BUCKINGHAM PREPARATORY SCHOOL

'Together we nurture, we inspire, we achieve'

Provision for Learning, Gifted and Talented and SEND Policy

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PROVISION FOR LEARNING AND SEND POLICY

Revised: June 2026

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
- Curriculum Policy
- Safeguarding and the Welfare of Children

Buckingham Preparatory School's Provision for Learning Coordinators is **Ghazala Kaler**

If you have a SEND or other issue regarding provision you are invited to email Ghazala Kaler at: kalerg@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, Gifted and Talented 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 provision for learning needs.

Aims and Objectives of this Policy

- For all pupils to reach high levels of achievement
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure the identification of all pupils requiring G&T 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 children with SEND
- To make appropriate provisions for children identified as being G&T
- 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.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities. EAL learners make the best progress within a whole school context, where pupils are educated with their peers. The school environment promotes language development through the rich use of language.

Support will be given to any pupil who has English as an additional language if a specific need is identified.

In the EYFS we provide opportunities for children to develop and use their home language in play and learning, to support their language development at home and to ensure that they have sufficient opportunities to learn and reach good standards in English language. These opportunities may occur

during free play times or in lessons. The children are encouraged to share and teach the class some of the language and parents are invited to school to talk about their country, culture and language. Relevant bilingual books are also available. Where appropriate, parents might be called in to work alongside the teacher in helping their child with the transition between their home language and spoken and written English.

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).

REMOTE LEARNING

If the school is forced to close for an extended period of time, provision of the curriculum will be through the use of an online platform such as Google Classroom.

All subjects will be delivered through a range of detailed presentations and pre-recorded lessons. PSHE objectives may be delivered through 'conference meetings'. Pupils will be provided with a weekly timetable of activities and they will be expected to complete all activities throughout the week.

Pupil's work which is uploaded to the online platform will be acknowledged or receive feedback within twenty-four hours of submission, unless pupils have been informed prior to completion of the work that feedback will take longer, for example, in the case of 'extended writing'.

Additional elements of school life, such as whole-school assemblies, whole-school challenges, Expressive Arts Week, house point updates and achievement assemblies, will also be delivered through the online platform.

Any child self-isolating will be provided with resources for lessons. These will be uploaded to Google Classroom. Resources will not include pre-recorded lessons, but will include, where possible, presentations, instructions, worksheets and links to useful websites and videos.

Children with SEND will be provided with additional provision wherever the teacher of a subject feels it is necessary. The SEND and Provision for Learning coordinators will maintain an appropriate level of contact with parents during any period of school closure or self-isolation in order to ensure that SEND Support Plans and issues are updated or addressed when required.

Once pupils are back in school, appropriate assessment for learning will take place regularly and provision and support for children with SEND will be put in to place. Any such provision will be given in line with the most up to date government guidance. Members of staff from external agencies will be able to visit the school premises in line with government guidance and school policies.

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.

MANAGEMENT OF SEND WITHIN SCHOOL

The governing body has delegated the responsibility for the day to day implementation of the policy to the Director of Studies 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 Provision for Learning Support in their class, firstly to ensure quality-first teaching with differentiation and personalisation to meet pupils 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 EYFS AND PRE-SCHOOL

While the Pre-school follow the same procedures as the rest of the school and 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 to day operation of this policy
- Co-ordinating provision for children with special educational needs
- Co-ordinating provision for children identified as G&T
- Liaising with and advising teachers from Preschool 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 governors with responsibility for SEND on the day to 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

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. 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

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 appropriate Provision for Learning Coordinator at the termly Pupil Progress Review. Actions are then agreed and outside agencies and parents are contacted if necessary.
Additional Provision	Children that are underachieving are discussed with the Provision for Learning Coordinator at the termly Pupil Progress Review and actions involving additional provision in or out of the classroom are put in place. Details of these are entered onto the Pupil Progress Review Form which is then saved on the school system and a hard copy is placed in the Provision for Learning file. Teaching and support staff are then responsible for closely monitoring the effect of the provision. They are encouraged to seek advice from the Provision for Learning Coordinator at any time. Progress is reviewed and discussed at the following Pupil Progress Review. If a pupil has continued to make no progress despite additional provision then a SEND support plan must be put in place at this point and the child added to the SEND register. If there appears to be a more specific underlying learning difficulty, parents may be encouraged to enlist the advice of an outside

	agency. In this instance a recommendation will be made and it will then be the responsibility of the parent/s to make contact and handle payment.
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.	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. EHCPs identify educational, health and social needs and set out additional support to meet those needs.

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 in specific areas over a long period.
- 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 need 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. The SEND Support Plan is discussed and reviewed. Outside agencies, if involved, liaise with staff in order to ensure that appropriate targets are set. Targets will always be SMART. Copies of SEND Support Plans are made available to all adults working with the child and kept both on the school's shared drive and the main 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
- 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 parents
- 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 will liaise with appropriate support services.

MANAGEMENT OF GIFTED AND TALENTED WITHIN THE SCHOOL

DEFINITIONS

Gifted describes learners who have the ability to excel academically in one or more subjects such as English and Maths.

Talented describes learners who have the ability to excel in practical skills such as sport, leadership or artistic performance.

The school's Equal Opportunities Policy will ensure that every child is considered irrespective of race, disability, religion or belief.

IDENTIFICATION OF G&T CHILDREN

A variety of methods will be used to identify gifted and talented children, including:

• teacher observation, assessment and nomination;
• testing and tracking (results of national curriculum tests, school spelling and reading tests, Foundation Stage Profile, etc.);
• evidence from other sources (parents, outside providers, observations of other colleagues).

Identifying pupils as gifted in core subjects:

- If a pupil consistently has a standardised score of 135 and above in Maths then they may be **considered** as gifted in this area of the curriculum.
- If a pupil consistently has a standardised score of 135 and above in Reading and this is combined with a reading age that is well beyond the child's chronological age (+3 years for upper KS2, +2 years for lower KS2 and KS1) then they may be considered as gifted in this area of the curriculum.
- If a pupil is consistently recognised by their class teacher as being gifted in writing and this can be evidenced through the use of writing grids and a wide range of examples of their independent writing then they may be considered as gifted in this area of the curriculum.

Identifying pupils as talented in specialist subjects:

- If a pupil is identified as being talented in a specialist area by an outside agency then they may be considered as talented in this area of the curriculum.
- If a pupil takes part in an extracurricular activity in or outside of school and is working at a high level (for example, county level for sports, graded examinations for music etc) then they may be considered as talented in this area of the curriculum.
- If a specialist teacher recognises a pupil as being talented in their subject and can evidence this with a range of examples of independent work or other evidence then they may be considered as talented in this area of the curriculum.

Children are closely monitored and regularly assessed in the EYFS but none are added to the Gifted and Talented Register until the summer term of Reception when formal assessments have been conducted.

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 (Pupil Progress Review Forms, SEND Support Plan, etc)
- Ensure copies of all relevant paperwork are passed on to the SEND and PfL Coordinator so that they can be kept on the central file.
- Plan lessons that will motivate, challenge and extend the gifted and talented pupils in their class;
- Record extension and supported tasks clearly on planning;
- Ensure marking and feedback are appropriate for each child's ability;
- Monitor pupil progress formally and informally on a daily basis;
- Review pupil progress termly and report to parents at parent consultation meetings;
- Submit the names of SEND and gifted and talented pupils to the SEND and PfL Coordinator for entry on to the appropriate registers.

Provision for Learning Coordinator:

- Oversee the day-to-day operation of the school's SEND policy
- Compile the SEND and Gifted and Talented Registers;
- Co-ordinate SEND and G&T 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 (see SEND)
- 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.
- Monitor the ongoing progress of all pupils identified as either gifted or talented
- Encourage extension and enrichment activities, including themed days, themed weeks etc
- Liaise with parents to promote extra-curricular extension/enrichment activities
- Support staff and work alongside subject leaders to promote higher level learning possibilities across the school.

Teaching Assistants:
All teaching assistants 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 a SEN issue you are invited to email either the **Director of Studies, or the Head Teacher.**

- **Director of Studies: kalerg@buckprep.org**
- **Head Teacher: head@buckprep.org**

We work collaboratively 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 (SEND 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 Gifted and Talented pupils

The school recognises that there may be SEND pupils who are able, gifted or talented.

Links with education support services

Sufficient liaison with the school must take place before any specialist assessment is carried out. The school aims to respond to queries from external agencies within a reasonable amount of time.

The school aims 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:

Educational Learning Difficulties Rebecca & William Loza - English, Maths, Thinking Skills Tel: 020 8427 0696 Rachel Hughes – SpLD trained Tel: 0208 8668028 Michelle Gold – SEND trained Email:michellegold6737@aol.com	**Psychological Screening** Elizabeth Eames 01305 774405 **Child Psychologists** Claire Chappell Tel: 020 77229716 **Speech Therapists**	**Optometrists** Alexander Kobrin Tel: 01707 652322 Barbara Dulley Tel: 020 8954 8557 Paul Adler Tel: 01462 732393 **PATOS** (Professional Association of Teachers – Special Needs)

The Dyslexia Institute Tel: 01189 668271 Dyslexia Action Tel: 01784 222 304 Hampstead Dyslexia Clinic Tel: 020 8455 5107 **Educational Psychologist** Gladys De Groot (Harrow LEA) Tel: 0208 966 6480 Valerie Muter Tel: 020 8883 9052 Celia Claughton 01442872771 Lyn Fry Associates 020 7224 0810	Harrow Children's Speech and Language Therapy Tel: 020 3911 6985 April Winstock Tel: 020 8907 8752 Harriet Morris Tel: 020 7787 6924 Sangita Amin Tel: 01923 824074 Judy Harris Email: judyharris13@gmail.com **Occupational Therapists** Michelle Lee Tel: 01895 835144 Sally Wright Tel: 020 8208 1361	Tel: 01386 257808 **Social Services** Harrow https://harrowlocaloffer.co.uk Tel:0208 966 6483 Alexandra Avenue Health and Social Care Centre, 275 Alexandra Avenue, Harrow, HA2 9DX

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 and G&T 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 or G&T pupils 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.