



3b

Special Educational Needs and Disability Policy

This Policy applies to all pupils at Maldon Court Preparatory School including those in the EYFS

Reviewed by Marianne Summers September 2023
To be reviewed September 2024

Maldon Court Preparatory School Aims

- Children develop a love of learning and come to appreciate the value of their talents and life experiences.
- Children flourish and become enthusiastic and independent learners reaching their full potential through a stimulating, broad curriculum and rich variety of experiences beyond the curriculum.
- Children embrace the traditional values of Kindness, Respect and Courtesy, becoming responsible, independent caring individuals.
- Children are confident happy individuals who are well prepared for their next step in education. This includes 11+, scholarships and entrance to schools with Specialist Status.
- Children develop the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: both in the local and wider community.

Definition of SEN.

At Maldon Court School we believe that children have special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them. Children are said to have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- Are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of Disability

Definition as defined by the Equality Act 2010, a person (P) has a disability if: (a) P has a physical or mental impairment, and (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

The school will have regard to the **Special Educational Needs and Disabilities Code of Practice 2015**, **Children and Families Act 2015**, and the **Equality Act 2010** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a description by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children with SEN to achieve their potential. Maldon Court Preparatory School recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

We believe that all children should be equally valued in school and will strive to eliminate prejudice and discrimination and develop an environment where all children can flourish and feel safe.

The school will produce a three year accessibility plan which aims to:

Increase the extent that disabled pupils can participate in the school's curriculum.

Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able take advantage of education and benefits, facilities or services provided or offered by the school.

To improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

This written plan will be revised and reviewed as appropriate and regard taken to allocating adequate resources.

Identification, assessment and provision.

Provision for children with special educational needs is a matter for the school as a whole and every teacher is a teacher of children with special educational needs. The school's Head teacher, Mrs. Mason, Mrs. Summers, SEND Co. Mrs. Kim Callaghan, Nursery Manager and all other members of staff have important day-to-day responsibilities. Teaching and planning for such children is a whole school responsibility.

At the heart of the work of our school is a continuous cycle of planning, teaching and assessment which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements but if their attainments fall significantly outside the expected range, they may have special educational needs. However, we know that at some time in their school career, many experience difficulties which affect their learning and these may be long or short term difficulties.

SEND Provision

Children may be identified at any point in their school career as having special educational needs and if this is known during their nursery or pre-reception time, this information will be transferred through Early Years SEND planning. Nursey Manager, Mrs. Callaghan, will liaise with the SENCo when appropriate. The child's class teacher in Reception will use this information to;

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment process to identify any learning difficulties.

Ensure ongoing observation and assessment provides regular feedback about the child's achievements and experiences, to form the basis for planning the next steps of a child's learning.

We involve the parents in implementing a joint learning approach at home.

Record keeping

If a child is identified as having difficulties, the school will adopt a graduated response, that recognises there is a continuum of need and brings increasing specialist expertise to bear on a child's difficulties.

The school will record the steps taken to meet the individual needs of any child. All information will be kept on ScholarPack under the support section of the programme. This includes differentiation sheets, one plans (IEP's), one page profiles and specialist reports.

The SENCO will have responsibility for ensuring that the records are kept available as needed. If the School refers a child for a statutory assessment, they will provide the L.E.A. with a record of their work with the child, including any existing arrangements.

Monitoring Children's Progress.

The school's systems for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily.

Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the class or subject.

The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills which closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is like that of peers starting from the same attainment baseline but less than that of most peers.
- Matches or betters the child's previous rate of progress.
- Demonstrates improvements in a child's behaviour.

Nature of the intervention – SEND Support

SEND support replaces School Action and School Action Plus. A graduated approach refers to a recommended approach of; assess – plan - do - review

The child's class teacher and/or the S.E.N.C.O. will decide on the action needed to help the child progress, in the light of any assessments. This may include;

- Different learning materials or special equipment.
- Some group or individual support.

- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

The child's parents will be kept closely informed of the interventions that are in addition to those provided as part of the school's usual differentiated curriculum.

The triggers for intervention and placing a child on the special needs register will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes;

- Little or no progress even when teaching approaches are targeted particularly to a child's identified area of weakness.
- Shows signs of difficulty in developing Literacy or Mathematical skills which result in poor attainment that **is significantly below** their peers.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by behaviour management techniques normally employed in the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the child and thus the school staff, the SENCO may contact them, if the parents agree. The SENCO will support the further assessment of the child, assisting in future planning through discussion with colleagues. The child's class teacher will remain responsible for working with the child daily and for planning and delivering an individualized programme known as a **oneplan**. The oneplan will include:

- The short-term targets set for the child.
- A summary of the child's strengths and difficulties
- The teaching strategies to be used.
- The provision to be put in place.
- When the plan is to be reviewed (termly at least)
- Outcomes to be recorded when plan is reviewed.

Parents will always be consulted and kept informed of the action taken to help the child and the outcome of this action. The oneplan will only record that which is additional to or different from the differentiated curriculum and will focus on three or four targets to match the child's needs. The SEND oneplan should be reviewed termly and the parent's views will be sought. The child should be involved in the review process and in setting the targets.

School Request for Statutory Assessment (Education and Health Care Plan)

If a child continues to make little or no progress after receiving SEND support the school may consider asking for a statutory assessment. This will involve a consultation from an Educational psychologist. The LA will consider the evidence and may grant an **Education, Health Care Plan (EHC plan)**; if it considers that the child meets the criteria.

When the school seeks the help of external support services, the services will need to see the child's records in order to establish which strategies have already been employed and which targets set and achieved.

The specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly.

Where a request for statutory assessment is made by the school to an L.E.A, the child will have demonstrated significant cause for concern. The L.E.A. will need information about the child's progress over time and will also need documentation in relation to the child's needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through SEND provision. This information may include;

- Oneplans for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health including medical history, where relevant.
- Assessments in Literacy and Mathematics. Etc.
- Educational and other assessments, e.g. from an advisory specialist support teacher or an educational psychologist.
- Views of the parents and child.
- Involvement of other professionals e.g. social services or educational welfare.

Annual review of an education health care plan

All EHCP'S must be reviewed at least annually with the parents, the pupil, the L.E.A. the school and professionals. They will consider if any amendments need to be made to the description of the pupil's needs or to the provision specified in the statement. The annual review should focus on what the child has achieved as well as any difficulties that need to be resolved.

At the review in Form 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage.

The SENCO of the receiving school should be invited to attend the final annual primary school review, to plan an appropriate new EHCP. Thus, the transfer should be as effective and supportive as possible.

A possible definition of Dyslexia and course of action if it is suspected

The division of Educational and Clinical Psychology use the following definition;

'Dyslexia is evident when accurate and fluent word reading and or spelling, develops very incompletely or with great difficulty. This focuses upon Literacy learning at the word level and

implies that the problem is severe and persistent, despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching.'

If the British Psychological Society definition is accepted, assessment should be based on the pupil's ability to read and spell and includes performance on;

- Standardised reading tests that include word recognition and whole sentence reading tests.
- Standardised spelling tests.
- Miscue analysis on written work, or on strategies used when reading aloud.
- Performance on high frequency word lists.
- Phonic knowledge, starting with single sound recognition, combining sounds, identifying the beginning, middle and end sounds in a word and identification of common letter/sound combinations.

In identifying if the problem is severe or persistent the school will identify any child achieving below the average range by means of an end of year test and Teacher assessment. These children will be referred to the SENCO and if the SENCO believes that these tests show a significant delay, the school will always recommend that the child be referred to an Educational Psychologist or specialist dyslexia assessor, for professional testing and diagnosis.

If diagnosed as Dyslexic, an appropriate programme will be put into place. Current schemes used include the Nessy reading and spelling programme, Dancing Bear phonics scheme, Toe by Toe reading scheme and the power of 2 math scheme.

Partnership with Parents

All facilities in the local area are outlined in the Essex SEND Local Offer which is published on the Essex county council website. Partnership with parents is vital to provide the best support for our pupils. Parents will be regularly informed of at each stage of their child's assessment and provision.

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