



The Ryleys

Girls & Boys Preparatory School

SEND Policy

Supporting SEN

Monitoring: Headteacher

Named Person Responsible: Miss Helen Salt SENDCo

Reviewed: September 2024

Policy Review Date: September 2025

1. Introduction

This policy is a statement of the aims, principles, responsibilities and strategies for Learning Enhancement.

This policy has been written as guidance for staff, parents/carers, and children with reference to the following guidance and documents, as well as the ISI regulatory requirements:

- SEN and Disability Code of Practice, 0-25 years) Jan 2015
- SEND Code of Practice (which takes account of the SEND provisions of the SEN and Disability Act 2010) September 2014
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014
- Mental Health and Behaviour in Schools (Nov 18)

This Policy should be read in conjunction with:

- School's Aims Admissions Policy
- Early Years Policy Inclusion Policy
- Equal Opportunities Policy
- Accessibility Plan
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy (Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.)
- English as an Additional Language Data Protection Policy

1.1 Aims

- To promote the self-respect and worth of the individual child.
- To ensure that pupils with learning difficulties and disabilities are able to access the curriculum.
- To ensure all teachers are responsible for providing appropriate learning activities and access to the curriculum for all pupils.
- To operate an effective structure of identification, assessment and provision to enable all pupils to reach their full potential.
- To work in partnership with parents and outside agencies.

1.2 Principles for Learning Enhancement

Learning Enhancement enables each pupil to have the greatest possible access to a broad and balanced education.

Therefore:

- a) Pupils should be identified and assessed as early as possible.
- b) Pupils should be fully integrated into the classroom and school activities.
- c) The correct provision should be made for all pupils identified as requiring learning support.
- d) The wishes of parents and the pupil regarding the educational needs of the pupil will be considered and regular communication between home and school sought.
- e) The school will request outside agency advice and support if necessary with consent of the parent.

2 Identification and Assessment Arrangements

The SEND Code of Practice 2014 defines 4 broad categories of needs:

- Cognition and Learning
- Behaviour, Emotional and Social Development
- Communication and Interaction
- Sensory and/or Physical

The school is committed to early identification.

Initially a range of evidence is collected to establish whether a pupil is making expected progress: This might include: Cause for Concern form, reflections of behaviour in class from teachers and home life from form tutors and Head of Pastoral Care, English and Maths termly results and PiPs data.

Once concerns have been raised by class/subject teachers an initial discussion will take place between them and the parents detailing the strengths and weaknesses of the child and explaining that they wish the SENDCo to become involved with supporting the needs of the child.

On consultation with the SENDCo, relevant teachers and the child's parents, further tests may be administered, such as GL Dyslexia Screener, CTOPP or InCAS, and/or the pupil will receive additional in class support or small group support as appropriate. At this point the support received by the child will be added to the provision map (Early Intervention Register).

The Learning Enhancement Department is not able to diagnose children for specific learning difficulties. If, following in-school testing, we decide that the child needs a formal assessment, outside agencies may be contacted once discussed with the parents.

Once initial contact has been made, communication will be directly between the agency and the parents. The school will then co-operate fully with the involved agencies and regularly communicate with the parents during the assessment procedure.

If a pupil is receiving support from external agencies or specialist support from within the school staff, and/or has a diagnosed learning difficulty they will be put on the school's SEND Register and a Pupil Provision Plan will be created to record and monitor progress and interventions. These will be reviewed termly reflecting the views of parents, staff and the child.

In the majority of cases for children who are receiving Speech and Language Therapy, their targets and progress will be logged on their individual learning plans written by the speech therapist.

2.1 Strategies for Provision

The school expects quality first teaching from all staff, providing a range of differentiated tasks and activities within the classroom to meet the needs of learners. Teachers may also find it necessary to differentiate by outcome or support, particularly in the Prep school – *For further information see the Differentiation and Teaching and Learning Policies.*

2.2 SEND Support process

- If a form/subject teacher is concerned about a pupil, they will discuss their concern with the parents during a face to face parent meeting, if possible and with the SENDCo. In Prep, the form/subject teacher will discuss their concerns in a meeting with other Prep teachers to gain an overall perspective of the child's progress before meeting with the parents.
- Form/subject teachers should also complete a Cause for Concern form about the pupil including details of how they are already supporting the child's needs and any recent test results.
- In EYFS, Key workers should complete the Cause for Concern form from Cheshire East with the information from the EYFSP.
- Information regarding the pupil's progress will be gathered from a variety of sources including summative and formative assessments, as well as teacher judgements.
- Suggestions for additional and/or different support may be made.
- Pupils causing concern will be closely monitored
- Classroom support will be provided either for individuals or small groups if necessary. Additional small group sessions externally to lessons or withdrawal on a small group or individual basis may be used.
- Children receiving additional support for learning needs will be logged on the Early Identification Register or the SEND Register which act as the school's provision map.
- The school may also recommend an assessment be conducted by an outside agency. This could be an educational psychologist, occupational therapist, speech and language therapist, psychiatrist or other professional.
- A pupil with more complex SEND may require a SEN Support Plan which follows the LEA's Plan, Do, Review process. This will be created by the SENDCo with targets set by the relevant subject teachers and external agencies and log strategies and SMART targets to be implemented. This will then be shared and discussed with parents and the child, with the permission of the parents, and then reviewed termly. This is usually for those pupils with EHCPs.
- Pupils may require access arrangements for internal exams depending on the nature of their learning difficulty. This will be decided and arranged by the SENDCo.
- Liaison will take place with other schools whenever a pupil needing learning support transfers or leaves. Records, such as support plans or pupil provision plans, will be forwarded to schools, enabling continuous provision to take place.
- If, in the opinion of the Headteacher, a child should need a level of support not available at The Ryleys School, after appropriate consultation with the parents, a move from the school may be suggested (see paragraph 7g of the Parent/School contract). Transition advice will be offered to assist with settling the child in a more suitable setting. This decision will be made with the child's educational wellbeing at the centre.

3. Education, Health and Care Plans (EHCP)

In exceptional circumstances, when the support of the outside professionals is ongoing and the need of the child is deemed great enough, it may be advisable to apply for an Education, Health and Care plan. This involves consideration by the LEA, working co-operatively with parents, school and other agencies to determine whether the child requires an EHCP in order to help him or her reach their potential. All children with EHCPs will have a SEN Support Plan with short term targets which will be reviewed termly.

Any professionals working with the child, together with the parents and SENDCo, will meet annually to review progress. The annual review is a celebration of achievement, in addition to highlight further support for any difficulties.

Within the Early Years, Child Centred Planning meetings take place regularly to review targets set. All multi-agencies involved with the child's support plan will be invited. *(See the Early Years SEN Policy for more information).*

4. Strategies for Ensuring Record Keeping, Progress and Continuity

4.1 The role of the SENDCo

- Co-ordinate the daily provision for children with learning difficulties.
- Liaise with, support and advise fellow teachers.
- Support teaching staff in the identification and support of pupils and, if required, in holding meetings with parents.
- Aid in the identification and assessment of pupils with learning difficulties.
- Liaise with parents/carers.
- Support and monitor pupils with learning difficulties and involve them in the decision making processes regarding their education.
- Organise and chair SEN Plan review meetings
- Keep and maintain relevant documentation pertaining to pupils with learning difficulties including the SEND and Early Identification Registers, Pupil Provision Plans and School Offer.
- Manage the Learning Enhancement Department and liaise with support staff.
- When appropriate, provide small group and 1:1 support both in and out of the classroom.
- Link and liaise with specialist outside agencies.
- To monitor and respond to national initiatives in relation to Learning Enhancement provision.

4.2 The role of the Headteacher

- The Headteacher will liaise with the governors and staff of the school with regard to the management of support.

4.3 The role of Nursery and Preschool manager

- Liaise with relevant external agencies, such as L.A. Health Visitor or Early Years Complex Needs team, in communicating concerns.

4.4 The role of the Teachers and Key Workers

All teachers are teachers of Special Educational Needs.

Teachers and Key Workers will be responsible at all times for the management and progress of pupils in their class who require learning support.

These responsibilities will include:

- Identifying
- Assessing
- Planning differentiated lessons
- Setting, working towards and reviewing targets on Pupil Provision Plans and SEN Support Plans
- Liaising with parents and informing and consulting the SENDCo

4.5 The role of the Governing Body

- An appointed governor has specific oversight of the school's arrangements and provision for meeting Learning Enhancement requirements.
- To be fully involved in developing and monitoring the school's Learning Enhancement policy.
- To be up-to-date and knowledgeable about the school's Learning Enhancement provision.
- To make sure that the Learning Enhancement provision is an integral part to the school development plan.
- To continually monitor the quality of Learning Enhancement.

5. Parent Partnership

- The school handbooks contain details of our Learning Enhancement provision and the arrangements made for pupils.
- Parents are informed at every stage of the learning support provided. We take account of the wishes, feelings and knowledge of parents at all times. Parents are encouraged to make an active contribution to their child's education.
- Parents are invited and encouraged to attend and contribute to target setting and review meetings for SEN Support Plans and copies of agreed targets are given to them. If they cannot attend, a review form will be sent to parents to complete to include their views.
- In the first instance, parents are encouraged to contact their child's form or subject teacher with any initial concerns. The teacher will then inform the SENDCo who will be able to provide advice and guidance on how best to support and proceed with concerns.
- Should a parent have any concerns about support they should contact the SENDCo who will log their concerns and seek to address them. If any concerns are not resolved, the school operates a formal complaints procedure.

5.1 Participation of pupils

- Pupils are encouraged to express their opinions and receive information about their learning and matters affecting them.
- Pupils are involved as much as possible, with the permission of parents, in the targets set on their SEN Support Plan and in the review of their progress and support.

6. Review Procedures

- Pupils who require learning support will be reviewed regularly by teachers and the SENDCo.

- Any expressed pupil and parent feedback and views will be taken into consideration when termly programmes of work are reviewed.
- Pupils with SEN Support Plans will have their plans reviewed termly.
- Parents' and pupil's views will be sought for SEN Plan annual reviews via feedback forms
- The views of any external agency which may be involved will also be sought via a feedback form.
- Subject to progress, at the review stage further recommendations may be made.

7. Strategies for the Use of Resources

- The SENCo, on consultation with the SEN governor, is responsible for the management of agreed resources for learning support within the school.
- The Headteacher/School Business Manager will inform the governing body of how the funding allocated to Learning Enhancement has been employed.
- It is agreed that should a child need 1:1 support, this must be parent funded if an EHCP has not been granted by the LEA.
- Resources are held by the SENCo for use by teachers and pupils.

8. Educational inclusion and access to the curriculum

- All pupils have an entitlement to a broad and balanced curriculum which is differentiated to enable pupils to:
 - a. Understand the relevance and purpose of learning activities.
 - b. Experience levels of understanding and rates of progress that brings feelings of success and achievement.
- Teachers use a variety of strategies to meet pupils' needs. Lessons have clear learning objectives, we differentiate work appropriately and we use assessment to inform the next stage of learning.
- We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.
- We offer in-class support but some pupils may also require small group work or one to one tuition outside of the classroom.

9. In service arrangements for staff

All teaching staff receive some specialist INSET on learning support. All learning support staff have attended recent relevant training and are suitably qualified and encouraged to update and extend their professional knowledge.