



PRINCE'S MEAD

## Special Educational Needs & Disability Whole School Policy

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This policy is drawn up in accordance with the Special Educational Needs Discrimination Act 2001 (SENDA); the Special Educational Needs and Disability Code of Practice 2014 and has been written referencing the following documents:

- Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan
- SEND Code of Practice 0-25 years
- Equality Act 2010
- Equality Act 2010: advice for schools DfE June 2018
- Statutory Guidance on supporting pupils at school with medical conditions
- Safeguarding Policy
- Data Protection Policy & Privacy notice
- Accessibility Plan.
- Children and Families Act 2014
- The Education (Independent School Standards) Regulations 2014 (as amended)
- Equality and Human Rights Commission guidance 'Reasonable adjustments for disabled pupils' 2019
- Equality and Human Rights Commission guidance 'Technical guidance for schools in England' (last updated July 2024)

### Associated Policies

- English as an Additional Language Policy
- Curriculum Policy
- Admissions Policy
- Teaching and Learning Policy

### Introduction

Prince's Mead is a mainstream setting for Early Years Foundation Stage (Nursery and Reception), Pre-Prep (Key Stage 1) and Prep (Key Stage 2). The needs of the children in all age settings are paramount. We are committed to providing a high-quality, inclusive learning environment where we believe every child, including those with Special Educational Needs and Disabilities (SEND), should have the opportunity to thrive and fulfil their potential. We understand the importance of early intervention and strive to identify and address any additional needs as soon as possible.

As a mainstream setting, a typical day will require pupils to be able to:

- Follow school routines and rules with minimal support.
- Deal with transitions between teachers, classrooms, environments.
- Work independently throughout a lesson with occasional guided support from the teacher.
- Attend all lessons throughout the day.
- Be ready for learning and know some self-regulation strategies.
- Regulate emotions with minimal support.
- Manage multi-sensory stimuli with minimal support (i.e. busy and noisy environments).



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We understand that for some pupils with SEND, additional support may be needed to operate within this environment. We will aim to provide that support within the framework set out in this policy. However, we recognise that in some cases, despite support, adjustments, and intervention, we may not always be able to fully meet the needs of every child within our current provision.

We further aim that every child may develop in all areas identified as Crown Values, which are integral to the development of a Prince's Mead pupil;

- Respect
- Courage
- Curiosity
- Kindness
- Ambition

In line with our Purpose and Aims, we value every child as an individual and seek to ensure inclusion for all children regardless of ability, disability, race, gender or background.

### Purpose:

To enable every child to flourish in a stimulating, nurturing environment where they will develop a lifelong love of learning, a curiosity about the world they live in, and a desire to make their own contribution to it.

### Aims:

- To provide a broad, balanced, and stimulating range of learning opportunities inside and outside the classroom.
- To encourage pupils to foster an intellectual curiosity and a lifelong love of learning.
- To nurture independent, courageous pupils who will use their talents, be ambitious, and rise to future opportunities.
- To create responsible citizens who understand the value of mutual respect.
- To prepare pupils academically, socially, physically, digitally, and emotionally for their future lives in an ever-changing world.
- To enable pupils to embrace life with happiness, confidence, and resilience.
- To provide a caring, nurturing environment in which each child can flourish and feel a sense of belonging.

## Definition of Special Educational Needs and Disability (SEND)

At Prince's Mead we use the definition for SEND and for disability from the SEND Code of Practice (2015). The Code of Practice states that, "A child has special educational needs if he or she has a learning difficulty which calls for special education provision to be made for him or her."

A child of compulsory school age or a young person 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, 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 or mainstream post-16



institutions.

Children's needs and requirements may fall into at least one of the four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed. In order to identify a pupil's special educational needs, we refer to the four areas of need as outlined in the Code of Practice for SEND, January 2015:

The Four Broad Areas of Need:

1. Communication and interaction – for pupils with speech, language or communication difficulties who may have difficulty understanding or communicating with others. This also includes pupils with Autistic Spectrum Disorder who are likely to have difficulties which can impact on how they relate to others.
2. Cognition and learning – for pupils who learn at a slower pace than their peers even with appropriate differentiation. Learning difficulties may be specific to one area of the curriculum or may span across multiple areas. Physical disability or sensory impairment may also be present.
3. Social, emotional and mental health – for pupils who experience social and/or emotional difficulties which affect their behaviour, wellbeing and ability to learn. Behaviours may reflect underlying mental health difficulties or disorders such as attention deficit disorder, attention deficit hyperactivity disorder, or attachment disorder.
4. Sensory and/or physical – for pupils with a disability which prevents or hinders them from making use of the educational facilities generally provided. Disabilities may involve vision, hearing, or may be multi-sensory. Physical difficulties may require additional and ongoing specialist support and resources to ensure the pupil accesses the same opportunities as their peers.

Identifying needs within or across these categories enables the school to plan the most appropriate provision and ensure the school is resourced adequately to meet the pupil's needs. The school recognises that no two pupils are the same and that a pupil's individual needs may span across one or more of these areas.

Children whose difficulties are solely due to the home language differing from the language in which she/he is taught are not identified as having SEND, although support may be offered in line with the English as an Additional Language (EAL) Policy. However, should a child who has EAL be identified as having SEND they will be supported in line with this policy.

### **Policy Aims and Objectives**

The objective of this policy is to set out the rationale and methodology for Learning Support and Special Educational Needs Provision and aims to:

- Ensure that all pupils with special educational needs and/or disabilities are identified and supported in the school.



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- Ensure that there is support for teachers to meet the learning needs of all pupils.
- Ensure that appropriate resources are available for pupils with temporary or long-term additional or special needs.

All children and young people are valued, respected and equal members of the school. We aim to ensure that the individual needs of all children are met, including those children with SEND. We achieve this by delivering a broad and balanced curriculum, and through:

- Differentiation and support for all pupils, regardless of age and ability
- Praise, encouragement and reward to promote self-esteem and inclusion
- Recognising that pupils develop at different rates
- Recognising that there may be a diversity/combination of special needs affecting learning, health, behaviour, emotions, and physical needs.

Opportunities for success will be increased by:

- Early identification of children who may be experiencing difficulties ensuring all staff are aware in order to provide appropriate levels of intervention to match individual needs
- Targeted support
- Adjusting, where possible, the school environment for those children with disabilities
- Meaningful consultations between parents, school and external professional agencies
- Challenging any inappropriate attitudes and practices relating to SEND
- Pupils being taught by suitably experienced and qualified staff.

Further, we aim:

- To ensure that no child is discriminated against, in any area of life, on the basis of his/her disability and ensure pastoral care and support is in place for all children so that they may develop in all areas and build a strong sense of self-esteem
- To ensure that children's records include information relating to their individual needs, interventions and outcomes
- To conduct regular reviews of the children's progress.
- To work in partnership with the children's parents at all stages.
- To include the children themselves in decision making about intervention and support
- To endeavour to ensure that each child with SEND progresses to a suitable secondary school where his/her current needs will be communicated and will be met.
- To provide a regular INSET programme both for SEN staff and mainstream teaching staff so that children's needs can be met in the mainstream classroom.

### Learning Support Department

The Head of Learning Support is responsible for the coordination of provision. The department also has a qualified Learning Support Teacher for targeted interventions.

The Head of Learning support is responsible for:



- Overseeing the day-to-day operation of the school's SEND policy.
- Provide information on all children with Additional Needs and SEND to all members of staff and ensure these are readily accessible.
- Assessment.
- Coordinating provisions for children with special educational needs.
- Liaising with, and advising, fellow teachers and staff.
- Maintenance of pupil records, Individual Education Plans (IEPs) for all SEND and pupils accessing Learning Support.
- Liaising with parents of children with SEND and additional needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.
- Ensure that suitable exam and entrance assessment arrangements are made for children who cannot cope with the normal procedures.

### Identification and Assessment

Parents must inform the School at the time of their child's application of any history, or knowledge, of recognised learning difficulties or, of any formal assessment of such difficulties that may have been carried out.

We believe early identification is crucial to ensuring that children with SEND receive the right support as such the school aims to identify children with SEND as early as possible so that, if necessary, additional provision can be initiated. The school ensures parents are made aware of any concerns in relation to areas of SEND, perceived or identified.

A child's needs may become apparent at different stages:

- EYFS; the Nursery and Reception staff continuously observe and assess children's development, focusing on all areas including communication, social interaction, physical abilities, and cognitive development. If any concerns are raised, staff collaborate closely with parents/carers and the SEND Coordinator (SENDCo) to assess the child's specific needs and put in place targeted interventions.
- Admission procedures; the Head of Learning Support will meet with prospective pupils who might join the school during the academic year when they visit for their taster day. She will complete some standardized assessments at this time, in-class observations may also take place.
- Screening procedures at different stages; these include end of topic assessments, whole-school assessments i.e. Cognitive Potential Test, Year 3 Dyslexia Portfolio assessment (completed with all pupils as a screening tool to identify areas of strengths and potential concerns)
- Parental concerns
- Inconsistencies in attainment.

All members of the teaching staff are made aware by means of a regularly updated list of those pupils requiring support or particular attention in the classroom and of the nature of the support or attention required. They are also provided with a checklist of strategies and indicators of potential



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learning difficulties in the form of specific pupil recommendations, and, where appropriate, in the form of an IEP (Individual Education Plan).

The school adopts a graduated approach to SEND across all phases (EYFS to Prep), ensuring that pupils who may require additional learning support are identified early and provided with appropriate provision. This is achieved through a continuous cycle of *Assess, Plan, Do, Review*, enabling each child's individual needs to be met effectively. A range of interventions and support strategies may be employed, including differentiated tasks, one-to-one support, and collaboration with external professionals. These interventions are regularly reviewed to ensure that they are effective and adjusted as necessary to best support the child's progress.

Our core commitment is to prioritise the needs of each child. If, despite extensive support, numerous strategies, and external interventions, we determine that we are unable to meet a child's needs within our setting, we will work closely with parents and carers to explore alternative arrangements. This may include modifying attendance patterns (such as part-time attendance or phased transitions) to better suit the child's developmental needs or seeking specialist placements where more intensive or tailored support can be provided.

These decisions are always made in collaboration with parents, external professionals, and the SENDCo, ensuring that the child's best interests are at the heart of any discussions. Our priority is to ensure that every child can achieve the best possible outcomes in an environment that is supportive, safe, and conducive to their learning and well-being.

Please see appendices for referral procedures and raised awareness form.

Following informal assessments, a report is produced and a meeting arranged with the parents, Head of Learning Support and relevant staff to discuss the outcomes. These may be:

- General advice and support strategies with no further action.
- In-class support offered with IEP.
- 1:1 support offered with IEP.
- Recommendation for outside agency intervention, i.e. Educational Psychologist (E.P.), Speech and Language Therapist (SALT) or other.

### Provision

Where a pupil is identified as having SEND, the school will accordingly make reasonable adjustments to ensure equal opportunities for them within the school environment. It will also take reasonable steps to remove barriers to learning by implementing effective provision and putting appropriate support in place.

Once any required adjustments have been identified, the School will consider whether they are reasonable by taking into account the following factors:

- whether the adjustment would effectively reduce or remove the substantial disadvantage experienced by the pupil with SEND;



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- the practicability and feasibility of implementing the adjustment;
- the nature and impact of the pupil's disability;
- the financial cost of the proposed adjustment;
- the resources available to the School;
- any relevant health and safety considerations;
- the need to maintain academic, musical, sporting, and other standards; and
- the interests and well-being of other pupils (and prospective pupils).

Where, despite reasonable adjustments to support a child's access to the educational provision and the wider benefits, facilities, and services the School provides, a pupil with SEND continues to experience a substantial disadvantage, the School will draw this to the parents' attention and may make further recommendations. These may include, for example, seeking additional external professional advice or arranging extra support that may need to be funded by the parents or from other external sources.

If parents feel that there are additional adjustments the School could consider, they are encouraged to raise this with their child's class teacher in the first instance, or directly with the SENCo. Parents are also encouraged to share copies of any relevant medical or specialist reports that may provide evidence to support the request for further adjustments.

Where the School agrees that additional services are required- such as the deployment of extra support staff in the classroom- parents may be charged for this provision at a level that reasonably reflects the cost to the School. Full details of any associated costs will be provided in writing.

Provision for children with SEND is a matter for the school as a whole with the ethos that all teachers are teachers of pupils with SEND. All staff are expected to be aware of the learning support needs of all the pupils they teach in order to ensure they are addressed appropriately and that each pupil is given every opportunity to fulfil their potential within the normal classroom situation.

This support should take the form of a four-part cycle through which earlier 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 approach, **assess/ plan/ do/ review**, starts with the class teacher using differentiation strategies to meet individual needs. It draws on more detailed methods, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

IEPs are established and maintained for all children who have identified SEND, additional support in the classroom and/or 1:1 Learning Support lessons. It is used to inform and support the individual needs of pupils who require targeted support in order to access the curriculum, or aspects of this. There are two formats; the first for pupils who only receive additional support in class and the second for pupils who also attend 1:1 Learning Support lessons. The IEP is a working document



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which is reviewed regularly based on the on-going needs of the pupils concerned. Formal updates are issued twice a year, in the autumn and spring terms, when parents will receive a copy.

Pupils attending Learning Support for 1:1 teaching are assessed annually using standardised, diagnostic tests which are reported on in the IEP issued during the spring term. On-going monitoring of progress and liaison with teachers is in place throughout the year to ensure support remains appropriate and in-line with the needs of each individual. Should progress be such that additional support and/or an IEP is no longer considered necessary, parents will be consulted with a view to ceasing it.

If children show a pattern of inappropriate behaviour, to the extent it affects the child's or others' learning, then consideration will be given to the reasons behind this pattern. If there is a barrier to learning then steps will be taken to address this barrier. Reference will always be made to the Policy on Behaviour. Some children with behavioural issues will have an Individual Behaviour Management Plan (IBMP). Due regard will be shown to their specific difficulties when managing disciplinary incidents and Head of Wellbeing, Mrs. Gillian Jones, will always be involved.

The school has a trained Emotional Literacy Support Assistant (ELSA) who is able to work with children for a range of needs, including those with identified SEMH.

A parental contribution is charged for one-to-one learning support, however support from an LSA within the class is part of the provision offered by the school. It has to be noted that there is limited availability of LSAs and where these are available they are a shared resource and not intended for long-term 1:1 in-class support for individual pupils.

There are no special facilities at the school for pupils who are physically disabled, nor any special units. However, the school is committed to the integration of pupils with a wide range of needs, and their involvement in the whole life of the school, in line with our Equal Opportunities Policy.

### Education Health Care Plan (EHCP)

The majority of children and young people with SEN or disabilities will have their needs met within mainstream early years settings, schools and colleges. On rare occasions, despite the school having taken relevant action to identify, assess and meet the special educational needs of a child, the child does not make expected progress. Should this occur, the parents or school may request a change of setting or applying for an Education, Health and Care needs assessment (see Chapter 9 of SEND Code of Practice 2014).

The information gathered during an EHC needs assessment may indicate ways in which the child's needs could be met without an EHC Plan. At this point, the parents and school will need to review the extent to which they are able to provide the recommended support.

An EHC needs assessment will not always lead to an EHC Plan or funding to support any recommendations made, should one be established.

For pupils with an EHC Plan, the school will endeavor to provide an education which meets their



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needs as specified within this. It is possible that some pupils in possession of an EHC Plan cannot be accommodated due to their needs being beyond the resources available, requiring greater readjustment that is reasonable. Where relevant, this will form part of discussions during the admissions process or if an EHCP is conferred.

At each EHCP review, the school and parents should consider whether or not Prince's Mead continues to be most appropriate school, given the changing needs of the pupil.

### Admissions

The School does not unlawfully discriminate in any way regarding admission. We welcome pupils with disabilities and/or special educational needs, provided that we can meet their needs, make appropriate support available, and ensure that our site and facilities can safely and effectively accommodate them. Our aim is to ensure that all pupils, including those with disabilities and/or SEND, are able to learn within a safe, inclusive, and supportive environment.

Where a prospective pupil has a disability or identified need, the School will meet with parents (and, where appropriate, the child's medical or external professionals) to discuss what reasonable adjustments can be put in place should the child join the School. This process is designed to ensure that the pupil is not placed at a substantial disadvantage compared to their peers.

There may, however, be exceptional circumstances in which the School is unable to offer a place due to the nature of a child's disability or needs. This may apply, for example, where—despite reasonable adjustments—the pupil would be unable to access the curriculum, or where their attendance would pose a health and safety risk to themselves, other pupils, or staff.

If, in the School's professional judgment, we are unable to meet a child's needs, or in the case of a pupil with an EHCP we are unable to deliver the provisions outlined in the Plan, we reserve the right—following full consultation with parents—to request or require the withdrawal of the pupil. In such cases, the School will work with the family to support a transition to a more suitable educational setting. Any decision of this nature would be made only as a last resort and in line with the terms of the Parent Contract. Fees in lieu of notice will not be charged in these circumstances.

### SEND Support in EYFS

At Prince's Mead, we are committed to providing an inclusive, nurturing Early Years environment where every child is supported to thrive. We prioritise early identification of any additional needs and work closely with families to ensure that children with Special Educational Needs and Disabilities receive timely, appropriate support.

Our EYFS team follows a graduated approach, using the cycle of Assess, Plan, Do, and Review to tailor support to each child's needs. This may include differentiated activities, focused small-group or one-to-one support, and involvement from external professionals. Planning and focused support is regularly reviewed to ensure it remains effective and responsive to the child's progress.

While we strive to meet the needs of every learner within our EY provision, there may be occasions



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where, despite significant support and adjustments, a child requires a level of provision beyond what we can offer. In such cases, we work closely with parents to explore the best way forward- this may involve adapting attendance patterns or considering more specialised settings where additional support can be provided. These decisions are always made collaboratively, with the child's well-being and long-term development at the center of the process.

Please see appendices for referral process.

Strong partnerships with parents and carers underpin all SEND support at Prince's Mead. We maintain open communication and ensure that families are fully involved in discussions about their child's needs and future steps. Our priority is always to ensure that every child is placed in an environment where they can flourish, feel secure, and achieve their fullest potential.

### Appendices A

#### General Referral Process

For Year 1 and 2 there is an initial 'Internal Flag'.

Discussion with teacher regarding concerns.

The aim is:

#### ASSESS - PLAN – DO – REVIEW

The 'assess' does not entail a specific assessment at this stage. It would be a check-list, an observation, discussion etc

If concerns are regarding literacy a placement test using The Five Minute Box would be completed as we are looking at competency in basic skills as an intermediary step, prior to moving on to more formal, specialist learning support, which is now paid for.

Recommendation for **INTERVENTIONS** in class – this will be a structured programme such as:

- Gross motor skills – Clever Bodies, through NHS Therapy Pack
- Fine motor skills – through NHS Therapy Pack
- Visual perception
- 5 Minute Box – literacy intervention – following on from this the 10 Minute Box, which may not be needed
- 5 Minute Box – numeracy intervention

*If a child is having any interventions 1:1 parents should be informed.*

Interventions should be fixed term and measurable i.e. a half-term or full term, depending on area of need and intervention in place.

Following this we would review and identify if the intervention has been successful.



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If YES – pupil would be monitored to ensure success was maintained.

If NO – raised awareness would be completed and the need for assessments would be discussed.

These could be the following, which give standardised scores:

Dyslexia Portfolio – this is not because we are looking to diagnose dyslexia. We have chosen this assessment tool because it is comprehensive, easy for the child to complete and covers the following key areas:

- Single word reading
- Spelling
- Processing speed
- Phonological skills
- Working memory
- Writing output

If required, SENT – Sandwell Early Numeracy Test which looks at the following areas;

- Identify
- Identification of numbers
- Oral counting
- Computation
- Object counting
- Language

There are other assessments we can undertake but we need to understand what the purpose is for doing them and what we can gain from this.

Reports; we have condensed the reports following assessments to make these more user friendly and accessible for parents which speeds up the informal assessment process.

### E.P. assessments

We do not generally recommend these prior to Year 4 (more specifically the spring half term as senior schools prefer them to have been done within a 2-year timeframe prior to any entrance exams. We ask that should parents discuss this with you, you ask them to contact us directly.

Further, the areas identified in the informal assessments are in line with those looked at during an E.P. assessment and would not give much more information. We do not need a label to support the areas identified.

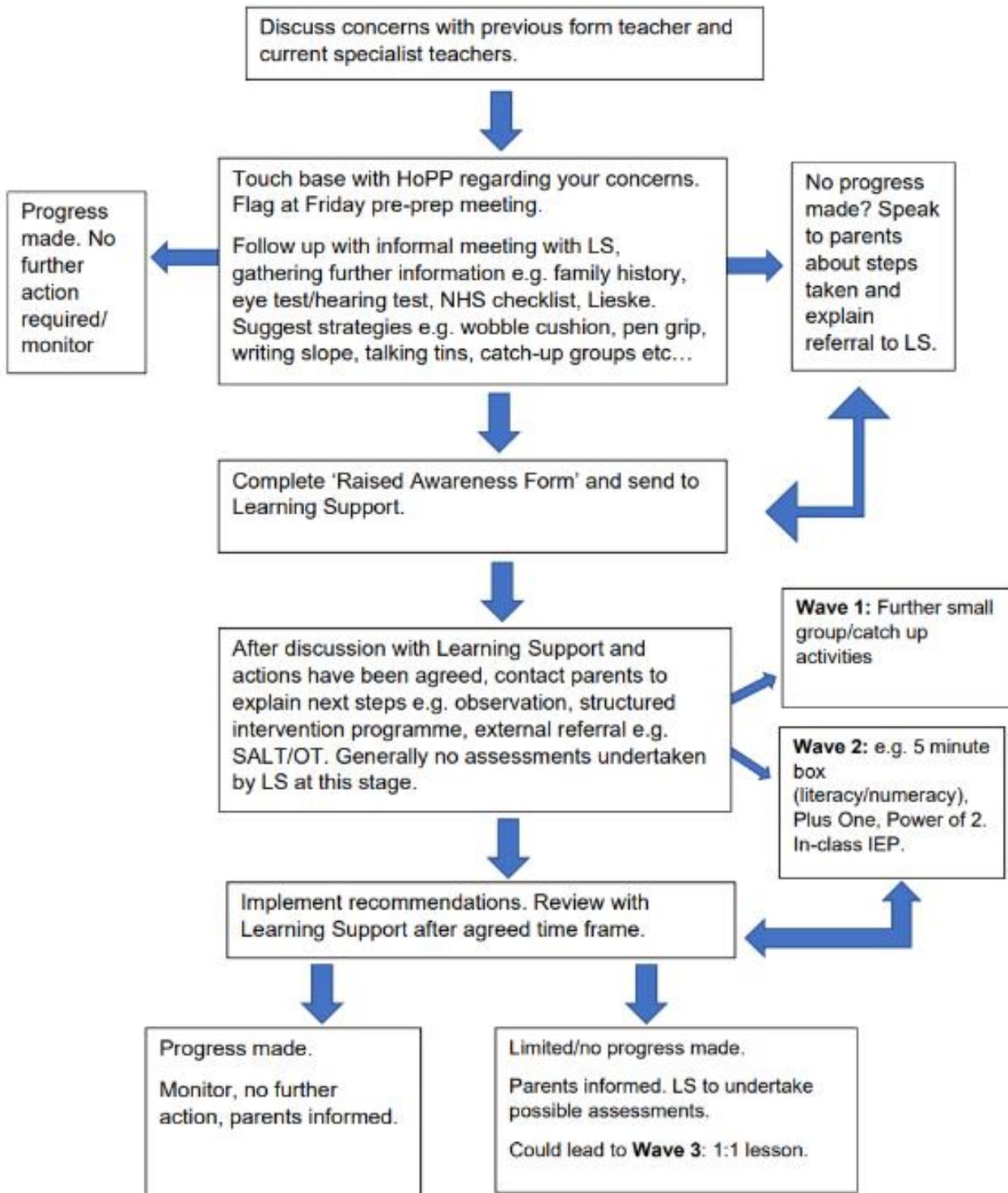
Pupils need to have followed a structured intervention which can be measured and reviewed before going down the route of an E.P. assessment.



Appendices B

Referral Process for EYFS and Pre-Prep

**Learning Support Referral Process – Nursery to Year 2**



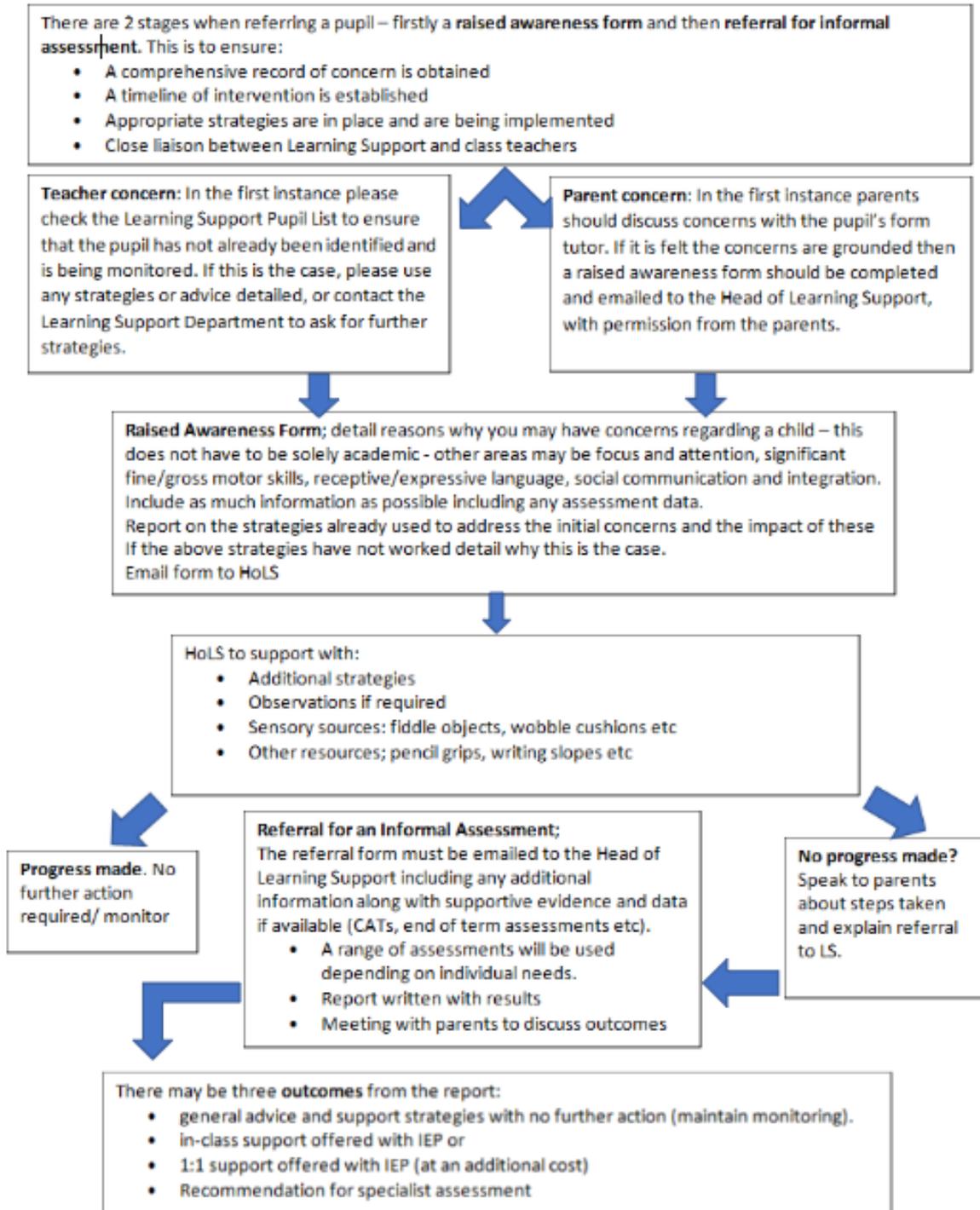


## Appendices C

### Referral Process for Prep



**Learning Support: Raised Awareness and Referral process Year 3 to 6**



Appendices D

Raised Awareness Form



**Raised Awareness Form**

*Please complete and send to Learning Support*

<b>Date:</b>	<b>Name of Pupil:</b>	<b>Year Group/Class</b>	<b>Out of year?</b>
<b>Strengths/interests of the child?</b>			
<b>What area does your concern relate to? bullet points</b>			
	<b>Please provide brief details/evidence.</b> (data/assessment results)	<b>What have you already put in place?</b> e.g. small groups/individual support/strategies.  <b>Over what period has this been in place?</b>	<b>What has been the outcome of this provision?</b>
<b>Cognition and Learning</b> For example: reading, writing, or spelling, numerosity, comprehension, processing, working memory, short term verbal memory.  If a literacy or maths concern, please state the last standard score assessment (if applicable).			
<b>Communication and Interaction</b> For example: producing or responding to expressive or receptive language, saying speech sounds, understanding spoken and communication from others, age-related social conventions e.g. turn taking, physical play.			
<b>Social, emotional</b>			



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<b>and mental health</b> For example: anxiety, sensory overload, anger, possible attachment difficulties, frustration, other			
<b>Sensory/and or physical needs</b> For example: gross motor skills, fine motor skills, sensory differences.			
<b>Any other relevant information? e.g. family history, additional factors.</b>			
<b>What are you hoping to achieve as a result of this referral?</b>			

*Please fill in and send to Susan Gritti and Claire Hague and save in LS Raised Awareness in the child's folder -  
(please create a new folder if it does not exist yet)*