- Supporting and following IEP targets and EHC Plans where appropriate.
- Discussing with Learning Support staff pupils of concern and keeping relevant observations and assessments.
- Tracking pupil progress.
- Keep appropriate records on individual / group interventions.
- When appropriate, raising concerns with parents / Learning Support Department and working in partnership to support pupils.
- When appropriate, provide access arrangements during assessments and tests.
- Keeping specialist staff informed of pupils within their class for whom there may be concerns and gathering additional information on pupils.
- Liaising with the Learning Support Department regarding the use of resources and teaching strategies.
- Identifying specific needs regarding training and attending courses appropriate to these needs.
- Ensuring appropriate records and information are transferred to teachers / schools as part of the transition process.

All Teaching Assistants have a duty to support the teacher in carrying out the above duties.

Specifically, within the EYFS, the Teaching Staff and Teaching Assistants deliver an education that:

- Plans for the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs.

- Demonstrates a clear approach to identifying and responding to SEND.
- Monitors and reviews progress throughout the early years.
- Provides early support and intervention using the cycle of action assess/plan/do/review to create a graduated response to needs.
- Draws in external help or specialists as required, involving parents and carers.

### **SEN Information for Teaching Staff**

The Learning Support Department ensures that all teaching staff are aware of pupils with SEND. The information for staff includes:

- Access to SEND information on isams and the school's staff shared area on the network.
- A copy of the SEND and Inclusion policy.
- The SEND (Special Educational Needs and Disability) Pupil List which provides a summary of the pupils' needs and level of support in each class.
- Individual Education Plans (IEPs) which inform staff of the precise nature of a pupil's needs and targets so they can be integrated into the planning of lessons.
- Information from specialist reports such as Speech and Language, Physiotherapy, Occupational Therapy and Educational Psychology so that staff are able to implement recommended strategies in their teaching.

In addition to this, staff are expected to consider recommendations from assessment reports, seek advice or borrow specific teaching materials from the Learning Support Department to support pupils in their class.

### **The Learning Support Department**

The Learning Support Department is staffed by a full-time school Special Educational Needs Co-ordinator (SENCO), Miss Elizabeth Eastwood, (BSc Hons, PGCE, OCR Certificate - SpLD, Post Graduate Certificate – SpLD, SENCO Award).

Ms Monica Williamson (Bachelor of Education (Hons), Diploma in Language and Communication, Module in SpLD, SEN Practice Award) works part-time as a Pre-Prep Special Needs Teacher.

The SENCO, Miss Elizabeth Eastwood oversees the running of the Learning Support Department and has responsibility for the day-to-day co-ordination of SEN provision in the school. Ms Monica Williamson oversees the day-to-day co-ordination of SEN provision in the Pre-Prep Department. A Teaching Assistant carries out intervention groups or paired / individual work with pupils, as directed by the SENCO / Pre-Prep SEN Teacher, three days per week. Additional staff may also be employed to support pupils, as required. Regular meetings are planned to enable sharing of information and planning for support of pupils.

The key roles of the School SENCO and SEN Teacher are to:

- Track pupil progress through evaluation of assessment results and help identify pupils needing support.
- Carry out assessments as appropriate to the age of the pupil.
- Organise provision for pupils with SEND.
- Make recommendations to the Head regarding the best allocation of LA funding in relation to pupils with an EHC Plan.
- Ensure the LA carries out an annual review for pupils in the school who have an EHC Plan.
- Provide specialist teaching through individual, paired or small group lessons and in-class support; evaluate, monitor and record progress.
- Ensure the practical provision for pupils as set out within an EHC Plan.
- Write Individual Education Plans in liaison with parents, pupils and teachers, and review progress regularly.
- Monitor the progress of pupils supported by the Learning Support Department.
- Keep up-to-date pupil records.
- Work in partnership with staff and support them to ensure the needs of SEND pupils are catered for and monitored.
- Provide support to staff in identifying pupils with possible SEND.
- When appropriate, support staff with the setting-up, resourcing and monitoring of intervention programmes.
- Provide support and advice to teachers, visiting classes to observe and support learning, as appropriate.
- Provide support and advice to parents.
- Contribute to, and ensure, an up-to-date list of pupils with SEND.
- Provide staff with relevant information on pupils with SEND, ensuring information is confidentially shared.
- Plan appropriate training for staff, in agreement with the Deputy Head, to support pupils with SEND.
- Make referrals to / liaise with external agencies.
- Keep up-to-date with current requirements and legislation relating to SEND and inform the Senior Leadership Team of key issues.
- Ensure confidential information is stored in electronic version and/or in a locked cupboard.
- Ensure the correct and appropriate storage of SEND information after a pupil leaves the school.

## **The Head**

The Head Teacher has overall responsibility for the quality of education provided and devolves the day-to-day co-ordination of SEND provision to the Special Educational Needs Coordinator (SENCO).

### The Head has a duty to:

- Ensure that the school has experienced and well qualified staff within the Learning Support Department.
- Ensure that staffing levels within the Learning Support Department and across the school are adequate to support pupils with SEND.
- Oversee the allocation of LA funding in relation to pupils within the school who have an EHC Plan to ensure the needs of the pupil/s are appropriately met. Appropriate records of how funds are spent should also be kept and are the responsibility of the Head.
- Ensure information regarding funding and provision in relation to pupils who have an EHC Plan is accessible to inspectors as requested, as proof that the pupil is being properly provided for.
- Provide appropriate funding to support the work of the Learning Support Department and to enable ongoing development.
- Liaise regularly with the SENCO to monitor progress within the Learning Support Department, and delegate the broader curriculum responsibility to the Deputy Head.
- In conjunction with the Senior Leadership Team and Heads of Department, develop whole school intervention programmes that raise pupil standards; and monitor the support put in place through classroom observations.
- Plan for regular training in relation to SEND to enable teachers to feel confident in carrying out their role.
- Allow opportunities for staff to discuss pupils with SEND regularly.
- Be aware of current and new legislation linked with inclusion, disability and SEN provision in independent schools.
- Review, monitor, implement and evaluate policies linked to inclusion, disability and SEN, including the Admissions Policy and Disability Access Plan.
- Advise, together with other members of the Senior Leadership Team, parents of the suitability and appropriateness of schools at the end of Key Stages 1 and 2, in relation to pupils with SEND.

## **Governing Body**

The named governor for SEND is Mrs Ruth Weeks who attends regular meetings with the SENCO.

### The Governing Body has a duty to:

- Be satisfied that the School makes the necessary provision for pupils with SEND.
- Be satisfied that the needs of children with SEND are made known to all who are likely to teach them, and that teachers are aware of the importance of identifying, and providing for, those pupils who have special educational needs /disability.
- Ensure that pupils with SEND join in with the normal day-to-day activities of the school as far as is reasonably practical.
- Meet regularly with the SENCO to discuss the SEND strategy within the school.
- Be aware of the Accessibility Plan and the extent to which the school is meeting the targets of the plan and making reasonable adjustments for pupils with disabilities.
- Ensure there is developmental provision for SEND with the School Development Plan (through the Subject Action Plan) and be aware of targets set.
- Aim to attend training courses as appropriate.
- Show due regard for the SEND Code of Practice when carrying out its duties.
- If requested, discuss the school's SEND provision with ISI inspectors.

## **Section 3**

# **Identification, Assessment, Intervention, Review and Record Keeping**

### **Categories of SEN**

There are four broad areas of need (with examples shown for each area):

#### **1. Communication and Interaction**

- Speech, language and communication needs
- Social communication
- Autism

#### **2. Cognition and Learning**

- When children learn at a slower pace than their peers, even with appropriate differentiation
- Specific learning difficulties such as dyslexia, dyscalculia and dyspraxia

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

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

#### **4. Sensory and/or Physical Needs**

- Vision impairment
- Hearing impairment
- Physical disability

The Learning Support Department supports pupils with needs in all the above categories. However, the Head of Prep and Head of Pre-Prep both have key roles in the pastoral care of pupils in school and often have responsibility for pupils who display Social, Emotional and Mental Health difficulties. In addition, Mrs Helen Webb provides counselling for pupils on a part-time basis, liaising with the Head of Prep and Head of Pre-Prep to identify pupils requiring support. With parental agreement, pupils may receive a block of counselling sessions in school. The School Nurses may also be involved in some specific instances.

## **English as an Additional Language (EAL)**

The School recognises the importance of meeting the individual learning needs of pupils for whom English is an additional language. Through careful monitoring and assessment, we aim to ensure that the needs of such pupils are understood, to allow them to access a broad and balanced curriculum. Various measures are implemented to help pupils integrate within the normal classroom environment as quickly as possible. This includes support within the classroom, use of specific resources, advice to parents and liaison with appropriate professionals.

The Learning Support Department, together with other identified colleagues, will ensure there is appropriate provision put in place as best suits the needs of each individual listed as having EAL. For pupils with greater need, withdrawal support may be offered to target their individual needs.

The School recognises that lack of competence with English should not be misinterpreted as a learning difficulty.

The School has an English as an Additional Language Policy and a record of pupils for whom English is an Additional Language on the central system. Links are made with King's High School and Warwick Senior School for additional advice from the SENCOs / EAL Teachers, when needed.

### **Identification**

The School believes in the early identification, assessment and provision of support for pupils with a learning difficulty and considers this to be a responsibility of the school as a whole.

There is a continual cycle of assessments for each year group within school. Each pupil's results are put onto data sheets so that progress can be tracked and discussion of individual pupils' progress takes place at regular Pupil Progress Meetings. Results are also discussed with parents at Parents' Evenings and some data is presented in written form on school reports for parents. In addition, at regular meetings, Form and Specialist Teachers have the opportunity to raise any concerns relating to pupils and, from these, appropriate action is decided upon.

Information on any potential SEND is gathered from 'Confidential Information to Support Learning' forms provided by parents prior to entry to the school. This includes family history of difficulties. Parents of pupils who are new to the School are requested to update the School of their child's needs regularly within the admissions process. Where appropriate, contact is made with parents by the SENCO, Pre-Prep SEN Teacher, Head of Nursery or Head of Pre-Prep and this could include pre-visits or requesting further information.

To help identify pupils who may have learning difficulties, pupils' progress is monitored by referring to:

- Performance in class as observed by the teacher / SENCO / Pre-Prep SEN Teacher as part of on-going assessment and observation
- Results from standardised testing carried out throughout the course of the academic year
- Reading, writing and maths results
- Discussion at Pupil Progress Meetings
- Information from external professionals
- Assessment by the Learning Support Department
- Input from parents and pupils

### **Causes for Concern**

Concerns can be raised by teachers or parents and may relate to:

- Lack of academic progress resulting in lower than expected attainment
- Frustration with acquiring skills or completion of homework
- Emotional or behavioural issues / changes in behaviour or attitude
- Attention and focus
- Sensory or physical difficulties
- Expressive and / or receptive language
- Social communication and interaction

### **Referrals**

A pupil can be referred to the Learning Support Department through the following means:

- Teacher (Form or Specialist) concerns, using the Concern Form provided to indicate areas of concern and strategies / interventions already tried in class (see Appendix A – Graduated Response to Supporting Pupils)
- Discussion in Pupil Progress Meetings / Prep and Pre-Prep Meetings
- Results from tests or screening procedures
- Parental concerns

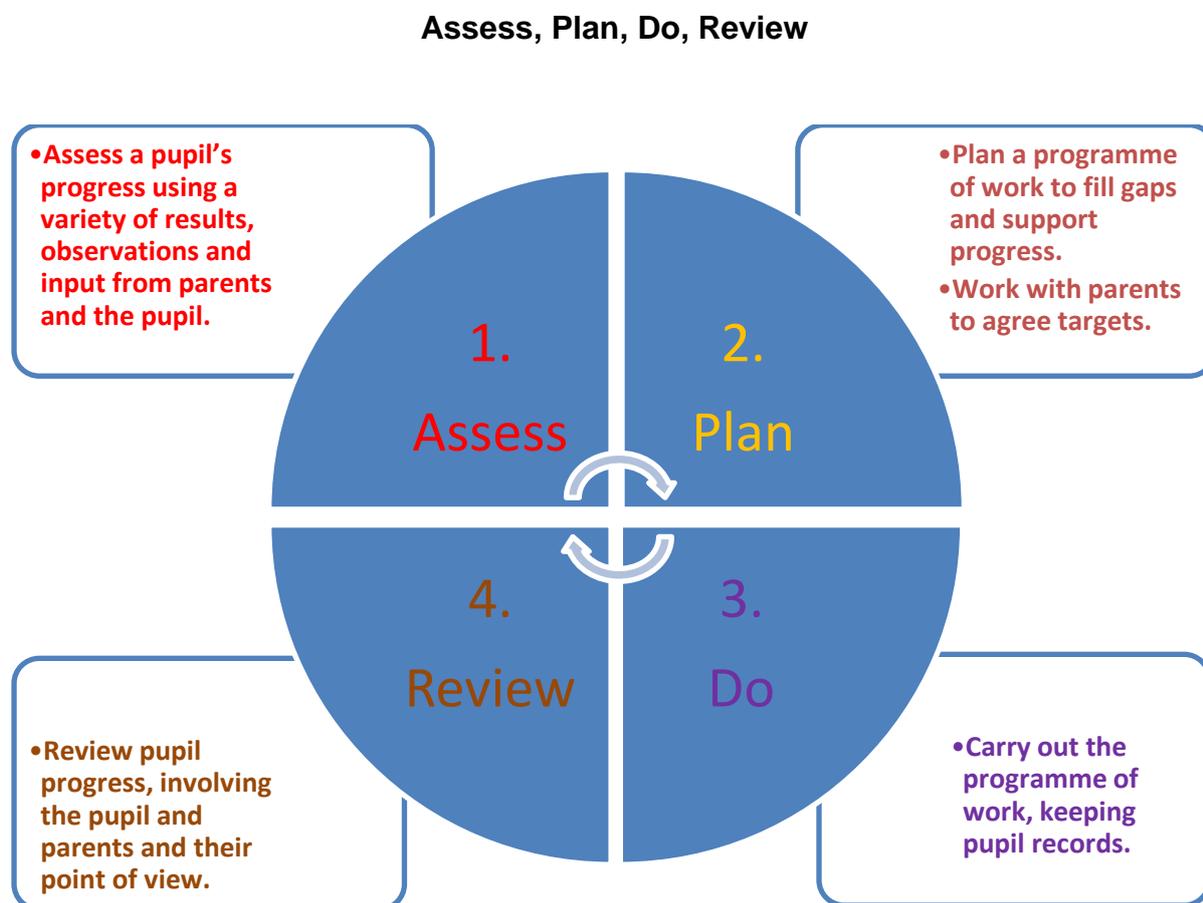
### **Support for Pupils**

Decisions are made in conjunction with Form Teachers and parents about the support for the pupil. This may include:

- Class targets and specific teaching strategies
- Additional resources for use in class
- Activities for implementation at home
- Small group or one-to-one support in class
- Withdrawal lessons with a member of the Learning Support Department
- Referral to an external professional

## Assess, Plan, Do, Review

The SEND Code of Practice (2015) outlines a graduated approach (Assess, Plan, Do, Review) to meet the needs of pupils with SEND, which is followed at Warwick Preparatory School (see Appendix 1). Through each cycle of intervention, the targets become more precise and refined.



The Assess, Plan, Do, Review cycle is used whenever a child's needs are being targeted. Support may be within the class or through the Learning Support Department.

### Class Level Intervention

At an initial stage of concern, support may be offered through clearly differentiated work, adapted resources and targeted TA or teacher support.

If more support is needed, targeted group or individual interventions in class may be put in place. This may be enough to provide the pupil with the boost required to make progress and fill any gaps in their learning.

**The cycle of support may be as follows for group interventions led by the teacher:**

**Assess:** Teachers use test results / class observations to identify pupils needing specific support in class.

**Plan:** The Form Teacher will meet with parents to plan the next steps in the pupil's learning, such as use of specific resources and activities for home.

**Do:** Pupils may be offered extra support in class or in a small group run by the Teaching Assistant. A programme of work will be carried out and parents will be involved in understanding and supporting targets. This group work may be supported by the Learning Support Department. Short records will be kept in relation to targets set. The pupil will be added to the Class Provision Map.

**Review:** Teachers will meet with parents at agreed times such as Parents' Evenings to discuss progress in group interventions.

### **Examples of Group Interventions**

Group interventions that are regularly in place target:

- fine / gross motor skills
- speech and language development
- social skills
- listening skills
- phonological awareness
- phonics / spelling / proof-reading skills
- reading and comprehension
- maths

The Learning Support Department liaises with teachers and TAs to support with the identification of pupils and to put in place interventions with the appropriate resources. If helpful, the Learning Support Department and Lead Teaching Assistants will model group session for TAs in order to share good practice.

Group interventions are regularly reviewed, and pupils moved in and out of groups depending on their needs and progress.

Parents are kept informed at all stages and consulted on how they may support their child at home.

## **Learning Support Department Input**

Where a pupil fails to make progress despite quality teaching in class and group interventions, or if it is evident the child has SEND, additional support will be provided by the Learning Support Department. This often involves a weekly withdrawal lesson (individually, in a pair or small group) to target needs through specialist teaching. Withdrawal lessons are timetabled during the school day in agreement with Form and Specialist Teachers. These take place in two designated rooms in the middle of the school.

Targets and strategies are agreed with teachers, parents and pupils. Support for both the strategies and targets is provided in class.

## **The Assess, Plan, Do, Review cycle will be as follows:**

### **Assess:**

- A Concern Form will be filled in by the Form Teacher and given to the SENCO; the teacher will let parents know of this step.
- Observations, assessments, use of test results, feedback from teacher input, analysis of work samples and reports from external professionals may be used to identify a pupil's strengths and weaknesses.
- Feedback on assessments will be given to Form Teachers and parents. Should there be a written report, a copy will be put in the pupil's folder which is securely stored in the Learning Support Department.
- Information and concerns from parents and pupils will also be taken into account.

### **Plan:**

- A meeting will take place to give feedback on observations / assessments and to plan the next steps in supporting the pupil. The teacher and SENCO / SEN Teacher, in consultation with the parents and pupil, will agree the adjustments and interventions to be put in place, the expected impact on progress and the process of review.
- If appropriate, one-to-one, paired or small group support will be offered by the Learning Support Department. If this is the case, an Individual Education Plan (IEP) will be written following discussion with parents and clear targets will be set. Teachers are responsible for supporting these targets in class, where appropriate. Follow-up class work may be given as well as a small amount of weekly homework. The pupil will be added to the List of pupils with SEND.

**Do:**

- The agreed interventions will be carried out. The class teacher should remain responsible for working with the pupil on a day-to-day basis, including where interventions involve group or one-to-one teaching away from the main class.
- The SENCO supports with further assessment, helping to find solutions and advising on the implementation of support.

**Review:**

- Progress on IEP targets is normally reviewed once a term. Prior to the meeting with parents, information will be gathered from teachers as well as any recent test scores (school and LS Department). Parents will be asked for their views on their child's progress and future targets. The pupil will also have the opportunity to discuss their achievements and what they would like to learn next. Older pupils may be invited to part of the IEP review meeting.
- If appropriate, external professionals such as Speech and Language Therapists, Educational Psychologists or the Integrated Disability Service will provide advice and recommendations and may also attend the meetings. At each review, the level of support a pupil needs will be agreed.

**Individual Education Plans (IEPs)**

An Individual Education Plan or Behaviour Plan is used to plan the interventions for pupils and include:

- Review meeting discussion – key points raised by parents / teachers; progress on previous IEP targets
- Background information
- Strengths and Interests / Areas of Need
- Two to three new key targets to be worked on for an agreed period of time and staff responsible
- Teaching strategies to be used to help the pupil achieve the set targets
- Provision of support (details of withdrawal lessons, support in class / at home, external agencies' in-put)
- Success criteria – Learning Support staff, Form / Specialist teachers, parents and pupils contribute towards determining if targets have been met
- Review date (one review meeting each term or more if needed)
- Parental agreement (IEP / Behaviour Plan to be signed by the SENCO / SEN Teacher / Form Teacher and parent to indicate information has been shared and agreed to)

## **Monitoring and Review of Progress**

Pupils' progress is monitored through:

- Scores from year group standardised assessments
- Learning Support Department assessments
- Achievement of IEP targets
- Continual assessment for learning
- Teacher observations and feedback
- Parental and pupil views

## **External Agencies / Professionals**

The Form Teacher or a member of the Learning Support Department may advise further assessment of pupils with SEND who are finding it difficult to make satisfactory progress or who may have specific needs that would benefit from a referral to an external professional. This may include the Speech and Language Therapy service, Physiotherapy / Occupational Therapy Service, Child and Adolescent Mental Health Service (CAMHS), the Integrated Disability Service (IDS) or an Educational Psychologist.

Some assessments may take place in school, particularly where a high level of collaboration is required with school staff, but other assessments may take place outside of school. This is agreed with parents on an individual basis.

Similarly, on-going support by external professionals may or may not take place in school. Each case will be looked at on an individual basis and a number of factors will be taken into account in reaching the decision. This would include: the age of the pupil, the type of learning difficulty, the impact of the pupil's difficulty on accessing the curriculum and the level of liaison required with staff. Practical issues such as number / length of sessions, disruption to normal lessons, room availability and level of supervision / liaison needed would also be considered. The relevant paperwork (including DBS checks) will be sought from professionals and, where necessary, agreement letters sent to parents. Where sessions can be facilitated within school hours, the School is unable to provide a member of staff from WPS to be present. Parents will need to provide consent that their child will not be supervised by a member of School staff.

## **Education, Health and Care Plans (EHC Plans)**

When a pupil's needs are significant and unable to be met by the normal SEND provision within school, the Local Education Authority will be contacted to request an Education, Health and Care needs assessment, which may result in an Education, Health and Care Plan. An EHC Plan is a legal document describing the child's needs, the provision necessary to meet the needs and the appropriate educational placement. For pupils with an EHC Plan, reviews of targets will take place termly (or more often if needed) and an Annual Review will take place to review the pupil's progress towards

achieving the outcomes specified on the plan and whether these targets remain appropriate.

### **The Local Offer**

This 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: [www.warwickshire.gov.uk/send](http://www.warwickshire.gov.uk/send).

Parents / carers can also access information about 'SENDIASS' (Special Educational Needs and Disabilities Information, Advice and Support Service) via: [www.kids.org.uk/sendiaass](http://www.kids.org.uk/sendiaass).

### **Record Keeping**

Teachers are responsible for maintaining clear and concise records for pupils in intervention groups that they run. The SENCO / SEN Teacher are responsible for keeping and maintaining records relating to the needs of pupils on the SEND Pupil List. A separate list of pupils for whom there is a Record of Concern is also kept.

The SENCO is responsible for keeping and maintaining a list of pupils with EAL.

Each pupil has an individual folder held in the Learning Support Department. Copies of IEPs, assessments and meeting notes are held in the pupil's folder in a locked cupboard.

For pupils receiving withdrawal support, an individual file is set up in relation to these lessons. Notes are kept after each lesson as a record of the work covered and to inform the next steps in teaching. The IEP, specific programmes of work and completed activities are kept together in this file.

Teaching staff are responsible for keeping appropriate records on observations, assessments and progress observed regarding SEN pupils. For group interventions records will be kept.

All Special Educational Needs files, reviews and Individual Education Plans are kept until each pupil's 25<sup>th</sup> birthday (DOB + 25 years). Files are securely stored in school.

All files relating to pupils with an Education, Health and Care Plan are kept until each pupil's 30<sup>th</sup> birthday (DOB + 30 years). Files are securely stored in school.

Advice and information given to parents regarding educational needs is kept until closure + 12 years. Information is securely stored in pupil files in school.

The School's accessibility strategies are kept until closure + 12 years.

## **Staff Training**

The SENCO / SEN Teacher regularly attend training courses and conferences in order to remain up-to-date with key areas relating to SEND. Relevant information is disseminated to staff through printed information, meetings and training sessions. Staff are also offered training to support the needs of pupils in their class, as appropriate. offer and arrange training on key areas relating to SEND.

A wide range of books is available for reference by teachers and Teaching Assistants and these are held in the staff room.

## Section 4

### Other Information

#### Transition

- For pupils with SEND moving to the next class within Warwick Prep School, the Learning Support Department provides Handover Sheets which detail the level of support the pupil receives and the support needed in class. Meetings may also take place to provide a greater level of detail.
- Handover meetings take place between Form Teachers and English / Maths Teachers (Prep Department). Information on SEND pupils is passed to the new teacher. This includes information relating to IEPs and reports from external professionals.
- The children have the opportunity to meet their new teacher and become familiar with their new classroom through a morning spent in their next class; 'move-up morning' takes place in June.

#### School Transfer

##### ***Children Moving from another School to Warwick Preparatory School***

Normally, once a pupil has visited the school for a taster day or an assessment, information from the child's previous school is requested by the School's Admissions and Marketing Manager in the form of a Confidential Transfer Report. On this form, the school has the opportunity to disclose any Special Educational Needs / Disability the pupil may have and additional support they have received.

##### ***Children Leaving Warwick Preparatory School***

**Warwick Junior School** requires Warwick Preparatory School to complete a confidential report form for all boys applying for a place at Year 3. This document is completed by the Form Teacher. Details of Special Educational Needs are discussed between senior staff at the two schools. Before the boys move from Warwick Prep to the Junior School, a meeting is held between the Special Educational Needs Co-ordinators to pass on information regarding the pupils' needs and the type of support that has been provided. The SENCO may also visit the classes prior to their move to the Junior School or attend the last IEP review meeting.

**King's High School** requires Warwick Preparatory School to complete a confidential report form for all girls applying for a place in Year 7. This document is completed with input from Form Teachers, Specialist Teachers and the SENCO. A pupil's Special Educational Needs and any support received in school will be noted on this form. Before the girls move from Warwick Prep to King's High School, a meeting is held between the Special Educational Needs Co-ordinators to pass on information regarding the pupils' needs and the type of support that has been provided.

If a child leaves Warwick Preparatory School to attend another school outside the Warwick Independent Schools' Foundation, records are forwarded once a request by the new school has been made. Schools that request information may be sent a copy of the pupil's last school report and any special educational needs will be noted on this form. As well as this, a Records Transfer form – Outgoing Pupil is completed and any special educational needs that the pupil may have are indicated on this too.

In all the above circumstances, copies of Individual Education Plans will be forwarded, if requested.

### **Complaints and Concerns**

Parents who have concerns about any aspect of the SEND provision should discuss these in the first instance with the SENCO.

The Deputy Head or Head is also available to discuss any concerns or queries that parents may have.

Should issues not be resolved at the initial stage, then parents should follow the guidelines as laid out in the Foundation's Complaints Policy which is available on the school website.

### **Policy Monitoring and Review**

This policy is monitored by the Governors, Head and the Deputy Head. It will be reviewed and amended each academic year by the SENCO, SEN Teacher and Senior Leadership Team in consultation with other staff.

### **Evaluating the Success of the SEND and Inclusion Policy**

The success of the SEND policy will be determined by the following criteria:

- Pupils with SEND have been identified as early as possible and appropriate provision has been put in place.
- Staff are fully informed of the needs of pupils with SEND and are able to make appropriate provision for them.
- Parents are happy with the support provided for their child and feel well-informed and included in the process of intervention and review.
- Pupils with SEND are making satisfactory progress against set targets / agreed outcomes. Pupils are showing greater confidence and are enjoying success in their learning.
- Pupils feel the school's procedures are inclusive and promote and value diversity and difference.
- The advice and support of external professionals has been sought where appropriate to further support pupils with SEND.
- Due regard has been shown for the SEND Code of Practice (2015).

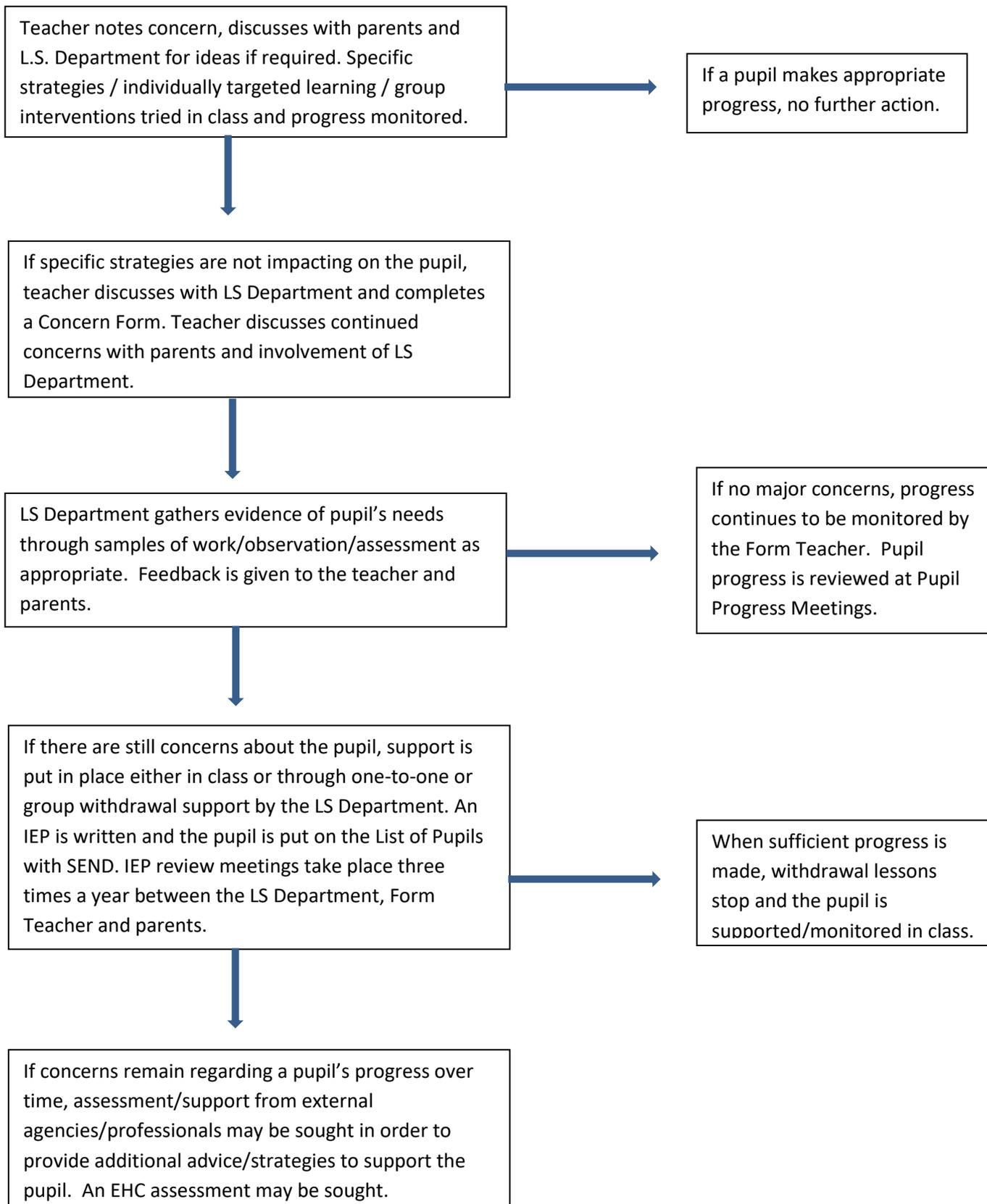
The Learning Support Department is also subject to evaluation through the School's framework for monitoring and evaluating teaching and learning.

APPENDIX A



Warwick Preparatory School

Graduated Response to Supporting Pupils



## APPENDIX B



# Warwick Preparatory School

## Communication with Parents

The SENCO / SEN Teacher are keen to work in partnership with parents at all stages, in order to support pupils' learning and well-being.

Information is gathered and shared in the following ways:

- Parents complete 'Additional Information to Support Learning' form prior to their child starting at Warwick Preparatory School. The SENCO / SEN Teacher may discuss this further with parents, and with their permission, may contact any external professionals who are involved with their child.
- Prior to the assessment of a pupil within school, the Form Teacher, SENCO or SEN Teacher will make contact with parents to seek permission. A follow-up meeting will then be held to give feedback on assessments and any further action needed.
- When a pupil is receiving direct support from the SENCO / SEN Teacher, an Individual Education Plan (IEP) will be written, detailing the key areas to be taught and targets for the pupil. Parents receive a copy of the IEP. A termly meeting will be held with parents to review IEP targets and to set new targets, if appropriate.
- Parents are welcome to telephone or arrange a meeting for up-dates in between the IEP review dates, if they so wish.
- For referrals to external agencies or professionals, discussion will take place between the SENCO / SEN Teacher and parents prior to the process starting. Advice will be given by the SENCO / SEN Teacher about the best route to follow for assessments. Follow-up meetings with professionals, parents, the SENCO / SEN Teacher may also take place.