

# NP7.1 - Special Educational Needs and Disabilities Policy

This policy applies to the whole School including EYFS at Newton Prep

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## Executive Summary

Each pupil with a special educational need requires special consideration and treatment. Newton Prep complies with the Equality Act 2010 and is mindful of the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years (Dfe/DoH 2015). We are an academically selective school which welcomes all pupils who can make the most of the opportunities that we offer and can flourish in the academically ambitious environment of Newton Prep.

## Definition of SEND

Newton Prep operates within the definition of disability promoted by the 'Equality Act 2010', which regards disability as 'a physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities'.

The Children and Families Act (2014) defines children as having special educational needs or a disability if:

- they have significantly greater difficulty in learning than the majority of their same age peers do.
- the disability prevents or hinders the pupils from making use of the facilities provided for pupils of their age by Newton Prep.

Pupils might have either a disability or a special educational need or both.

The SEND Code of Practice: 0-25 years (Dfe/DoH 2015) identifies four areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical Needs

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# Special Needs and Admissions

Newton Prep is an academically selective school and we welcome all pupils who can make the most of the opportunities that we offer and can flourish in the academically ambitious environment. Before children come to us for entry assessments, parents are advised to let us know if their children have a specialist report such as an Educational Psychologist report, a Speech and Language assessment, Occupational Therapist assessment or any Paediatric specialist report, so that we can make necessary reasonable adjustments. We select pupils by ability and aptitude and maintain the same pass mark for pupils with disabilities.

Treating every child as an individual is important to us, and we welcome pupils with special educational needs and disabilities providing that our staff can offer them the support that they require. We do not however, have the facilities or resources to offer highly specialised or intensive support.

The School will not discriminate against any pupil on the basis of his or her disability (or other protected characteristics) and will make reasonable adjustments to take into account individual pupils' needs.

In the event of admitting a pupil with an Education Health and Care Plan (EHC Plan), Newton Prep will follow the guidelines set out by the ISI regulatory requirements (Sept 2022) and will therefore be responsible for the day to day provision as set out in the EHC plan, whilst the LA will retain legal and financial responsibility for ensuring that the provision specified in the EHCP is made.

## Disclosure

We ask parents of pupils with SEND to discuss their child's requirements with the Head before he or she is assessed by the School. Parents are required to provide copies of all relevant reports to support their request for a place at the School. These might include medical and Educational Psychologist reports as well as reports from a Speech and Language Therapist and/or an Occupational Therapist (reports from specialist teachers will not be considered as diagnostic evidence of a specific learning difference). If between a child being assessed and them starting at the School, circumstances change with regards to a particular need that the child has, or if additional information about a child's specific needs becomes available, parents are asked to immediately pass this information on to the School. All of this information will help the School consider what reasonable adjustments can be made for a pupil during the entrance assessments and also whether the School has the capacity and resources to support the child effectively.

If parents choose not to disclose relevant information about the educational needs of a child at the point of admission and up until the child starts at the School, and the School is subsequently unable to make reasonable adjustments to support the pupil, Newton Prep reserves the right to withdraw the offer of a place.

The School expects parents to disclose information about any issue that might arise during a child's time at Newton Prep, which could have an adverse impact on the child's learning and ability to access the curriculum, both in the short and long term. Examples of this include ear infections, speech, language and communication difficulties, visual impairments, mobility or coordination issues, or any identified specific learning differences and/or disability, including Attention Deficit Hyperactivity Disorder and Autistic Spectrum Condition. All the relevant certified professional reports will need to be sent to the SENDCo, so that reasonable adjustments can be put in place to support the child effectively.

## On Entry

Once the child with an identified special educational needs or disability has been offered a place, the SENDCo will invite parents to discuss learning support provision and reasonable adjustments for the pupil if required. At this stage, the pupil will be placed on the School's Register of Special Educational Needs.

## Reasonable Adjustments

The School will make reasonable adjustments to ensure barriers to learning are removed and pupils with SEND are not treated less favourably than their peers, both during examinations and in the course of their education at Newton Prep. The School takes into account the current Joint Council for Qualifications (JCQ) recommendations and makes the necessary adjustments where deemed to be applicable. In addition, our admissions process, our Behaviour Policy and other procedures, such as during trips and visits, all take account of pupils' needs.

When considering whether it would be reasonable to make adjustments for pupils, the School will take into consideration the following factors:

- Whether it would overcome the substantial disadvantage the child with the disability is suffering;
- The practicality of the adjustment;
- The effect of the disability on the pupil;
- The cost of the proposed adjustment;
- Whether it will be provided under a statement of special educational needs from the local authority;
- The School's resources;
- Health and safety requirements;
- The need to maintain academic, musical, sporting and other standards;
- The effect of the adjustments on the pupil's day-to-day learning and ability to access the School's curriculum;
- The interests of other pupils (and potential pupils).

Any proposed adjustments will need to be discussed and agreed with the Special Educational Needs and Disabilities Co-ordinator (SENDCo) who will decide whether they are reasonable in accordance with the criteria above. This discussion will generally take place following the School receiving a specialist written report.

## Pupils with Education, Health & Care (EHC) Plans

Newton Prep welcomes and will make provision for pupils with an Education, Health and Care Plan (EHCP) within the terms of reasonable adjustments.

Newton Prep supports applications for Education and Health Care Plans (EHCPs), and our SENDCo, in partnership with relevant pastoral and academic staff, will work closely with families where an EHCP might be warranted for a pupil.

An annual review of a pupil's EHCP would be conducted in conjunction with the parents and any external agencies, such as the Local Authority, involved in the overall provision for the pupil. Where a pupil is at Newton Prep with an EHCP that is wholly or partly funded by a Local Authority, or by another body through public funds, the School will ensure that the annual review is provided to the

Local Authority responsible for the pupil's EHCP. This will include the annual account of the pupil's income and expenditure, where the pupil's EHCP includes public funds, except for those for whom Early Years grant is paid. The School will provide this information to the Local Authority proactively each year regardless of whether the Local Authority has formally requested this information.

## Extra Time and Access Arrangements in exams

We adhere to the current JCQ guidelines when deciding on whether to award extra time to pupils in the school exams. Aside from exceptional cases, this is only something that would be considered for Year 4 and above, and upon timely receipt of a written specialist report, such as that of an Educational Psychologist (reports from specialist teachers will not be considered), a Clinical Psychologist or a Psychiatrist.

## Other Adjustments

The School is able to arrange other adjustments for pupils who might require them. These might include special resources such as balance cushions, writing slopes, pencil grips, ear defenders and coloured overlays. Depending upon need, pupils can use laptop computers in the classroom (please see the Guidelines for Laptop users) and can be given large prints, or documents printed on coloured paper as necessary. Pupils currently provide their own laptops if required. Two printers are available to laptop users on the second and third floor. Please see the [Guidelines for Laptop Users](#) for further information.

Children needing specialised online ICT can access it throughout the building via the School's Wi-Fi.

Menus can be devised to cater for special dietary requirements.

## Physical Accessibility

All floors of the School are accessible by using lifts and ramp access. Parents and prospective parents of children with disabilities may wish to obtain copies of the School's accessibility plan, available from our website and the School office.

## The Medical Room

Newton Prep has a modern medical room that is open during the school day so that qualified help can be summoned immediately. The Medical Room Supervisor is available to provide advice to the First Aiders as necessary.

## Identification and Monitoring

The phrase '*pupils with special educational needs*' does not only refer to pupils who have a statement/EHC plan. Alongside teachers' evaluations and exam results, the School has a structured range of measures to identify pupils who are making significantly slower progress than their peers, despite the high quality teaching. Newton Prep uses annual results of the standardised Reading, Spelling, Maths and English tests to monitor and track pupils' academic attainment. Additionally, CAT scores from Year 3 onwards can provide useful data in the identification of a specific learning

difference. In Year 3, all children will carry out an online screening assessment, which provides the School with information about pupils exhibiting dyslexic traits.

Pupils identified as making significantly slower progress than their peers, or pupils for whom there are specific concerns expressed by teachers or by parents, are referred to the School SENDCo for further screening (see Appendix 1 for the SEND referral form which teachers should use if they believe a child may have a learning need). It should be noted that the identification of Specific Learning Differences (SpLDs) is not always an exact science. The School endeavours to identify difficulties wherever possible and has a range of identification measures available; however, these are not diagnostic and only cover a limited set of cognitive skills and performance areas. Parents play a vital role in helping to identify difficulties that their children have, and any observations that they make should be passed onto the School SENDCo. Pupils for whom there are concerns may require further investigation from a qualified external professional.

Following the results of the screening assessment, parents might be invited to the School for a meeting with the SENDCo. During that meeting, the SENDCo might advise parents to consult an outside agency or professional, such as an Educational Psychologist, Occupational Therapist, Speech and Language Therapist or a Paediatrician. Parents will be expected to bear the costs of such assessments if required.

In the case of pupils identified as needing further investigations, assessments should be carried out preferably by Educational Psychologists and professionals with an established working relationship with the School. This arrangement will ensure a consistency of approach and a clear pathway to the identification and the support of pupils with Specific Learning Differences. A list of professionals with an established working relationship with the School is available from the SENDCo.

The School usually does not recommend an Educational Psychologist assessment until the end of year two, as the diagnosis of Specific Learning difference such as dyslexia, requires pupils' numeracy and literacy skills to be sufficiently developed in order to be evaluated reliably.

As standard practice, Educational Psychologists carry out their assessments on the school premises, usually over two to three hours. Parents are invited to come to school on the same day to meet with the Educational Psychologist and discuss the outcomes of the assessment together with the SENDCo. Once a report is available, parents are required to share it with the Learning Support Department, in order for the school to implement its recommendations and provide extra learning support if needed.

The SEND Code of Practice: 0-25 years (Dfe/DoH 2015) limits the lifespan of all specialist reports to 2 years. To remain valid, all specialist reports must be reviewed and updated every 2 years. It is the parents' responsibility to ensure that the reports are up to date.

The School reserves the right to withdraw access arrangements such as extra time or laptop in exams for pupils who do not hold an up to date report.

## The SEND Register, Provision Map and Individual Learning Plans

Children starting school with an identified learning difficulty or who are identified during their time at the School (following a professional assessment) will be placed on the SEND Register on the School's Management Information Software, which links to Provision Map, our specialist software for tracking pupils who have a special educational need, or require extra learning support.

Provision Map is a software designed for storing and sharing information on pupils with SEND and for tracking the effectiveness of SEND provision in schools.

Once a pupil is placed on the SEND register, the SENDCo will create either a Pupil Passport or an Individual Learning Plan and will share all the pertinent information regarding the pupil's learning profile and professional recommendations with the relevant teachers, in order to help them differentiate effectively in the classroom.

The Individual Learning Plan (ILP) is a document that provides information on pupils' strengths and needs, specific classroom adjustments, individual targets, and details of learning support provision. ILPs are designed to be shared with the pupils' parents/carers and teachers and are updated on a termly basis, or as necessary, to reflect the pupil's progress. The School will work in partnership with parents to ensure that pupils' learning targets are reinforced at home.

The Pupil Passport (PP) includes information about pupils' strengths and needs, classroom strategies and children's own learning preferences. The Passports put pupils at the centre of their learning experience by giving them the opportunity to state the way in which they like to be helped at school. PP are more suitable for older pupils who are able to reflect on their learning and benefit from classroom adjustments as opposed to specific academic targets.

Pupils who do not have an identified special educational need or disability may still have an Individual Learning Plan or a Passport if it is believed that specific and consistent strategies need to be implemented for the child in order to support their learning.

Pupils can be removed from the SEND register when they make good progress and no longer require additional support or specific differentiated teaching in the classroom. Once removed from the register, pupils' progress will continue to be closely monitored by the teachers and the SENDCo.

## The Graduated Approach

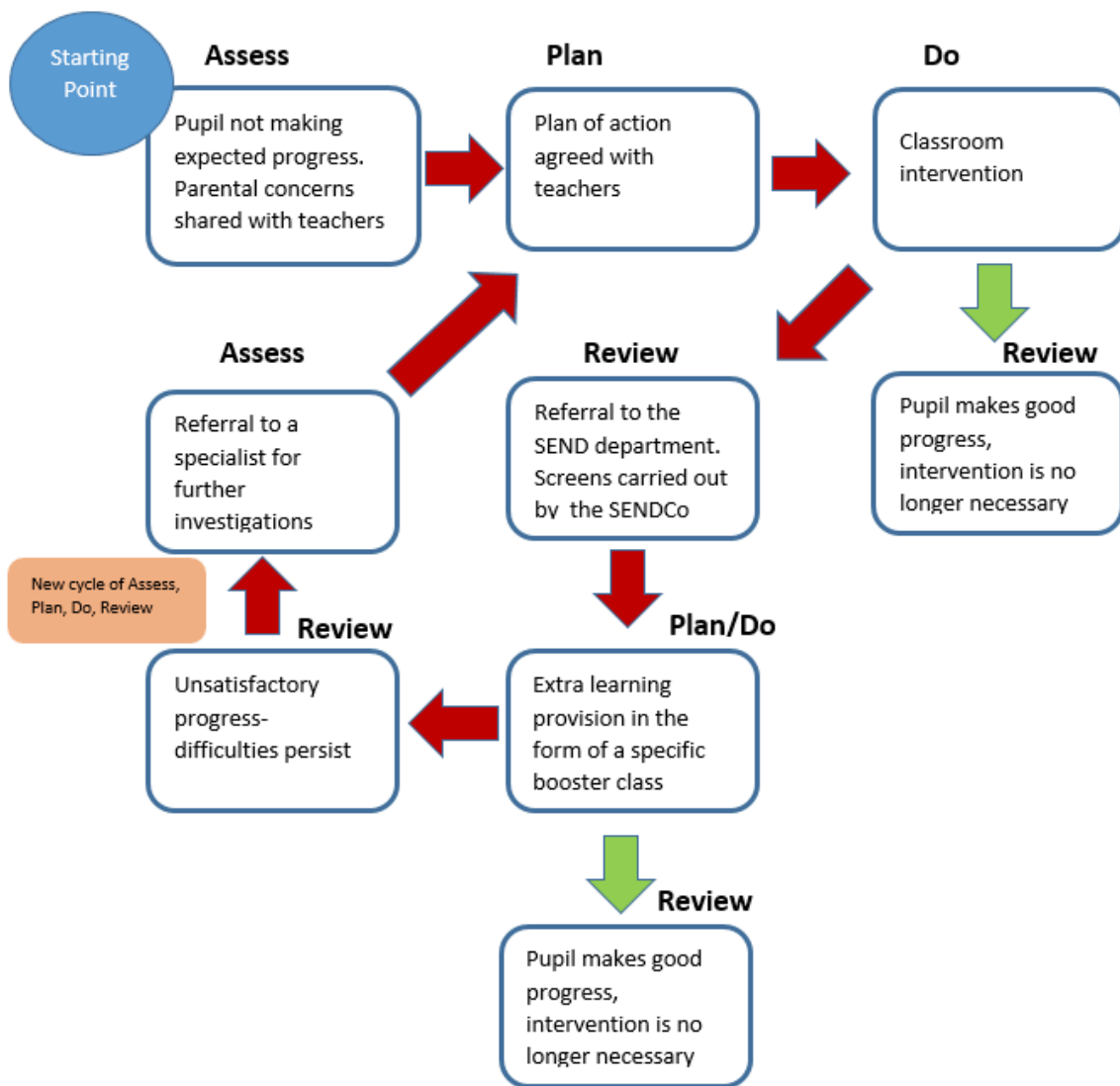
The School adopts a graduated approach to SEND identification and support, structured around a four stages cycle: *'assess, plan, do and review'*, as recommended by the SEND code of Practice (2015).

In this cyclical and cumulative approach, support is continuously revised and refined to respond to pupils' needs.

In line with the Graduated Approach, teachers are responsible and accountable for the progress and development of pupils in their class and high quality teaching is the first step in responding to pupils who might have SEND.

The diagram below shows a typical example of a pathway to the identification and support of pupils with SEND according to the graduated approach. In line with this approach, additional support measures may be reduced or stopped when they result in good progress. Conversely, if good progress has not been achieved, further assessment may be required to advise on additional or different support strategies.

## The Graduated Approach:

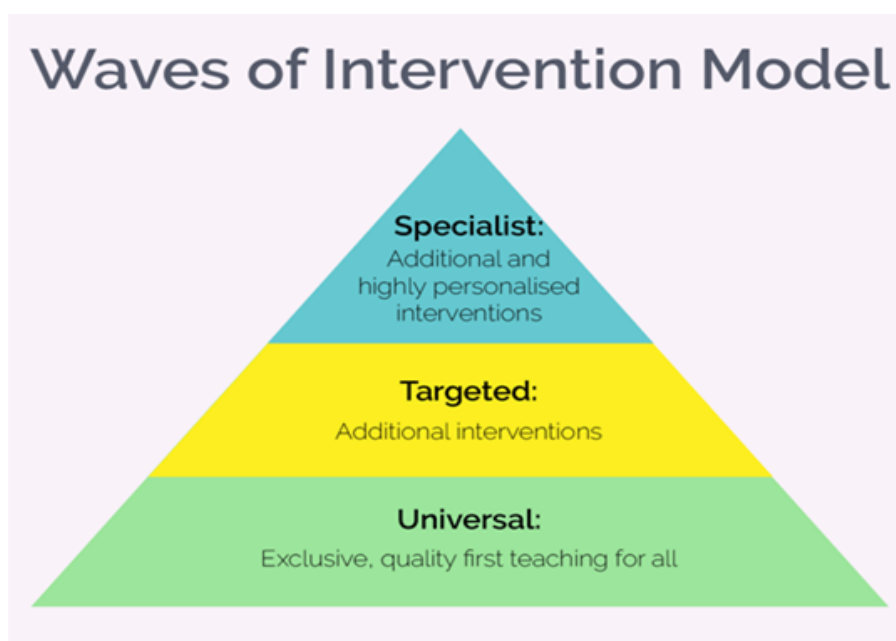




# Learning Support and the Three Waves model of intervention

The school uses the Three Waves model of intervention for the planning and provision of extra learning support for pupils. Wave one (universal) describes high quality inclusive teaching which takes into account the learning needs of all the children in the classroom. Wave Two (targeted) describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress. Wave Three (specialist) describes personalised intervention for a minority of pupils with identified special educational needs who require a higher level of additional support and more focused strategies.

The diagram below illustrates the Waves of Intervention model



Booster classes are offered to pupils in Wave 2 across the school who might benefit from the revision and consolidation of skills in different aspects of literacy, numeracy or handwriting. The classes, which are designed to increase rates of progress, are led by the learning support department team and by teaching assistants and cater for pupils in small groups.

Teaching assistants are also available to provide some extra help in the classroom, however it should be noted that the availability of in-class support is reduced as children move further up the School.

For children with identified learning differences or disabilities, who are failing to make satisfactory progress, individual, paired or very small group withdrawal classes can be provided by the Learning Support department. This extra provision is offered to help support pupils' learning and is designed to supplement rather than replace the normal teaching that a child would receive in the classroom. Withdrawal classes, long-term and more intensive learning support provision, such as one to one or

paired sessions are reserved for pupils in Wave Three, and require clear 'evidence of need' in the form of an up to date Educational Psychologist, professional or medical report.

Learning support is limited to a maximum of one full period of literacy or numeracy provision and one booster class per pupil. Extra learning support lessons from Year 2 to Year 8 will take place in the Learning Hub, a bespoke space designed to provide a multisensory learning experience in a calming environment.

Recommended intervention sessions led by members of the SEND department will take place on-site, however the School is unable to accommodate visiting professionals who need to work with a child. The SENDCo will arrange meetings with parents to discuss outcomes and review the intervention of pupils with SEND as and when they are required.

Teachers will be informed of the outcomes of any further assessments and will use this information to guide their teaching and targeted intervention. The School may liaise with the Local Authority where it is deemed appropriate (for example if a child had been placed in the School by the Local Authority or if they have an EHC plan or statement).

It should be noted that the school does not have the expertise or resources to support pupils with complex difficulties or who require a highly personalised curriculum or significant changes to the learning environment (please see the section entitled Reasonable Adjustments above). Parents and Carers' Responsibilities

Parents and Carers are expected to be actively involved in supporting their child's learning if the child requires additional support or where there is a special educational need. Information about local services for families of children with SEND can be found at this web address:

<http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page>

## Well-being and Mental Health support

Newton prep operates within the framework of a whole school approach to pupils' mental health and well-being, based on the principle that *children's emotional health influences their cognitive development and learning, as well as their social, physical and mental well-being in adulthood* (Promoting and Supporting Mental Health and Wellbeing in Schools, Public Health England, September 2021).

The main components of this approach include:

- Leadership and Management that supports and champions emotional health and well-being
- An ethos and environment that promotes, respects and values diversity
- Curriculum teaching and learning to promote resilience and emotional literacy
- Enabling student voice to influence decisions
- Staff development to promote their own well-being and that of their students
- Identifying needs and monitoring impact of interventions
- Working with parents, families and carers
- Targeted support and appropriate referrals

Well-being and mental health of pupils are closely monitored by using different measures, including teachers' and parents' feedback and observations and the data generated by You HQ, a well-being tracking tool.

A robust pastoral support is in place to help pupils who might be experiencing difficulties during their time at the School, with a strong emphasis on the role of the Form Teacher. The School also has a mentoring system in place to help pupils experiencing emotional or pastoral difficulties.

For pupils who require a specialist input, such as pupils with SEND, pupils with Social, Emotional and Mental Health needs, or those identified as being vulnerable to poor mental health, Newton Prep has a very experienced Mental Health Lead who works with small groups and with individual pupils to support them in developing their social communication skills and with other difficulties they may be experiencing at school.

In line with its inclusive ethos to emotional health, the school regularly promotes a number of training opportunities and initiatives to champion mental health and neurodiversity awareness amongst pupils, parents and staff, including Neurodiversity Celebration Week and Kindness and Mental health Week.

## Staff Training

All staff (including teaching and support staff) are given regular training on differentiating the curriculum and providing effective teaching for pupils with specific learning differences and disabilities. These sessions are often run by the SENDCo, but also by other key staff and external training bodies. This training is overseen by the Deputy Head Academic. The Head acts as the SEND lead on the Senior Leadership Team.

The SENDCo habitually liaises with the teaching staff about the most appropriate means of meeting the needs of children with SEND within the classroom and helps them to identify ways of removing barriers to learning.

The SENDCo attends regular training and is part of the Local SENDCo Network for Independent Prep Schools.

## SEND in the Early Years Foundation Stage

The SENDCo works closely with the Head of Reception and Nursery in EYFS to identify and support pupils with SEND.

In the EYFS, we set realistic and challenging expectations, which meet the needs of our pupils. We achieve this by planning to meet the needs of boys and girls, pupils with SEND, pupils who are more able, pupils from a range of social and cultural backgrounds, pupils of different ethnic groups and those from diverse linguistic backgrounds.

We have arrangements in place to support children in the EYFS with SEND.

### Identification, Monitoring and Intervention for children with SEND

We have a clear approach to identifying and responding to children with SEND. Children, who are assessed by teachers as making slower progress than their peers in the prime areas of development or in the curriculum-based knowledge and skills, are referred to the SENDCo

The SENDCo liaises with colleagues and ensures that parents are informed of any concerns or individual needs with regard to the key areas of development. This information will be shared through the formal completion of the EYFS Profile, which takes place for all children in the final term of the academic year during which they turn 5 and no later than 30<sup>th</sup> June of each academic year.

During the children's time in Nursery and Reception, our staff continually observe, assess and monitor children's progress through both formal and informal evaluations. Daily observations take place inside and outside the classroom and planning is amended in order to reflect the abilities and progress levels of the children. Online learning journals are used to record children's development and track progress. These are accessible at all times to staff and to parents on request.

Where a child appears to be working at a lower than expected level, or is failing to make progress in the prime areas of the EYFS curriculum, the SENDCo will oversee the implementation of an Individual Learning Plan (ILP), in partnership with the class teacher and in consultation with the parents. The ILP provides individual targets and strategies linked to the developmental stage of that child, in line with the seven areas of learning of the EYFS curriculum, and it is updated on a half- termly or termly basis, depending on the progress and on the specific needs of the child .

Regular monitoring and review takes place throughout the child's time in the EYFS. As outlined in the SEND Code 2015, the School gathers information and seeks 'Early Help' (Working Together to Safeguarding Children), if appropriate (see Transition to the new 0-25 SEN and disability system, September 2015). The School also takes into account the most recent DfE guidance, including 'Mental health and behaviour in schools' (DFE 2018) and 'Counselling in Schools: a Blueprint for the Future (February 2016)'.

Intervention is delivered by teachers and teaching assistants in class across the Foundation Stage, using a graduated response to needs according to the 'assess/plan/do/review' approach, as recommended by the SEND code of Practice 2015. Targeted boosters include fine motor skills literacy, maths, and phonics support groups. Children who need support with Communication and Language or in the PSED areas of development can attend social skills groups run by the Mental Health Lead.

If a child fails to make satisfactory progress in any of the above areas despite the support provided, the School might take the decision to involve external specialists. This decision will be taken in consultation with the parents.

We meet the needs of all of our pupils in EYFS through:

- planning opportunities, which build upon and extend pupils knowledge, experience and interests, and develop their self-esteem and confidence. These include the four areas of need: communication and interaction; cognition and learning; social emotional and mental health; sensory and/or physical needs.
- using a wide range of teaching strategies based on pupils' learning needs;
- providing a wide range of opportunities to motivate and support pupils, and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all pupils is valued;

- identifying any emerging concerns that might suggest a child has special educational needs and/or disabilities at the earliest opportunity and plan for those needs through a range of strategies
- using a system of planning, implementing, monitoring, evaluating and reviewing Individual Learning Plans
- ensuring that all staff understand their responsibilities to children with SEND and the School's approach to identifying and meeting SEND
- using resources which reflect diversity and are free from discrimination and stereotyping
- planning challenging activities for pupils whose ability and understanding are in advance of their language and communication skills;
- monitoring pupils' progress and taking action to provide support as necessary.

**Accessing the Policy:** This policy is also available in various formats to allow everyone to access it e.g. hard copy, enlarged print version, braille etc. Please contact the Bursar to request a copy of this policy in an alternative form.

## Review and Update Process

<b>Member(s) of staff responsible for update</b>	Deputy Head Teaching & Learning & SENDCo
<b>Sub-Committee responsible for review</b>	Education Committee
<b>Last review by Education Committee</b>	November 2022
<b>Last updated by SLT</b>	November 2023
<b>Next review by Education Committee</b>	November 2024
<b>Next update by SLT</b>	October 2024

# Appendices

## Appendix 1

### SEND Referral Form

<b>Date of Referral:</b>	
<b>Name of Pupil:</b>	
<b>Year/Form:</b>	
<b>Member of Staff:</b>	

**1. Please highlight in yellow the area(s) of your concern:**

- o Communication and interaction (for instance speech and language difficulties; social communication difficulties.)
- o Cognition and learning (e.g. literacy or numeracy difficulties)
- o Social, emotional and mental health difficulties (e.g. attention difficulties)
- o Sensory and/or physical difficulties (e.g. lack of co-ordination; hearing difficulties, etc.)

**2. Briefly explain what difficulties the pupil is experiencing in accessing the curriculum.**

**3. Aside from quality first teaching, how have you differentiated the lesson/adapted your teaching for the pupil?**

**4. If you have adapted/ differentiated your teaching, what effects has this had?**

**5. Please detail any other factors which might be relevant to the SEND department (e.g. conversation with the pupil/parents/colleagues)**

**6. Please attach any examples of the pupils' work that exemplifies your concern**

