



Buxlow Preparatory School & Nursery
SEND Policy

September 2024

1 Introduction

- 1.1 By SEND we mean “Special Educational Needs and Disability” in relation to any enrolled children requiring additional academic and / or physical support. This policy aims to provide an overview of our developing SEND provision and philosophy (see Aims).
- 1.2 This school provides a broad and balanced curriculum for all children. The curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 1.3 All staff take account of any SEND requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.
- 1.4 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
- 1.5 The Equality Act 2010 identifies the fact that some children with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We assess each child as required, and make the appropriate provision, based on their identified needs and within the school’s available resources and infrastructure.

2 Aims and objectives

- 2.1 The aims and objectives of this policy are:
 - to create an environment that meets the special educational needs of each child
 - to ensure that the special educational needs of children are identified, assessed and provided for
 - to identify the School’s SENDCO (Special Educational Needs and Disabilities Coordinator, sometimes referred to as the Additional Needs Coordinator)
 - to make clear the expectations of all partners in the process
 - to identify the roles and responsibilities of staff in providing for children's special educational needs
 - to enable all children to have full access to all elements of the school curriculum
 - to ensure that parents or carers are able to play their part in supporting their child's education
 - to ensure that our children have a voice in this process

3 Educational inclusion

- 3.1 In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:
 - have different educational and behavioural needs and aspirations
 - require different strategies for learning
 - acquire, assimilate and communicate information at different rates
 - need a range of different teaching approaches and experiences

3.2 Staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all their senses and of varied experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning
- consulting with and receiving guidance from the SENCO.

4 Special Educational Needs and Disability

4.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

4.2 Many of the children who join us have already been in early education. In many cases, children join us with their needs already assessed. All children are assessed when they enter our school, and on an ongoing basis, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

4.3 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents or carers informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents/carers feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

4.4 We will record, either in an Education Health Care Plan (EHCP) or IEP, particulars of the case and the strategies used to support the child. To better involve pupils in their own support program a "Academic Alert" will summarize the EHCP to include the short-term targets set for the child. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place termly. This allows for the child's input so as to generate self-awareness and ownership of targets and achievements. It is phase-specific (i.e. for Lower School and Upper School).

4.5 If the assessment / review identifies that support is needed from outside services, we will consult parents/carers prior to any support being actioned. The new strategies in the EHCP will, wherever possible, be implemented within the child's normal classroom setting.

4.6 In our school, the SENDCO is **Ms Patricia Kelly**. She:

- manages the day-to-day operation of the policy
- co-ordinates the provision for and manages the responses to children's special needs
- supports and advises colleagues
- oversees the records of all children with special educational needs
- acts as the link with parents and carers
- acts as the link with external agencies and other support agencies
- monitors and evaluates the special educational needs provision, and reports to the Head Teacher
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs
- contributes to the professional development of all staff

5 The role of the Head Teacher

- 5.1 The Head Teacher has due regard to the Code of Practice (2015) when carrying out its duties toward all children with special educational needs.
- 5.2 The Head Teacher does his/her best to secure the necessary provision for any child identified as having special educational needs. The Head Teacher ensures that all teachers are aware of the importance of providing for these children. The Head Teacher ensures that parents or carers are notified of any decision by the school that SEN provision is to be made for their child.

6 Allocation of resources

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

7 Assessment

- 7.1 Early identification is vital. Parents are informed of a child's progress through normal reporting procedures, which include Academic Alerts informing parents that a child may not be making the progress that is expected of them.

Where a member of staff has a specific concern over a pupil, they should first contact the SENDCO to discuss the observed attributes to determine the next steps. There are opportunities to discuss the child during staff meetings so that a broad picture of the child can be developed if necessary. The Headteacher may also outline concerns when scrutinising assessment data.

- 7.2 The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

If deemed appropriate, external sources of assessment may be utilised to obtain insight into a specific area of need as identified by the class teacher and/or SENDCO. This may involve online assessments or external specialists.

The class teacher informs the parents or carers at the earliest opportunity to alert them to concerns, the nature of the assessment and enlist their active help and participation.

- 7.3 Once needs have been identified, the SENDCO and class teacher work closely with parents/carers. Teachers plan an appropriate programme of support by writing an Academic Alert to inform all individuals of the targets for development. Each Academic Alert has a review date on it at which point parents will be invited to discuss the child's progress and identify new targets.

- 7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

8 Access to the Curriculum

- 8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities
- experience levels of understanding and rates of progress that bring feelings of success and achievement

- 8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

- 8.3 The Academic Alert is used to agree targets with the child and his/her parents and provide an overview of the step-by-step /scaffolding support the school provides. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.
- 8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, however, when to maximise learning, we ask the children to work in small groups or in a one-to-one situation outside the classroom. Teachers differentiate learning as a matter of routine.

9 Partnership with parents and carers

- 9.1 The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers, and maintaining a positive relationship between parents and the School is central to this. Parents and carers have much to contribute to our support for children with special educational needs.
- 9.2 We have regular meetings each term to share the progress of special needs children with their parents or carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.
- 9.3 Where we feel a child would benefit from additional support we consult with parents and outline our assessment findings, and we seek to agree targets with parents and carers input. We believe that Buxlow Preparatory School has a responsibility to all pupils and will make its own adaptations even in the event that a parent is unwilling or unable to discuss their child's identified additional needs. Naturally we seek to work in harmony with parents and make adjustments also on the basis of feedback related to their own child.

10 Child participation

- 10.1 In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.
- 10.2 Children are involved at an appropriate level in setting targets in their Academic Alert and in the six month review meetings. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

11 Monitoring and review

- 11.1 The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and the Proprietor with regular summaries of the impact of the policy on the practice of the school.
- 11.2 The SENCO is involved in supporting teachers involved in drawing up EHCPs and Academic Alert for children.
- 11.3 The Proprietor reviews this policy annually and considers any amendments in the light of the annual review findings.

*This policy was reviewed and updated in Autumn 2024
The next review will take place in Autumn 2025 or in light of relevant regulatory changes.*

Signed: Amit Mehta (Proprietor)

Appendix 1 – Referral Flow Chart

