

Godstowe

School Policy

SEND

Reviewed
September
2025

Compliance:

The School currently follows the guidance set out in the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2014, updated 2020). We also act in accordance with the following relevant legislation: • Children and Families Act 2014

- Education Act 2011
- Educational (Special Educational Needs) (England) (Consolidation) Regulations 2001.

Recommendations made in the revised SEN and Disability SEND Code June 2014 are not legally binding for independent schools but we choose to have regard to its recommendations, which have been incorporated into this policy.

This Policy applies to the whole school, including the EYFS.

Definition:

We recognise that a range of learning support needs exist at Godstowe. For some pupils the difficulties might be mild and short term but for others they may be long term and more complex. We recognise that there is a continuum of learning support and Special Educational Needs and that the needs of the majority of our pupils are at the learning support monitoring level, below the SEND level.

Special educational needs and disabilities (SEND): A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them (SEND Code of Practice 2015).

Learning difficulty: A child of compulsory school age has a learning difficulty or disability if he or she:
· has a significantly greater difficulty in learning than the majority of others of the same age, and/or
· has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision: Provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in schools maintained by the LEA.

A disabled person: A disability under the Equality Act 2010 is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This includes sensory impairments (such as those affecting speech, sight or hearing), autism, dyslexia, dyspraxia, memory, ADHD, mental health conditions, asthma, diabetes, epilepsy, cancer. Note: There is a significant overlap between children with SEN and those with disabilities. Where a disabled child requires special educational provision, they will also be covered by the SEN definition.

1. Policy

a. Aims and Objectives

AIMS

At Godstowe Preparatory School we aim to create a curriculum and environment in which all children, including those with special educational needs, can develop physically, intellectually and emotionally and where all children have equal opportunity to access the curriculum in order to realise their full potential.

We aim to make sure that children with special educational needs are fully integrated within the school as a whole. All staff know which children receive support but the atmosphere is one of understanding and encouragement. Every teacher is a teacher of every child or young person including those with SEN.

OBJECTIVES

- To identify and provide at the earliest opportunity for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice (2015)..
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with special educational needs pupils.
- To recognise that there is a continuum of need, which may be temporary or long term; mild, moderate or severe and to classify pupils’ needs accordingly.
- To provide pupils with special educational needs with their entitlement of a broad, balanced and differentiated curriculum, unless this is impossible for reasons clearly specified and understood by all parties concerned.
- To base support of pupils with special educational or additional needs on a graduated approach to support.
- To support pupils with special educational needs by using a variety of appropriate strategies and the provision of consultative advice or guidance to departments, individual teachers and parents.
- To seek the views of pupils, parents/guardians, teachers or appropriate external agencies in determining and evaluating the provision for special educational and additional needs.
- To ensure that all relevant staff are aware of each pupil's needs so that these may be met within the mainstream classes.
- To maintain a confidential SEN file for each pupil containing all relevant reports.
- To review each pupil's progress and adjust their provision accordingly.

b. Admission arrangements and Identification

Admission arrangements for pupils with SEN:

Children entering the school will normally spend a day in the classroom with their year group and be assessed by an appropriate member of staff. In addition, children who already have an identified SEN would be required to bring any relevant reports to their admissions interview.

The school does not discriminate against the admission of pupils on the grounds of special educational need where their learning difficulty can be catered for within the mainstream setting.

However, the school does not presently have any special arrangements for access to the buildings by disabled persons.

Identification:

Early identification of a pupil's educational need is considered essential if progress is to be maintained or enhanced. The school recognises this priority but also appreciates that needs may develop at any stage of a pupil's education.

The first opportunity when identification can occur is sometimes prior to their arrival at the school, but in most cases a pupil's needs will become apparent through measuring their progress once they have reached the school. This may be done in a variety of ways:

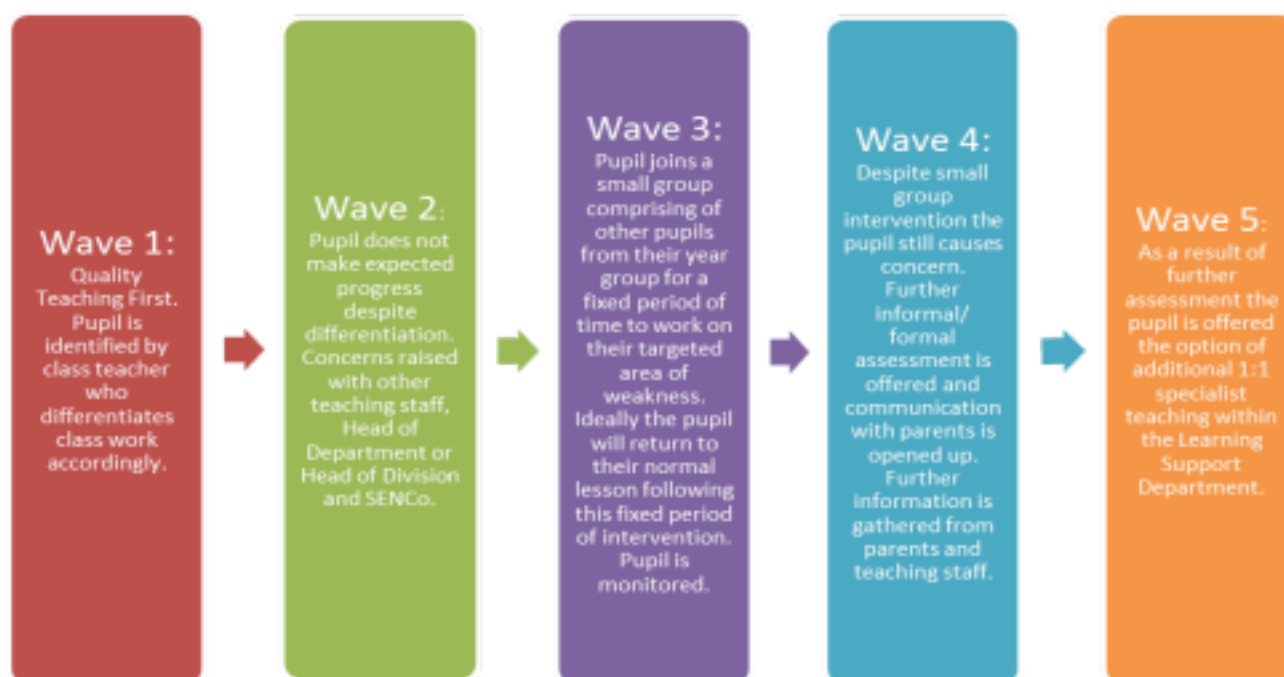
- Direct parental referral.
- Subject staff recognising or becoming aware of a concern through the normal process of class work, testing and assessment.
- Screening by use of standardised tests, class assessments and EYFS profiles.

A pupil's special educational needs, once identified, can be defined by the four broad categories of SEN specified in the SEND Code of Practice (2015). These areas are:

1. **Communication and interaction**
2. **Cognition and learning**
3. **Social, emotional and mental health difficulties**
4. **Sensory and/or physical needs**

These four areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action the school needs to take. At Godstowe we identify the needs of pupils by considering the child as a whole.

c. Access to the Curriculum: A Graduated Approach to SEN Support



Wave 1:

Quality First Teaching, appropriately differentiated for individual pupils, is the first step in responding to those pupils who have or may have SEN or additional needs.

Wave 2:

Indicated when a child who **despite receiving differentiated learning opportunities** within the classroom makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness. The child's teachers, SENCO and Head of Department may informally discuss the child's progress. The child's parents will then be consulted if further action is required.

Wave 3:

If appropriate, a pupil may be offered the opportunity to join a small group to address their identified area of weakness. The pupil will be monitored and, if progress is made, they will return to the main group. If concerns remain, the pupil will move on to Wave 4.

Wave 4:

Pupils are making limited progress despite various interventions and additional information will be gathered from staff and parents to inform the SENCO who will initiate an informal assessment. In certain cases additional advice will be sought from external agencies, such as an Occupational Therapist, Educational Psychologist, Speech and Language Therapist or Optometrist.

After collating all relevant information, and in the light of the findings of the assessment, the SENCO and the child's teacher, in consultation with parents, should decide on the action to be taken.

Once an assessment has taken place relevant staff, together with the parents and the SENCO, may meet to review the report so that they can all be informed of the findings and the action to be taken. The external specialist may advise on new and appropriate strategies or be involved in teaching the child directly. A range of different teaching approaches, and a variety of appropriate equipment and teaching materials, will be considered, including the use of information technology.

Information regarding the nature of the child's difficulties and recommendations for appropriate teaching

strategies will be made available to all relevant staff.

Wave 5:

As a result of the findings of Wave 4, a recommendation may be made for the pupil to have individual sessions with a member of the Learning Support Team. Parents are asked to contribute to the cost of individual tuition.

Pupils following an individualised programme on a 1:1 basis with a Learning Support Teacher, or under the supervision of the class Teacher, will receive the following provision:

An Individual Education Plan (IEP): This is coordinated by the Learning Support Teacher or the Class Teacher who is responsible for the individual pupil and supported by the SENCO. The targets are reviewed on a termly basis and discussed with parents/pupils.

IEPs are teaching and learning plans setting out:

- Achievable targets - 3 SMART Targets
- Achievement criteria and strategies to support success
- Resources
- Review

Once a term, parents are contacted to discuss their child's progress and IEP review. Following each review and evaluation of the pupil's progress, decisions are made as to whether any of the following are required:

- New targets
- Fewer lessons
- Extra lessons
- Change of programme

d. Assessment, Monitoring, Evaluation and Review

Learning Support SEND and Monitoring Register:

Any pupil who is receiving additional support from the Learning Support department will be entered on to the Learning Support Register according to the following categories of support:

Monitoring: Pupils who require additional support (from an LSA or teacher) for an identified area of weakness.

SEND Support: Pupils who have obtained a report from an external agency and achieved a formal diagnosis of their needs.

Education, Health and Care Plan: Pupils who have been formally assessed by the LEA and have been provided with additional resources to support their learning and meet their individual educational needs. Godstowe School supports the process from application of an EHCP to ensuring the statutory requirements are being met throughout the year. Teachers and parents are kept up to date with provision, they are fully engaged in the Graduated Approach cycle of Assess, Plan, Do, Review and with preparation for the Annual Review of the EHCP. The SENCO co-ordinates the EHCP process and is responsible for ensuring the statutory requirements are being met.

Pupil Information Profiles (PIP) of every child on the SEND Register are written and updated annually, or when profiles require to be updated with new information. This document provides a summary of the pupil's strengths, difficulties and strategies for supporting them in class. It is expected that

staff will use this information to inform their own planning, classroom organisation and assessment procedures.

Monitoring and Evaluation of Policy:

The success of this policy will be judged by:-

1. The early and accurate identification of children's learning difficulties and needs;
2. Children achieving the targets set on IEPs which indicates that targets are specific, achievable and appropriate;
3. Appropriate movement of pupils onto and off the Learning Support Register;
4. Close working links with outside supporting agencies and specialists;
5. The positive involvement of and feedback from children and parents.

The Learning Support Register is updated by the SENCO on a regular basis as a pupil's level of support changes or as children enter/leave the school.

Staffing:

Godstowe has a designated SENCO leading a team of Learning Support staff, who work directly with pupils in school. Professionals include a Dyslexia Specialist Tutor, an Emotional Literacy Support Assistant (ELSA), a Speech and Language Therapist (SALT), an Occupational Therapist (OT), a Behavioural Optometrist and a Creative Arts Therapist.

Training and Resources:

All teachers at Godstowe are fully committed to learning support and SEND and to developing their knowledge of SEND issues and to use and share best practice. It is the responsibility of all teachers to ensure that they are fully aware of the School's procedures for identification, assessment and provision for learning support and SEND pupils. All teachers undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

The SENCO regularly attends local meetings and national conferences in order to keep up to date with local and national updates in SEND.

In-service training needs related to special educational needs will be identified by the Senior Management Team with the staff and will be incorporated into the INSET programme.

Staff are updated regularly about individual pupil's progress and concerns and also any relevant recent assessments at whole staff briefings. The Learning Support staff meet regularly as a department throughout the year. Individual learning support teachers liaise with the SENCO to update them regarding the progress or concerns of their individual pupils.

Reviewing the Policy:

This Policy will be reviewed annually by the SENCO and updated to acknowledge the current changes in SEND.

e. Supporting Pupils and Families

Partnership with Parents:

The school actively seeks the involvement of parents in the education of their children. It is recognised that it is particularly important with children with special educational needs where the support and encouragement from parents is often the crucial factor in achieving success. A child's parents have a wealth of knowledge and information about their child. They can also provide a valuable source of support for their child's learning at home. For these reasons we are committed to developing a process of early identification and support which recognises the importance of the role which parents can play and involves them in a partnership with the school and external agencies.

During the initial stages, it is important that parents are informed of the concerns which the school has about the child's difficulties. The nature of the child's needs are discussed sensitively with the parents and they should be given the opportunity to provide any background information or information regarding external influences which may be affecting their child.

Following an assessment by an external agency, the school will acknowledge their findings by including their recommendations in all relevant curriculum areas.

The school maintains an open door policy and parents may talk over the telephone, e-mail or arrange a meeting with any member of staff at a suitable time.

Links with Outside Agencies:

The school maintains a list of:

- Educational Psychologists
- LA Advisory teachers
- Speech & Language Therapists
- Optometrists
- Occupational Therapists

to whom the parents may take their children for assessment. Locally based specialists can complete assessments and follow up programmes of work within school, as appropriate.

Special Arrangements:

Occasionally it has been recommended that some pupils require special arrangements during exams. Some pupils may, for example, sit their exams with a member of staff so that they may ask assistance in reading the paper or act as a scribe. Alternatively some pupils may require extra time. All of these special arrangements for exams are granted by the school following a formal assessment (usually an Educational Psychologist).

Complaints:

If a parent of a child with special educational needs has a complaint, they should arrange a meeting with the SENCO in the first instance. Complaints can usually be solved by informal discussions. However, it may be necessary to involve the Form Teacher, Head of Department, Deputy Head or Headteacher in resolving the issue.

Arrangements for learning support and SEN pupils changing schools or leaving school:

In consultation with parents, the SENCO will notify the receiving school about a pupil's learning support or SEND records, including the provision that has been made and targets met.

Supporting Pupils with medical conditions:

Godstowe recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

f. Storing and Managing Information

Information collected about a child's individual needs will be kept in different places according to its nature, but it is always confidential and will only be communicated to involve people with the knowledge and agreement of either the child's parents, the Headteacher or the SENCO.

Class teachers are responsible for ensuring that records are kept of the individual achievement of pupils in their class. Detailed records will also be kept of the pupils receiving extra teaching support, which will include IEPs, reading and spelling profiles, records of work and the results of standardised and diagnostic tests. These files will be stored digitally on the School's Drive.

A copy of any Educational Psychologist report, or any report or assessment administered by an outside agency, will be filed in the Pupil Record, stored as an electronic copy (if provided) and a summary of these assessments are circulated to all relevant members of staff.

g. Accessibility

Statutory Responsibilities:

Godstowe has a separate Accessibility Policy and EHC Plan Policy, which should be read in conjunction with this Policy.