



PROSPECT HOUSE
SCHOOL

SEND POLICY

1. This Special Educational Needs and Disabilities (SEND) Policy has been developed in accordance with the following legislation and guidance:

The Education (Independent School Standards) Regulations 2014 (particularly Part 1, Standard 1 - Quality of education provided)

The Equality Act 2010

The SEND Code of Practice: 0 to 25 years (2015)

Keeping Children Safe in Education (KCSIE) 2026

The UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018, and the Data (Use and Access) Act 2025

As an independent primary school, Prospect House School is committed to providing an inclusive, high-quality education for all pupils, including those with special educational needs and disabilities. This policy sets out our approach to identifying, assessing, and supporting pupils with SEND, ensuring they can access a broad and balanced curriculum and achieve their full potential.

This policy is available on our website and for inspection at the school during normal school hours. Parents and prospective parents can request a copy at any time.

2. Definition of Special Educational Needs and Disabilities (SEND)

A child or young person has SEND 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 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.

Important note: 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. (Please refer to our English as an Additional Language (EAL) Policy for further information.)

3. The Four Areas of SEND

In accordance with the SEND Code of Practice, we identify pupils' needs under four broad categories. Individual pupils may have needs across more than one category:

3.1 Communication and Interaction

This includes children with speech, language and communication needs (SLCN) and those with autism spectrum disorder (ASD).

3.2 Cognition and Learning

This includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia, as well as moderate learning difficulties (MLD) and other learning needs.

3.3 Social, Emotional and Mental Health Difficulties

This includes children who may experience challenges with their emotional wellbeing, including anxiety, depression, self-harming, eating disorders, or conditions such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

3.4 Sensory and/or Physical Needs

This includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), or physical disability (PD).

These categories help us to identify the type of support needed, but we recognise that each child is unique and may require a personalised approach.

4. Aims and Objectives

Our SEND provision aims to:

- Identify needs at the earliest possible stage through effective observation, assessment and screening
- Recognise that certain children have learning differences which call for special educational provision
- Give every child access to a broad and balanced curriculum through high-quality teaching and appropriate differentiation
- Ensure early intervention when difficulties are identified
- Work in partnership with parents so they can support their child's learning
- Involve pupils in decisions about their learning and support
- Enable every child to experience success with their learning and develop their self-esteem and confidence.
- Signpost parents to external SEND professionals, where appropriate
- Meet our duties under the Equality Act 2010 by making reasonable adjustments and promoting equality of opportunity
- Ensure compliance with the Education (Independent School Standards) Regulations 2014

5. Roles and Responsibilities

5.1 The Proprietor/Board of Trustees

The proprietor/board of trustees is responsible for:

Ensuring the school meets its statutory duties under the Equality Act 2010 and the Independent School Standards

Ensuring this SEND policy is reviewed annually and updated as necessary

Monitoring the effectiveness of SEND provision through regular reports from the Head and SENDCo

Ensuring appropriate resources are allocated to SEND provision

Ensuring the school's Accessibility Plan is in place and regularly reviewed

5.2 The Head Teacher

The Head Teacher is responsible for:

The day-to-day management of SEND provision

Working closely with the SENDCo to ensure effective implementation of this policy

Ensuring all staff understand their responsibilities towards pupils with SEND

Ensuring parents are informed and involved in decisions about their child's SEND support

Monitoring the quality of teaching and learning for pupils with SEND

Reporting to the proprietor/board on SEND provision and outcomes

5.3 The Special Educational Needs and Disabilities Coordinator (SENDCo)

Ms Kerry Nicols is the school SENDCo. She is qualified for this role, holding:

Postgraduate Level 7 Diploma in Specific Learning Difficulties

Fellowship of the Dyslexia Guild (FDG)

Assessment Practising Certificate (qualifying her to assess and diagnose specific learning difficulties)

The SENDCo is responsible for:

Coordinating SEND provision across the school

Supporting staff in identifying pupils with SEND and providing appropriate teaching strategies

Taking part in regular SEND Learning Walks in order to identify and support pupils with SEND

Maintaining the SEND register and ensuring all records are up to date and confidential

Overseeing Individual Education Plans (IEPs) and ensuring they are reviewed termly

Managing the Learning Support Unit (LSU) and coordinating specialist teachers and teaching assistants

Supporting social skills group with regular liaison with teacher/identifying pupils

Liaising with parents about their child's needs and progress

Where appropriate, screening children to ascertain if there are any specific barriers impacting their learning
Commissioning and coordinating external specialist assessments (e.g., educational psychologists, specialist assessors)
Providing or arranging staff training on SEND-related matters
Monitoring pupil progress through termly assessments and data analysis
Ensuring effective transition arrangements for pupils with SEND
Maintaining professional development in current SEND research and practice
Liaising with external professionals including educational psychologists, speech and language therapists, occupational therapists, and other specialists
Coordinating the school's role in the Dukes Community SEND network and attending regular Dukes SENDCo teach meets/delivery of SEND training to the wider community

The SENDCo is available to all staff for advice and support on an informal and formal basis.

5.4 Class Teachers

All class teachers are responsible for:

Identifying pupils who may have SEND through observation and assessment
Liaising with the SENDCo about pupils causing concern
Providing high-quality teaching that is differentiated to meet the needs of all pupils
Implementing strategies recommended by the SENDCo and specialist teachers
Communicating with parents about their child's progress and any concerns
Recording parent meetings using the school's Contact Form
Maintaining high expectations for all pupils, including those with SEND
Creating a supportive and inclusive classroom environment
Ensuring pupils with SEND can access all areas of the curriculum
Supporting pupils with attentional and organisational difficulties, as well as learning needs
Providing opportunities for pupils to achieve in areas of strength
Reading and implementing recommendations from specialist reports and IEPs
Maintaining close communication with LSU teachers to ensure 1:1 learning support aligns with child's learning goals and targets
Liaising with LSU, specialist teachers and external SEND professionals that are working with pupils in their care
Completing SEND information sheets requiring background information for external professionals, such as ADHD classroom observations/information for EPs

5.5 Learning Support Unit (LSU) Teachers

LSU staff are responsible for:

Delivering specialist 1:1 and small group interventions as directed by the SENDCo
Preparing and reviewing termly Individual Education Plans (IEPs) in consultation with the SENDCo and class teachers

Maintaining close communication with class and specialist teachers to ensure 1:1 learning support links with classroom learning
Keeping accurate records of pupil progress and intervention outcomes
Communicating regularly with parents about their child's progress (via phone, meetings, Link Book, or at Parents' Evenings)
Supporting pupils to achieve their targets and build confidence
Using specialist resources and teaching methods appropriate to each pupil's needs

5.6 All Staff

All staff members, including support staff, have a responsibility to:

Understand and implement this SEND policy
Treat all pupils with respect and maintain high expectations
Report concerns about any pupil to the class teacher or SENDCo
Support an inclusive school culture where all pupils are valued
Undertake training on SEND-related matters as required
Ensuring they have read and understood SEND information for pupils in their care

6. Safeguarding and SEND

We recognise that pupils with SEND may be more vulnerable to abuse and may face additional barriers in recognising or reporting abuse. This is clearly stated in Keeping Children Safe in Education 2026.

All staff working with pupils with SEND are aware that:

Behaviour, mood changes, or injuries may indicate possible abuse and should not be automatically attributed to the pupil's SEND
Communication barriers may make it more difficult for pupils to report concerns or disclose abuse
Assumptions should never be made that indicators of abuse relate solely to the pupil's SEND
Pupils with SEND are at greater risk of peer-on-peer abuse, including bullying, physical abuse, and sexual harassment
Additional pastoral support may be needed to help pupils with SEND understand appropriate and inappropriate behaviour

Our approach to safeguarding pupils with SEND:

All staff follow the school's Child Protection and Safeguarding Policy, with particular vigilance for pupils with SEND
Any safeguarding concerns are reported immediately to the Designated Safeguarding Lead (DSL), Sarah Belshaw and entered on CPOMS
We ensure pupils with SEND can communicate concerns in ways that are accessible to them
We provide age-appropriate relationships and sex education, adapted as necessary for pupils with SEND

We work closely with parents and external agencies when safeguarding concerns arise

We ensure that any physical interventions are carried out safely, proportionately, and in line with our Behaviour Policy

This approach aligns with the requirements set out in Keeping Children Safe in Education 2026.

7. Identifying Special Educational Needs: Early Identification and Assessment

Prospect House School is committed to the early identification and early intervention of any learning difficulty or disability. We aim to detect at an early stage those children who may have potential difficulties with their academic, physical, emotional, or behavioural development.

7.1 Early Years Foundation Stage (EYFS)

In Nursery and Reception classes:

- Teachers use observation as a key tool for identifying developmental needs
- Progress is recorded using the Early Years Foundation Stage (EYFS) Framework and Development Matters guidance
- Foundation Stage Profiles track each child's development across all areas of learning
- Children are regularly assessed using the Read Write Inc. phonics assessment programme
- Any concerns regarding speech and language development, motor skills, or other areas are raised with the SENDCo who then completes an in class observation
- The schools SENDCo conducts regular learning walks to identify children who may benefit from early intervention
- With parental permission, children can be referred to our in-house Speech and Language Therapist or Occupational Therapist for initial screening, formal assessment, and/or 1:1 support
- Any child exhibiting significant difficulties is brought to the attention of the SENDCo and placed on the SEND Register under 'Concerns'

7.2 Key Stage 1 and Key Stage 2

Throughout the school:

Staff are highly trained in observational skills and have excellent knowledge of expected levels of attainment for the age groups they teach

Regular formative and summative assessments are used to monitor progress
Standardised spelling, reading, and mathematics tests are carried out termly from Year 1

The SENDCo carries out in-class observations and 1:1 screening assessments where appropriate

Regular communication takes place between the Head, SENDCo, and class teachers to discuss any concerns regarding pupils

7.3 Types of Assessment Used

We use a range of assessment tools to identify SEND, including:

- Teacher observation and assessment in the classroom
- Standardised tests for reading, spelling, and mathematics
- Phonics screening (Read Write Inc. assessments)
- Baseline assessments for new pupils
- SENDCo screening assessments for specific learning difficulties
- Specialist assessments commissioned from external professionals (e.g., educational psychologists, specialist teachers, speech and language therapists, occupational therapists)
- Parental input about their child's development and any concerns
- Pupil voice - listening to what children tell us about their learning

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

We use a graduated approach to identifying and supporting pupils with SEND, in line with the SEND Code of Practice. This involves a four-part cycle:

8.1 ASSESS

- Analysing a pupil's needs based on teacher assessment, observations, test results, and comparison with peers
- Seeking input from parents about their child's development and any concerns
- Listening to the pupil's views about their learning
- Screening by school SENDCo, or external specialists, where appropriate (i.e., educational psychologist, occupational or speech and language therapist)

8.2 PLAN

- Agreeing the interventions and support to be put in place
- Setting clear, achievable outcomes and targets
- Deciding on the teaching strategies and resources to be used
- Agreeing a date for review
- Recording this information on an Individual Education Plan (IEP) where appropriate

8.3 DO

- The class teacher remains responsible for working with the pupil on a daily basis
- Specialist teachers or teaching assistants deliver targeted interventions as planned
- The SENDCo supports the class teacher in assessing the effectiveness of interventions and making adjustments

8.4 REVIEW

- Progress is reviewed termly (or more frequently if needed)
- The impact of interventions is evaluated
- Parents and pupils are involved in the review process
- Decisions are made about whether to continue, adapt, or cease interventions
- The cycle begins again with a new assessment

This graduated approach ensures that support is tailored to each pupil's needs and is regularly reviewed for effectiveness.

9. The SEND Support Process: Stages of Intervention

Stage 1: Initial Concern

When a member of staff has concerns about a pupil:

The class teacher takes overall responsibility for early intervention

The teacher emails the Head/SENDCo naming the child and listing the cause(s) for concern

The SENDCo enters the pupil's details onto the school's SEND Register under 'Concerns'

The SENDCo meets with the relevant teacher to discuss concerns, assess work, and to observe the child

The SENDCo provides suggestions for in-class support or additional home support, including appropriate resources and teaching strategies

The class teacher incorporates specific activities into lesson plans to address the issues raised

Parents may be informed of the concerns at this stage, and suggestions for home-school support are discussed, if appropriate

At Key Stage 1, some children may receive additional small group or 1:1 teaching support for phonics, literacy, mathematics, or handwriting

Where necessary, children may receive 1:1 support from the Head of Lower School Support, the SENDCo, or an SpLD specialist teacher

Progress is monitored closely, and the situation is reviewed after an agreed period

At this stage:

The pupil is on the SEND Register under 'Concerns'

No formal IEP is in place

Interventions are part of quality first teaching and targeted support

Stage 2: SEND Support (SEND Register)

If concerns persist despite initial interventions:

Following consultation between the Head, SENDCo, and class teacher, parents are contacted to discuss the ongoing concerns

Permission is requested for the child to be assessed by the SENDCo to further identify learning needs

The SENDCo carries out a detailed assessment using appropriate screening tools

Feedback is given to parents and the class teacher, and a plan of action is agreed for home and school

A member of the Learning Support Unit may be allocated to offer 1:1 or small group teaching

Should 1:1 support be put in place, the child will move to Stage 2 on the SEND Register

An Individual Education Plan (IEP) is drawn up by the LSU support teacher in collaboration with the SENDCo, highlighting:

- The pupil's strengths
- Areas of difficulty
- Short-term targets for the term
- Long-term targets
- Strategies and resources to be used
- Success criteria

IEPs are stored on the SEND shared drive and reviewed termly
All staff teaching children with IEPs have access to the child's termly targets
Pupils are involved in setting their targets wherever possible and appropriate to their age and understanding
Close communication with parents is maintained through regular phone conversations, meetings, the Link Book, or at Parents' Evenings
Parents are encouraged to support their child at home with targets set, including homework for over-learning and review

Important notes:

1:1 teaching incurs a charge over and above normal school fees. The current rate is available on the school fees sheet

Except in exceptional circumstances, children will not be removed from core curriculum lessons for 1:1 support. Permission to remove a child from a core subject must be obtained from the Head prior to the commencement of lessons
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

The child can be removed from the SEND Register if sufficient progress has been made

Stage 3: External Specialist Assessment and Support

When a child's difficulties persist despite interventions:

Further assessment may be necessary, involving external professionals such as:
Educational psychologists
Specialist assessors for specific learning difficulties (e.g., dyslexia, dyscalculia)
Speech and language therapists
Occupational therapists
Visual perceptual therapists
Other specialists as appropriate (e.g., child and adolescent mental health services, paediatricians)
These assessments are commissioned by the school with parental consent and involvement
Parents receive copies of all reports and recommendations
The results and specific recommendations from these assessments are used to modify the Individual Education Plan

The SENDCo summarises key recommendations and shares them with class teachers and specialist teachers

This supports planning across the curriculum and ensures teaching is closely matched to the child's needs and learning style

All staff working with the child must read all professional reports available to the school and incorporate advice into their teaching and management of the child
Ongoing monitoring and review:

A child's progress is monitored and reviewed termly by the LSU teacher and SENDCo

Following the termly review, and in consultation with the class teacher and Head, the child may:

Remain at this level of support

Move to a different level of support

All children with a diagnosis or specialist report remain on the SEND Register so all teaching staff are aware of the child's profile and learning needs

The Head and parents are fully involved in any decision to alter the level of support

If a child fails to make appropriate progress, or if 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, the Head, and the SENDCo

Stage 4: Education, Health and Care Plans (EHCPs)

If a child requires a significant level of support over and above that provided for their peers:

The SENDCo may discuss an EHCP application with parents

Parents can apply to their local authority for an EHCP assessment

The SENDCo will support parents through this process by providing:

Detailed information about the child's needs

Evidence of interventions and their impact

Professional reports and assessments

Information about the provision currently in place

The class teacher/SENDCo will keep a record outlining the additional provision and support being provided, over and above the class curriculum, and the impact of this provision

If an EHCP is granted and Prospect House School is named in the plan, we will work with the local authority and parents to ensure the specified provision is delivered

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

10. Support for Individual Pupils with SEND

We support pupils with SEND through a range of strategies and interventions:

10.1 Quality First Teaching

All pupils, including those with SEND, receive high-quality teaching that is:

- Differentiated to meet individual needs
- Engaging and motivating
- Based on clear learning objectives
- Supported by appropriate resources
- Regularly assessed and adapted

10.2 Differentiation

Class teachers differentiate work appropriately by:

- Adjusting the level of challenge
- Providing additional scaffolding or support
- Using multi-sensory teaching approaches
- Allowing alternative methods of recording (e.g., use of laptops, scribing, voice recording)
- Providing visual aids, word banks, or writing frames
- Adjusting the pace of learning, such as rest breaks and adjusted expectations for work completion
- Offering pre-teaching or over-learning opportunities

10.3 Grouping and Setting

In Key Stage 2, pupils are placed in appropriate sets for mathematics that best support their learning profile and maximise their learning potential
Children work in mixed-ability groups for English (three groups per year group)
Flexible grouping is used within classes to target specific needs
Children are also put into set groups for spelling, VR and Non VR

10.4 Specialist Interventions

Pupils may receive:

- 1:1 teaching from a specialist SpLD teacher
- Small group interventions for phonics, reading, spelling, handwriting, or mathematics
- Speech and language therapy from our in-house therapist
- Occupational therapy from our in-house therapist
- Social skills groups or emotional literacy support
- Targeted support for specific areas of difficulty identified in assessments
- Weekly support in a 'Talking Tigers' social skills group, led by a teacher qualified in this area (from Y1 - Y5)

10.5 Examination Access Arrangements

Children who qualify for examination concessions (e.g., extra time, rest breaks, use of a laptop) must use these in internal timed assessments

An exam access arrangement register is in the SEND Shared Drive for all teachers to access

Teachers monitor their work to ensure concessions are being used effectively

Prior to formal assessments, the SENDCo may trial informal examination concessions to determine what is most appropriate

Children who qualify for laptop access should use this for all lengthy pieces of work in the classroom so it becomes their normal way of working

10.6 Assistive Technology

The teacher responsible for IT ensures that pupils using laptops/iPads have their devices linked to a school printer

Support is given to organise work into an appropriate filing system

This is monitored by the specialist/class teacher to ensure effective use

10.7 Maintaining Self-Esteem

We aim to maintain every child's self-esteem by:

Providing opportunities to achieve in areas of strength

Celebrating successes, however small

Acknowledging their additional work and resilience during Certificate of Recognition assemblies with certificates

Creating a supportive and inclusive classroom ethos

Ensuring pupils understand their learning differences and how they can be supported

Extending this understanding to whole school via SEND focussed assemblies

Involving pupils in setting their own targets and reviewing progress

Promoting a growth mindset approach

Celebrating resilience and aspiration via weekly school values award/hot chocolate with the head

11. Working in Partnership with Parents and Pupils

11.1 Partnership with Parents

Prospect House School works in close partnership with parents, recognising that they have unique knowledge of their child. We believe that parents are partners in their child's education, not just recipients of information.

We work with parents by:

Keeping them fully informed about all aspects of their child's SEND support

Involving them in decisions about interventions and support

Seeking their views and insights about their child's needs and progress

Providing regular updates through phone calls, meetings, the Link Book, or at Parents' Evenings

Offering advice and strategies for supporting learning at home

Ensuring they receive copies of all specialist reports and assessments
Recording all parent meetings using the school's Contact Form and providing parents with a copy
Open door policy for parents to meet at mutually convenient times to discuss any concerns
Organising regular TAC meetings for those children with complex profiles
Formal opportunities for communication include:

Parent-teacher meetings held termly in the autumn and spring terms
A full written report sent to parents at the end of the summer term
Shorter reports available to parents of Key Stage 2 children in the spring and autumn terms
Additional meetings as needed

11.2 Pupil Participation

We recognise the importance of involving pupils in decisions about their learning and support. Pupils' views are always sought and considered, with methods adjusted to suit their age and ability.

We involve pupils by:

Discussing their learning with them and explaining how they can be supported
Involving them in setting targets on their IEPs (where age-appropriate)
Asking for their views on what helps them learn best
Encouraging them to reflect on their progress
Helping them understand their strengths and areas for development
Promoting self-advocacy skills so they can communicate their needs

12. Equality Act 2010 and Reasonable Adjustments

12.1 Our Duties Under the Equality Act 2010

Under the Equality Act 2010, we have a duty to:

Not discriminate against pupils with disabilities in admissions, exclusions, or the provision of education and associated services
Make reasonable adjustments to ensure pupils with disabilities are not placed at a substantial disadvantage compared to their peers
Promote equality of opportunity for pupils with disabilities
Disability is defined as: A physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Many pupils with SEND will also meet the definition of disability under the Equality Act.

12.2 Reasonable Adjustments

We make reasonable adjustments for pupils with SEND and disabilities, which may include:

Adapting the physical environment (e.g., providing ramps, accessible toilets, visual timetables)
Providing auxiliary aids and services (e.g., specialist equipment, coloured overlays, writing slopes, hearing devices)
Adapting teaching methods and resources
Providing information in accessible formats
Adjusting policies and procedures (e.g., allowing extra time for tasks, providing movement breaks)
Providing additional adult support where necessary
Providing 'Focus Friend' boxes in all classrooms to support regulation

12.3 Accessibility Plan

We maintain a separate Accessibility Plan which sets out how we will:

Increase the extent to which pupils with disabilities can participate in the curriculum

Improve the physical environment to enable pupils with disabilities to take better advantage of education and associated services

Improve the delivery of information to pupils with disabilities

The Accessibility Plan is reviewed regularly and is available on request.

13. Admissions

Prospect House School is a non-selective independent primary school with main admission in September into the Nursery and Reception classes.

Admission process:

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 their educational progress to ensure that Prospect House can adequately meet their child's needs

Admission at other ages: Reception (after the September admission date) through to Year 6 is subject to an academic assessment/taster day and is always at the discretion of the Head

For pupils with identified SEND, we will carry out an audit of provision to ascertain whether the school can make reasonable adjustments to meet the needs of that child and that would not adversely impact the effective teaching and learning of other children

Consideration will also be given to the number of existing pupils with SEND in a particular year group to ensure we have adequate provision to meet the needs of the child

We welcome applications from pupils with SEND and will work with parents to determine whether we can meet their child's needs effectively

We are committed to inclusive education but recognise that, as a small independent primary school, there may be some needs we are unable to meet. If we cannot meet a child's needs, we will discuss this honestly with parents and, where appropriate, suggest alternative provision

For pupils with Education, Health and Care Plans (EHCPs):

If Prospect House School is named in a child's EHCP, we will work with the local authority and parents to ensure we can meet the specified needs of the child without compromising the effective education of others

If Prospect House feels we can meet the needs of the child, the specified provision will be delivered

Please see our 'Addendum to SEND Policy: Provision for Pupils with Education, Health and Care Plans (EHCPs)' for further information

14. Transition Arrangements

We recognise that transitions can be particularly challenging for pupils with SEND. We have robust transition arrangements in place to support pupils at key points:

14.1 Transition into Prospect House School

For children joining Nursery or Reception:

Prior to entry, children in Nursery are visited at home by the early years teacher and/or Head of Lower School

Parents are invited to visit the school and meet with the Head, the Head of Lower School and/or SENDCo

Information about any SEND is gathered during the admissions process

Where appropriate, the SENDCo will liaise with the child's previous setting (e.g., nursery, childminder)

Additional visits or a phased entry may be arranged if needed

Parents are provided with information about how we support children with SEND

For children joining at other year groups:

An academic assessment and/or taster day is arranged

The SENDCo will liaise with the child's previous school to gather information about their needs and the support that has been in place

Records, including IEPs and specialist reports, are requested and reviewed

A meeting with parents is arranged to discuss the child's needs and how we can support them

Additional transition visits may be arranged if appropriate

If it is not felt that Prospect House would be the appropriate setting for the child's needs, this will be communicated with sensitivity and transparency to parents

If required, support to help parents find an alternative setting can be discussed

14.2 Transition Between Year Groups within Prospect House School:

IEPs and SEND records are passed on to the new class teacher

A transition meeting takes place between outgoing and incoming teachers

The SENDCo also meets with the class teachers at the beginning of each academic year in order to highlight and discuss SEND provision and needs in the teacher's class and other teaching groups

Pupils with SEND may have additional transition activities (e.g., social stories, extra visits to the new classroom, meeting the new teacher)

Parents are kept informed of transition arrangements

There is a robust transition programme for those pupils transitioning from the Year 2 at the Lower School to the Upper School setting for Year 3

14.3 Transition to Secondary School

The SENDCo liaises with the SENDCo of the receiving school

SEND records, IEPs, and specialist reports are shared (with parental consent)

Additional transition visits are arranged, where appropriate

Parents are supported in choosing a secondary school that can meet their child's needs

We provide information to support applications for examination access arrangements at secondary level

Where appropriate, we facilitate meetings between parents, the receiving school, and external professionals

15. External Specialist Support

As an independent school, we commission specialist assessments and support from a range of external professionals to ensure pupils with SEND receive the expertise they need.

15.1 In-House Specialists

We have the following specialists available in-house:

Speech and Language Therapist - provides screening, assessment, and 1:1 or small group therapy

Hearing specialist from Wandsworth Hearing for the Deaf

Occupational Therapist - provides screening, assessment, and 1:1 or small group therapy for sensory and motor skills

Two specialist Level 5 SpLD teachers

One Level 7 specialist SpLD teacher

Maths specialist with dyscalculia training

Opt in vision and hearing screening tests for children in the Lower School

15.2 External Specialists

We commission support from:

Educational psychologists - for cognitive assessments, learning profiles, and recommendations for support

Specialist assessors - for assessment of specific learning difficulties (e.g., dyslexia, dyscalculia, dyspraxia)

Specialist teachers - for targeted interventions in literacy, numeracy, or other areas

Other professionals as needed - including child and adolescent mental health services (CAMHS), paediatricians, visual perceptual therapists, etc.

15.3 Parental Involvement in External Assessments

Parents are fully involved in all decisions about external assessments
Parental consent is always obtained before commissioning an assessment
Parents receive copies of all reports and recommendations
The SENDCo meets with parents to discuss the findings and agree on next steps
Costs of external assessments are discussed with parents in advance

16. Training and Professional Development

We are committed to ensuring all staff have the knowledge and skills to support pupils with SEND effectively.

16.1 Staff Training

In-service training is recognised as an important element of staff development.
We provide:

Regular training on aspects of SEND recognition and support is given
Access to The Dukes Hub SEND CPD training and resources
Opportunities for staff to attend external courses run by reputable institutions
Training on specific conditions or interventions as needed (e.g., autism awareness, dyslexia-friendly teaching, attachment and trauma, social stories)
Safeguarding training that highlights awareness of the vulnerability of pupils with SEND
Training on restraint and behaviour management strategies for pupils with SEND
Training on making reasonable adjustments under the Equality Act 2010

16.2 SENDCo Professional Development

The SENDCo:

Is registered as an FDG member with the Dyslexia Guild professional body
Maintains continuous professional development (CPD) in current SEND research and practice
Attends relevant training courses, seminars, and conferences
Is a member of professional networks, including the Dukes Community SEND group, the SENDCo being the Dukes Primary SEND Community Coordinator
Keeps up to date with changes to legislation, guidance, and best practice
Shares knowledge and expertise with staff through training and support
Yearly updates of JCQ Regulations for exam access arrangements

16.3 Learning Support Unit Staff: LSU teachers

Have access to training on specialist teaching methods and interventions
Are supported by the SENDCo in developing their skills
Have access to professional development opportunities
Attend relevant external training courses
Attend mandatory training for Safeguarding and KCSIE

17. Monitoring and Evaluating SEND Provision

We are committed to regularly monitoring and evaluating the effectiveness of our SEND provision to ensure it meets the needs of our pupils.

17.1 Monitoring Pupil Progress

Pupils with SEND are assessed termly using standardised tests for reading, spelling, and mathematics

Progress is tracked against targets set on IEPs

The Quest platform allows the SENDCo, Head and Deputy Head to specifically track the progress of SEND pupils and compare this individually and to the general cohort

The SENDCo and LSU teachers review progress termly and adjust interventions as needed

The SENDCo regularly analyses data and identifies pupils who may need additional support

We measure progress in relation to the pupil's starting point and their cognitive ability, not just in comparison to age-related expectations

17.2 Evaluating the Effectiveness of Interventions

The impact of interventions is evaluated termly as part of the Assess, Plan, Do, Review cycle

We use data to determine whether interventions are closing the gap or accelerating progress

Interventions that are not effective are adapted or replaced

We seek feedback from pupils and parents about the effectiveness of support

17.3 Reporting to the Proprietor/Board of Trustees

The Head and SENDCo provide regular reports to the proprietor/board on:

The number of pupils on the SEND Register

The types of needs being supported

The interventions in place and their impact