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| **Policy Owner:** | **Rosie White (Assistant Head - Inclusion and Enrichment & SENCO) and Vicky Langham (Compliance Lead)** |

# SEND Policy

Rowan Preparatory School – United Learning Independent School

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**Introduction**

This policy is in line with our teaching and learning objectives and equality of opportunity policy and aims to support the inclusion of all children. The policy covers key statutory requirements and focuses on maintaining the highest expectations for all pupils and bringing out the 'best in everyone'. It is also in line with our school motto, 'Hic Feliciter Laboramus' (Here we work happily).

**Rationale**

The United Learning Trust ('the Trust') is committed to ensuring the equal treatment of every pupil within their schools' communities in line with this policy. The Trust celebrates the inclusive nature of their schools and strives to eliminate the disadvantages experienced by pupils with a special educational need and/or disability.

This policy aims to support all members of staff in providing a framework of support and advice to enable us to meet our duties under the Children and Families Act 2014, the SEND Code of Practice 2015 (insofar as it applies – see note below), the Equality Act 2010 and the Education (Independent School Standards) Regulations 2014 and is based on the underlying principle that we believe:

***Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.***

**Application of the SEND Code of Practice to independent schools**

Whilst the SEND Code of Practice does not have direct application to independent schools other than those independent early years providers that are funded by the LA and any approved section 41 independent special schools, it contains useful guidance and best practice and is taken into account in the policy below, particularly in relation to provision for pupils with an Educational Health and Care Plan (EHCP).

## 1. Policy Statement

Rowan Preparatory School, in line with the Independent Schools Standards Regulations (ISSRs) Part 1/Paragraph 2), is committed to ensuring that the aptitude and needs of all students within the school are catered for, including those with special educational needs (SEN) or an Educational Health and Care Plan (EHCP). The School is also committed to promoting equality, diversity, and inclusion, and adheres to its legal obligations under the *Equality Act 2010*. We value transparency and partnership with families, and we encourage open dialogue about any concerns regarding your child's development or learning needs. Failure to disclose relevant information may affect the school's ability to provide appropriate support.

This policy was developed having regard to the following legislation and guidance (as far as they apply to

Rowan Preparatory School (the School)):

- The SEND Code of Practice: 0-25 years – 2015
- Part 3 of the Children and Families Act 2014 and associated regulations
- Equality Act 2010
- The Education (Independent School Standards) Regulations 2014
- Statutory framework for the early years foundation stage (September 2025)

This policy should be read in conjunction with the following policies and guidelines:

- Admissions Policy
- Accessibility Plan
- Child Protection and Safeguarding Policy
- EAL Policy
- Equal opportunities policy
- Medical policy
- SEND Financial Charging Policy
- Teaching and learning policy

Key Personnel

| | |
|---|---|
| Head Teacher | Sarah Raja |
| Lead Governor for SEND (member of LGB) | Lucy Vrobel |
| SENCO (Assistant Head – Inclusion and Enrichment) | **Rosie White**<br><br>rosie.white@rowanprepschool.co.uk, 01372462627 |
| SENCO qualifications | BEd (hons) QTS, MA Early Years Education, NASENCO, NPQH, SENCO is a member of SLT. |

The responsibility for the management of this policy falls to the Headteacher, the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCO). Oversight of the School's SEND arrangements is led by the named Local Governing Body (LGB) member with responsibility for SEND. Assistant Head - Inclusion and Enrichment. The Governing Body, the Headteacher and the SENCO Assistant Head - Inclusion and Enrichment, will work closely to ensure that this policy is working effectively.

Rowan Preparatory School seeks to implement this policy through adherence to the procedures set out in the rest of this document. In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the school office.

## 2. Aims and Objectives

### 2.1 Aims

The School aims to provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve, to their full potential, in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education, employment or training. By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEN and/or disabilities.

The School will adhere to the principle that 'every teacher is a teacher of SEN' and we will use our best endeavours to ensure that the necessary provision is made for any pupil who has SEN and/or a disability. The School will ensure that all staff are able to identify where a pupil may require additional support so that appropriate steps can be taken with the aim of enabling them to partake in all activities in the School in order to reach their full potential.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

***Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.***

Teaching and supporting pupils with SEN and/or a disability is therefore a whole school responsibility requiring a whole school response. In order to achieve this, we will work in partnership with parents, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

### 2.2 Objectives

The objectives of this policy are to work towards eliminating disadvantages for pupils with SEN and/or disabilities (including pupils with medical conditions) by:

- identifying and providing for pupils who have special educational needs and regularly assessing and reviewing the provision that we offer.
- using our best endeavours to ensure that all pupils get the support they need to access the School's educational provision and those with SEN and/or a disability are able to engage as fully as practicable in the activities of the School alongside pupils who do not have SEN and/or a disability.
- having regard to the statutory guidance the SEND Code of Practice (2015), in so far as it applies to the School.
- operating a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- implementing a graduated approach to meeting the needs of pupils identified as needing SEN Support.
- appointing a teacher responsible for the coordination of SEN provision (Assistant Head – Inclusion and Enrichment) and ensure they have the relevant training and qualification to undertake the role.
- providing training, support and advice for all staff as often as is appropriate and necessary.
- ensuring that all students with SEN are offered full access to a broad, balanced and appropriate mainstream that sets high expectations for every pupil whatever their prior attainment.

- working in partnership with parents to enable them to make an active, empowered and informed contribution to their child's education.
- ensuring that parents are informed when special educational provision is made for their child and are kept up to date on their child's progress and development.
- taking the views, wishes and feelings of the young person into account (in light of their age and understanding), and involving them as fully as possible in decision making about their own education.
- working collaboratively with external agencies and specialists including those from Social Care and Health.
- ensuring compliance with the School's Equality Act 2010 duties and not treat disabled pupils less favourably than their peers and make reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters if admission and education
- In conjunction with the Medical Policy, make arrangements to support pupils with medical conditions and where applicable, to have regard to statutory guidance supporting pupils with medical conditions.

## 3. Definitions

### 3.1 Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school; or
- Are under five years old and would be likely to have such difficulties if special educational provision were not made for them

Children will 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.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action the School needs to take, not to fit the child into a category – we identify the needs of the whole pupil, not only their SEN, in order to establish what provision is required. Rowan Preparatory School will take into account pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

### 3.2 Special Educational Provision

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post –16 institutions or by relevant early years providers.

### 3.3 Disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).It is important to note that a pupil who has a disability may not necessarily have a specific educational need and vice versa, not all pupils with SEN will have a disability..

### 3.4 Parent

In this document the term 'parent' is to refer to a parent, carer, guardian, or anyone with legal responsibility for the pupil.

## 4. Identifying and supporting pupils with SEN and disabilities

Rowan's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. The progress made by all pupils is regularly monitored and reviewed as part of high quality, differentiated teaching. Where concerns are raised about a pupil's progress or if they fall behind their peers, additional support will be provided under the guidance of the class/subject teacher. This information will be shared with parents as and when appropriate, for example at parents' evening.

Where concerns are raised about a pupil's progress, despite support and high-quality teaching, the class/subject teacher will seek support at the Record of Concern or Attainment and Progress meetings. Slow progress and low attainment will not automatically mean a pupil has SEN. However, where the school reasonably considers that a pupil may have a learning difficulty, for example where there are early indicators that a pupil is not making expected progress, the school will do all that is reasonable to support and consult with the parents and pupil as appropriate, to help determine the action required, including whether any additional support is needed, such as in-class support.

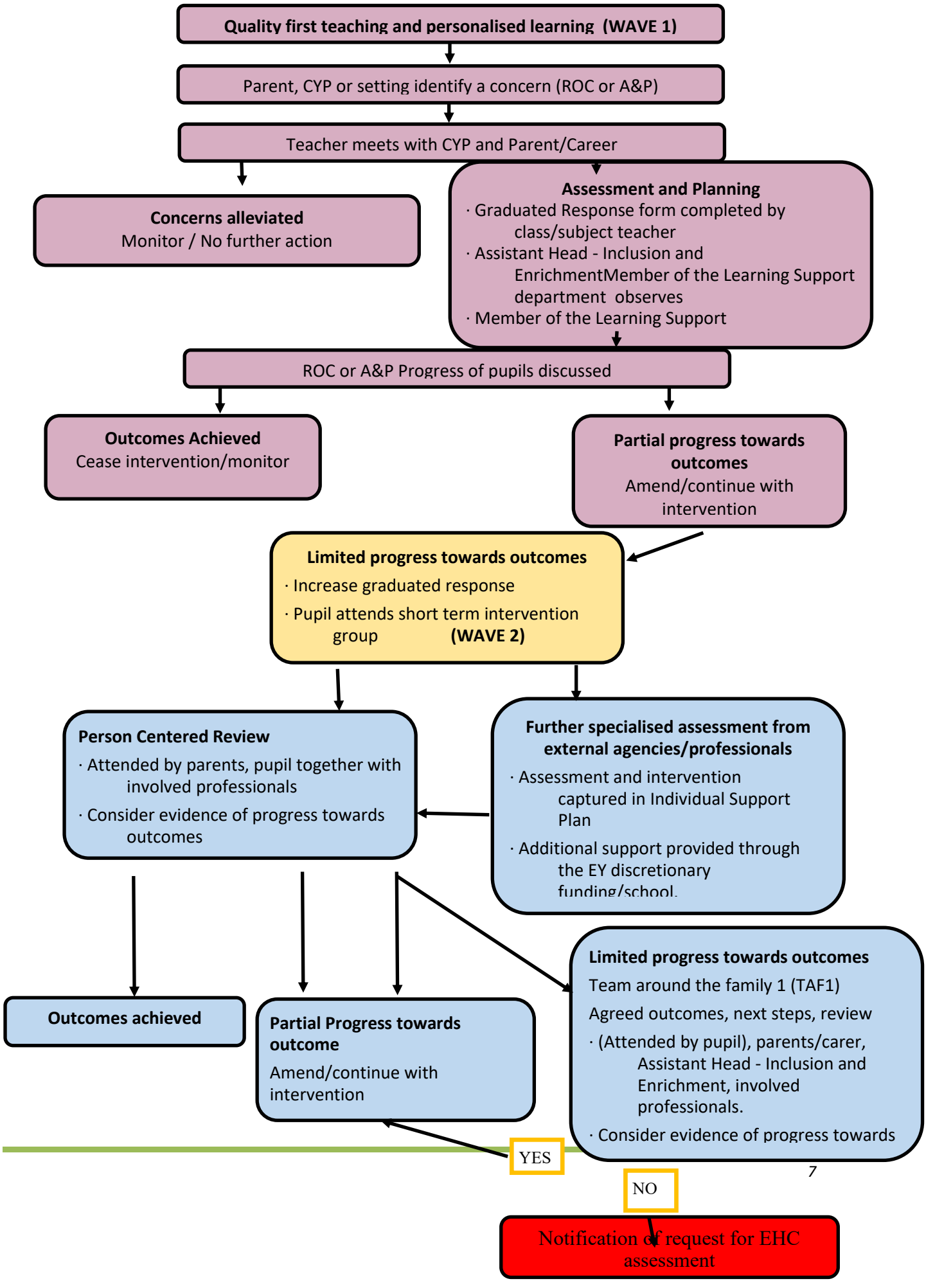
The School may recommend engaging external agencies and professionals to help assess the pupil's needs and advise on appropriate support, the cost of which must be borne by the parents, or by the local authority in the context of an education, health and care needs assessment. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received.

Where a pupil is identified as having SEN, or there are significant emerging concerns, the Assistant Head - Inclusion and Enrichment/SENCO and the class/subject teacher will take action to support effective learning by removing any barriers and put effective special educational provision in place taking into account any advice from relevant external agencies and professionals. This SEN support will take the form of 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 what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability). Parents will be notified where their child is receiving SEN Support and the School will share with them the provision that is being put in place This will be regularly reviewed termly (three times per year) with the parents, the child (where appropriate) and teacher at Individual Support Plan (ISP) review meetings. Pupils' SEN support will be documented in the Individual Support Plan on the Rowan Shared Space.

### 4.1 The Graduated Approach to SEND

# Graduated Response



Our graduated response to individual needs is carried out in a three wave response system.

**Wave 1**: At Rowan we aim to provide a personalised curriculum and classroom staff make reasonable adjustments to meet the needs of every individual girl. Differentiation and adaptive teaching, embedded in planning, practice and progress is monitored through observation in every lesson and through more formal assessments. Where a Graduated Response form is completed, a member of the Learning Support department, Assistant Head - Inclusion and Enrichment carries out an observation, parents are consulted and specific strategies for in-class support are added to the Inclusion Overview.

**Wave 2**: Where further concerns are raised about an individual pupil, parents are further consulted and observations and assessments take place in order to establish appropriate support strategies. This may include short term interventions through small groups or reading club support. It is recorded in SEND Report. Progress is formally monitored termly through school assessments and Attainment and Progress meetings.

**Wave 3:** Where there is a need for greater support, further support can be put into place. In discussion with parents an Individual Support Plan (ISP) is drawn up to detail desired outcomes, strategies and resources needed to achieve these. These are reviewed termly with parents to discuss progress against these aims and continuing support for the following term. When a child moves into Wave 3, further details are recorded on the SEND Report. Pupils receiving support at this level are supported following this **Assess, Plan, Do and Review cycle** as laid out in the SEND Code of Practice (2014). Class/subject teachers are responsible for meeting the child's needs on a daily basis, following the ISP and monitoring progress towards outcomes. Close liaison is maintained between the learning support team and classroom teachers, providing guidance and advice. The Assess, Plan Do and Review cycle is explained further below:

**Assess:** In identifying a pupil as needing SEN support the class/subject teacher, working with the Assistant Head - Inclusion and Enrichment/SENCO, should carry out a c.This should draw on:

- the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

At this stage, following consultation with parents, external agencies and professionals may be engaged to help assess the child's needs and advise on any support needed. Parents will meet the cost of any such assessments. Any specialist advice received will be discussed with the child's parents.

**Plan:** The School will carry out an analysis of a pupil's needs so that the plan of support can be matched to need. As part of this, parents, with their child, will meet with the class/subject teacher and the Assistant Head - Inclusion and Enrichment/SENCO to discuss the adjustments, interventions, teaching strategies and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced and shared with parents. The date for review will depend on the level of need present but will be a least once per term.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents and the child if appropriate.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

Where learning support outside the School's universal offer is part of the plan, there may be an additional charge, please refer our Terms and Conditions, and to the SEND Financial Charging Policy for further information.

**Do:** The class/subject teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of the targeted plan of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the class/subject teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

**Review:** The review will take place on the date previously agreed to decide if any changes to the support are required. This review will evaluate the impact and quality of the support and interventions in light of the pupil's progress and development and include the views of the pupil (as appropriate) and their parents.

Parents will be given information about the impact of the support and interventions provided, enabling them to be involved with discussing the next steps. Where appropriate other agencies will be asked to contribute to this review.

This review will feedback into the analysis of the pupil's needs, then the class/subject teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents and the pupil (where appropriate)

Where there is a sustained period of insufficient or no progress, the School may decide to gain involvement and advice from a specialist or external agency. The School will consult with parents before involving a specialist or external agency and all costs must be agreed and settled directly with the external body

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEN Support. At this point through discussion and agreement with parents, the pupil will be removed from the School's SEN register.

The School recognises that some pupils with a SEN may also have a disability and the School will do all that is reasonable I order to meet the needs of pupils with disabilities.

## 5. Rowan SEN Provision

The provision offered to pupils requiring SEN Support will differ from pupil to pupil. A list of non-exhaustive examples include:

- A broad and balanced curriculum
- Explicit instruction within lessons
- Cognitive and meta-cognitive approaches to learning
- Scaffolding on independent tasks
- Flexible grouping for post-teaching
- One page profiles for SEND learners

- Assess, Plan, Do, Review cycle
- Regular formal assessment
- Social time calm space
- Pastoral support
- Appropriate co-curricular activities
- Homework/study support
- An individual support plan
- Evidence based interventions (Nessy, Regular Readers, Toe by Toe, Smart Spellers, Jump Ahead, Talk About, ELSA)
- Additional support from another adult
- Different materials, resources and equipment
- Use of alternative technologies
- Peer-to-peer support
- Pupil voice groups

## 6. Statutory Assessment of Needs (EHC Plan)

A small number of pupils whose needs are complex and long term, may require a greater level of support than the School can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request will be made to the local authority to conduct an Education, Health and Care Needs assessment. This may result in an Education, Health and Care Plan (EHC Plan) being provided. Rowan will follow their local authority's guidance for this process and involve parents and the child from the beginning. The School will always consult with parents before exercising this right to ask the local authority to make an assessment.

If the local authority refuses to make an assessment, parents have the right to appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the local authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the local authority if the local authority is responsible for the fees and the School is named on the EHC Plan. In all other circumstances, charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. Further information can be found in the SEND Financial Charging Policy.

## 7. Education Health and Care Plans

There are a small number of pupils in our school who currently have EHC Plans. The School co-operates with the local authority to ensure that the relevant annual reviews of EHC plans are carried out as required.

## 8. Pupils with medical conditions

The School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children who have medical conditions may be disabled and where this is the case the School will comply with its duties under the Equality Act 2010. Some pupils may have an EHCP which bring together health and social care need, as well as their special educational

provision: the School will work in conjunction with the pupil, parents and external agencies and specialists in relation to the pupils' medical needs when at school. Please refer to our Supporting Pupils with Medical Needs Policy for further information.

## 9. Accessibility Plan

The School's Accessibility Plan sets out our plan to increase the extent to which disabled pupils can participate in our curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

## 10. Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils, including those with SEN and/or disabilities, follows the School's assessment and monitoring calendar. The School's SEND Governor maintains oversight with termly meetings with the School SENCO and discussions and LGB meetings. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEN and/or disabilities have their individual provision reviewed regularly, at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked half termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken, as set out in this policy.

## 11. Supporting Pupils and Families

We value and accept the positive role and contribution parents can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the School endeavours to provide parents with the relevant information so they can reinforce learning in the home.

At Rowan we endeavour to support parents so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Parents of a child with SEN support will have the opportunity to meet with the class/subject teacher at least 3 times a year formally. The SENCO is happy to meet with parents, without prior arrangement, whenever possible.

More information about the support offered to parents from our local authority can be found within their Local Offer: Surrey Local Offer - Surrey County Council

Parents are, in turn, required to disclose to the School any matters which affect, or may affect, their child, including any disabilities, special educational needs, learning difficulties, health or medical conditions (see

Parent Handbook, Admissions Policy and Terms and Conditions of the Parent Contract). Such information will be shared with the SENCO and relevant staff on a "need to know" basis.

### 11.2 Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents.

### 11.3 Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age, understanding and ability) including within SEND Pupil Voice groups which are run by the SENCO.

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own targets.

### 11.4 Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. We work closely with the Local Authority, particularly when pupils are in our Early Years provision, and can access their school and parental support. We also work with Speech and Language Therapists, Occupational Therapists, Educational Psychologists, Behavioural Optometrists, Paediatricians amongst others.

## 12. Roles and Responsibilities within Learning Support Department

Provision for pupils with special educational needs and/or disabilities is a matter for the School as a whole. In addition to the Governing Body, Head Teacher and SENCO, all members of staff have important responsibilities in relation to SEND provision.

### 12.1 Governing Body

The Governing Body is responsible for determining school policy and provision for pupils with SEN and disabilities. In their advisory capacity, all Local Governing Bodies of United Learning independent schools recommend their schools have regard to the best practice guidelines as laid down in the SEND Code of Practice. The Governing Body will appoint a governor with responsibility for SEND as described above and will challenge and support the School to ensure that it:

- Uses its best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.
- Ensures that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Designates a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.
- Informs parents when they are making special educational provision for a child.
- Ensures that the School acts in line with the Equality Act 2010.
- Has an Accessibility Plan showing how they plan to improve access progressively over time.

### 12.2 The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the School's work, including provision for pupils with special educational needs and/or disabilities. The Headteacher will keep the Governing Body fully informed on Special Educational Needs matters and the implementation of this policy in practice. The Headteacher will work closely with the SENCO and the Lead Governor for SEND.

In collaboration with the Headteacher y, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

### 12.3 The Assistant Head - Inclusion and Enrichment/SENCO

Rosie White is Assistant Head – Inclusion and Enrichment and a member of the Senior Leadership Team (SLT) with responsibility for leading and developing the Inclusion Department. She is the SENCO across the school and is responsible for the day-to-day operation of SEN and Inclusion policy and co-ordination of specific provision made to support pupils with SEND. The SENCO works closely with staff, parents and external agencies and provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs and/or disabilities.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO liaises and collaborates with class/subject teachers so that learning for all children is given equal priority.

The principal responsibilities for the SENCO include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for children with SEN and/or disabilities (including those who have EHC Plans) and reporting on progress. And ensures that it is kept up-to-date in line with relevant legal requirements.
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review.
- Advising on the deployment of the School's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEN CPD for all staff and ensuring all staff understand their responsibilities to children with SEN and/or disabilities and the School's approach to identifying and meeting need.
- Managing the Inclusion team.
- Overseeing the records of all pupils with SEN and/or disabilities and ensuring they are up to date and that teachers are given necessary information relating to a child's learning support needs and/or disabilities so that teaching practices are appropriate.
- Liaising with parents of children with special educational needs and/or disabilities.
- Contributing to the in-service training of staff and identifying the need for additional staff training.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies as appropriate.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- Leading on the development of high quality SEND provision as an integral part of the school improvement plan.

- Working with the Headteacher and the School's LGB to ensure that the School meets its responsibilities under the Equality Act (2010), including with regard to reasonable adjustments and access arrangements.

### 12.4 The Inclusion Co-ordinator - Hill

Sally Padget is the Inclusion Co-ordinator with specific responsibility for assessing and teaching individual girls for short term 1:1 support lessons and group interventions at Rowan Hill. She liaises and communicates with the Assistant Head - Inclusion and Enrichment around decision making and aspects of inclusive provision and deputies in her absence.

The principal responsibilities of the Inclusion Co-ordinator are:

- To work alongside the Assistant Head - Inclusion and Enrichment to implement the school's Special Educational Needs and Inclusion, and Special Educational Needs Accessibility policies.
- To build strong communication links between all members of staff encouraging sharing observations of pupils and concerns. To contribute to RoC meetings, take notes and disseminate minutes.
- Working in collaboration with teachers, create ISP targets and strategies and review and report pupil progress termly with families.
- Carry out assessments of pupils with SEN to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents.
- To support and mentor the learning support teaching assistants in learning and understanding our processes and teaching philosophies, planning and delivering interventions, carrying out assessments and uploading data, as well as everyday queries and concerns.
- Work with classroom teachers, parents and relevant external agencies to develop, implement and monitor individual support plans.
- Working alongside the Assistant Head - Inclusion and Enrichment and families, make referrals with supporting evidence for professional assessment, outside of the school.
- To read external reports and in consultation with parents work to implement recommendations in school and at home.
- To collate SEND data to monitor the progress of individual SEN pupils as well as the effectiveness of interventions.

### 12.5 Inclusion Support Assistant – Brae

Sophie Ford is the Inclusion Support Assistant with specific responsibility for assessing and teaching individual girls for short term 1:1 support and group interventions at the Brae. She liaises and communicates with the Assistant Head - Inclusion and Enrichment around decision making and aspects of inclusive provision.

The principal responsibilities of the Inclusion Support Assistant are:

- To work alongside the Assistant Head - Inclusion and Enrichment to implement the school's Special Educational Needs and Inclusion, and Special Educational Needs Accessibility policy .
- To build strong communication links between all members of staff encouraging sharing observations of pupils and concerns. To contribute to RoC meetings, take notes and disseminate minutes.
- Working in collaboration with teachers, create ISP targets and strategies and review and report pupil progress termly with families.
- Carry out assessments of pupils with SEN to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents.
- To support and mentor the learning support teaching assistants in learning and understanding our processes and teaching philosophies, planning and delivering interventions, carrying out assessments and uploading data, as well as everyday queries and concerns.

- Work with classroom teachers, parents and relevant external agencies to develop, implement and monitor individual support plans.
- Working alongside the Assistant Head - Inclusion and Enrichment and families, make referrals with supporting evidence for professional assessment, outside of the school.
- To read external reports and in consultation with parents work to implement recommendations in school and at home.
- To collate SEND data to monitor the progress of individual SEN pupils as well as the effectiveness of interventions.

### 12.6 Specialist Teachers

There are two members of the Learning Support team who work in a peripatetic capacity, supporting pupils with Special Educational Needs on a one-to-one basis. Both teachers work very closely with the whole Rowan team to ensure a collaborative, Team around the Child approach.

Farah Kassam supports pupils with specific learning difficulties, and is highly qualified with a Master's degree, in Special Educational Needs, Bachelor degree in Speech and language Therapy as well as a Level 7 Diploma in Teaching and Assessing Learners with Specific Learning Difficulties, including Dyslexia and Dyscalculia. She is also qualified to carry out assessments for pupils with specific learning difficulties.

Emma Williams supports pupils with Social, Emotional and Mental Health difficulties. A qualified teacher, she is also a UKCP and BPA-registered Psychotherapist and Psychodramatist.

### 12.7 All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs and/or disabilities.
- Class/subject teachers are fully involved in providing high-quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class/subject teachers are responsible for the progress and development of all pupils including those with SEN and/or disabilities.
- Class/subject teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment
- Class/subject teachers will ensure that any pupil on SEN Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson
- Teaching assistants will liaise with the class/subject teacher and SENCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

## 13. Training and Development

Training needs are identified in response to the needs of all pupils. We have two staff members trained as an Emotional Literacy Support assistant (ELSA) and one member of staff has a Specific Learning Difficulties level 5 qualification. The whole school attends Record of Concern meetings, once every two weeks, led by the SENCO, who is also available for drop-in sessions to offer support and advice to all staff. Specific SEND CPD occurs termly during a staff meeting slot. CPD is detailed in the Inclusions Subject Improvement Plan.

Attainment and Progress meetings run termly to discuss the progress of pupils and the support and provision

that is being offered. This meeting involves all teachers from that Phase as well as specialist teachers and the senior leadership team. All actions are followed up at the beginning of the next meeting.

The School offers opportunities for staff to reflect on their practice and to offer peer-to-peer support and guidance.

## 14. Recording, Storing and Managing Information

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan. This will be recorded by way of an Individual Support Plan. This is drawn up in consultation with the pupil's teacher, the SENCO, the pupil and their parents and kept in the school shared space SEND Register. The Individual Support Plan may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or SENCO.

The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets.

The School monitors progress of all pupils in the Early Years Foundation Stage ('EYFS'). The designated teacher responsible for coordinating SEN provision in the EYFS provision is Rosie White, alongside Elaine Gent, Head of Early Years and Sophie Ford, Inclusion TA.The child's form teacher will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

Pupil records and SEN information may be shared on a “need to know” basis with relevant staff working closely with SEN pupils to enable them to better meet the individual pupil’s needs.

Pupil SEN files are kept securely in a locked filing cabinet in the SENCO’s office and all electronic information is stored securely and confidentially on the school information management system in the appropriate SEN Pupil file in compliance with our Data Retention Policy.

## 15. Complaints

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's form teacher or the SENCO if their child's progress or behaviour gives cause for concern.

Any concerns or complaints about the School’s provision or organisation of SEND are managed in accordance with the School’s Complaints Policy.

Parents have the right to appeal certain decisions about their child’s special needs made by their Local Authority. Such an appeal is made to the SEND Tribunal.

## 16. Admissions

The School will treat every application from an SEN and/or disabled pupil in a fair, open-minded way.

The School welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities. Refer to the School’s Admissions Policy and associated required application forms. The School will meet or comply its obligations under the Equality Act 2010.

## 17. Transition Arrangements

Support for pupils with SEN includes the planning and preparation at key transitional phases of education. For

students arriving at Rowan we have a comprehensive package of transitional support that is put in. This includes:

- Transition days
- Social story booklets
- Visits between SENCOs
- Key staff exchange
- Workshops for parents and pupils

## 18. Withdrawal

From time to time the needs of a pupil may significantly change as they progress through the School. We will discuss with parents any such concerns regarding their child. Where, in the professional opinion of the Headteacher, the School is unable to meet the pupil's needs as they progress through the School (including any learning support needs), parents may be asked to withdraw their child. Consideration will always be had to the School's obligations under the Equality Act 2010, when reaching a decision concerning a pupil with a disability.

## 19. Bullying and behavioural issues

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum, PSHE, SEW and assemblies, the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEN may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

## 20. Safeguarding

The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns

relating to a child

## 21. Access Arrangements for assessments

Rowan Preparatory School is committed to promoting equality, diversity, and inclusion, and adheres to it's legal obligations under the Equality Act 2010. We welcome applications from pupils with Special Educational Needs and Disabilities (SEND) and assess each application individually, considering both the specific needs of the applicant and the school's capacity to meet their needs.

To support a fair and informed admissions process, it is essential that parents provide full and transparent disclosure of any known or suspected SEND, at the point of application using our *SEND Admissions Form* together with setting out any access arrangements that are required in relation to either the admissions process or if the pupil is admitted. This should include up-to-date supporting documentation including professional assessments, medical reports, referrals, any existing Education, Health and Care Plans (EHCPs) and Individualised Education Plan (IEP)

The *SEND Code of Practice* emphasises the importance of early identification and collaborative planning to meet the needs of children and young people effectively. Accurate and timely documentation enables the school to assess whether it can meet the applicant's needs and to plan for any reasonable adjustments or additional support required, under the *Equality Act (2010)*. Where necessary, the school may request further information or consult with external professionals to ensure a thorough and informed decision. Failure to provide relevant information may affect the school's ability to support the pupil appropriately and could impact the outcome of the application, including withdrawing a pupil.

Although Independent settings are not required to comply with the *SEND Code of Practice: 0 to 25 years*, we see this as best practice and use our best endeavours to implement the school's Charter.

If existing pupils require access arrangements following medical or educational diagnostic assessments these are to be submitted to the SENCO lead where provision can be discussed on a case-by-case basis. Refer to the SEND Financial Policy. Professional educational diagnostic assessments should be undertaken in consultation with the SENCO lead using an agreed assessor.

**Please read our additional policy on SEND financial charging prior to submitting an admission.**

## 22. Policy Review

This policy will be reviewed annually. It will be monitored by the Assistant Head - Inclusion and Enrichment/SENCO and updated and revised if necessary during the annual cycle.