



St Bernard's Preparatory School

Special Educational Needs and Disabilities and Additional Needs Policy

Authorised by: The Board of Governors of St Bernard's Preparatory School

Term: Lent 2023

Signature: *RM Nockley*

Review Date: Lent 2024

Circulation: Governors/all staff/volunteers automatically
Parents on request/School Website

Status: Current

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Mission Statement

With God as our shelter and Christ as our guide, the mission of St Bernard's Preparatory School is to educate towards love and service to God, each other and the wider community.

Through our broad, balanced curriculum we will develop an understanding of each faith and the values we share. We treat each person with respect, knowing we are special and unique.

St Bernard's is part of the St Benedict's family of schools. All schools in the group share a similar Catholic and Benedictine/Bernardine ethos.

Legal Status

This policy has been formulated with regard to the 2014 SEN Code of Practice: 0 to 25 Years (Revised 2015), the Equality Act 2010 and the Pupils and Families Act 2014.

Reference has been made to the following documents:

- Statutory Guidance on Supporting Pupils with Medical Conditions-April 2014 (Revised 2015)
- Accessibility Plan
- Teachers' Standards 2012

This policy was created by the school's SENDCo with the SEND Governor in liaison with the SLT, all staff and parents of children with SEND.

Applies to:

Whole School including the Early Years Foundation Stage (EYFS)

- All staff (teaching and non-teaching), Governors and volunteers working in the school

Related Documents:

- The Teaching and Learning Policies
- English as an Additional Language Policy
- MAT Policy
- Three-year plan for compliance with Schedule 10 of the Equality Act 2010

Guiding Principles

- In this school we have high expectations and set suitable targets for all children
- In this school a special educational need is defined in accordance with the 2014 SEND Code of Practice: 0 to 25 (revised 2015)
- All children are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual children's Statement of Special Educational Need or EHC (Education and Health Care Plan)

Terms

- SEN refers to a Special Educational Need. *A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.* Taken from 2014 SEND Code of Practice: 0 to 25 years- Introduction xiii and xiv.
- AN refers to an Additional Need. Not identified as a Special Educational need, but a need none the less that is creating a barrier to learning. This could well be a social need.
- SEND is a broader term that refers to an additional or special educational need or a need arising from a disability that requires service additional to that which is normally offered in school.

Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for children with AN or SEN
- To ensure every children experiences success in their learning and achieves to the highest possible standard
- To create an environment that meets the special educational needs of each children
- To enable all children to participate fully and effectively in lessons
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the Policy statement for AN and SEN
- To work closely with external support agencies, where appropriate, to support the need of individual children
- To ensure all staff have access to training and advice to support quality teaching and learning for all children
- To ensure the SEND Code of Practice and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school
- For all children to take with them throughout their adult lives a sense that they belong to the community of St. Bernard's and that they have "learned a way of living."

Inclusion Aims

We promote a whole school ethos that values all children and their families through:

- Fostering a climate which supports flexible and creative responses to individual needs
- Recognising inclusion as part of the school's Equal Opportunities Policy with clear arrangements for implementation, budget and monitoring
- Ensure all school developments and policies take account of inclusive principles
- Ensuring appropriate assessment and support arrangements are in place, both within the school and from external agencies, so children's needs are properly addressed
- Recognising inclusion is the responsibility of all the school staff, who must be consulted and involved in developments regarding the inclusivity of a children
- Enabling all staff to have access to suitable professional development opportunities, in order to support the development of inclusive practice

Children with SEND are fully involved in the life of St Bernard's Preparatory School. All staff share the responsibility of providing for children with SEND under the guidance of the SENDCo and the direction of the Headteacher and the Governing Body.

Responsibilities and Resources

The Special Educational Needs and Disability Co-ordinator (SENDCo), in collaboration with the Headteacher and Governing Body, takes responsibility for the operation of the SEND and AN Policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies. The SENDCo also provides professional guidance to colleagues to secure high quality teaching for children with SEN. Ms A Underwood currently holds this post and is also a member of the SLT. Working closely with the Headteacher, other members of staff and Mrs C Unger, the Consultant Special Needs Teacher, the SENDCo's role involves:

- Overseeing the day-to-day operation of the school's SEN policy
- Liaising with and advising colleagues
- Co-ordinating provision for children with special educational needs
- Overseeing the records of all children with special educational needs and monitoring progress made
- Ensuring appropriate targets are in place, that relevant background information about children with SEN is collected, recorded and updated
- Liaising with parents and other professionals in respect of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies

The SENDCo, Ms A Underwood, can be contacted via the School Office.

The Headteacher

The Headteacher supports the SENDCo with:

- The day-to-day management of all aspects of the school's work, including provision for children who have special educational needs
- Managing and monitoring the implementation of the school's SEND policy and procedures
- Keeping the SLT, SMT and the Governing Body fully informed about SEND issues
- Providing an annual SEN and AN Information report. The content of the report is specified at Section 6.79 of the SEND Code of Practice 2014 : 0 to 25 years (Revised 2015)

The Governing Body

The Governing Body seeks to ensure the needs of all children are met and the provision made for children with SEND is adequate and secure. Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

The governor with responsibility for SEND is Mrs R Nockles

Staff

All other members of staff have important day-to-day responsibilities related to SEN. St. Bernard's Preparatory School recognises that ***all practitioners are teachers of children with special educational needs***. Teaching such children is therefore a whole school responsibility.

Support

Teaching Assistants work under the direction of the Headteacher, the SENDCo and the class teachers. The Teaching Assistants at St Bernard's Prep School will work with all children, but the provision of such staff ensures they will have designated time to work with children who might require additional support within the classroom.

Extra Staffing

If required, we arrange for suitably qualified external staff to come into school to offer support to individual children whose needs cannot be met by the staffing resources of the school. This additional provision is likely to follow advice from an Educational Psychologist and could include an Occupational Therapist, Play and Behavioural Therapist or Speech Therapist. Such staff will go through the normal security clearance procedures (with regard to Safer Recruitment Policy) and are paid for by the parents. A Learning Support Teacher offers sessions once/twice a week to children who have a SpLD/dyslexia or have additional needs related to literacy, the services of this Learning Support Teacher are paid for by the parents. These special arrangements are discussed with the parents in advance and are only made with the Headteacher's and SENDCo's agreement.

Class Teachers and Specialist Teachers

Teachers are responsible for:

- informal liaison with parents/carers
- initial identification of difficulties and assessments
- seeking advice from the SENDCo
- working with the children
- planning and implementing individualised learning programmes- assess, plan, do, review
 - monitoring and reviewing progress with the parents/carers, SENDCo and external support services
- maintaining records and transferring them within the setting/school
- participating in SEND policy planning and implementation

Resources for the provision of Special Education Needs

The school has a range of resources specifically for SEND children. Class teachers will be guided by the SENDCo on additional resources that may be appropriate for use in classroom situations, and they are encouraged to build up some classroom-based resources that can be used by children when it is appropriate. Details of these resources are available from the SENDCo. Shared resources are stored in the SEND cupboard opposite the Headteacher's office.

ICT is used to offer stimulating reinforcement work for children.

Identification, Assessment and Review

The school follows the SEND Code of Practice 2014: 0 to 25 years' graduated approach with regard to the identification, assessment and review of children with special educational needs. The four key actions are:

Assess:

the class teacher and SENDCo should clearly analyse a children's needs before identifying a children as needing SEN support

Plan:

parents must be notified if it is decided that a child is to be provided with SEN support

Do:

the class or subject teacher should remain responsible for working with the children on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she retains responsibility for that children's learning

Review:

the effectiveness of the support should be reviewed in line with the agreed date.

- Children receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers or by the SENDCo. The school has a system whereby any member of staff can raise concerns/issues with the class teacher, SENDCo or Headteacher about a child with SEN or other barrier to learning.
- We involve parents/carers and the young person in question as soon as we feel a child may have a barrier to learning.
- We are committed to the early identification and intervention of children who may have SEND. Monitoring the progress of all children is an ongoing process which enables early identification of any children who may require additional or different provision to be made. More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents and any other records from the children's previous school. The school's assessment procedures (see Assessment Policy) provide information that is used to identify children with SEND. In school we use a range of assessment data e.g. relevant family/medical history, Foundation Stage Assessments, Foundation Stage Baseline, Teacher assessments, SATs results and other formal tests. We also use a range of diagnostic tests as appropriate. Children who fail to make expected progress on the basis of accumulated evidence are placed on an Additional Needs Register. Parents are consulted before this decision is made.

Additional Needs

At this stage an informal Additional Needs Plan is drawn up in consultation with the parents/carers where possible, and the children. This is recorded on a Provision Map.

Occasional advice may be sought from external agencies to inform effective intervention.

We then closely monitor the progress made towards short-term outcomes, agreed with children and parents/carers.

These targets/outcomes are reviewed regularly.

If a child fails to make the expected progress advice may be sought from outside agencies, which may include social as well as, educational services. At this stage a specific educational need may be identified.

Adequate progress can be defined in a number of ways. It may be progress that:

- closes the attainment gap between the children and its peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the children's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the children's behaviour

Four Categories of SEN- Broad Areas of Need

1. **Communication and Interaction**, including:
 - SLCN (Speech, Language and Communication Needs)
 - ASD
2. **Cognition and Learning**: when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
 - MLD (Moderate Learning Difficulties)
 - SLD (Severe Learning Difficulties)- where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
 - PMLD (Profound and Multiple Learning Difficulties)- where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
 - SpLD (Specific Learning Difficulties)- affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
3. **Social, Emotional and Mental Health Difficulties**. They include:
 - Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are unexplained.
 - ADD (Attention Deficit)
 - ADHD (Attention Deficit Hyperactive Disorder)
 - Attachment Disorder.
4. **Sensory and/or Physical Needs**, including:
 - Vision Impairment
 - Hearing Impairment
 - Multi-sensory Impairment
 - Physical Disability

Special Educational Needs

If a child is formally identified as having SEN or SEND by an external agency, with the agreement of the parents/carers, they are placed on the SEND Record. If they are either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan. An application should only be made following the full cycles of Assess, Plan, Do, Review covering at least two terms.

Record keeping and communication with Staff

- The SEND Record and the Record of Additional Needs will be stored on the T Drive: Staff Shared.
- A list of children taught by C. Unger will be available in the School Office and from the SEND Co-ordinator.
- The School will keep confidential files on all children on the SEND Record. Copies of documentation will also be put in the main school files. Children Passports and Provision Maps are stored on the T Drive: Staff Shared and are updated termly. Reports from outside agencies may also be stored on SIMS.

- The SENDCo will maintain records of all screening and assessment conducted. This information is available in discussion with the SENDCo.
- C Unger writes reports for parents in the Advent and Pentecost Terms. These are shared at the SEND meetings.
- If an Educational Psychologist report is received, or a report from another outside agency is received, the SENDCo will summarise the main findings of the report and make recommendations to the teaching and support staff as to how to best provide for the children within their lessons. This includes guidance as to how the teachers are to make provision for the children, taking into account the children's strengths and weaknesses.

Children who require Special Provision due to Physical and Emotional Needs

- St Bernard's Preparatory School closely monitors the well-being of all children in the school. An up-to-date Register of all children who might need special provision due to an allergy or a medical or physical difficulty is kept. It is updated termly by a member of administration staff and is checked by the senior first aider. It is not felt necessary to include all these children on the school's SEND Record but their additional needs are recognised and monitored. These children, however, will be included on the school's SEND Record if the medical or physical condition of the children is affecting or impacting upon the learning of that children.

Review Meetings

- Review meetings are held twice yearly for all children on the SEND Record. Parents/carers are invited to attend as well as the class teacher. Representatives from external support agencies may also be involved, if appropriate. Children may also attend the Review Meeting if it will be of benefit to them. Children in Year 5 and 6 are actively encouraged to attend the meetings, in order to share their views and opinions and suggest ways forward.
- For a child with an EHC Plan, reviews may be more frequent depending on need. An annual review will also be held to review progress towards objectives/outcomes outlined in the Statement/EHC. If an EHC Plan is issued there will be an additional review no later than six weeks after the issue date.

The SEN and AN Records

- The SEN and AN Records are updated termly to take into account summative assessment results. Class teachers who wish to nominate additional children to be placed on the AN record will provide the following evidence to the SENDCo:
 - Summary of Concern
 - Results from any curriculum tests
 - Evidence of strategies already in place
 - Level of attainment
 - A piece of unaided work from the curriculum area deemed to be problematic
 - Other relevant information e.g. medical or family information
 - Overall Teacher assessment that shows the children is working at a level that is below the national expectations for their age or is progressing at a slower pace

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting children's needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

The Local Offer

- The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.
- The local offer for St Bernard's Preparatory School can be found in the Education section on the Slough Borough Council website. The link to the school's local offer can be found on our school website.

Liaison with Parents/Carers

- The school works in partnership with parents of children in accordance with guidance in the 2014 SEND Code of practice: 0 to 25 years.
- If the class teacher has an initial concern about a children's progress, parents will be invited to discuss this with the teacher at the earliest opportunity and will be told the strategies in place to help their children.
- If a decision is being considered to move a child on to the Additional Needs/SEND Record then parents will be asked for their views prior to any decision being made. Parents will be fully informed of any additional programme in place for their children.
- Parents'/carers' views will be sought when a children's individual plan is drawn up and suggestions as to how the children can be supported at home will be given.
- Parents will be invited to the review meetings and their comments will be taken into consideration when deciding upon future action.

Referral for an EHCP

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the parent, but can be requested by the school. This will occur where the complexity of need or a lack of clarity around the needs of the children are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an EHCP will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENDCo
- Social Care, if required
- Health professionals e.g. Occupational Therapists, Speech and Language Therapists, Consultant Paediatricians.
- Educational Psychologists

Information will be gathered relating to the current provision on offer, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by representatives from Education, Health and Social Care about whether the children is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Consulting with Children

- Children's views will be sought and taken into account during the review process and at other key times throughout the year e.g. when target setting, when completing the SEND children questionnaire, during SEND Meetings.

Supporting Children at School with Medical Conditions

At St Bernard's Preparatory School, we recognise that our children with medical conditions should be properly supported, so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs (SEN) or an EHC Plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is then followed.

SEN and Inclusion In-Service Training

- The SENDCo attends regular training to update and revise developments in the area of SEND and Inclusion.
- In-Service training and individual professional development is arranged to match the needs of individual children targets and the specific training needs of staff.
- In-house additional needs and inclusion training is provided by the SENDCo via staff meetings.
- All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual children or whole class level.
- Support staff are encouraged to extend their own professional development and the school will ensure tailor-made training is provided where appropriate.

Transition Arrangements

- All relevant information is transferred to the secondary school at the end of Year 6. Secondary school representatives often visit the children in school in the Pentecost Term. If necessary the SENDCo will liaise directly with the SENDCo of the new school to ensure smooth transition. Additional transition arrangements may be made if it is deemed necessary.
- All relevant information is transferred to a children's new school should there be a change of school for a child at any point during their time at St Bernard's Preparatory School. If necessary the SENDCo will liaise directly with the SENDCo of the new school to ensure smooth transition. Additional transition arrangements may be made if it is deemed necessary.
- The class teacher is responsible for passing all information on during internal transfers. The SENDCo will monitor transitions across school and will advise accordingly.

Equal Opportunities

- St Bernard's Preparatory School is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout school.
- The school is committed to the integration of children with a wide range of needs, and their involvement in the whole life of the school. We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our policy for Equal Opportunities. A copy of this policy can be found on our school website.

Admission arrangements

Children with special needs are admitted to our school according to the same criteria as other children, provided that admission is compatible with:

- the provision of efficient education for the children with whom he/she will be educated.
- the efficient use of resources.

There is no discrimination on the grounds of race, gender, creed, religion or belief, culture, sexual orientation, specific educational need or disability. A child will only be refused entry if there are no spaces in the appropriate year group or if the assessment prior to entry indicates that St Bernard's Preparatory School cannot make the appropriate provision for a particular child, although the school acknowledges that it must be prepared to make reasonable adjustment to accommodate the needs of any prospective children under the Disability Discrimination Act. (DDA)

Appendix 1: Information for Parents

Responsibility: Parents and teachers have responsibility for taking decisions about the management of a children's learning difficulties.

External teaching: Parents may opt for extra teaching outside the school provided that the teaching is at times which fit in with the remainder of the curriculum, timetable and community life of the school.

Information: Because dyslexia and some other learning difficulties are often inherited, we need to know at the outset if you (either parent) or your children or close relations have been affected by a learning difficulty at any time. Confidential information of this kind will only be communicated on a "need to know" basis. You must also provide us with a copy of any report or recommendations which have been made in relation to special educational needs at your children's previous school or elsewhere.

Concerns: We need to know immediately if your children's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out.

Examinations: Children who have been diagnosed as having a learning difficulty may be eligible to apply for access arrangements for internal examinations and public examinations. You are asked to liaise with the SENDCo in good time with respect to this.

Alternative arrangements

Withdrawal: We reserve the right, following consultation with you, having taken all reasonable steps and having made all reasonable adjustments, to ask or require you to withdraw your children from the School if, in our opinion:

- your child is in need of a formal assessment, remedial teaching, learning support or medication to which you do not consent; and/or
- you have withheld information from the school which, had the information been provided, would have made a significant difference to the school's management of your children's learning difficulties; and/or
- your children's learning difficulties require a level of support or medication which, in the professional judgment of the Headteacher, the school is unable to provide, manage or arrange;
- your child has special educational needs that make it unlikely he/she will be able to benefit sufficiently from the mainstream education and facilities which we provide.

Alternative placement: In any of these circumstances we will do what is reasonable to help you to find an alternative placement which will provide your children with the necessary level of teaching and support.

Provision for very able children

- The school recognises that there are some children in the school whose abilities in many areas of the curriculum far exceed their chronological age, and that these children have very specific needs. These gifted children are initially identified by the class teachers, using information gained from teacher assessment and standardised assessment tests. Such assessments are part of the normal assessment procedure of the school. Once the children have been identified, it is the responsibility of the class and subject teachers to make provision for them in their planning documents. This

provision could be in the form of differentiation, and/or the setting of stimulating, challenging extension work or enrichment activities.

- Children who are talented in non-academic areas will become the responsibility of the appropriate subject specialist with support given by the SENDCo.

Links with outside agencies

- The SENDCo is able to advise parents on suitable outside agencies that they could contact for information, assessment or therapy. These outside agencies include educational psychologists, optometrists, speech and language therapists, dyslexia organisations, developmental therapists, attention deficit specialists etc. Parents are encouraged to let the SENDCo have copies of assessments and to provide details of progress, so suitable information can be disseminated to staff and used in planning next steps.

Transfer Arrangements

We have procedures in place to ensure that transfer arrangements take place. Records of all children are sent to the receiving educational establishment for their attention. The SENDCo endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.

Resources

Identified materials for use to support children who need additional or different activities are mostly kept with the staff. Some SEND resources are situated inside the SENDCo's cupboard and are freely available for the use of all staff working with SEND children. SEND resources will be reviewed annually in consultation with staff.

Funding for SEND is allocated on an annual basis to meet identified needs.