

SEN Information Report

St Andrew's Prep School believes that all children are entitled to a broad and balanced curriculum. We agree that some children need increased support to access learning. This may be because:

- a) They have a significantly greater difficulty in learning than the majority of the children the same age.
- b) They have a disability that gets in the way of them being able to access and benefit from the educational opportunities generally enjoyed by children of the same age.

We will make sure that we remove barriers to achievement by ensuring that every child experiences quality teaching. We monitor and track progress of all children so that the support provided is effective. We always work in partnership with parents and carers and, where necessary, seek support and advice from specialists outside of school.

Identifying Special Educational Needs

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

Paragraph 6.15 Code of Practice 2014

'Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.'

Paragraph 6.23 SEN Code of Practice 2014.

Identification of SEN will be made in conjunction with the broad Areas of need outlined in the new SEN Code of Practice 2014.

Broad Areas of Need

- **Communication and Interaction** – children with Speech, Language and Communication needs (SLCN), children with ASD including Asperger's syndrome and Autism.
- **Cognition and Learning** – children who learn at a slower pace than their peers, moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD).
- **Social, emotional and mental health difficulties** – anxiety, depression, self-harming, substance abuse, eating disorders, attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/ or physical needs** – Vision impairment (VI), Hearing impairment (HI), multi-sensory impairment (MSI), physical disability (PD).

The following areas are not SEN but may still impact on progress and attainment:

- Disability (the Code of Practice outlines *the "reasonable adjustment "* duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

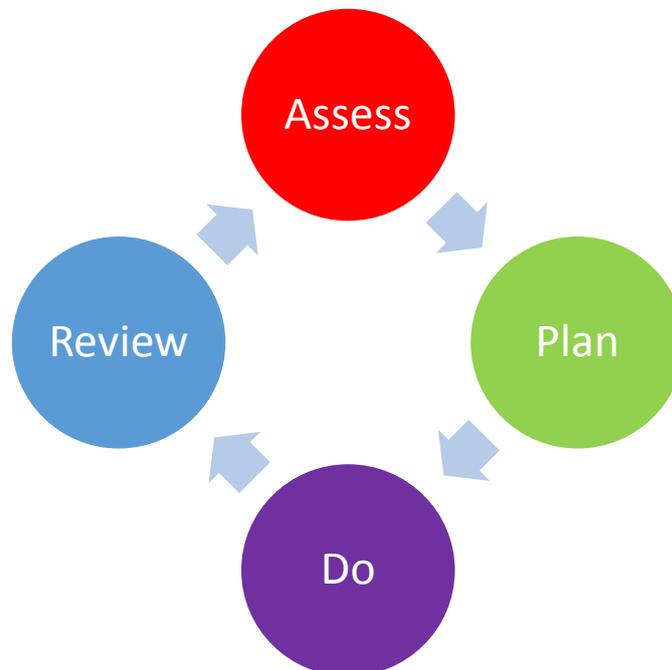
- Attendance and Punctuality
- Health and Welfare
- EAL - Difficulties related solely to limitations in English as an additional language are not SEN.
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN.

Through rigorous monitoring we are alert to emerging difficulties and respond early. For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop. When it is decided to provide a pupil with SEN support the decision will be recorded in our school records and we will formally notify the child's parents. We are required to make data on the levels and types of SEN within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEN information report.

A Graduated Approach to SEN Support

SEN support takes the form of a five part cycle: assess, plan/ record, deliver, monitor and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. (SEN Code of Practice 2014 paragraph 6.44)

SEN Cycle



Assess

Pupil Progress meetings seek to identify pupils making less than expected progress given their age and individual circumstances.

Less than expected progress would be reflected in the following ways:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We may involve specialists at any point to advice on early identification of SEN and effective support and interventions.

Plan

The first response should include high quality Wave 1 teaching targeted at their areas of weakness. **'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional Intervention and support cannot compensate for a lack of good quality teaching.'**

Paragraph 6.37 SEN Code of Practice 2014

Where progress continues to be less than expected the class teacher, working with the SENCO, should assess whether the child needs SEN support. All interested parties including parents should be informed of this and have a voice during the process. We record if any additional support needs to be put in place this would be decided during Pupil Progress meetings, meetings and consultations with parents. Additional provisions have an outcome based focus and planned next steps. This can be seen on the [provision map](#) (Pre-prep have started these, Prep are in the processes of getting them up and running.)

When needs are complex and where, despite taking relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, consideration will be given to requesting an Education, Health and Care (EHC) assessment or an Individual Special Needs Plan (ISEND) for our EYFS children. This request can be made by the school or by parents. In considering whether an EHC/ ISEND plan needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the child's Special Educational Needs using the School Based Plan. An EHC needs assessment will not always lead to an EHC plan.

The purpose of an EHC/ ISEND plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC/ ISEND plan also specifies the arrangements for setting shorter term targets at school level.

Other needs and provisions will be recorded on a class Intervention tracking Sheet, which allow for the monitoring of progress, an individual education provision map will focus on an outcome based approach and allow for close monitoring.

We will always involve a specialist where a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEN support delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists.

Do

'Teachers are responsible and accountable for the progress and development of the pupils in their class.'

Paragraph 6.36 SEN Code of Practice 2014

We deliver high quality teaching that is differentiated to meet the individual needs of the pupil. If Provisions are needed in addition to this, for example planned interventions such as Personalised Learning to Read or Precision teaching, then these are provided by and planned for by the school using trained Teaching Assistants. Where Outside agency support is needed the SENCO works with the parents, child and agency to plan and ensure that this is delivered effectively.

Additional provisions and interventions are recorded on the Provision Maps, these identify targeted children, barriers to learning and targets. Teaching Assistants delivering interventions are given clear guidance by class teachers or the SENCO so that children's specific needs can be met. The impact of these is monitored at termly pupil progress meetings

Review

All children are reviewed at the end of every half term through in class assessments and reports. Those who have provision maps will have these reviewed and a new map written to support the changing needs, parents will be invited to attend these review meetings.

Reviewing an ISEND/ EHC plan

ISEND/ EHC plans are used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child and their parents, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the ISEND/EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a school representative, a Local Authority SEN officer, a health service representative and a Local Authority social care representative will be invited to the review meeting.

Before the meeting we will:

- Give notice to all parties at least two weeks before the meeting and seek advice and information about the child
- Send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting. Where a child is looked after by the Local Authority, we will endeavour to synchronise ISEND/ EHC plan reviews with social care reviews.

Working in partnership with parents

We recognise that parents know their children best and listen and understand when parents express concerns about their child's needs. We are committed to working in partnership with parents and carers.

We will:

- Have regard to the views, wishes and feelings of parents.
- Provide parents with the information and support necessary to enable full participation in decision making.
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Meet with the parents of children at least three times each year.

If there are any disagreements with parents about SEN support for their child, we will work with them to try to resolve these. If parents have a complaint they can use the school's complaint procedure. Details about this are available towards the end of this document.

Involving children

We are committed to involving children with SEN in decisions about their learning.

We will:

- Have regard to the views, wishes and feelings of children.
- Provide children with the information and support necessary to enable full participation in decision making.
- Support children to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Transition

The great majority of children with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our SEN support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process. We support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another.

If a child has an ISEND/EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by 15 February in the calendar year of the transfer.

Training and continuing professional development (CPD) for staff

We regularly and carefully monitor and review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying particular patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered, a termly monitoring schedule is in place.

Where interventions are required, we ensure that our staff have sufficient skills and knowledge to deliver the intervention effectively. The quality of teaching for pupils with We have an amount identified within our overall school budget, called the notional SEN budget. This is not a ring-fenced amount. We provide high quality appropriate support from the whole of our school budget including any resources targeted at particular groups such as the pupil premium.

Data Protection

Education Health Care plans (EHC plans)/ ISEND plans will be kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child's parents, except for specified purposes or in the interests of the child.
See our Data Protection policy for more information.

Resources

To support this policy we have human, financial and material resources.
Human resources include teaching assistants, support staff and specialist expert agencies such as :
Educational Psychologist – Jan Samson

Specialist Assessors:

Occupational Therapist: Edwina Watts
Drama Therapist: Lucinda Weis
Speech and Language Therapist: Siara Webster
ADHD/ ADD – Children's Assessment Centre East Sussex

The financial allocation is determined by the school development plan. Financial resources include training and replacement of consumables. (see above)

The procedure for complaints is as follows:

1. Contact the class teacher
 2. Discuss concerns with the head/SENCO
- If the outcome is unsatisfactory:
3. Write a formal complaint to the school governing body
 4. Appeal to the SEN tribunal, if the outcome is unsatisfactory:

Contact Person responsible for SEN:

Prep School – Alicia Ford SENCO acford@standrewsprep.co.uk
Pre-Prep – Lisa Tarrant Ltarrant@standrewsprep.co.uk