



TAUNTON  
SCHOOL

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PREPARATORY

# SEND Policy

## **Taunton Preparatory School- Special Educational Needs and Disability Policy**

### **Guiding Principles**

This policy has been formed with regard to the *2014 SEND Code of Practice: 0-25 Years*, the *Special Educational Needs and Disability Regulations 2014*, the *Equality Act 2010* and the *Children and Families Act 2014*.

- Taunton Preparatory School incorporates the Prep School (TPS - aged 7-13 years), Pre-Prep (TPPS – aged 4-7 years) and Nursery (aged 0-4 years)
- Taunton Preparatory School has high expectations and sets suitable targets for all pupils.
- Taunton Preparatory School defines a special educational need in accordance with the *2014 SEND Code of Practice: 0-25 Years*
- All pupils are encouraged to access the full school curriculum (including EYFS for Nursery pupils) and take part in every aspect of school life. This can be varied where there is a specified modification or disapplication outlined in an individual pupil's Education and Health Care Plan (EHCP) or through agreement between the school, the pupil and their parents, and where appropriate, professional agencies.
- The Educational Progress Department works in partnership with Pre-Prep and Nursery, and the Academic Development Department within Taunton School – Senior, International and International Middle in order for SEN provision to be consistent across the school.

### **Terms**

#### **Special Educational Needs (SEN)**

The *2014 SEND Code of Practice: 0-25 Years* states that:

*"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.*

*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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*
- *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.*
- *For a child under two years of age, special educational provision means educational provision of any kind."*

## **Disabled children and young people**

The 2014 SEND Code of Practice: 0-25 Years further states:

*“Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.*

*This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.”*

## **Objectives**

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every pupil experiences success in their learning and achieves the highest possible standard
- To enable all pupils to participate fully and effectively in lessons
- To value and encourage the contribution of all pupils to the life of the school
- To work in partnership with parents
- To work in partnership with the pupil and ensure that they are involved in decision making about their education and support provision
- To communicate with the staff body to ensure that all pupils are valued and are participating fully
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the Educational Progress Policy
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils and maximise their progression
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

## **Roles and Responsibilities**

**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. *(SEND COP 0-25 Years 2014 Section 6.36)*

**The Head of Educational Progress** is the **Special Educational Needs Co-ordinator (SENCO)** within Taunton Preparatory School, and in collaboration with the Headteacher and Governing Body takes responsibility for the operation of the SEND Policy and co-ordination of the special needs provision, working closely with staff (including medical staff, school mental health nurse, the Head of Teaching and Learning, Head of Pastoral and the Senior school’s Head of Educational Progress), parents, carers

and other agencies. The SENCO provides professional guidance to colleagues to secure high quality teaching for pupils who have either special educational needs or a disability. Sarah White currently holds this post. Her responsibilities include:

- working closely with teaching staff to ensure high quality teaching for pupils who have special needs
- coordinating additional provision for and pupils who have SEND
- maintaining the school's SEND registers (including a monitoring and initial concern list)
- responsibility for routine assessment of pupils on the SEND registers
- referrals to the Educational Progress Department
- liaising with parents of pupils who have SEND
- contributing to the in-service training of staff
- purchasing of support materials and department resources (within the agreed annual budget)
- liaising with partner schools and outside agencies
- contributing to the strategic development of the SEN policy and provision in the school.

The Head of the Educational Progress Department is a member of NASEN (National Association of Special Educational Needs) and maintains a record of their continued professional development (CPD) including any external training in order to remain current with the latest duties as SENCO.

**The Headteacher** has responsibility for the day to day management of all aspects of the school's work, including provision for children who have SEND. The Headteacher works closely with the SENCO and keeps the Governing Body fully informed of SEND issues, providing an annual report on SEND. The content of the report is specified in Section 6.79 of the *SEN Code of Practice 0-25 Years 2014*.

**The Governing Body** has a duty to ensure that the school is implementing the *2014 SEND Code of Practice: 0-25 Years, the Special Educational Needs and Disability Regulations 2014, the Equality Act 2010 and the Children and Families Act 2014*.

**Educational Progress Staff** are essential to the running of the department and provide support for students who have SEND through in-class support, 1:1 teaching and small group teaching. They work closely with the SENCO and teaching staff to support the students on the SEND registers. Within the department there are a range of specialisms dependent on each individual's qualifications and experience. The Educational Progress Department is staffed by fully qualified and/or experienced specialists including fully qualified teachers, and Teaching and Learning Assistants (TLAs). The Graduate Assistants (GRAs) also help to support pupils in some classes and skills' groups (training is provided).

### **Admissions and Pupils with Disabilities, SEN and Learning Difficulties**

Taunton Preparatory School welcomes applications from children who will benefit from the academic education and who will contribute to, and benefit from, the ethos and activities of the school community. Further detail regarding the school's admission aims, principles and procedures can be found in the Admissions Policy. The governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life. Treating every child as an individual is important, and pupils with physical disabilities are welcome. Pupils, whose Special Educational Needs (SEN) and learning difficulties are suited to the curriculum, are also welcome provided that the school and Educational Progress Department can provide them with the help and support that they require.

We advise parents of children with special educational needs or physical disabilities to discuss their child's requirements with us so that we can make adequate provision for him/her. Where possible, parents should provide a copy of an Educational Psychologist's report or a medical report. We will discuss thoroughly with parents the adjustments that can reasonably be made for their child if he/she becomes a pupil at the school and whether this may incur any additional charges.

### **Physical Accessibility**

Parents and prospective parents of disabled children may wish to obtain copies of the school's Accessibility Plan from the school Office or Admissions Secretary. This shows the ways in which the governors plan to make the buildings progressively more accessible to disabled pupils, disabled parents and visitors. The school has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic and listed buildings, site and resources.

### **Auxiliary Aids and Services**

The Equality Act 2010 has made significant changes to the law on discrimination as it affects disabled pupils and in particular the extension of duties on schools to include the provision of auxiliary aids and services from 1 September 2012. The school is aware of this duty, which it complies with.

The Educational Progress Department makes every effort to support pupils who under the *SEBD COP 0-25 Years 2014* have difficulties that exist within the following four broad areas of need:

- **Communication and interaction** - Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Disorders (ASD)
- **Cognition and Learning** - moderate learning difficulties (MLD) and Specific learning difficulties (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia
- **Social, emotional and mental health difficulties** - attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder and other challenging, disruptive or disturbing behaviours that may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained.
- **Sensory and/or physical needs** - vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) a combination of vision and hearing difficulties.

When specialist support from the Educational Progress Department is considered necessary this would normally be discussed with parents before their child enters the school (see above Admissions and Physical Accessibility sections) or at the earliest opportunity following an initial concern being raised by either the parent or teacher in accordance with the TPS EP Referral Flowchart.

Pupils who are identified as or suspected of having learning difficulties may require assessments either carried out by a specialist teacher from the Educational Progress Department or by an external specialist assessor [at their parents' expense] so that the areas that require support can be identified.

Advice and liaison may also be sought from external support services (including those provided by the local authority) including Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy and Child and Adolescent Mental Health Service (CAMHS).

The most common support and provision the EP Department offers include:

- in-class TLA shared support (allocated depending on level of need within subject set/form)
- specialist 1:1 lessons (literacy, numeracy, pre-teaching and study skills) including structured intervention programmes
- small group literacy/study skills (2-3 sessions per week in place of a language depending on level of need)
- 1:1/small group social skills/emotional wellbeing sessions
- skills' groups – keyboard/ reading/ handwriting
- access arrangements for internal tests/examinations
- resources for pupils to use independently in lessons including pencil grips, coloured reading rulers, spelling strategy cards and writing frames

Before any Educational Progress sessions are commenced, the Head of EP will discuss with the parents the recommended provision to ensure they are aware of any changes that may be required to their child's timetable, and whether the support will incur any additional charges.

### **Monitoring Progress**

The Educational Progress Department will prepare an individual Pupil Passport for each child with their direct input. These aim to identify areas of strength and need, and how each pupil can be best supported.

Achievable targets using the Assess, Plan, Do, Review model are set by subject teachers in collaboration with the Educational Progress Department staff so that appropriate strategies and resources can be assigned to help the pupils reach their targets. The child, together with their parents and teachers, review their targets regularly and the child is encouraged to take ownership of their own targets.

Review meetings will be offered by the Head of Educational Progress to parents to discuss their child's EP provision and progress. The frequency of meetings will depend on the individual child's level of need but the minimum number of meetings offered is two per academic year.

### **English as an Additional Language (EAL)**

In order to cope with the academic and social demands of Taunton Preparatory School, pupils must be fluent English speakers. Taunton School International Middle School is a specialist facility for pupils whose first language at home is not English and who are unable to access the Preparatory School's curriculum. When pupils have made the required progress they may be considered for transferal to the Preparatory School. The school may still recommend that some children receive further tuition in English as an additional language delivered by our Head of EAL and specialist EAL teachers/staff.

### **Pupils with Education Health and Care Plans (EHCPs) and Carers**

Pupils with education, health and care plans (EHCPs) from their local authorities who are suited to Taunton Preparatory School's educational offer are welcome. If a pupil with an EHCP requires their dedicated carer in school, for example, to assist with personal care, writing, etc this can be

accommodated provided that the carer has an enhanced DBS check arranged by the school and complies with the child protection and safeguarding regime in force at the time. The school would require a carer (like a new member of staff) to sign a written agreement undertaking to comply with the school's child protection and safeguarding policies and to attend the child protection and safeguarding induction briefing that is given to all new members of staff before working unsupervised on site.

If a pupil's dedicated carer is not a school employee, the pupil's parents may be asked to provide the school with a written undertaking indemnifying it from any legal responsibility or cost connected with the provision of their services to their child.

### **Staff Training**

All staff (including teaching and support staff) are given regular annual training on working with SEN and disabilities by the Head of Educational Progress or another suitable training provider. This training focuses on helping each child to reach their maximum potential, the appropriate adjustments (such as large print or using coloured paper) that can give full access to the curriculum and facilities of the school to the greatest extent possible.

Taunton Preparatory School trains its teachers to differentiate within the curriculum and to take into account pupils' learning difficulties (as well as the needs of gifted and talented pupils). The Head of Educational Progress liaises with the teaching staff about the most appropriate means of meeting the needs of pupils with SEN and learning difficulties. The Head of Educational Progress has an important role in ensuring consistency of approach by all teachers in providing, for example, access to learning materials that are easier to read and understand, or extra time in exams.

### **School Behaviour and Discipline**

Taunton Preparatory School takes pride in its well developed system of pastoral care for social interaction amongst pupils. All pupils are taught that discrimination, victimisation and bullying is prohibited and will not be tolerated. The school's objective is to ensure that a disabled pupil, or a pupil with SEN or other protected characteristic, does not suffer less favourable treatment as a result of discrimination. Pupils are taught through the curriculum and other activities the importance of respecting each other and behaving towards each other with courtesy and consideration. The school's behaviour policies/school rules make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated homophobic, disabled and cyber, in causing serious psychological damage and even suicide. Considerable teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All pupils understand that the school has a zero tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

### **Partnership with Parents**

Taunton Preparatory School's hope is that all parents will feel able to share any concerns about their child with the pastoral staff (Head of Pastoral and/or their child's form teacher) in order that a healthy partnership for the care of their child can be developed. The Head of Educational Progress, other

teaching, medical and support staff who are involved with their child are always happy to discuss any parental concerns. A member of staff will always ask to see a parent if they felt that an adjustment to the curriculum being followed by their child might be in their best interests, or if there was a specific concern. If necessary, the TPS EP Referral Flowchart will be actioned to ensure the appropriate actions are taken

### **Complaints**

Taunton Preparatory School naturally hopes that a parent will not feel that they have cause to complain but its complaints policy is available from the school Office for any parent who wishes to use it. Additionally, all parents of children with SEN or disabilities have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has been discriminated against.