



PRINCE'S MEAD

Special Educational Needs & Disability Policy

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Date:	April 2025
Review Frequency:	Annual
Next Review Date:	April 2026



Associated Policies

- English as an Additional Language Policy
- Curriculum Policy
- Admissions Policy

Introduction

At Prince's Mead we believe that all pupils, including those with SEND, should have the opportunity to thrive and fulfil their potential. Further, that they 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.

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 SCHEDULE 10 of the 2010 Disability Act, as well as the Teacher Standards 2012.



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 for 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.



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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.
- 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



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- 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. In addition to this, there is a dedicated specialist Pre-Prep Learning Support teacher who oversees small-group catch up sessions for literacy and numeracy along with individual 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 provision 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

Should any child have identified SEND parents are expected to share these with the school along with any relevant reports. The Head of Learning Support will meet with prospective pupils during their taster day who might join the school during the academic year and completes some standardised assessments (WRAT assessments) with them. She will also feedback on their interaction with her during this 1:1 session.

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 through:

- Admission procedures.
- Screening procedures at different stages of the school.
- Inconsistencies in attainment.

The school has adopted a graduated response to the identification of, and provision for, pupils who may need additional support for learning. An initial, informal conversation may be held between a teacher and the Head of Learning Support or parent and Head of Learning Support; at this stage appropriate advice for support will be given. In Pre-Prep this will involve the specialist Learning Support Teacher who then liaises with the Pre-Prep team.

If concerns continue because the child has still not made progress, the teacher will complete a Raised Awareness Form stating the area of concern, the impact on the child's learning, actions to support and level of success. Where observations are requested these are then undertaken. Further strategies to support the pupil will be annotated with a detailed record of interventions and progress being monitored closely.

Where progress in the areas identified is limited, or not as expected, a Referral for Informal Assessment will be completed. The informal assessments, undertaken by the Head of Learning Support, will examine at a range of areas depending on the individual needs of the pupil concerned. Parents are kept informed of any concerns and/or need for assessments throughout.

In Pre-Prep, from Year Reception to Year 2, any informal assessments are undertaken by the Specialist Learning Support Teacher using a range of assessment tools dependent on age and the needs of individual children.

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 Individual Education Plan (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

Provision for children with SEND is a matter for the school as a whole and 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.

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.

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 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 through-out 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.



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A parental contribution is charged for one-to-one support in for children in Years 3 to 6, 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.

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 need 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 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 when 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.