



THE GODOLPHIN SCHOOL

Special Educational Needs and Disabilities Policy (including EYFS) (Regulatory)

Reviewed: February 2017

Next review: February 2018

Reviewed by: SENCo (in consultation with Head of Prep, Senior Deputy Head, Deputy Head (Academic), Deputy Head (Pastoral))

Overall responsibility: Chair of Governors

Learning Support Link Governor: Dr Elizabeth Shaw

Refer also to:

- Able, Gifted and Talented Policy
- Admissions Policy
- Curriculum Policy
- Differentiation Policy
- Divisions Policy
- Disability and Accessibility Policy
- Equality and Diversity Policy
- Learning Access Development Plan 2016 - 2020
- Provision of English as an Additional Language Policy
- Equalities Act 2010
- Special Educational Needs and Disabilities Act 2015
- Special Educational Needs and Disabilities Code of Practice 2014
- Special Educational Needs and Disabilities Policy (internal)



Special Educational Needs

As part of Godolphin's commitment to equal opportunities and to help achieve the School's aim of focusing on the individual, there are procedures for students with Special Educational Needs (SEN) and additional Learning Difficulties and Disabilities (LDD) in place across the School from the Early Years Foundation Stage to the Sixth Form. These procedures comply with the Special Educational Needs and Disabilities Code of Practice 2014.

In addition the School may from time to time have students with Education Health and Care Plans (EHCPs), as defined by the Code of Practice, in relation to whom there will be liaison with local authorities or specialist agencies, as necessary, together with an annual review process.

SEN and LDD at Godolphin include students with physical and sensory disabilities such as dyspraxia and students who use the facility of a wheelchair to get around the large campus, students with learning difficulties such as dyslexia or auditory processing disorder and students with emotional or behavioural difficulties.

The School is committed to ensuring that the application of this Special Educational Needs and Disabilities (SEND) policy is non-discriminatory in line with the Equalities Act 2010. Further details are also available in the School's Equality and Diversity Policy.

Godolphin operates on the basis of a curriculum and teaching which together provide, in an effective manner, subject matter that is appropriate to the ages and aptitudes of the students, including those with EHCPs. It is also committed to providing a curriculum and teaching through which all students, including those with additional learning difficulties and disabilities, have the opportunity to learn and make progress. The School's Special Educational Needs Coordinator (SENCo) is a Specialist Teacher Assessor and works with outside agencies and other Educational Psychologists to ensure that she provides the 'best for everyone'. The School is also committed to ensuring that the physical space, furniture and fittings are appropriate to the age and needs (including any additional needs) of every student.

The School recognises its responsibilities under the Special Educational Needs and Disabilities Act 2015 (SENDA) in that it undertakes to:

- a) Ensure that disabled students (current and prospective) are not treated less favourably
- b) Take reasonable steps to avoid putting disabled students at a substantial disadvantage in matters of admission and education.
- c) Have a 3 year plan (01/04/15 – 31/03/18) which sets out to:
 - i. increase the extent to which disabled pupils (including those with learning difficulties) can participate in the School's curriculum
 - ii. improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled and
 - iii. improve the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School

This policy applies to all members of the School community, including boarders and those in the EYFS setting.



This document is available to all interested parties on the School website and on request from the Senior or Prep offices and should be read in conjunction with the following documents: Able, Gifted and Talented Policy, Admissions Policy, Curriculum Policy, Differentiation Policy, Disability and Accessibility Policy, Equality and Diversity Policy, Learning Access and Development Plan 2015-2018 and Provision of English as an Additional Language Policy.

Definition of SEN:

A student has Special Educational Needs if she has a significantly greater difficulty in learning than the majority of students of the same age in the School.

Examples of SEN or LDD include:

- Difficulties identified in an Education Health and Care Plan (EHCP)
- Identified specific learning difficulty/difference, including dyslexia and processing disorder
- Communication and interaction difficulties
- Cognition and learning difficulties
- Social, Emotional and Mental Health needs
- Sensory and Physical needs
- A significant gap between ability and achievement
- The inability to make reasonable progress
- A disability that prevents the student's full use of the School's educational facilities (N.B. Not all students with special educational needs will have a disability and not all disabled students will have a special educational need.)

Students are not 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 are taught.

Under the Equalities Act 2010 schools cannot unlawfully discriminate against students because of their sex, race, disability, religion or belief or sexual orientation. The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled students. The law on disability discrimination is different from the rest of the Act in a number of ways. In particular, it works in only one direction, this is to say it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled students more favourably than non-disabled students, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with students without disabilities. Each of these incidences is required to be dealt with on a case by case basis.

The School in context

The Godolphin School is an independent day/boarding school on the outskirts of Salisbury. The School is a single sex girls' school from rising 3-18 years on a medium-sized campus. Students within the School are given access to a wide range of activities, and the ethos is based upon a belief that every student has something to offer, whether it



be academic, sporting, artistic, dramatic or musical ability. Staff are keen to improve the learning of all the students in their care.

The School employs a full time Special Educational Needs Coordinator (SENCo) with specialist qualifications. The SENCo role is not combined with a class teaching commitment, but the SENCo has a significant SEN teaching role.

Aims and Responsibilities of the School

The School has certain responsibilities in relation to students with SEND and ensures that the necessary provision is made for those students. In discharging those responsibilities, the School aims to:

1. Promote equal opportunities for all students whatever their background, race or abilities.
2. Ensure that wherever possible all students are taught in their own class group, and that withdrawal is kept to a minimum.
3. Allocate resources that can be used flexibly to support all students' individual needs.
4. Provide a staffing structure with clear lines of responsibility for SEND; to pay staff who mainly teach students with SEN the appropriate statutory additional allowance, and to make sure that staff training is provided.
5. Put in place programmes of work (for classes, groups or individuals) that enables all students to make progress.
6. Operate a system of record keeping and regular monitoring of each student's progress.
7. Find effective ways of informing and consulting with all parents about SEND in the School.
8. Support the ethos that all students at Godolphin are entitled to have their particular needs recognised and met within the resources available.
9. Ensure that all students will be enabled, as far as possible, to achieve success.
10. Make provision for students with SEN/LDD to be taught together with their peers to address their needs alongside withdrawal one-to-one lessons, in consultation with parents, teachers and the SENCo.
11. Ensure all staff take responsibility for distinguishing between a learning need and a behavioural need; meeting the needs of students with SEN/LDD; and catering for both.
12. Ensure all teachers, in every curriculum area, are responsible for making their curricula accessible to all students and for engaging students with SEN or LDD by developing appropriate strategies from a wide variety of teaching styles, within the course available.
13. Ensure that, in determining strategies for individual students with SEN/LDD, the views of the student and parents will be sought by the SENCo and Learning Support team and be taken into account. The strategies must comply with JCQ regulations, which are updated annually.

Where a student has SEN/LDD provision one-to-one, but does not have a statutory EHCP, the cost of support lessons will be borne by the parents.

Procedure

The School has regard to the SEND Code of Practice 2014 and has adopted a graduated response to the identification of, and provision for, students who may need additional support for learning.

At Foundation Stage, and at Year 1 and Year 2, class teachers keep an 'Initial Concern list' for any students giving cause for concern within the class. Parents will be kept informed of this on an informal basis at this stage.

Each term, class teachers and SEND staff discuss any students whose names have appeared on the Initial Concern list together with any students already on the SEND register. Following the meeting, the SENCo is responsible for updating the Initial Concern list and the SEND list through SchoolBase and for ensuring their distribution to all staff.

Should a student remain a concern after two such meetings, (i.e. after one full term), the parents will be informed and may be invited to attend a meeting as set out below.

At EYFS level:

- Should a teacher have a concern, they will mention this to the SENCo. A meeting will be arranged with the Head of EYFS, the SENCo and the parent. The parent will have already been kept informed by the class teacher, and a full discussion will take place. The class teacher or SENCo will complete the 'Initial Concern Parent Meeting' form.
- Any further assessment will be discussed, and parents may agree to assessment by the SENCO. A further meeting will be arranged as necessary.

At Prep level:

- Should a teacher have a concern, they will mention this to the SENCo, after it had been brought to the attention to the Prep staff during their weekly meetings where students are monitored and reviewed.
- Concerns may also be noted following internal assessments through Rising stars or CEM's.
- Following notification of any initial concerns, the Head of the Prep and the SENCo will contact the parents (usually on the telephone) to seek permission for further assessment to take place.
- The SENCO may then assess students using individualised assessments, according to need or contact external agencies for additional advise and held e.g. OT, SALT.
- Parents will be kept fully informed of the results of any testing, and further discussions/ meetings will take place as necessary.

A flow chart showing these steps is attached as Appendix 1

At Senior School level:

- Should a teacher have a concern, they will mention this via email to the students tutor.
- Tutor, completes the Tutor form on FireFly and if this is felt to be of continued need the Tutor contacts subject teachers asking them to fill in the 'Subject Teachers Form'. The results are then discussed with the SENCo.
- Cross reference to any standardised assessment procedures will take place with the SENCo and the Deputy Head (Academic) with a view to beginning an initial investigation.
- Student is discussed at Learning Access meeting, care meeting or staffroom discussion once flagged.
- Following notification of any initial concerns, the SENCo will contact the parents (usually on the telephone) to seek permission for further assessment to take place.
- JCQ questionnaire is sent to all subject teachers.
- The SENCO may then assess students using individualised assessments, according to need.
- Parents will be kept fully informed of the results of any testing, and further discussions/ meetings will take place as necessary.
- Girls name is added to SchoolBase with recommendations whether a student is identified as having a significant need and Access Arrangements or not.
- And girl with an Access Arrangement has an Evidence of Need form completed at least twice a year.

A flow chart of these steps are Appendix 2

At either Senior, Prep or EYFS level, should a parent mention a concern and request assessment as soon as possible, the initial monitoring period can be by-passed so that an immediate assessment can take place. This also applies should a teacher be particularly concerned about a student.

Future Developments

Possible developments to these procedures include:

- Refining procedures for monitoring and reviewing teachers' strategies and students' targets
- Defining meeting times for all curriculum staff and the Learning Support department
- Exploring ways of providing the best possible provision for SEND students in the context of the curriculum as a whole, and the most efficient and effective use of support staff in relation to that provision

Admissions and Facilities

No student will be discriminated against on entry into School because of her individual needs. Each student will have an equal right to be admitted to the School in line with the Admissions Policy, and will then be given equal access to the curriculum as appropriate to her needs.



The School aims to provide a broad and balanced curriculum for all its students. It aims to fulfil all students' entitlements to learning support and to enable all students to participate in the life and work of the School. Together with parents, the School aims to provide the education that will help all students to achieve to the best of their abilities, whatever their needs.

Detailed arrangements for admission are described in the School's Admissions Policy. Provided that they meet the criteria for entry into each Key Stage, students with SEND are welcomed to the School. The School values each student and endeavours to meet the needs of all its students through inclusive practice. The rights of students with disabilities will be considered in line with SENDA.

The School's registration form completed upon entry requires details to be included of any known SEND, including emotional and psychological needs. Liaison with other agencies and schools provides continuity where necessary. The failure of a parent to divulge SEN/LDD at this time is considered an act of discrimination.

Where a parent requests confidentiality regarding a SEN/LDD, if this request would limit what the School could provide in making reasonable adjustments, then the School has the right to decide the balance of confidentiality and possible and reasonable adjustments for inclusion.

Arrangements for co-ordinating Learning Support

The SENCo meets informally with the Deputy Head (Academic) and Head of the Prep bi-weekly to discuss any SEND matters. The Governor responsible for SEND meets with the SENCo regularly. The SENCo meets on a regular basis, for record keeping, planning and identification of student related issues, with all teaching staff. There is a staff meeting dealing specifically with SEND issues at the beginning of each term, and students with SEN/LDD are updated on their Schoolbase page as necessary.

SEN Provision

In line with its aims, the School has built up a very experienced and capable team of teachers and support assistants. A wide range of strategies is used, with the aim of being creative problem solvers looking for the most appropriate solutions for individual students.

Special facilities/units

There are no special facilities for students who are physically disabled, apart from access into all buildings, nor are there any special units.

The School seeks to remove the barriers to learning and plans strategically in order to increase access to the premises and the curriculum for disabled students. Anticipatory action ensures that students are considered and catered for as soon as is practically possible.



Disabled lavatories are available in the Girls' Locker Room, PAC, Cooper House, the Sixth Form Centre, Science Block and Swimming Pool complex.

However, the School is committed to the integration of students with a wide range of needs, and their involvement in the whole life of the School, in line with our Equality and Diversity Policy. There is also a wheelchair available on site if needed for ease of access to all areas.

Roles and Responsibilities

Head of the School

The Head has overall responsibility for both the Senior School and the Prep and ensures SEND inclusion in the School's Development Plan.

Head of the Prep

The Head has overall responsibility for the day-to-day management of all aspects of the Prep (rising 3 - 11), including provision for students with SEND. These responsibilities are met through the close collaboration of the Head of EYFS, the School's Senior Management Team and the SENCo in the early identification of and subsequent provision for students with a significant educational need.

The Head of the School and the Head of the Prep are together charged with:

- Assisting in the development, monitoring and evaluation the School's policy for SEND.
- Establishing success criteria.
- Involving all staff and governors in SEND development.
- Agreeing the SENCo's job description with SENCo and creating the opportunity for non-contact time.
- Establishing procedural guidelines for all staff.
- Maintaining overall responsibility for day-to-day management of SEND.

The Head of the School and the Head of the Prep are able to fulfil these duties by:

- Giving SEND status in the Learning Access Committee and allocating staff meeting discussion time via the same.
- Ensuring that, through the performance management framework, the governors are able to check that objectives set include SEND.
- Working alongside other staff, the SENCo and the Governor/s with responsibility for overseeing SEND to formulate, develop and review the SEND Policy
- Establishing and developing the role and responsibilities of the SENCo by monitoring her job description and School systems.

- Ensuring, where the 'responsible person' – the Head/Head or the appropriate member of staff - has been informed by the parents or previous school that a student has SEND, that those needs are made known to all who are likely to teach her.
- Working in partnership with all staff to establish procedures and maintain good practice throughout the School.
- Providing INSET for staff and, when appropriate, talks and workshops for parents.
- Liaising with the appropriate staff of various support agencies, such as educational psychologists.

The Deputy Head (Academic)

The Deputy Head (Academic) has responsibility for the day-to-day management of all academic aspects of the Senior School, including provision for students with SEND. These responsibilities are met through close collaboration with the Head, the Senior Management Team and SENCo in the early identification of and subsequent provision for students with SEND.

Specific responsibilities include:

- Assisting the SENCo in the development, monitoring and evaluation of the School's policy for SEND.
- Establishing success criteria.
- Establishing procedural guidelines for all staff.
- Liaising with the SENCo regarding the management of SEND.

The Deputy Head (Academic) is able to fulfil these duties by:

- Giving SEND status and allocating staff meeting discussion time via the same.
- Working alongside the Head, the Head of the Prep and EYFS, the staff, the SENCo and the governors to formulate, develop and review the SEND Policy.
- Working in partnership with all staff to establish procedures and maintain good practice in the School.
- Putting in place appropriate and sufficient INSET for staff, in coordination with the Senior Deputy Head and the SENCo.
- Liaising in conjunction with the SENCo with the appropriate staff of various support agencies such as Educational Psychologists/Speech and Language Therapists.

The Governing Body

The Governors have certain responsibilities in relation to students with SEND and ensure that the necessary provision is made for those students. To discharge these responsibilities the Governing Body appoints (a) Link Governor(s) with responsibility for SEND whose duties include:

- Sitting as (a) member(s) of the Learning Access Committee
- Reporting to the Education Committee
- Making regular visits to the School and consulting regularly with the SENCo, the Head and the Head of the Prep with regard to systems and management

- Having a knowledge of the School's system for the identification of students experiencing difficulty.
- Having a knowledge of the School's course of action for such students in relation to the Code of Practice and how resources have been allocated to and amongst students with SEND.
- Having access to and knowledge of School reports from the SMT/SENCo which provide this information.
- Having access to and knowledge of the annual update of the SEND Policy and the Learning Access Three year Development Plan.
- Ensuring that the needs of a student who has SEND are made known to all who are likely to teach her
- Ensuring that teachers in the School are aware of the importance of identifying, and providing for, those students who have SEN/LDD
- Ensuring that teachers have regard to the Code of Practice when carrying out their duties toward all students with Special Educational Needs (See Section 313, Education Act 1996)
- Ensuring that parents are notified of a decision by the School that SEND provision is being made for their student. (See Section 317A, Education Act 1996)

The Link Governor(s) should be satisfied that the School has the correct policies in place and that these are effective in practice, reporting back to the full governing body at least annually.

The Special Needs Co-ordinator (SENCo)

The School's SENCo, in collaboration with the Head, the Head of the Prep, the Deputy Head (Academic) and the governing body, plays a key role in determining the strategic development of the SEND policy and provision in the School in order to raise the achievement of students with SEND.

The SENCo takes day-to-day responsibility for the operation of the SEND policy and coordination of the provision made for individual students with SEND, working closely with staff, parents and carers, and other agencies. The SENCo also provides related professional guidance to colleagues with the aim of securing high quality teaching for students with SEND.

The SENCo, with the support of the Head and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through: the analysis and assessment of student's needs, monitoring the quality of teaching and standards of students' achievements and setting targets for improvement. The SENCo should collaborate with curriculum coordinators so that the learning for all students is given equal priority and available resources are used to maximum effect.

There are eight key areas of SEND co-ordination:

1. Formulating the strategic direction and development of SEND provision
2. Co-ordinating the provision of additional teaching and learning

3. With the Head, co-ordinating access to examinations for students identified with SEND
4. Leading and managing staff in the SEND department
5. Deploying efficiently and effectively both staff and resources
6. Guiding and training staff in SEND strategies through In-Service Training (INSET) and individual meetings
7. Teaching identified students
8. Recording, updating, storing and disseminating appropriately SEND information on individual students

To provide continuity of administration and liaison, the SENCo needs to have a reduced teaching commitment in order to allow for a suitable amount of time in which to monitor and evaluate the SEND provision throughout the School.

The SENCo is also involved in progress reviews regarding students. An important part of the SENCo role involves discussing the needs of particular students with class teachers and keeping close and positive contact with all parents/carers concerned.

The SENCo is responsible for co-ordinating the day-to-day provision of education for students who have been assessed as needing support from the time an initial concern is noted, to Wave 2 and Wave 3.

The SENCo is responsible for:

- Annual assessment and recording of individually taught students.
- Maintaining up-to-date SEND information on an individual's Schoolbase page of her needs and strategies to help her.
- Advising and assisting staff to support students at Early Years and in Waves 1/2/3.
- Together with staff, reviewing progress, collecting information, helping staff gather appropriate evidence of History of Need, helping with class strategies and targets.
- Informing parents of their daughter's developments at regular intervals.
- Conducting in-school assessments and referring to outside specialists as necessary.
- Ensuring that the results of any assessments are made known to parents and staff.
- Being available to staff for advice regarding matters relating to SEND within the classroom, such as differentiation.
- Consulting with the Heads of Department and department coordinators as necessary, and attending department meetings as appropriate.
- Ensuring that suitable exam arrangements are made, and that extra time is awarded to any students meeting the JCQ criteria for additional time.
- Reviewing and monitoring progress of students who have discontinued their Learning Support programme.
- Monitoring the support programmes being used and making changes to support as necessary.
- Maintaining the students' SEND files, with all relevant information
- Presenting, providing or helping to arrange INSET for staff, and information evenings for parents.

- Supporting the Head when assessing new students where necessary.
- Liaising with the Head of EYFS and with Nursery staff, promoting continued support and learning programmes from Foundation Stage to Key Stage 1.
- Liaising with support staff and subsequently drawing up teaching timetables.
- Appraising the performance of support staff.

Class Teachers

The class teachers' responsibilities are to:

- Constantly monitor the progress of individuals against class/national norms. This process begins as soon as the students enter the School. Any students causing concern will be monitored very carefully and evidence collected will be shared with the SENCo.
- Ensure that students with SEND receive a suitable differentiated curriculum, so that they are able to participate fully in the life and activities of the School.
- Follow the necessary procedures for the Identification and Assessment of students with SEN.
- Liaise with the SENCo and any outside agencies as necessary.
- Share their insights with their line managers and the SENCo with respect to the School's SEND Policy and its delivery as a part of the School's Development Plan.
- Seek to improve their skills for the teaching of SEND students by taking the opportunity to attend appropriate INSET.
- Liaise with the SEN teachers with regards to curriculum matters and the students' needs and progress.
- Attend feedback sessions with the SENCo regarding students with SEN.

Parents

The parents of all SEND students are kept fully informed about the progress of and any problems affecting their daughter. The concerns and wishes of both parents and student will be taken into account at every stage.

Through consultation, parents will be made aware of any external agencies that may help their daughter.

Parents may request a meeting with the SENCo and/or class teacher.

Parents may also request an additional meeting with the SENCo should they feel it is necessary.

It is the responsibility of the parents to:

- Inform the School about any specific needs their daughter may have upon entering School.
- Make themselves aware of the SEND Policy of the School.
- Seek out the SENCo and the Governor responsible for Special Needs within the School, as necessary.
- Aim at achieving a partnership with the School with regard to SEND matters.

- Have sufficient knowledge of the relevant outside agencies.
- Request assessment which they feel to be necessary.

The parents will be able to fulfil these responsibilities by:

- Informing the School either prior to or upon entry about any known SEND. Parents are able to do this both verbally during the entry procedure and by completing the School Entry form, informing the School of any relevant information regarding SEND.
- Informing the School at any time during their School career if their daughter develops any specific needs.
- Liaising with class teachers. Class teachers and the SENCo are available for consultation with parents on Parents' Evenings, and at other times by appointment.

Assessment

Assessments such as 11+, 13+, GCSEs and A Levels, may require differentiation in administration, i.e. Access Arrangements, to ensure that students requiring Educational Support are given every chance to show their potential and ability. A Specialist Teacher or Educational Psychologist is used to carry out assessments for external qualifications in line with the JCQ requirements and to ensure that these are carried out at the appropriate times - the year in which a student begins GCSEs and AS/A2 studies.

At many different stages we internally review the girls' results and indeed do so before they come into the school at 11+/13+. We advise parents if their daughter will need support at that point, we honor the support given in Preps even if it does not follow JCQ regulations, but make it clear to parents that these applications may not always stand once the student is with us, as a re-assessment will need to take place once the student is in their GCSE years.

Once in the school system, we carry out CEM tests, all of which have elements of psychodynamics and standardised scores, these are looked at diagnostically with The Deputy Head of Academics and each year head. On top of the analysis of internal 'checkpoints' which are carried out every half term the student progress is closely monitored.

If, from the CEM tests and internal subject assessments, a concern arises there is then a dialogue between the SENCo, the subject teacher and the girl's tutor to get a better understanding of how that student is performing. This is a very informative process, as it gives a broader and more consistent picture of the student taken from many different sources.

Tutors and subject and teachers fill out the 'tick sheets' that ask each students to analyse their performance. This is then used collaboratively to build a very clear picture of the requirements for each individual. At this point if additional assessment is needed in terms of diagnosis an Specific Learning Difficulty a full assessment can be carried out or an assessment with JCQ for Access Arrangements in mind which is shorter will be carried



out after the JCQ questionnaire has been filled in by teachers of the student. See Appendix 2 for full details.

The SENCo also meets with each head of year after end of year tests, and after mocks, and we again we pick out any students who did not get the results we expected. The SENCo then spend the next few weeks in the school holiday ringing their parents to ensure we start the next academic year with the correctly identified students within the LS department.

The SENCo also runs the Learning Access Committee once a term where a representative of each department is present and all qualitative concerns regarding students are discussed to ensure we have the broader picture of all of our students.

Teacher-based assessment should also be administered bearing in mind individual needs. Using the recommendations of any report and the Access Arrangements given by the students in GESC and A Level years. The NFER/CATs/MIDYIS/YELLIS/ALIS assessments have standardised scores and are taken to enable raw data to be utilised in monitoring for success as well as highlighting any specific need. Therefore, no additional time is given for these assessments and instructions are carried out as required by the relevant manual.

Recording Individual Needs

Any student whose name is on the SEND List through School Base will have a section within School Base with each assessment summary as well as a file which is kept in the School Learning Support Office located in Brome, including all or the raw assessment data and the full reports if appropriate.

Links with other Schools

The School makes additional arrangements for students with SEND when they transfer from another school, ensuring that the students' needs are known to the SENCo and that the student and parent feel comfortable about attending the School. In the majority of cases, the School's Year 6 students will transfer to the Senior School, and the SENCo, the Form Teacher(s) for Year 6 and the Senior School's Deputy Head (Academic), will meet regularly to discuss the needs of students moving to the Senior School.

It is vital that the transition to secondary education is as smooth as possible, and the SENCo is happy to meet with relevant staff and parents whenever necessary.

Links with other Services

The School has contact with a number of additional service including:

- LEA Special Needs Service
- Speech and Language Therapy services
- Occupational and Physiotherapy services
- Hearing and Visual Impairment services



- Owen Leigh Optometry
- School Nurse and Health Clinic
- Educational Welfare Officer
- Educational Psychology Department

Monitoring and Evaluating the Policy

The SENCo is responsible for the monitoring and evaluation of the SEND Policy. There is an annual SEND Development Plan, and the Policy is updated as necessary and at least on an annual basis. The procedures for the effective delivery of the SEND provision will be kept under constant review by the SENCo and will be adapted as necessary. The SENCo has key input to the rest of the School via a termly meeting of the Learning Access Committee, by training staff as requested, by giving input to staff meetings and through inclusion on the School's Senior Management Team meetings by invitation.



Appendix I
Flow Chart for raising an initial concern – Prep

