



**LORETO PREPARATORY SCHOOL**  
**Dunham Road, Altrincham, Cheshire WA14 4GZ**  
**Telephone: 0161 928 8310**

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

*This policy complies with the Special Educational Needs and Disability Code of Practice 2015 and includes the Early Years Foundation Stage.*

### **Mission Statement**

At Loreto Preparatory School  
We are eager and inspired to do our best,  
Meeting the challenges and opportunities of a changing world  
With love in our hearts.

We are called to be joyful and prayerful,  
Living the Gospel and the Catholic faith  
And celebrating the values of Mary Ward  
With parents and the whole Loreto family.

*Women in time to come will do much.*  
*Mary Ward*

### **AIMS**

At Loreto Preparatory School we seek to encourage all children, including those with special needs, to reach their full potential by developing their special aptitudes and skills. We wish to “form well-educated men and women who are alive to the needs of the world, with the knowledge which gives them power to act”. In order to achieve this aim, we hope to provide a curriculum and environment where the individual needs of each child are of the greatest importance.

### **OBJECTIVES**

It is the responsibility of the Governing Body that appropriate provision is made for children with SEND. This establishment’s budget takes into account an allocation for SEND.

The objectives are:

1. the placing of the child at the centre of consideration of her needs, preparing her for adulthood from the earliest years;
2. early identification of any difficulties a child may have and the provision of TA support, differentiated learning activities and appropriate resources to cater for the child;

3. the development of a fruitful partnership with parents to enable the child's needs to be catered for;
4. the efficient monitoring and recording of the child's progress, and the provision of an appropriate learning framework in consultation with the SENCO (Special Educational Needs Co-ordinator);
5. consultation with other professionals in order to enrich our understanding and enable suitable provision to be made;
6. provision for the needs of each child in the group;
7. the participation of all children, whatever their needs, in all group activities;
8. regular and rigorous training of all staff through INSET and external providers.

### **DEFINITIONS OF SPECIAL EDUCATIONAL NEEDS**

1. A child has **special educational needs** if she has a learning difficulty which calls for special educational provision to be made for her.
2. A child has a **learning difficulty** if she:
  - a) has a significantly greater difficulty in learning than the majority of children of the same age
  - b) has a disability which prevents or hinders her from making use of educational facilities normally provided
  - c) is under compulsory school age and falls within (a) or (b) above or would do if special educational provision were made for her
3. **Special Educational Provision** means:
  - a) For a child over 2, special educational provision means educational provision that is additional to, or otherwise different from, the educational provision made generally for children of that age.
  - b) For a child under 2, special educational provision means educational provision of any kind.

There is a wide range of SEND and children may need provision in one or more of these areas;

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## ADMISSIONS

Children with SEND, like all other children, are admitted after consultation with parents, in accordance with our Admissions Policy.

The school does not refuse admission to a pupil of SEND where her learning difficulty or disability can be catered for within our setting. Nor will the school discriminate against a pupil where it may be possible to put in place special facilities to cater for that pupil. The school has access for wheelchair users - ramps (ground floor only), a disabled toilet located on the ground floor and access to all playgrounds.

The school caters for those with a hearing impairment, having carpeted classrooms, visual learning via Smartboards and good multi-sensory teaching. Support and advice is available from Trafford Sensory Impairment Service. We would consider the use of sound systems/radio link if required.

We ask all parents to be frank when filling in details of each child's background and individual needs. This allows us to take the best possible advice on how we can provide most efficiently for the child.

## HOW PROVISION IS MADE FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The school aims to give all pupils a stimulating, rounded, Catholic education giving each one access to all areas of the curriculum. We provide TA support and differentiated learning programmes and activities to cater for all individual needs.

We have regard for the Code of Practice on the Identification and Assessment of Special Educational Needs.

We use the 'graduated approach' in our provision for SEND.



### 1. Identification of Special Educational Needs

At EYFS this is to be done by gathering information from parents, pre-school settings and other agencies, which may have been involved with the child – medical workers, social workers etc.

Systematic observation and record keeping are undertaken in order to provide information, to confirm parental concerns and to plan appropriate support.

Teachers of all age groups make continuous assessments of each child's needs, and any concerns about a child are noted. This includes observations of regular class work and information gained from specific assessments carried out throughout the school.

When staff have observed a child and there is a concern about her progress, the class teacher will discuss this with the SENCO and complete an SEN Concerns form.

## **2. Arrangements for Consulting Parents and Children**

Parents and children are to be consulted at an early stage in the information gathering process. These discussions should be structured in such a way that there is a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A brief record of the discussion should be made on Filemaker, and a copy given to the parents.

The parents should also be told about Trafford's information, advice and support service, including Children's Centres.

Where SEND support is put in place, there should be a meeting with parents at least three times a year. The views of the pupil should be included in these discussions. This can be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

## **3. Assessment and Monitoring Arrangements**

Three formal staff meetings (September, October and March) take place to discuss the SEND register.

More formal assessments are carried out during the year and include:

- a) regular testing of spellings, tables and mathematical concepts
- b) thrice yearly testing (in house tests and standardised tests) which provide information about a child's strengths and weaknesses and, in cases of low attainment, may indicate SEN
- c) Ann Arbor diagnostic test in Prep 5 (Year 4)
- d) in the EYFS, assessment and, if necessary, target-setting by Trafford's Early Years Educational Support Team (EYES).

Following each round of testing, pupil progress across the school will be monitored by the head teacher, assessment officer and SENCO in order to identify areas of difficulty. It may be decided at this point to place the child on SEN support.

## **4. SEN Support**

When assessments have been made, and needs identified, the staff, SENCO, child and parents will work together to set appropriate targets/curriculum for the child. The class teacher will organise and prepare a Play Plan or IPP (Individual Pupil Plan) as appropriate, working on identified special needs.

All observations will be recorded and parents fully informed of progress.

The SENCO has overall responsibility for the organisation and monitoring of these plans

The IPP will normally consist of extra input by a trained adult in order to bring the child up to the required standard. Monitoring of these targets is ongoing and new targets are set as required when existing targets are met.

The profile of support is described in ‘waves’ as follows:

Wave 1 Support within class

Wave 2 Support from TA individually or in a group away from class

Wave 3 Own curriculum/IPP/external support

## **5. Outside Agencies**

If a child does not make expected progress, we will consult and work with outside agencies, such as a speech and language therapist, child psychologist or other health professionals. (We would normally ask parents to pay half the full fee for the consultation.)

In EYFS, we will take advice from Trafford’s Area SENCO if we feel that the child is making little or no progress, and follow her advice regarding assessments (as above).

A further IPP will be developed in consultation with parent and child.

There will be continuing support by a member of staff.

## **6. Individual Pupil Plans (IPPs)**

Strategies to enable the pupil to progress are recorded within an IPP, which the pupil herself helps to prepare. This includes information about:

- a) short term targets set for pupil (what should be taught)
- b) teaching strategies to be used (how to teach it and how often)
- c) criteria for success (how to assess it)
- d) provision to be put in place (extra teachers, resources, provision map, evidence sheets etc.)
- e) activities for parental support at home
- f) when child’s progress is to be reviewed
- g) evaluation of its success (to be recorded when IPP is reviewed)

The IPP will only record that which is additional to or different from the normal differentiated curriculum provided by the class teacher. It will be reviewed at least twice a year.

The construction of the IPP is facilitated by the use of:

- a) proformas on the staff server
- b) input from the child and parents
- b) class teacher’s (and others’) observations

- c) assessment and information documents (including Foundation Stage Profiles)

## **7. Education, Health and Care Plan**

If the school is unable to meet the needs of a child, or the child is not making sufficient progress, it may be necessary to ask the Local Authority to consider a statutory assessment, in line with the local offer. When a request for statutory assessment is made, the school must provide evidence of:

- a) SEN support
- b) IPPs with reviews and outcomes discussed with parents and provision map
- c) Consultations (regular) with parents
- d) Involvement of other professionals
- e) Educational and other assessments (child psychologist etc)
- f) Descriptions of the child's current social and academic attainments

The Local Authority may decide that the degree of the pupil's learning difficulty and nature of provision necessary to meet the pupil's SEND is such as to require the Local Authority to determine the provision through an EHC.

The head teacher will monitor and review any statemented child in close liaison with parents, staff and any relevant external agencies.

## **8. Storage of Information**

All information is confidential and is held by the SENCO, head teacher and class teacher.

## **THE CURRICULUM**

### **How we plan our curriculum (including Early Years Foundation Stage) to provide access for students with SEND.**

Short and medium term planning takes account of a range of SEND.

The plans have differentiated learning goals.

Resources are available to suit all levels of learning.

All areas and equipment are generally accessible to everyone.

Learning environment is flexible.

### **Systems used to evaluate/monitor the curriculum:**

1. Recording of pupils' progress and achievement
2. Observation of pupils
3. Meetings of year group teams to review the delivery of the curriculum
4. Assessment of curriculum by subject co-ordinators to review effectiveness in meeting targets
5. Peer observation and work scrutiny by subject co-ordinators to monitor the curriculum

## **ROLES AND RESPONSIBILITIES**

### **The Governing Body**

The Governing Body has a statutory duty towards pupils with SEND, and will follow the guidance in the Code of Practice.

They will oversee the policy and review staffing requirements and the provision necessary to maintain the objectives stated in our policy.

The governor with responsibility for SEND is Sr Bernadette Turtle.

### **The Head Teacher**

The head teacher has responsibility for the management of SEND within the school. The head teacher will liaise with the Governing Body and the SENCO.

### **The SENCO**

The DfE Code of Practice on SEND requires one member of staff to take on the role of SENCO. The SENCO is also responsible for the Early Years Foundation Stage.

Our SENCO is Mrs Anna Beecroft.

The SENCO:

1. has overall responsibility, but does not necessarily work day to day with children who have special or additional needs.
2. ensures that the objectives of the SEND policy are in day-to-day practice
3. ensures that staff are familiar with and follow the Code of Practice and advises and supports them
4. promotes effective relationships with parents
5. liaises with the governors
6. liaises with other professionals
7. promotes staff development and training – for new staff and to develop whole staff understanding
8. monitors SEND policy – regular evaluation and review
9. monitors and ensures that the appropriate IPP/Playplan is in place and that reviews are held as required
10. ensures that the relevant background information about individual children with SEND is collected, recorded and updated (in connection with outside agencies and statements)
11. co-ordinates the provision for SEND –ensuring there are adequate resources within the school
12. liaises with all people involved in a child's case

### **Class Teachers**

1. Teachers work together developing, recording and monitoring systems to ensure early identification and suitable provision for SEND children.

2. Teachers are responsible for keeping accurate, up to date records of all assessments and observations. These should be easily accessible to the head teacher and the SENCO.
3. Teachers will plan for the children by using the graduated approach of assess, plan, do, review.
4. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

### **Support Teachers / Teaching Assistants**

Support teachers and teaching assistants work closely with the class teacher and may work with groups or individual children to deliver consolidation work or intervention work. Class teachers involve the support staff as closely as possible in the planning of the curriculum and detailed records are kept of the sessions. The liaising between the support staff and class teacher is considered to be of vital importance, as is the keeping of records.

### **PROVISION AND SUPPORT**

We are able to provide a differentiated curriculum for SEND children from Foundation Stage to Year 6 by the use of staffing, various strategies, equipment and resources.

We have resources for SEND children across the curriculum. In Literacy and Numeracy we use recovery programmes and equipment specially designed for use with SEND children.

Staff are given regular training on medical and physical conditions. These include epilepsy, anaphylaxis and diabetes. Where a child enters the school with a specific condition, a care plan will be formulated and made available to all staff, who will be given appropriate training.

### **STAFF DEVELOPMENT**

The SENCO advises and liaises regularly with all teachers.

Inset is co-ordinated by the SENCO and all staff are expected to undertake training.

Training may be in school or with an outside agency. All staff are expected to attend relevant training (including EYFS).

The SENCO attends Trafford SENCO cluster meetings and courses.

Staff are encouraged to attend Special Needs Training offered a range of external providers. There is also in-house training on the Code of Practice offered by the Area SENCO and other professionals.

### **CONCERNS**

Where a parent has a concern about SEND provision, this should be directed to the head teacher (Mrs Helen Norwood), who will then consult with the SENCO (Mrs Anna Beecroft).

### **COMPLAINTS PROCEDURE**

If a parent has cause for complaint, he or she should follow the school's complaints procedure.

Please see the Complaints Policy.

The named governor is Mr Andrew McHale.

### **PARTNERSHIP WITH PARENTS**

1. We value highly our relationship with parents
2. We recognise their contribution to the learning environment we provide for their child.
3. We recognise that the knowledge, views and experience of the parents/carers of the child are important to the process of assessment and identification.
4. We consult with parents at every stage of a child's progression through the learning process. We hold regular meetings to inform and include parents in all discussions and decision-making with regard to their child's needs.

### **MONITORING AND EVALUATION OF SEND POLICY AND PRACTICE**

1. There is an annual meeting for all staff to review policy and practice.
2. All teaching staff are involved in the regular SEND review meetings (2 per year)

Success may be judged by:

- a) Early identification of SEND
- b) Children attaining individual targets
- c) Efficient record keeping
- d) Good liaison with parents
- e) Staff training

### **LINKS WITH OUTSIDE AGENCIES**

We have links with Trafford Early Years Play and Childcare Team. We have formal links with the LEA.

We also have regular contact with:

Educational Psychologist  
Special Needs Team  
Health and Social Services  
Speech therapist  
Epilepsy nurse  
Diabetes Nurse  
Early Years Development and Childcare Partnership  
Parents' support groups for specific conditions (often voluntary)  
Other pre-school settings  
Parent Partnership Service (Trafford)

### **TRANSITION**

When pupils with SEND support transfer to their next school, information will be shared as appropriate in consultation with the child and parents in order to ensure continuity of support.

## **PASTORAL CARE**

All members of staff, whether teaching or non-teaching, are wholeheartedly committed to the emotional and social well-being of the children. Information and observation should be shared in a sensitive and discrete manner with the class teacher, the head of department, the head teacher or the SENCO as appropriate.

## **LOOKED AFTER CHILDREN**

The SENCO is the designated teacher for looked after children.

*Written September 2014*

*Reviewed September 2016*

*Next review Autumn 2019*