



PROSPECT HOUSE  
SCHOOL

SEND POLICY  
SEPTEMBER 2024

# SEND POLICY

## Introduction

The Special Needs Policy at Prospect House School has regard for the requirements of the Special Educational Needs and Disability Act 2001.

It also has regard to the guidance contained in the revised Code of Practice, 1st April 2015 issued by the DfES on the Identification and Assessment of Special Educational Needs.

## Special Educational Provision

### Aims

- Identification at an early stage
- To recognise that certain children have learning differences which call for special educational provision
- To give every child the greatest possible access to a broad and balanced school curriculum
- To acknowledge the role parents have in their children's learning
- To work in partnership with parents so they may support their child's learning
- To help children work in partnership with the teacher to support their learning using appropriate resources
- To enable every child to feel successful with their learning and develop their self esteem and self confidence

## Definition of Special Educational Needs

A child has Special Educational Needs if he or she has a learning difficulty which calls for special provision to be made for him or her.

### Definition of special educational need:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability, which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught (see EAL policy)

Special educational provision means:

- For a child over two, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in school, other than special schools, in the area.

## Early Identification and Early Intervention

The Head and staff at Prospect House School aim to maintain a child's self-esteem at all times and to help every child develop to the very best of his or her ability. To achieve this, the parents of any children who are encountering difficulties are invited to the school to discuss the problem with the child's teacher. Their cooperation and support is welcomed from the very earliest stages. Prospect House School aims for the early identification and early intervention of any learning difficulty.

## Observation and Assessment of Pupils

As soon as pupils enter the school, routine observation and assessment of pupils is a priority. Staff aim to detect at an early stage those children who may have potential problems with their academic, physical, emotional or behavioural development.

## Identifying Special Educational Needs

Also see Assessment, Recording & Reporting Policy

Staff members are well trained in observational skills and have an excellent knowledge of the expected levels of attainment for the age groups they teach. To support the professional observations of staff, screening procedures have also been put into place to identify those children who may have special educational needs. Furthermore, there is regular and effective communication between the Head teacher, SENDCo and class teachers where any concerns regarding pupils can be discussed at all times.

To assist in the process of identification of special needs, the school uses formative and summative assessments in each year group. Standardised spelling, reading and maths tests are carried out termly from Year 1. Where appropriate, the school SENDCo will also carry out in class observations and 1:1 screening assessments.

## EYFS

For those teachers working with the youngest children in the school, observation plays a particularly important role in identifying any difficulties. Foundation stage profiles are used to record the progress and development of each child.

The aim is to identify, at the earliest stage, pupils who may not be achieving expected levels of progress and development or pupils who may develop learning difficulties later in their school life. Any concerns with the development of speech and language or motor skills are raised with the school SENDCo and with parental permission they can be referred to the in-house Speech and Language Therapist or Occupational Therapist. An initial screen is then carried out, followed by a formal assessment of need and/or 1:1 support.

## Nursery/Reception Classes

Progress is recorded using the Foundation Stage Profiles. In addition to classroom observation and teacher assessment, throughout their time in the Reception class, all children will be regularly assessed using the Read/Write Inc. phonic assessment programme. Any child exhibiting significant phonic weakness will be brought to the attention of the SENDCo and placed on the school's Concerns File.

## Identification Procedure

The school uses a staged process for the identification and remediation of special needs. If any member of staff has cause for concern about a child the following procedure should be followed.

### Initial Concerns

- Any staff member can raise an initial concern but the class teacher takes overall responsibility for ensuring the documentation is completed and for the programme of early intervention.
- If a member of staff has cause for concern he/she must e-mail the Head/SENDCo naming the child and listing the cause/s for concern
- The SENDCo will then enter the pupil's details onto the school's Concerns List and will meet with the relevant teacher to discuss their concerns/assess work/observe child, as appropriate. Suggestions for in-class support, or additional home support, may be given by the SENDCo, including any appropriate resources.
- When a teacher highlights a child as a cause for concern they must then incorporate specific activities into lesson plans to address the issues

raised. The SENDCo is available to help with resources/teaching strategies if required to do so.

- At this stage, parents may be informed by the class teacher of the concerns and suggestions for home-school support will be discussed, if appropriate
- At Key Stage 1, some children may be given additional small group or 1:1 teaching support for phonics, maths or handwriting, if thought to be appropriate. At this stage, parents are informed of this additional support and additional work or resources may be sent home for additional learning opportunities. Where necessary, some children may also receive 1:1 support from the Head of Lower School Support or an SPLD specialist teacher.

## SCREENING BY SENDCo/SEN REGISTER

- After consultation with the Head, SENDCo and class teacher, parents of children whose individual difficulties cause ongoing and persistent concern will be contacted by the class teacher and permission requested for the child to be assessed by the SENDCo, in order to further identify any learning needs
- Following the assessment, the SENDCo will give feedback to the parents/class teacher and to agree a plan of action for home/school
- If appropriate, and after consultation with the Head and the parents, a member of the Learning Support Department may be allocated to offer the child 1:1 or small group teaching. At this stage, the child will be placed on the SEN Register
- The relevant LSU support teacher will draw up an IEP (Individual Education Plan), highlighting targets for the term, long-term targets and highlighting strengths and weaknesses. The targets set on the IEP will be reviewed on a termly basis
- The IEPs are placed in the SEN shared drive and are reviewed termly. All staff teaching children with IEPs have access to the child's termly targets
- Where appropriate, children will be involved in the setting of the targets set on their IEP
- If 1:1 teaching is offered, the child will not, apart from exceptional circumstances, be removed from core curriculum lessons. Permission to remove a child from a core subject for 1:1 support must be obtained from the Head prior to the commencement of lessons.

- 1:1 teaching incurs a charge over and above the normal school fees. The current rate is available on the school fees sheet
- Close communication with parents/the LSU teacher supporting a child is encouraged so parents can support the child at home with targets set, i.e. homework for overlearning and review. Communication about the child's progress is also an important part of this process - either by regular phone conversations, meetings, via the Link Book or at Parents Evening
- When a child's problems persist, despite the intervention of the class and/or LSU teacher, further assessment may be necessary. This will usually involve the assessment of the child by an educational psychologist, specialist assessor, speech therapist, occupational therapist, visual perceptual therapist or other outside professional, as appropriate
- The results, and specific recommendations, from these assessments will be used to modify the Individual Education Plan and are summarised by the SENDCo and shared with class and specialist teachers. This will support specialist and classroom teacher's planning across the curriculum and ensure that teaching is closely matched to the child's needs and learning style.
- A child's progress is monitored and reviewed termly by the LSU teacher and the SENDCo. Following this termly review, together with consultation with the class teacher and/or head teacher, the child may remain at this level of support or may be removed from the SEN Register, as appropriate, given the progress made. The Head and parents will be fully involved in any decision to alter the level of support.
- All staff that work with children who have reached this stage on the register must ensure they have read all the professional reports available to the school and must incorporate this advice into their management and teaching of the child.
- Children who qualify for examination concessions, i.e. extra time in exams/rest breaks, must use this in internal timed assessments and the teacher should monitor their work to ensure these concessions are being used effectively. At times, particularly prior to a formal assessment, the school SENDCo may trial informal examination concessions
- Children who qualify for laptop access should use this for all lengthy pieces of work in the classroom in order that it becomes their normal way of working in the school setting
- The teacher responsible for IT should ensure that the child's laptop/IPAD is linked to a school printer and support given to organise work into an appropriate filing system. This should be monitored by the specialist/class teacher to ensure that this is taking place.

- All details regarding the pupil's assessment and support are confidential and will only be shared with the child's parents/carers and relevant school professionals.
- If a child fails to make appropriate progress, or it is felt that the school cannot meet the child's learning needs, provision in a specialist setting may be considered, this discussion to take place between parents/Head/SENDCo

## EHCP Applications

If a child requires a good deal of support, over and above that provided for their peers of a similar age, the SENDCo may decide to discuss an EHCP application with parents. At this stage, a document is drawn up by the SENDCo, in conjunction with parents and the child's teachers. The class teacher/SENDCo will keep a record outlining the additional provision and support that is being provided, over and above the class curriculum, and the impact of this additional provision.

For parents applying for a place for their child who already have an EHCP in place, please see 'Addendum to SEND Policy: Provision for Pupils with Education, Health and Care Plans (EHCPs)

## Support for Individual Special Needs

In order to give every child with special educational needs access to a broad and balanced curriculum, staff support children in the following ways:

### Class Teacher:

Identifies pupils giving cause for concern in the class he/she teaches  
 Differentiates work for children appropriately at all stages of the SEN process  
 Liaises with the SENDCo and or LSU teachers, for strategies and to link work, e.g. spellings,, literacy/numeracy targets  
 Plans differentiated and appropriate work for all pupils at all stages  
 Gives the child opportunities to achieve in areas of strength  
 Helps to maintain a high degree of self-esteem in the child  
 Creates a supportive classroom ethos  
 Liaises with the SENDCo and parents. Records parent meetings on the school's Contact Form  
 Puts the child in the appropriate setting for Maths in Key Stage 2 that best supports their learning profile and to maximise learning potential  
 Children work in mixed ability sets for English - 3 sets per year group

## SENDCo

Supports all staff in setting up and maintaining Special Needs Procedures  
Offers advice and help with the identification of SEN and home support where appropriate  
Offers advice with the teaching of children with special educational needs  
Maintains a current register of children at all stages  
Maintains all SEN files and ensures IEPs and classroom recommendations are in place and reviewed termly.  
Provides opportunities for in service training on special needs issues  
Purchases appropriate teaching materials to meet the needs of individual students  
Maintains a file of reference information on Special Needs  
Maintains good linkage between class curriculum and specialist lessons  
Supports and advises LSU teachers  
Liaises and supports Lower School support teacher with lesson planning and resources  
Delivers 1:1 or small group support, as appropriate  
Liaises with parents where appropriate  
Screens children with possible SpLD: current pupils, plus those applying to join the school at KS1 and KS2  
Reviews termly assessments of all pupils with head teacher, highlighting any with cause for concern  
Attends Pupil Progress meetings with Deputy Head and subject teachers

## The member of staff with responsibility for Special Educational Needs

Ms Kerry Nicols is the school SENDCo and undertakes the responsibility of being the member of staff nominated for Special Educational Needs. She is qualified for that role in that she holds the Postgraduate Level 7 Diploma in Specific Learning Difficulties and is a Fellow of the Dyslexia Guild. She also holds an Assessment Practising Certificate, qualifying her to assess and diagnose specific learning difficulties.

Ms Nicols's responsibilities are listed under the SENDCo role and include the management of the Learning Support Unit as well as the management of the Special Needs provision within the school, together with maintaining CPD with current SpLD teaching and research.

All staff are free to call upon her for any advice needed on an informal and formal basis. She also collates and advises on the resources available so that staff are able to use and select material appropriate to the needs of the



individual pupils. She is also available to talk to any parents who may have concerns about their child.

Ms Nicols liaises and plans with the specialist English and Maths teachers of the children receiving LSU support lessons. This ensures that weekly literacy and numeracy objectives are closely linked with LSU teaching. She ensures that LSU teachers within the department also link closely with the relevant specialist teacher for their pupils and incorporate this in their planning

Ms Nicols works individually with those pupils whom it is felt will benefit from her specialist help, together with working in selected class sessions, as appropriate to the year group, such as a spelling or reading intervention group. In addition, she coordinates a team of three SpLD specialist tutors in the Upper School, and a member of staff conducting 1:1 and small group sessions in the Lower School, together with a visiting Speech & Language therapist and Occupational Therapist assigned to Prospect House. She also maintains regular and close contact with a variety of outside SEN professionals and is the Dukes Community Coordinator for Primary SEND.

### Admissions

Prospect House is a non-selective school with admission in September into the Nursery and Reception classes. However, when a child enters Prospect House School, at any age, parents are expected to inform the school of any difficulties or learning challenges that their child may have which might impact on his/her educational progress. Admission at other ages i.e. Reception(after the September admission date) to Year 6 is subject to an academic assessment/a taster day and is always at the discretion of the Head.

It may be necessary, depending on the difficulties of any particular child, to complete an audit of provision to ascertain if the school can make reasonable adjustments to meet the needs of that child.

### Training in Special Needs

In-service training is recognised as an important element of staff development. There is regular training in aspects of special needs recognition and support, as well as opportunities to attend courses run by reputable universities and institutions. SEN staff will endeavour to be aware of current research and information with regard to Specific Learning Difficulties and to attend relevant training courses/seminars.

As part of Dukes Education, the SENDCo liaises with other professionals in the group in order to share relevant SEN information and to improve teaching practice and assessment. The school SENDCo is also a member of the Dukes Community SEND group and attends meetings to discuss current SEN issues.

## Parents

Prospect House School works in close partnership with parents and it is the policy of the school to keep parents fully informed about all aspects of their child's education.

The SENDCo, the class teacher and the Head will liaise with the child's parents and work in partnership at all stages of the identification and assessment of any specific learning difficulties. They will endeavour to keep parents informed of any interventions taking place, progress being made and offer advice if intervention from external professionals is necessary.

## Communication with Parents

Parent/Teacher meetings are held termly in the autumn and spring terms and a full report is sent to parents at the end of the summer term. Shorter reports are available to parents of Key Stage 2 children in the spring and autumn terms. Opportunities are also available for parents to meet with any member of the teaching staff, at a mutually convenient time, to discuss any other concerns that may arise. All meetings with parents are recorded by the member of staff concerned and a copy of the meeting notes are sent to the parent.