



PROSPECT HOUSE
SCHOOL

September 2025

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1. Introduction

Prospect House School is a co-educational independent primary mainstream school for pupils aged 3-11. The SEND Policy at Prospect House School sets out our approach to supporting pupils with special educational needs and disabilities. We are committed to providing an inclusive education that enables every child to achieve their full potential and to feel valued as part of our school community.

This policy has been developed in consultation with staff, parents, pupils and governors. It reflects our commitment to meeting the needs of all our pupils and ensuring that they receive the support they need to succeed.

2. Legal Framework

This policy has regard to the following legislation and guidance:

- The Children and Families Act 2014 (Part 3)
- The Special Educational Needs and Disability Regulations 2014
- The SEND Code of Practice: 0 to 25 years (January 2015)
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE) (September 2025)
- Working Together to Safeguard Children (2023)
- The Education (Independent School Standards) Regulations 2014 (as applicable)
- Supporting Pupils at School with Medical Conditions (2015)
- Relationships Education, Relationships and Sex Education and Health Education statutory guidance (for implementation September 2026)

This policy also takes account of the school's duties under the Equality Act 2010 to make reasonable adjustments for disabled pupils and to publish information about arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than others, and the facilities provided to assist access to the school by disabled pupils.

3. Definition of Special Educational Needs and Disabilities

Special Educational Needs

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or

- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision means educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010. A disability is defined as:

"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."

Long-term is defined as lasting, or likely to last, for at least 12 months.

Important Considerations

- 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 they will be taught (see our EAL policy for further information)
 - Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability
 - Where a pupil requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will be additionally covered by the SEND definition
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4. Aims of Our SEND Policy

At Prospect House School, we aim to:

- Identify pupils with special educational needs and disabilities at the earliest possible stage
- Provide high-quality, evidence-based support that is matched to pupils' needs
- Enable every child to have access to a broad, balanced and ambitious curriculum
- Work in partnership with parents and pupils, ensuring their views are central to all decisions
- Maintain high expectations for all pupils, including those with SEND
- Support pupils to develop their independence, resilience and self-confidence
- Ensure that pupils with SEND are fully included in all aspects of school life
- Monitor the progress of pupils with SEND and evaluate the effectiveness of our provision
- Work collaboratively with external agencies and professionals to meet pupils' needs
- Comply with all statutory requirements relating to SEND
- Promote positive attitudes towards pupils with SEND throughout the school community
- Safeguard pupils with SEND, recognising their potential additional vulnerabilities

5. The Four Broad Areas of Need

The SEND Code of Practice (2015) identifies four broad areas of need. These areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Prospect House School, we recognise that a pupil's needs may fall into more than one of these areas and that needs may change over time.

The four broad areas of need are:

5.1 Communication and Interaction

Children and young people with needs in this area may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication.

At Prospect House School, this may include pupils with:

- Speech, language and communication needs (SLCN)
- Autism Spectrum Condition (ASC)
- Difficulties with social interaction

Support available includes: access to our in-house Speech and Language Therapist, visual timetables, social stories, targeted small group work to develop communication skills, and differentiated teaching approaches.

5.2 Cognition and Learning

Children and young people with learning needs may learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs.

At Prospect House School, this may include pupils with:

- Specific learning difficulties (SpLD) such as dyslexia, dyscalculia, ADHD and DCD (dyspraxia) and autism
- Moderate learning difficulties (MLD)
- Working memory difficulties
- Processing speed difficulties

Support available includes: 1:1 specialist teaching, small group interventions, use of assistive technology, carefully differentiated classroom teaching with appropriate resources and scaffolding, and specialist assessment and support from our qualified SENDCo.

5.3 Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

At Prospect House School, this may include pupils who:

- Experience difficulties with emotional regulation
- Have diagnosed mental health difficulties such as anxiety or depression
- Have attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder
- Children with an autism diagnosis
- Experience difficulties related to trauma or adverse childhood experiences

Support available includes: pastoral support from class teachers and senior staff, referral to external agencies where appropriate, a nurturing and supportive school environment that prioritises children's wellbeing, and adaptations to our behaviour policy where appropriate.

5.4 Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

At Prospect House School, this may include pupils with:

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)
- Sensory processing difficulties

Support available includes: access to our in-house Occupational Therapist, adaptations to the physical environment, use of specialist equipment, advice from external specialists where appropriate, and reasonable adjustments in accordance with the Equality Act 2010.

6. Early Identification and Early Intervention

The Head and staff at Prospect House School aim to maintain every child's self-esteem at all times and to help every child develop to the very best of their ability. To achieve this, we prioritise the early identification of any learning difficulties and implement early intervention strategies.

Our Approach to Early Identification

We believe that early identification of SEND is crucial to ensuring that pupils receive the support they need as quickly as possible. We use a range of strategies to identify pupils who may have SEND:

Routine observation and assessment begins as soon as pupils enter the school. Staff are trained in observational skills and have excellent knowledge of the expected levels of attainment for the age groups they teach.

Screening procedures have been put in place to identify those children who may have special educational needs, including:

- Foundation Stage Profiles in the Early Years
- Read Write Inc. phonics assessments in Reception/Year 1
- Termly standardised assessments in reading, spelling and mathematics from Year 1
- In-class observations by the SENDCo
- 1:1 screening assessments where appropriate

Regular communication between the Headteacher, SENDCo and class teachers ensures that any concerns regarding pupils can be discussed at all times.

Information from parents is valued and acted upon. Parents are encouraged to share any concerns about their child's development or progress.

Information from previous settings and prior SEND/medical reports are carefully considered when pupils join the school.

Early Intervention

When concerns are identified, we act quickly to provide support. This may include:

- Differentiated teaching in the classroom
- Additional resources or strategies, with advice for home support
- Small group interventions
- 1:1 support where appropriate
- Referral to our in-house Speech and Language Therapist or Occupational Therapist
- Advice and strategies for parents to use at home

Parents are kept fully informed at all stages and their cooperation and support is welcomed from the very earliest stages.

7. The Graduated Approach: Assess, Plan, Do, Review

Prospect House School follows the graduated approach as set out in the SEND Code of Practice (2015). This is 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 is known as the **Assess, Plan, Do, Review** cycle.

7.1 Assess

In identifying a child as needing SEND support, the class teacher, working with the SENDCo, carries out a clear analysis of the pupil's needs. This initial assessment is reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the pupil's progress, more specialist assessment may be called for from external agencies and professionals.

At Prospect House School, assessment may include:

- Teacher observations and assessments
- Termly standardised testing in reading, spelling and mathematics
- 1:1 termly conversation with SENDCo/class teacher to monitor all children across the school, with concerns noted as they arise
- Screening assessments carried out by the SENDCo
- In-class observations by the SENDCo
- Analysis of the pupil's work
- Discussions with parents about their child's development and progress
- The pupil's own views about their strengths and difficulties
- Information from previous settings or external professionals
- Assessment by external professionals such as educational psychologists, speech and language therapists, or occupational therapists

The assessment is used to identify the barriers to learning and to determine what additional support is needed.

7.2 Plan

Where it is decided that a pupil requires SEND support, parents are formally notified and the pupil is placed on the school's SEND Register. The class teacher and SENDCo agree, in consultation with the parent and the pupil, the support to be put in place, as well as the expected impact on progress and a clear date for review.

At Prospect House School, planning includes:

Drawing up a SEND Support Plan which sets out:

- The pupil's strengths
- Areas of difficulty
- Short-term targets (reviewed termly)
- Long-term targets
- Strategies and resources to be used
- Any additional support to be provided (including frequency and duration)
- Expected outcomes

- Date for review

Sharing the SEND Support Plan with:

- All staff teaching the pupil (via the school's shared drive)
- Parents
- The pupil (where appropriate)

Discussing the plan with parents and, where appropriate, the pupil to ensure they understand:

- The support being provided
- The targets being worked towards
- How they can support at home
- When the plan will be reviewed

Agreeing how parents can support their child at home, which may include:

- Practising specific skills
- Using particular resources or strategies
- Completing homework tasks designed to reinforce learning
- Regular communication via the Learning Support/Parent Link Book

All staff teaching children with SEND Support Plans have access to the child's termly targets and are expected to incorporate these into their planning and teaching.

7.3 Do

The class and English/maths specialist teachers remain responsible for working with the child on a daily basis. With support from the SENDCo, they oversee the implementation of the support agreed as part of SEND support. The SENDCo supports the class teacher in assessing the effectiveness of the support and in problem-solving and advising on the effective implementation of support/suitable resources to support the child's needs.

At Prospect House School, this means:

The class teacher:

- Differentiates work appropriately for the pupil in all lessons
- Uses strategies and resources identified in the SEND Support Plan
- Monitors the pupil's progress towards their targets
- Communicates regularly with parents
- Liaises with the SENDCo and any specialist teachers working with the pupil

Where appropriate, specialist support is provided:

- A specialist teacher from the Learning Support Unit (LSU) provides 1:1 or small group teaching

- LSU teaching is carefully timetabled to avoid removing pupils from core curriculum lessons wherever possible (permission to remove a child from a core subject must be obtained from the Head)
- LSU teachers plan their sessions in conjunction with class teachers and specialist subject teachers to ensure close links with the class curriculum
- 1:1 teaching incurs a charge over and above normal school fees (current rates are available on the school portal)

Consistency of approach is ensured through:

- Regular communication between the class teacher, LSU teacher, SENDCo and parents
- Sharing of strategies and resources
- Joint planning where appropriate
- Regular monitoring by the SENDCo

Pupils who qualify for examination concessions (such as extra time, rest breaks, or use of a laptop):

- Use these in all internal timed assessments so that they become their normal way of working
- Are monitored to ensure concessions are being used effectively
- May have informal concessions trialled by the SENDCo prior to formal assessment

Pupils who qualify for laptop access:

- Use this for all lengthy pieces of work in the classroom, initially for literacy only
- Have their laptop/iPad linked to a school printer
- Receive support to organise their work into an appropriate filing system
- Are monitored by their specialist/class teacher to ensure effective use

All staff working with the pupil:

- Are aware of their specific needs and the strategies that support them
- Have read all professional reports available to the school
- Incorporate advice from reports into their management and teaching of the child
- Maintain confidentiality regarding the pupil's needs
- Have full access to the SEN folder in the school's Shared Drive which contains: termly SEN register, SEND Support Plans, SEN monitoring register, examination concessions, summary of professional reports, screening/observations carried out by the SENDCo, access to the GAT register, Talking Tigers social groups

7.4 Review

The effectiveness of the support is reviewed termly. The impact and quality of the support is evaluated by the class teacher and SENDCo, working with the pupil and their parents.

At Prospect House School, the review process includes:

- Termly review of the SEND Support Plan by the LSU teacher and SENDCo

- Consultation with the class teacher about the pupil's progress in class
- Discussion with parents, either at Parents' Evening, through the Link Book, or at separate meetings (all meetings are recorded on the school's Contact Form and a copy sent to parents)
- Where appropriate, discussion with the pupil about their progress, what is working well, and what they find difficult
- Analysis of the pupil's progress using:
 - Assessment data
 - Work samples
 - Teacher observations
 - Progress towards targets
- Decisions about next steps, including whether to:
 - Continue the current support
 - Adapt or increase the support
 - Reduce or cease the support
 - Involve external specialists
 - Consider an application for an Education, Health and Care Plan

Following the review, the cycle begins again with revised assessments, plans and actions. Where a pupil continues to make less than expected progress, despite evidence-based support that is matched to their area of need, the school may involve specialists from outside agencies.

The SENDCo maintains oversight of all reviews and ensures that:

- Reviews take place on time
- All relevant parties are involved
- Actions are followed up
- Progress is monitored

8. Identification and Assessment Procedures

8.1 Early Years Foundation Stage (EYFS)

For 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 across all areas of learning.

In Nursery and Reception classes:

- Progress is recorded using the Foundation Stage Profiles and ongoing observational assessment
- Throughout their time in the Reception class, all children are regularly assessed using the Read Write Inc. phonics assessment programme
- Any child exhibiting significant phonics weakness is brought to the attention of the SENDCo and placed on the school's Concerns List

- Additional small group support for gaps in phonic knowledge are organised by the class teacher in conjunction with the Head of Lower School, Head of Lower School Learning Support, and the class teacher/TA
- Any concerns with the development of speech and language or motor skills are raised with the school SENDCo
- With parental permission, children can be referred to the in-house Speech and Language Therapist or Occupational Therapist for an initial screen, followed by a formal assessment of need and/or 1:1 or group support if appropriate

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.

8.2 Key Stage 1 and Key Stage 2

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 been put into place to identify those children who may have special educational needs.

Assessment procedures include:

- Formative assessment in each year group through ongoing teacher assessment
- Summative assessment including standardised spelling, reading and mathematics tests carried out termly from Year 1
- In-class observations by the SENDCo where appropriate
- 1:1 screening assessments carried out by the SENDCo where concerns have been raised
- Analysis of pupil progress data by the SENDCo and Headteacher at termly intervals, highlighting any pupils with cause for concern
- Pupil Progress meetings attended by the SENDCo, Deputy Head and subject teachers to discuss individual pupils and cohorts

8.3 Initial Concerns Procedure

If any member of staff has cause for concern about a child, the following procedure should be followed:

Step 1: Raising the Concern

- 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
- The member of staff must email the Head/SENDCo naming the child and listing the cause(s) for concern/strategies that have already been trialled with outcomes

Step 2: Recording and Initial Action

- The SENDCo will enter the pupil's details onto the school's SEND Monitoring Sheet/Concerns section of the SEND register
- The SENDCo will meet with the relevant teacher to discuss their concerns/assess work/observe the child, as appropriate
- Suggestions for in-class support, or additional home support, may be given by the SENDCo, including any appropriate resources

Step 3: Targeted Support in Class

- When a teacher highlights a child as a cause for concern, they must incorporate specific activities into lesson plans to address the issues raised
- The SENDCo is available to help with resources and teaching strategies if required
- 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

Step 4: Additional Intervention (Key Stage 1)

- At Key Stage 1, some children may be given additional small group or 1:1 teaching support for phonics, mathematics or handwriting, if thought to be appropriate
- Parents are informed of this additional support
- 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

Step 5: Monitoring

- The class teacher monitors the pupil's progress, in conjunction with the SENDCo
- If progress is made and concerns are resolved, the pupil may be removed from the Concerns List
- If concerns persist despite intervention, the pupil moves to the next stage of support

8.4 SEND Register and Specialist Assessment

When ongoing concerns persist:

- 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
- Permission is 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 and class teacher and agree a plan of action for home and school

If SEND support is required:

- 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 SEND Register indicating support
- The relevant LSU support teacher will draw up a SEND Support Plan, highlighting targets for the term, long-term targets, and highlighting strengths and weaknesses
- The SEND Support Plans are stored on the SEND shared drive and are reviewed termly
- All staff teaching children with SEND Support Plans have access to the child's termly targets
- Where appropriate, children will be involved in the setting of the targets on their SEND Support Plan

Communication and monitoring:

- Close communication with parents and the LSU teacher supporting a child is encouraged so parents can support the child at home with targets set
- Communication about the child's progress is maintained through regular phone conversations, meetings, via the Link Book, or at Parents' Evening
- 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 Headteacher, the child may remain at this level of support or may be removed from the SEND Register, as appropriate, given the progress made
- The parents are fully involved in any decision to alter the level of support

Further specialist assessment:

- When a child's difficulties persist, despite the intervention of the class and/or LSU teacher, further assessment may be necessary
- This will usually involve assessment 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 are used to modify the SEND Support Plan
- Assessments are summarised by the SENDCo and shared with class and specialist teachers to support planning across the curriculum and ensure that teaching is closely matched to the child's needs and learning style

If progress remains limited:

- 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 takes place between parents, Head and SENDCo
- Alternatively, an application for an Education, Health and Care Plan may be considered (see Section 16)

9. SEND Support and Provision

9.1 Quality First Teaching

The most important factor in supporting pupils with SEND is high-quality teaching, differentiated for individual pupils. All teachers at Prospect House School are teachers of pupils with SEND and are responsible for the progress of all pupils in their class.

Quality First Teaching includes:

- Clear learning objectives
- Appropriate differentiation
- Use of a range of teaching strategies and resources
- Regular assessment and feedback
- High expectations for all pupils
- Creating an inclusive classroom environment
- Understanding and responding to individual learning needs

9.2 Differentiation

Class teachers differentiate work for children appropriately at all stages of the SEND process. This may include:

- Adapting the presentation of information (e.g., visual aids, simplified language)
- Providing additional time
- Using different recording methods
- Modifying tasks to match the pupil's level
- Providing additional adult support
- Using specialist resources or equipment
- Breaking tasks into smaller steps
- Providing additional opportunities for practice and consolidation

9.3 Specialist Teaching Support

Where appropriate, pupils may receive specialist teaching support from the Learning Support Unit (LSU). This is provided in addition to quality first teaching in the classroom.

LSU support includes:

- 1:1 teaching sessions
- Small group interventions
- Specialist teaching for pupils with specific learning difficulties (SpLD) such as dyslexia
- Support with literacy, numeracy, handwriting or visual perception
- Development of study skills and learning strategies
- Support with organisation and executive functioning skills

Key features of LSU support:

- Sessions are carefully planned to close gaps in the pupil's knowledge and , where appropriate, linked to the class curriculum

- LSU teachers liaise closely with class teachers and specialist subject teachers
- Sessions are timetabled to minimise disruption to core learning
- Progress is monitored carefully and reviewed termly
- Parents are kept informed of progress
- 1:1 teaching incurs an additional charge (details of fees are available on the school website parent portal under 'Fees')

9.4 In-House Therapy Services

Prospect House School is fortunate to have access to:

Speech and Language Therapy:

- Initial screening assessments
- Formal assessment of speech, language and communication needs
- 1:1 therapy sessions
- Small group interventions/social story groups
- Advice and strategies for staff and parents
- Monitoring and review of progress

Occupational Therapy:

- Initial screening assessments
- Formal assessment of fine motor, gross motor and sensory processing needs
- 1:1 therapy sessions
- Small group interventions
- Advice and strategies for staff and parents
- Recommendations for equipment or environmental adaptations
- Monitoring and review of progress

9.5 Curriculum Access

At Prospect House School, we are committed to ensuring that all pupils, including those with SEND, have access to a broad, balanced and ambitious curriculum.

We achieve this through:

- High-quality, differentiated teaching in all subjects
- Appropriate use of resources and technology
- Reasonable adjustments to enable access
- Flexible grouping arrangements
- Additional adult support where necessary
- Adaptations to the physical environment
- Modified assessment arrangements where appropriate

Setting arrangements:

- In Key Stage 2, children are placed in appropriate settings for Mathematics that best support their learning profile and maximise learning potential
- Children work in mixed ability groups for English (3 groups per year group)

- Each year, the cohort is reviewed and where needed additional support groups are created, particularly for writing/spelling/reading and comprehension, led by the SENDCo
- Setting arrangements are reviewed regularly and children can move between sets as appropriate

9.6 Supporting Pupils with Medical Conditions

Some pupils with SEND may also have medical conditions that require support in school. We follow our Supporting Pupils with Medical Conditions policy to ensure that pupils with medical needs receive appropriate care and support.

This includes:

- Individual Healthcare Plans where necessary
- Staff training on specific medical conditions
- Safe storage and administration of medication
- Risk assessments for school trips and activities
- Liaison with parents and healthcare professionals

This policy should be read in conjunction with our Supporting Pupils with Medical Conditions policy and the schools Allergies Policy

10. Pupil and Parent Participation

10.1 Pupil Voice

At Prospect House School, we believe that children and young people with SEND should be fully involved in decisions about their support and what they want to achieve. We actively seek and act upon the views of pupils at all stages of their SEND support.

We do this by:

- Discussing their strengths, difficulties and targets with them in an age-appropriate way
- Involving pupils, where appropriate, in setting their own targets on their SEND Support Plan
- Asking pupils for their views about what helps them learn and what they find difficult
- Encouraging pupils to review their own progress towards their targets
- Listening to pupils' concerns and acting upon them
- Ensuring pupils know who they can talk to if they have worries about their learning
- For older pupils, supporting them to understand their own learning profile and develop self-advocacy skills
- Creating opportunities for pupils to express their views through pupil questionnaires, discussions, and informal conversations

We recognise that:

- Pupils with SEND may need additional support to express their views
- Some pupils may need alternative methods of communication
- Pupils' views may change over time and should be sought regularly
- Pupils' participation should be meaningful and lead to action

10.2 Parents as Partners

We recognise that parents have a unique knowledge of their child and we value their contribution to their child's education. We aim to work in close partnership with parents at all stages of their child's SEND support.

We do this by:

- Informing parents at the earliest stage when we have concerns about their child's progress
- Seeking parental permission before carrying out any assessments
- Discussing assessment outcomes and agreeing plans of action together
- Providing parents with copies of their child's SEND Support Plan and all professional reports
- Keeping parents informed of their child's progress through regular communication via the Link Book, email, phone calls or meetings
- Inviting parents to termly review meetings to discuss their child's progress
- Holding Parent/Teacher meetings termly in the autumn and spring terms
- Providing a full written report at the end of the summer term (with shorter reports available to Key Stage 2 parents in autumn and spring terms)
- Providing parents with strategies and resources to support their child's learning at home
- Signposting parents to external sources of support and information, including the Local Offer
- Responding promptly to any parental concerns
- Ensuring all meetings with parents are recorded on the school's Contact Form and a copy of the meeting notes sent to the parent
- Making ourselves available to meet with parents at mutually convenient times to discuss any concerns
- Providing information with regard to SEND support groups/webinars, workshops

We recognise that:

- Parents may need support in understanding their child's needs
- Parents are experts on their own child
- Effective partnership requires regular, open and honest communication
- Parents may have their own needs that should be considered
- Some parents may need additional support to engage fully with the school

The SENDCo, class teacher and Head are available to:

- Discuss any concerns parents may have
- Explain assessment results and their implications

- Provide advice on supporting learning at home
 - Signpost to external support services
 - Work together to plan the best support for each child
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11. Roles and Responsibilities

11.1 The Governing Body

The Governing Body has a legal duty to:

- Ensure that the school has an up-to-date SEND policy
- Ensure that the school has appropriate staffing and funding arrangements for pupils with SEND
- Ensure that pupils with SEND are fully included in all school activities
- Ensure that the school's SEND information is published on the school website
- Monitor the quality of SEND provision through regular reports from the Headteacher and SENDCo
- Ensure that the school meets its duties under the Equality Act 2010
- Ensure that arrangements are in place to support pupils with medical conditions
- Appoint a designated governor with specific oversight of the school's arrangements for SEND

The SEND Governor will:

- Meet regularly with the SENDCo
- Visit the school to observe SEND provision
- Report to the full Governing Body on SEND matters
- Ensure that SEND is considered in all relevant policies and decisions

11.2 The Headteacher

The Headteacher is responsible for:

- The day-to-day management of all aspects of the school's work, including provision for pupils with SEND
- Ensuring that the SENDCo has sufficient time and resources to carry out their role effectively
- Keeping the Governing Body informed about SEND provision and outcomes
- Working with the SENDCo and governors to determine the strategic development of SEND policy and provision
- Ensuring that the school has appropriate arrangements for responding to parental concerns
- Ensuring that the school meets its responsibilities under the Equality Act 2010
- Monitoring the quality of SEND provision and outcomes for pupils with SEND

11.3 The Special Educational Needs and Disabilities Coordinator (SENDCo)

Ms Kerry Nicols is the school SENDCo. 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 undertakes the responsibility of being the member of staff nominated for Special Educational Needs and is qualified for that role.

The SENDCo is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for pupils with SEND
- Maintaining the school's SEND Register and ensuring all records are up to date
- Liaising with and advising teachers on SEND matters
- Managing the Learning Support Unit and the team of specialist teachers
- Overseeing the records of all pupils with SEND
- Liaising with parents of pupils with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies, including the Local Authority's SEND services, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Screening children with possible SpLD, including current pupils and those applying to join the school at KS1 and KS2
- Carrying out assessments and observations as appropriate
- Drawing up, monitoring and reviewing SEND Support Plans
- Supporting and advising LSU teachers and class teachers
- Delivering 1:1 or small group support where appropriate
- Working individually with pupils who will benefit from specialist support
- Reviewing termly assessments of all pupils with the Headteacher, highlighting any with cause for concern
- Attending Pupil Progress meetings with the Deputy Head and subject teachers
- Ensuring that SEND Support Plans are reviewed termly and shared with relevant staff
- Monitoring the impact of interventions and support
- Managing the budget for SEND resources
- Liaising with the Designated Safeguarding Lead regarding safeguarding concerns for pupils with SEND
- Maintaining CPD with current SpLD teaching and research
- Delivering SEND training to all staff and sharing relevant information
- Acting as the Dukes Community Coordinator for Primary SEND
- Maintaining regular and close contact with a variety of outside SEN professionals
- Ensuring compliance with statutory requirements relating to SEND
- Supporting parents with EHCP applications/conducting regular reviews

All staff are free to call upon the SENDCo for advice on an informal and formal basis. The SENDCo collates and advises on the resources available so that staff are able to use and

select material appropriate to the needs of individual pupils. The SENDCo is also available to talk to any parents who may have concerns about their child.

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

11.4 Class Teachers

All teachers are teachers of pupils with SEND. Each class teacher is responsible for:

- The progress and development of every pupil in their class, including those with SEND
- Identifying pupils who may have SEND and raising concerns with the SENDCo
- Differentiating work appropriately for all pupils, including those with SEND
- Implementing strategies and using resources recommended in SEND Support Plans
- Monitoring the progress of pupils with SEND in their class
- Liaising with the SENDCo and LSU teachers for strategies and to link work (e.g., spellings, literacy/numeracy targets)
- Planning differentiated and appropriate work for all pupils at all stages
- Giving pupils opportunities to achieve in areas of strength
- Helping to maintain a high degree of self-esteem in pupils with SEND
- Creating a supportive classroom ethos where all pupils feel valued
- Liaising with parents and recording parent meetings on the school's Contact Form
- Working with the SENDCo to review SEND Support Plans termly
- Ensuring that pupils with SEND are fully included in all classroom activities
- Deploying teaching assistants effectively to support pupils with SEND
- Attending relevant training on SEND matters

11.5 Learning Support Unit (LSU) Teachers

LSU teachers are responsible for:

- Delivering high-quality 1:1 and small group teaching to pupils with SEND
- Drawing up and reviewing SEND Support Plans for the pupils they support
- Planning lessons that are linked to the class curriculum and address targets on SEND Support Plans
- Liaising closely with class teachers and specialist subject teachers
- Monitoring and recording the progress of pupils they support
- Communicating regularly with parents about their child's progress
- Maintaining detailed records of sessions and progress
- Contributing to termly reviews of SEND Support Plans
- Attending relevant training and professional development
- Working under the direction of the SENDCo

11.6 All Staff

All staff at Prospect House School have a responsibility to:

- Understand and implement the school's SEND policy
- Be aware of the needs of pupils with SEND in their classes or groups
- Differentiate their teaching and provide appropriate support
- Follow the strategies outlined in SEND Support Plans
- Treat all pupils with respect and maintain high expectations
- Report any concerns about pupils' progress or wellbeing to the class teacher or SENDCo
- Contribute to creating an inclusive school environment
- Attend relevant training on SEND matters
- Understand their safeguarding responsibilities in relation to pupils with SEND

11.7 Pupils

Pupils with SEND are encouraged to:

- Participate in discussions about their learning and support
- Contribute to setting their own targets (where appropriate)
- Share their views about what helps them learn
- Take an active role in their own learning
- Ask for help when they need it
- Develop independence and self-advocacy skills

12. Safeguarding and SEND

At Prospect House School, we recognise that pupils with SEND may be more vulnerable to abuse and we are committed to ensuring their safety and wellbeing.

12.1 Understanding Vulnerabilities

We understand that:

- Children with SEND may face additional safeguarding challenges because they may have difficulty communicating their concerns or understanding what is happening to them
- Some children with SEND may be more vulnerable to bullying, exploitation, or abuse
- Children with SEND may exhibit behaviour that could be misinterpreted as indicators of abuse when they are actually related to their special educational need or disability
- Assumptions should never be made that indicators of possible abuse such as behaviour, mood or injury relate solely to the child's SEND
- Children with SEND may be more likely to be isolated from their peers

- Communication barriers may make it harder for pupils with SEND to report abuse or express their concerns
- Some pupils with SEND may be more vulnerable to peer-on-peer abuse

12.2 Our Approach to Safeguarding Pupils with SEND

All staff at Prospect House School:

- Receive training to understand the additional vulnerabilities of pupils with SEND as part of their safeguarding training
- Are aware that communication barriers may make it harder for pupils with SEND to report abuse
- Understand that pupils with SEND may exhibit behaviour that could be misinterpreted
- Know how to adapt their communication to ensure pupils with SEND can express concerns
- Are vigilant to signs that a pupil with SEND may be experiencing abuse, including changes in behaviour that may not be related to their SEND
- Understand that they must not assume that indicators of possible abuse are related to the pupil's SEND without further exploration
- Follow the school's safeguarding procedures if they have any concerns about a pupil with SEND
- Maintain professional curiosity and speak to the Designated Safeguarding Lead if they have concerns

The SENDCo:

- Works closely with the Designated Safeguarding Lead (DSL) to ensure that pupils with SEND are safeguarded effectively
- Ensures that staff are aware of any vulnerabilities related to a pupil's SEND
- Contributes to risk assessments where appropriate
- Ensures that pupils with SEND are taught how to keep themselves safe in an age and developmentally appropriate way
- Considers safeguarding implications when planning support for pupils with SEND
- Shares relevant information with the DSL while maintaining appropriate confidentiality
- Ensures that external professionals working with pupils with SEND are aware of safeguarding procedures

The Designated Safeguarding Lead:

- Ensures that the specific needs of pupils with SEND are considered in all safeguarding matters
- Works with the SENDCo to ensure appropriate support is in place for vulnerable pupils
- Ensures that safeguarding concerns relating to pupils with SEND are handled sensitively and appropriately
- Liaises with external agencies regarding safeguarding concerns for pupils with SEND

12.3 Teaching Pupils with SEND to Keep Safe

We ensure that pupils with SEND are taught about safeguarding, including online safety, in a way that is appropriate to their needs. This includes:

- Adapting our Relationships Education, Relationships and Sex Education, and Health Education curriculum to meet the needs of pupils with SEND
- Teaching pupils how to recognise when they feel unsafe and who to talk to
- Teaching pupils about healthy relationships and boundaries
- Teaching pupils about online safety in an accessible way
- Using visual aids, social stories, and other resources to support understanding
- Providing additional time and repetition where needed
- Working with parents to reinforce messages at home

12.4 Links to Other Policies

This SEND policy should be read in conjunction with:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Supporting Pupils with Medical Conditions Policy

12.5 Safeguarding Training for Staff

At Prospect House School, we recognise that all staff need appropriate training to understand and respond to safeguarding concerns, particularly in relation to pupils with SEND who may face additional vulnerabilities.

Training at Induction

All staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. The training is regularly updated. At induction, all staff are provided with:

- ☐ A copy of Part 1 of Keeping Children Safe in Education (KCSIE) 2025 (or Annex A for staff who do not work directly with children)
- ☐ Copies of the school's Child Protection and Safeguarding Policy, Behaviour Policy, and Staff Behaviour Policy (Code of Conduct)
- ☐ Information about the role of the Designated Safeguarding Lead (DSL) and deputies, and their contact details
- ☐ Training on the school's safeguarding systems and procedures
- ☐ Training on online safety, including filtering and monitoring responsibilities

Regular Updates

In addition, all staff receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

Updates include:

- Changes to safeguarding legislation and guidance
- Emerging safeguarding concerns and trends
- Reminders of key safeguarding procedures
- Information about specific vulnerabilities, including those related to SEND
- Updates on online safety risks and how to respond

Training Content Specific to SEND

All safeguarding training at Prospect House School includes specific content about the additional vulnerabilities of pupils with SEND. This includes:

- Understanding that additional barriers can exist when recognising abuse, neglect and exploitation in children with SEND, including:
 - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
 - These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
 - The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
 - Communication barriers and difficulties in managing or reporting these challenges
 - Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so
 - Understanding that pupils with SEND may have difficulty communicating their concerns or understanding what is happening to them
- Recognising that behaviour changes in pupils with SEND should not automatically be attributed to their special educational need or disability without further exploration
- Understanding how to adapt communication to ensure pupils with SEND can express concerns
- Maintaining professional curiosity when concerns arise about pupils with SEND

Induction and Training Schedule

Induction and training is in line with any advice from local safeguarding partners. Our training schedule ensures that:

- All new staff receive safeguarding training on their first day
- All staff receive annual safeguarding updates as a minimum

- Additional updates are provided as required in response to emerging concerns or changes in guidance
- Training is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning

Designated Safeguarding Lead Training

The Designated Safeguarding Lead and any deputies undertake specialist training to enable them to carry out their role effectively. This training is updated at least every two years. In addition, their knowledge and skills are refreshed at regular intervals, or at least annually, through e-bulletins, meetings with other DSLs, and reading about safeguarding developments.

Governor Training

All governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools are effective and support the delivery of a robust whole school approach to safeguarding. Their training is updated regularly.

12.6 The Designated Safeguarding Lead

Who is the DSL?

Deborah Lane is the Designated Safeguarding Lead (DSL) at Prospect House School.

Kelly Gray and Sarah Belshaw are Deputy Designated Safeguarding Leads.

Dee Edwards is the Designated Safeguarding Lead for Online Safety

Rachael Friend is the appointed Dukes Safeguarding Governor for Prospect House

The Role of the DSL

The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

The DSL is responsible for:

- Providing support to staff to carry out their safeguarding duties
- Liaising closely with local authority children's social care and other agencies
- Managing referrals to children's social care, the police, and other agencies
- Working with the SENDCo to ensure that pupils with SEND are safeguarded effectively
- Ensuring that staff are aware of any vulnerabilities related to a pupil's SEND

- Maintaining detailed, accurate and secure written records of safeguarding concerns
- Ensuring that child protection files are transferred securely to new schools
- Providing advice and support to staff on safeguarding matters

Reporting Procedures for Staff

Any staff member who has any concerns about a child's welfare should follow the processes set out in paragraphs 49-55. Staff should expect to support social workers and other agencies following any referral.

If a member of staff has a safeguarding concern about a pupil with SEND, they should:

1. Act immediately – do not delay
2. Speak to the DSL or a deputy DSL as soon as possible
3. Record their concerns in writing, including:
 - What they have observed or been told
 - When and where it happened
 - Who was involved
 - Any action taken
 - Whether the concern relates to the pupil's SEND or is separate from it
4. Pass the written record to the DSL

If the DSL or deputy is not available:

- Staff should not delay taking action
- Staff should speak to a member of the Senior Leadership Team
- Staff should contact the local authority children's social care directly if appropriate
- Staff should inform the DSL or deputy about any actions taken as soon as possible

If a child is in immediate danger or at risk of harm:

- Staff should immediately make a referral to local authority children's social care and/or the police
- Staff should inform the DSL as soon as possible

Confidentiality

Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and local authority children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

All staff understand that:

- They must never promise a child confidentiality
- Information should only be shared with those who need to know
- Safeguarding information must be treated as confidential and stored securely
- The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing

information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Professional Curiosity

Staff should maintain professional curiosity and speak to the designated safeguarding lead if they have concerns about a child.

All staff are expected to maintain professional curiosity when working with pupils with SEND. This means:

- Not making assumptions that indicators of possible abuse relate solely to the child's SEND
 - Asking questions and seeking further information when something doesn't seem right
 - Following up on concerns even if they are uncertain
 - Trusting their professional judgement
 - Speaking to the DSL if they have any concerns, however small
-

12.7 Online Safety and SEND

At Prospect House School, we recognise that pupils with SEND may face additional risks online and may need additional support to stay safe. Prospect House School has a dedicated safeguarding lead for Online Safeguarding

Understanding Online Safety Risks for Pupils with SEND

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying)
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams

We understand that:

- Children with SEND may be unable to understand the difference between fact and fiction in online content and then repeat the content/behaviours in schools or the consequences of doing so
- Some pupils with SEND may be more vulnerable to online grooming or exploitation
- Pupils with SEND may have difficulty recognising when online interactions are inappropriate or harmful
- Communication difficulties may make it harder for pupils with SEND to report online concerns
- Some pupils with SEND may be more likely to share personal information online without understanding the risks

Teaching Online Safety to Pupils with SEND

We ensure that online safety education is accessible to all pupils, including those with SEND. This includes:

Adapting teaching methods:

- Using visual aids, social stories, and concrete examples
- Breaking information down into smaller, manageable steps
- Providing additional time and repetition
- Using age and developmentally appropriate language
- Providing hands-on, practical activities
- Using role play and scenarios to practise skills

Adapting content:

- Focusing on the most relevant risks for each pupil
- Using examples that relate to pupils' own online experiences
- Ensuring content is matched to pupils' cognitive understanding
- Providing additional support for pupils with communication difficulties

Working with parents:

- Sharing information about online safety with parents
- Providing strategies for parents to support online safety at home
- Ensuring parents understand the specific online safety risks their child may face
- Encouraging ongoing dialogue between home and school

Staff Awareness

All staff are trained to understand:

- The online safety risks faced by pupils with SEND
- How to teach online safety in an accessible way
- How to identify signs that a pupil may be experiencing online harm
- How to respond to online safety concerns involving pupils with SEND

- The importance of not dismissing online behaviours as solely related to a pupil's SEND

Filtering and Monitoring

Whilst it is essential that governing bodies and proprietors ensure that appropriate filtering and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

The school has appropriate filtering and monitoring systems in place to protect pupils from harmful online content. We ensure that:

- Systems are reviewed regularly to ensure they remain effective
- Pupils with SEND can access appropriate online content for their learning
- Staff are aware of how to report concerns identified through monitoring
- Parents are informed about our approach to filtering and monitoring

This policy should be read in conjunction with our Online Safety Policy.

12.8 Relationships, Sex and Health Education (RSHE) for Pupils with SEND

Accessibility and Inclusion

Teaching should be developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years. This applies to both mainstream and special schools.

We understand that:

- Schools should be aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues
- RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities
- Effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities (SEND)

How We Make RSHE Accessible

At Prospect House School, we ensure that RSHE is accessible to all pupils with SEND through:

Adapting teaching methods:

- Using visual aids, photographs, and real-life examples
- Using social stories to explain concepts and scenarios
- Breaking down information into smaller, manageable steps

- Providing additional time for processing and understanding
- Using concrete, age-appropriate language
- Providing hands-on, practical activities
- Using role play and drama to practise skills
- Repeating and reinforcing key messages over time

Adapting content:

- Ensuring content is matched to pupils' cognitive and developmental stage, not just their chronological age
- Focusing on the most relevant and important information for each pupil
- Using examples that relate to pupils' own experiences
- Providing additional support for pupils with communication difficulties
- Ensuring content is accessible for pupils with sensory impairments

Providing additional support:

- Small group or 1:1 teaching where appropriate
- Additional resources tailored to individual needs
- Support from specialist staff (e.g., Speech and Language Therapist)
- Pre-teaching of key vocabulary and concepts
- Follow-up activities to consolidate learning

Working with parents:

- Consulting with parents about their child's needs and how best to support them
- Sharing information about what will be taught and when
- Providing resources and strategies for parents to use at home
- Ensuring parents understand why RSHE is particularly important for pupils with SEND
- Maintaining ongoing dialogue between home and school

Key Topics Covered

Our RSHE curriculum for pupils with SEND includes age and developmentally appropriate teaching on:

Relationships Education:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Understanding boundaries and consent (in an age-appropriate way)
- Recognising when relationships are not healthy or safe
- How to seek help and support

Health Education:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Health and prevention
- Basic first aid
- Changing adolescent body (where appropriate for age)

Specific focus for pupils with SEND:

- Understanding personal space and appropriate touch
- Recognising and reporting concerns about abusive relationships
- Understanding the difference between appropriate and inappropriate behaviour
- Keeping safe online
- Understanding that they have the right to say no
- Knowing who to talk to if they feel unsafe or worried
- Understanding their own body and recognising when something is wrong
- Developing self-advocacy skills

Safeguarding Through RSHE

We recognise that high-quality RSHE plays an important role in safeguarding pupils with SEND. Through our RSHE curriculum, we:

- Help pupils understand what healthy relationships look like
- Teach pupils how to recognise when they feel unsafe
- Ensure pupils know who to talk to if they have concerns
- Help pupils develop the language to express concerns
- Teach pupils about consent and bodily autonomy in an age-appropriate way
- Help pupils understand the difference between secrets and surprises
- Teach pupils about online safety and how to report concerns

Monitoring and Evaluation

We monitor the effectiveness of our RSHE provision for pupils with SEND through:

- Regular reviews of curriculum content and delivery
- Feedback from pupils, parents, and staff
- Observations of lessons
- Assessment of pupils' understanding and progress
- Consultation with external professionals where appropriate
- Regular review and updating of resources and approaches

This policy should be read in conjunction with our RSHE Policy.

12.9 Information Sharing and Confidentiality

At Prospect House School, we understand the importance of sharing information appropriately to keep children safe, while also maintaining appropriate confidentiality. Our Legal Duties

Staff are aware of their obligations under the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. However, the Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Understanding When to Share Information

All staff understand that:

They are confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

'Safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.

It would be legitimate to share information without consent where:

- It is not possible to gain consent
- It cannot be reasonably expected that a practitioner gains consent
- If to gain consent would place a child at risk

The Serious Harm Test

Staff understand that the school is not required to provide pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, we must withhold providing the data in compliance with our obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt, we seek independent legal advice.

Maintaining Confidentiality

Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and local authority children's social care.

All staff understand that:

- They must never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child
- Confidentiality should be maintained at an appropriate level, involving only those who need to know
- Information about safeguarding concerns should be stored securely
- Safeguarding information should only be shared with those who need it to keep the child safe
- They should seek advice from the DSL if they are unsure about what information to share and with whom

Sharing Information with Parents

We believe in working in partnership with parents and will normally share information with them about concerns regarding their child. However, we understand that there may be circumstances where sharing information with parents could place a child at greater risk of harm.

In such circumstances:

- We will seek advice from children's social care before sharing information with parents
- We will only withhold information from parents where there is a clear safeguarding reason to do so
- The decision to withhold information will be made by the DSL in consultation with relevant professionals

Information Sharing with External Agencies

We work closely with external agencies to safeguard children. This includes:

- Local authority children's social care
- The police
- Health services
- Educational psychology services
- Speech and language therapy services
- Occupational therapy services
- Other relevant professionals

We share information with these agencies when:

- It is necessary to safeguard a child
- It will help to provide appropriate support for a child
- We are required to do so by law
- It is in the best interests of the child

Record Keeping

We maintain detailed, accurate and secure written records of safeguarding concerns and referrals. This includes:

- Recording all concerns, discussions, and decisions made
- Recording the reasons for decisions
- Storing records securely
- Ensuring records are accessible to those who need them
- Transferring records appropriately when a child leaves the school

Further information on information sharing can be found in:

- Working Together to Safeguard Children
- Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers
- The Information Commissioner's Office guidance

Appendix: Use of Reasonable Force

At Prospect House School, we recognise that there may be rare occasions when it is appropriate for staff to use reasonable force to safeguard children.

Legal Framework

Schools and colleges and their staff are an important part of the wider safeguarding system for children. All staff have a responsibility to provide a safe environment in which children can learn.

Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the headteacher that it expects the school behaviour policy to include the power to use reasonable force.

What is Reasonable Force?

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means using no more force than is needed.

When Reasonable Force May Be Used

Staff may use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit

- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- Restrain a pupil at risk of harming themselves through physical outbursts

Reasonable Adjustments for Pupils with SEND

We recognise that some pupils with SEND may be more likely to require physical intervention due to their specific needs. In such cases:

We carefully recognise the additional vulnerability of these groups and consider our duties under the Equality Act 2010 to make reasonable adjustments for disabled children and children with special educational needs.

We ensure that:

- Any use of reasonable force takes account of the pupil's SEND
- Staff are trained to understand the specific needs of pupils who may require physical intervention
- Individual risk assessments are in place for pupils who are more likely to require physical intervention
- Positive behaviour support plans are in place to reduce the need for physical intervention
- Parents are fully involved in planning and reviewing approaches
- We work with external professionals (e.g., educational psychologists, behaviour specialists) to develop appropriate strategies
- We consider whether the pupil's behaviour is a form of communication related to their SEND
- We review and adapt our approaches regularly

What We Will Not Do

Schools do not require parental consent to use force on a student.

Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

Staff must not:

- Use force as a punishment – it is always unlawful to use force as a punishment

Prohibited Techniques

Certain restraint techniques present an unacceptable risk when used on children and young people. The techniques in question are:

- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing

- The 'double basket-hold' which involves holding a person's arms across their chest
- The 'nose distraction technique' which involves a sharp upward jab under the nose

These techniques must not be used at Prospect House School.

Training

The headteacher considers whether members of staff require any additional training to enable them to carry out their responsibilities and considers the needs of the pupils when doing so.

Staff who are likely to need to use physical intervention receive appropriate training, which includes:

- Understanding the legal framework
- De-escalation techniques
- Understanding the specific needs of pupils with SEND
- Safe physical intervention techniques where necessary
- Recording and reporting procedures
- Understanding the emotional impact on pupils and staff
- Access to specialised Restraint Training

Recording and Reporting

Any use of reasonable force is recorded in detail and reported to:

- The Headteacher
- Parents (on the same day, or as soon as reasonably practicable)
- The governing body (as part of regular safeguarding reports)

Records include:

- The name of the pupil
- The date, time and location of the incident
- The names of staff involved
- The names of any witnesses
- The reason force was necessary
- A description of how force was used and for how long
- Details of any injury suffered by the pupil or staff member, and any first aid or medical attention required
- The pupil's response and the outcome of the incident
- Details of any damage to property

Post-Incident Support

Following any incident involving the use of reasonable force, we ensure that:

- The pupil receives appropriate support and reassurance
- Parents are informed and involved in reviewing what happened
- Staff involved receive appropriate support

- The incident is reviewed to identify any lessons learned
- Strategies are reviewed and adapted to reduce the likelihood of future incidents
- For pupils with SEND, we work with parents and external professionals to review and update behaviour support plans

Links to Other Policies

This appendix should be read in conjunction with:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Physical Intervention Policy (if separate)
- Individual Behaviour Support Plans for pupils with SEND

13. Accessibility and Reasonable Adjustments

13.1 Our Duties Under the Equality Act 2010

Prospect House School is committed to meeting its duties under the Equality Act 2010. We recognise our duty to make reasonable adjustments for disabled pupils to ensure they are not placed at a substantial disadvantage compared to their non-disabled peers.

13.2 The Three Key Duties

Under the Equality Act 2010, we have three key duties:

1. Not to treat disabled pupils less favourably for a reason related to their disability
2. To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage
3. To plan to increase access to education for disabled pupils

13.3 Reasonable Adjustments at Prospect House School

We make reasonable adjustments to ensure that disabled pupils can access education effectively. These may include:

Physical adjustments:

- Adaptations to the school environment where necessary
- Provision of specialist equipment (e.g., writing slopes, specialist seating, adapted PE equipment)
- Ensuring accessibility of school buildings and facilities
- Adaptations to lighting, acoustics, or layout where appropriate
- Accessible toilet facilities
- Focus Friend resources in every classroom

Adjustments to teaching and learning:

- Differentiation of the curriculum and teaching methods

- Use of assistive technology (e.g., laptops, tablets, speech-to-text software, text-to-speech software)
- Provision of additional time or rest breaks
- Alternative recording methods (e.g., oral responses, use of a scribe)
- Modified presentation of information (e.g., larger print, visual aids, simplified language)
- Specialist teaching support
- Use of multi-sensory teaching approaches
- Provision of additional resources or equipment, such as privacy boards, chair bands, use of a prompter

Adjustments to policies and procedures:

- Flexibility in our behaviour policy where a pupil's behaviour is related to their disability
- Adaptations to our assessment and examination procedures (e.g., access arrangements)
- Adjustments to extra-curricular activities to ensure accessibility
- Modified homework expectations where appropriate
- Flexible attendance arrangements where related to medical needs

Adjustments to the school day:

- Modified timetables where necessary (always short-term with clear end points)
- Additional breaks or quiet time where needed
- Flexibility in transition times
- Adjustments to lunch and break arrangements
- Flexibility in timetable to attend outside assessment or specialist interventions

13.4 Our Accessibility Plan

Prospect House School maintains an Accessibility Plan which sets out how we plan to increase access to education for disabled pupils over time. The plan covers three key areas:

1. Increasing the extent to which disabled pupils can participate in the school curriculum
2. Improving the physical environment of the school to increase access for disabled pupils
3. Improving the delivery of information to disabled pupils

The Accessibility Plan is:

- Reviewed annually
- Available on the school website
- Developed in consultation with pupils, parents, staff and governors
- Implemented through the school development plan

13.5 Assessing the Need for Reasonable Adjustments

When a pupil with a disability joins Prospect House School, or when a pupil develops a disability, we carry out an audit of provision to ascertain what reasonable adjustments may be required. This involves:

- Discussion with parents about their child's needs and any adjustments that have been helpful in the past
- Consultation with the pupil (where appropriate) about what would help them
- Reviewing any reports or assessments from external professionals
- Seeking advice from external professionals where necessary (e.g., occupational therapists, physiotherapists, specialist teachers)
- Assessing what adjustments would be reasonable given the school's resources and circumstances
- Considering the effectiveness of potential adjustments
- Implementing agreed adjustments
- Monitoring the effectiveness of adjustments and making changes as necessary
- Reviewing adjustments regularly as the pupil's needs may change

We are committed to working with parents and external professionals to ensure that all pupils can access education effectively.

13.6 SEND Information Report

In accordance with the Special Educational Needs and Disability Regulations 2014, Prospect House School publishes information about our SEND provision on the school website. This includes:

- Information about the kinds of SEND that are provided for
- Information about our policies for identifying and assessing pupils with SEND
- Information about how we consult with parents and pupils with SEND
- Information about our arrangements for assessing and reviewing pupils' progress
- Information about how we support pupils with SEND in transferring between phases of education
- Information about our approach to teaching pupils with SEND
- Information about how we adapt the curriculum and learning environment
- Information about the expertise and training of staff
- Information about how we secure equipment and facilities
- Information about our arrangements for consulting with parents and resolving complaints
- Information about how we involve other agencies
- Contact details for support services for parents

This information is reviewed annually and updated as necessary.

14. Transition and Information Sharing

14.1 Supporting Transitions

At Prospect House School, we recognise that transitions can be particularly challenging for pupils with SEND. We are committed to ensuring that transitions are as smooth as possible and that appropriate support is in place.

14.2 Transition into Prospect House School

When a pupil with SEND joins Prospect House School, we:

- Meet with parents to discuss their child's needs and any support that has been in place previously
- Request information from the pupil's previous setting, including any SEND Support Plans, professional reports, or Education, Health and Care Plans (EHCPs)
- Review all documentation carefully and discuss implications with relevant staff
- Where appropriate, visit the pupil in their previous setting or invite them for taster sessions
- Arrange additional visits if needed to help the pupil become familiar with the school
- Ensure that staff are aware of the pupil's needs before they start
- Put appropriate support in place from the outset, including any necessary reasonable adjustments
- Assign a key person to support the pupil during their settling-in period
- Monitor the pupil's settling-in period carefully and adjust support as necessary
- Maintain regular communication with parents during the transition period
- Liaise with external professionals who are already working with the pupil

14.3 Transition within Prospect House School

When pupils with SEND move between year groups or key stages within our school, we:

- Ensure that information about the pupil's needs and support is passed on to their new teacher
- Arrange meetings between current and new teachers to discuss the pupil's needs, what works well, and any areas of concern
- Share SEND Support Plans and all relevant documentation with the new teacher
- Where appropriate, arrange visits to the new classroom or meetings with the new teacher before the transition
- Create visual timetables or social stories to support the transition where helpful
- Update SEND Support Plans to reflect any changes in needs or support
- Involve parents and pupils in planning for the transition
- Ensure continuity of specialist support (e.g., LSU sessions, therapy)
- Monitor the pupil carefully during the transition period and provide additional support if needed

Transition from Early Years to Key Stage 1:

- Particular attention is paid to this transition as it can be especially significant
- Additional visits and familiarisation sessions are arranged
- Close liaison between EYFS and KS1 staff
- Parents are kept fully informed and involved

Transition from Key Stage 1 to Key Stage 2:

- Pupils are prepared for changes in expectations and routines
- Introduction to new teachers and classrooms
- Discussion of any changes to support arrangements
- Graduated integration into Year 3 during the summer term of Year 2: visiting the Upper School, having classes in Upper School, specialist teachers from the Upper School visiting the children at the Lower School, culminating in whole day teaching for Y2 pupils in the Upper School

14.4 Transition to Secondary School or Other Settings

When a pupil with SEND leaves Prospect House School, we:

- Begin planning for transition well in advance (usually from Year 5)
- Discuss secondary school options with parents and provide advice where appropriate
- Provide comprehensive information to the receiving school about the pupil's needs and the support that has been in place
- Complete detailed transition forms and provide copies of all relevant documentation
- Ensure documentation, as requested, is sent to the transit school
- Where appropriate, arrange transition meetings with staff from the receiving school (either in person or virtually)
- Facilitate visits to the new school, including additional visits if needed
- Support parents in understanding the support available at the new school and how to access it
- Provide information about the Local Offer and how to access support from the Local Authority
- For pupils with EHCPs, work with the Local Authority to ensure appropriate transition planning through the annual review process (transition planning should begin in Year 5)
- Where appropriate, create transition booklets or social stories to support the pupil
- Ensure that any examination access arrangements are communicated to the new school
- Remain available to the receiving school to answer questions or provide additional information

14.5 Secure Transfer of Information

14.5 Child Protection File Transfer

When a pupil with SEND leaves Prospect House School, we follow statutory procedures for transferring both SEND files and child protection files.

Child Protection Files

Where children leave the school, the designated safeguarding lead should ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. The DSL is responsible for ensuring that:

- Child protection files are transferred separately from the main pupil file and SEND file
- Files are transferred within the statutory timeframes:
 - Within 5 days for an in-year transfer
 - Within the first 5 days of the start of a new term for end-of-year transfers
- Files are transferred securely (hand-delivered, secure post, or secure electronic transfer)
- Confirmation of receipt is obtained from the receiving school
- Key staff at the receiving school (such as the DSL and SENDCo) are made aware of the pupil's needs

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse, or those who are currently receiving support through the 'Channel' programme and can have that support in place for when the child arrives.

SEND Files

The SENDCo is responsible for ensuring that:

- SEND files are transferred securely to the new school (separately from the main pupil file)
- Confirmation of receipt is obtained
- The receiving school is made aware of any urgent safeguarding or welfare concerns
- Key staff at the receiving school (such as the SENDCo and relevant class teachers) are aware of the pupil's needs
- Information is shared in accordance with data protection legislation (Data Protection Act 2018 and UK GDPR)
- Parents are informed about what information will be shared and with whom
- Appropriate consent is obtained where necessary

Information Sharing and Data Protection

All information about pupils with SEND is treated as confidential and is only shared with those who need to know in order to support the pupil effectively.

We understand that:

- The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe
- We have a duty to share information with the receiving school to ensure continuity of support
- Parents are informed about what information will be shared and with whom
- Appropriate consent is obtained where necessary
- Information is shared securely and in accordance with data protection legislation

15. Working with External Agencies and Professionals

At Prospect House School, we recognise that some pupils may require support from external agencies and professionals in addition to the support provided by the school.

15.1 When We Involve External Professionals

We may involve external professionals when:

- A pupil is not making expected progress despite targeted support from the school
- We need specialist advice about a pupil's needs
- A pupil requires a specialist assessment (e.g., for specific learning difficulties, speech and language needs, or other areas of need)
- Parents request an assessment by an external professional
- We are considering applying for an Education, Health and Care Plan
- A pupil has complex needs that require multi-agency support
- We need advice on specific interventions or strategies
- A pupil requires specialist equipment or resources

15.2 External Professionals We Work With

We work with a range of external professionals, including:

Educational professionals:

- Educational psychologists
- Paediatricians
- Specialist teachers
- Clinical psychologists
- Behaviour therapists

Policy Review

This policy will be reviewed annually, or sooner if there are changes to legislation or guidance.

Date of policy: 9 November 2025

Date of next review: 9 November 2026

Policy approved by: Kelly Gray (Head)

