

Buckingham Preparatory School

'Together we nurture, we inspire, we achieve'



Provision for Learning and SEND Policy

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BUCKINGHAM PREPARATORY SCHOOL

ADMISSIONS POLICY FOR NURSERY, RECEPTION, INFANTS AND JUNIORS

Revised: Sep 2017 (to be reviewed in Sep 2018)

This policy applies to EYFS, Infants and Juniors

Buckingham Preparatory School policies

This policy should be read and adhered to in conjunction with the following Buckingham Preparatory School policies:

- Accessibility Policy
- Equal Opportunities Policy
- SEN Policy

Buckingham Preparatory School's Provision for Learning Coordinator is Miss Rebecca Thompson.

If you have an SEND or other issue regarding provision you are invited to email Rebecca Thompson: thompsonr@buckprep.org.

This policy applies to the Early Years Foundation Stage (EYFS), Infant and Junior School.

Introduction

The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants.

The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow. All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential.

Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

MISSION STATEMENT

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles and needs. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care. Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

INCLUSION STATEMENT

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. Our SEND and Provision for Learning Policy reinforces the need for quality- first teaching that is fully inclusive. The Governors of the School will ensure that appropriate provision will be made for all pupils with SEND.

Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil needs

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

ADMISSION ARRANGEMENTS

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEND and Disability Code of Practice (2015) we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

MANAGEMENT OF SEND WITHIN SCHOOL

The governing body has delegated the responsibility for the day to day implementation of the policy to the Provision for Learning Coordinator who has Qualified Teacher Status. The management of SEND is also supported by the administration staff. All school staff have a responsibility for pupils with SEND and Learning Support in their class, firstly to ensure quality-first teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions. Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil-centred.

MANAGEMENT OF SEND WITHIN THE NURSERY AND PRE-SCHOOL

While the nursery and pre-school follow the same procedures as the rest of the school and also work closely with the Provision for Learning Coordinator, referrals are sent through the London Borough of Harrow as soon as a concern is raised. Normal procedures then commence and a support plan is put in place while the school waits to hear back from the borough.

The Provision for Learning Coordinator is responsible for:

- Overseeing the day-day operation of this policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers from nursery to Year 6.
- Managing learning support assistants
- Overseeing the records on all children with SEND or specific learning needs.
- Liaising with parents of children with SEND (in conjunction with class teachers)
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

The Provision for Learning Coordinator is responsible for reporting to the governor with responsibility for SEND on the day-day management of SEND policy.

IDENTIFICATION AND ASSESSMENT

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2015:

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health Difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability
- Attendance and Punctuality
- Health and Welfare
- Being a Looked After Child (LAC)
- Being a Child of a Service woman/man.

The Provision for Learning Coordinator is a member of the senior leadership team, who works closely with class teachers, and uses whole school tracking data as an early identification indicator. We use a number of additional indicators of special educational needs:

- The analysis of data, including entry profiles at FS1 and 2, and end of FS data
- Reading ages, annual and termly pupil assessments
- The use of our local authority SEND criteria
- Termly pupil progress reviews

- Following up parental concerns
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The Provision for Learning Coordinator maintains a list of pupils identified through the procedures listed; this is called the Provision for Learning Register. This list is reviewed each term when a detailed analysis of the list takes place through a pupil progress review meeting.

CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records the school's response to the individual needs of pupils. The range of provision may include:

- In class support for small groups with an additional teacher or Teaching Assistant (TA)
- Small group withdrawal with TA or CT
- Individual class support / individual withdrawal
- Further differentiation of resources
- Interventions
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training

CONSIDERING BEHAVIOUR

The School must take account of any special educational needs when considering any sanction as an outcome of negative behaviour. In the event of a serious incident or bullying case, whether a child is the victim or the perpetrator, any special education needs must be considered before further action is taken.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers

- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access where appropriate
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The Code of Practice states there should be a graduated approach to the identification and assessment of SEND. The approach recognises that there is a continuum of special educational needs. Where appropriate, increasing specialist expertise should be sought in order to cater for individual needs.

Graduated Approach:

Differentiation	All teachers plan and differentiate so that pupil needs are met in order for them to make the expected progress both academically and personally. If a child continues to be working below age related expectations or continually makes a lack of progress then this is discussed by the teacher and the Provision for Learning Coordinator at the termly pupil progress review. Actions are then agreed and outside agencies and parents are contacted if necessary.
Action Analysis	Children that are underachieving but will possibly make progress with some additional provision in/out of class are discussed with the Provision for Learning Coordinator and actions are agreed. These are entered onto an Action Analysis Record and the Provision for Learning Register. Actions are then put in to place for half a term and the Action Analysis Record is used to monitor how they are working. If the child still makes no progress after approximately half a term of additional provision, then the child is removed from the Provision for Learning Register and entered on to the SEND Register. A SEND support plan must be put in place at this point.
SEND Support Plan	A SEND support plan should involve quantifiable targets/desired outcomes. Parents, teachers and the Provision for Learning Coordinator are involved in the implementation of this. The child receives additional support in class and/or intervention groups and their progress is monitored closely. Outside agencies are involved if appropriate.
Education, Health Care Plan provided by the LA.	<p>And Education, Health Care Plan (EHCP) is for children and young people aged up to 25 who need more support than is available through special educational needs support.</p> <p>EHCPs identify educational, health and social needs and set out additional support to meet those needs.</p>

Action Analysis

The triggers for moving onto Action Analysis could be the teacher's or other's concerns, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent social, emotional or mental health difficulties which are not alleviated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

At Action Analysis the child will be entered onto the Provision for Learning Register and actions that will be taken are recorded on an Action Analysis Record which is then completed by the teacher. If the child still makes no progress after approximately half a term then the child will be added to the SEND Register and a SEND Support Plan will be implemented. Parents will be informed and outside agencies may be consulted. Outside agencies could be Educational Psychology (EP), Speech and Language Therapy (SLT), Occupational Therapy (OT), Physiotherapy, specialist teachers or other professionals. There is close liaison between provider/therapist/specialist teacher/class teacher and parents.

SEND Support Plan

A child may have a SEND Support Plan if they:

- Continue to make little or no progress in specific areas over a long period.
- Continue working below age related expectations.
- Continue to have difficulty in developing literacy and mathematical skills.
- Have a social, emotional or mental health difficulty, which substantially and regularly interferes with the child's own learning or that of the class, despite having an individualised behaviour management programme.
- Have sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Have an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.

Review meetings are arranged each term or more often if required, which parents are invited to. Outside agencies, if involved, will also be invited to the meeting. The SEND Support Plan is discussed and reviewed. A separate meeting, attended by the class teacher and Provision for Learning Coordinator, will be held prior to the review meeting to discuss whether targets have been achieved and to generate potential new targets which can be agreed upon in the review meeting by all relevant parties. Targets will always be SMART. Copies of SEND Support Plans are made available to all adults working with the child and kept both in the class SEND file and the Provision for Learning Coordinator file.

STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past SEND Support Forms
- Action Analysis Records
- Minutes from Pupil Progress Reviews
- Information on the pupil's health and relevant medical history
- Standardised Test Scores
- Other relevant assessments from specialists such as support teachers and educational psychologists
- Parental Views
- Where possible, Pupil Views
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The Provision for Learning Coordinator will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the Provision for Learning Coordinator or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

MONITORING AND EVALUATING PROVISION

It is the class teacher's responsibility to monitor the progress of children in their class and identify those that are working below age related expectations or those that have not made

progress. These children are closely monitored and provided for by the teacher through targeted work.

The Provision for Learning Coordinator is currently responsible for coordinating SEND at Buckingham Preparatory. She/he will liaise with appropriate support services.

Responsibilities

Class teachers:

- Ensure the effective learning and teaching of all children in the class
- Provide a differentiated curriculum within the classroom
- Employ a variety of teaching methods within the class, group and individual programme of learning
- Monitor and evaluate using AFL assessment strategies
- Complete the relevant paperwork (Action Analysis Record, SEND Support Plan, etc)
- Ensure the class SEND file is accessible to all working with that class, but is kept confidential.

Provision for Learning Coordinator:

- Oversee the day-to-day operation of the school's SEND policy
- Co-ordinate SEND provision within the school
- Assist class teachers to identify, assess and make provision and interventions through normal class differentiation and extra support
- Employ a cycle of 'assess, plan and do', regularly reviewing the success of interventions employed for children identified with SEND or those with an EHCP
- Assess children who may require specialised support
- Keep a register of all children receiving or requiring support for learning
- Timetable support for learning
- Liaise with parents, involving them in decision making
- Disseminate information on all children with SEND to all staff who may be working with them
- Liaise with external agencies
- Make sure that effective use is made of all advice on new pupils
- Identify staff development needs within SEND and provide them with appropriate provision and resources.

Assistants:

All assistant have the responsibility to support individual/groups of children to meet their individual needs.

PARTNERSHIP WITH PARENTS/CARERS

The school aims to work in partnership with parents and carers. If you have an SEN issue you are invited to email Rebecca Thompson SEND and Provision for Learning Coordinator thompsonr@buckprep.org

We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents and carers aware of the Parent Partnership services.

INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- SEND Support Plan reviews and setting of individual targets
- Annual reviews

SEND and Able, Gifted and Talented pupils

The school recognises that there may be SEND pupils who are able, gifted or talented. The school has an Able, Gifted and Talented policy.

LINKS WITH EDUCATION SUPPORT SERVICES

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Support list any one or more of the following agencies may be involved: Educational Psychologist, Speech and Language Therapist, NHS, School Doctor etc.

LINKS WITH OTHER SERVICES AND SCHOOLS

Effective working links are maintained with:

<p>Educational Learning Difficulties</p> <p>Rebecca & William Loza - English, Maths, Thinking Skills Tel: 020 8427 0696</p> <p>Rachel Hughes – SpLD trained Tel: 0208 8668028</p> <p>Michelle Gold – SEND trained Email: michellegold6737@aol.com</p> <p>The Dyslexia Institute Tel: 01189 668271</p> <p>Hampstead Dyslexia Clinic Tel: 020 8455 5107</p> <p>Educational Psychologist</p> <p>Gladys De Groot (Harrow LEA) Tel: 0208 966 6480</p> <p>Valerie Muter Tel: 020 8883 9052</p> <p>Celia Cloughton 01442872771</p> <p>Lyn Fry Associates 020 7224 0810</p>	<p>Psychological Screening</p> <p>Elizabeth Eames 01305 774405</p> <p>Child Psychologists</p> <p>Claire Chappell Tel: 020 77229716</p> <p>Speech Therapists</p> <p>Harrow LEA Speech & Language Service Tel: 0208 869 2418/3518</p> <p>April Winstock Tel: 020 8907 8752</p> <p>Harriet Morris Tel: 020 7787 6924</p> <p>Sangita Amin Tel: 01923 824074</p> <p>Judy Harris Email: judyharris13@gmail.com</p> <p>Occupational Therapists</p> <p>Michelle Lee Tel: 01895 835144</p> <p>Sally Wright Tel: 020 8208 1361</p>	<p>Optometrists</p> <p>Alexander Kobrin Tel: 01701 652322</p> <p>Barbara Dulley Tel: 020 8954 8557</p> <p>Paul Adler Tel: 01462 732393</p> <p>PATOS (Professional Association of Teachers – Special Needs) Tel: 01386 712650</p> <p>Social Services</p> <p>Harrow</p> <p>Tel:0208 966 6483</p> <p>Alexandra Avenue Health and Social Care Centre, 275 Alexandra Avenue, Harrow, HA2 9DX</p>
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INSET

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. Recent courses and in service training opportunities undertaken are detailed in the Head teacher's report to governors each term.

RESOURCES

The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy.

COMPLAINTS

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head teacher/Provision for Learning Coordinator. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved. Please see the school's Complaints Procedure available on the school's website.