

RYDES HILL PREPARATORY SCHOOL & NURSERY

P19 (Isi 17A) – DISABILITY, INCLUSION, SEN & LEARNING SUPPORT POLICY INCLUDING EYFS

MISSION STATEMENT

- ❖ Rydes Hill Preparatory School and Nursery is a Catholic School where children learn how to live in loving relationship with God and each other.
- ❖ Christian virtues of love and justice, faith and courage, hope and perseverance are fostered.
- ❖ Pupils and staff comprise individuals of different faiths and beliefs but the Rydes Hill community aspires to unity within the life of the School based on shared moral values.
- ❖ The importance placed on the development of individual talents is at the heart of what School stands for and all are encouraged and challenged to be the best they can be.

Written By :	Cate Rowson – Deputy Head (Academic)& SENCo	3 rd March 2024
Reviewed By:	Vanessa Wood – Deputy Head (Pastoral) Faye Messinger – Head of Nursery	4 th March 2024
Approved By:	Sarah Norville – Headmistress	6 th March 2024
Governor Review By:	Academic Committee	20 th March 2024

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Revision History

Revision	Paragraph Number	Revision
March 2017		Updated
June 2018		Updated
June 2019		Updated
March 2020	Paragraph 3 Paragraph 8 Paragraph 12 Paragraph 19	New Delete reference to KCSIE Final Sentence added Final Sentence extended to add additional training
March 2021	Paragraph 14 Paragraph 18	New reference to charges for learning and emotional support Additional English language teaching chargeable
January 2022		Complete rewrite
March 2024	Paragraph 3 Paragraph 5.7 Paragraph 5.8 Paragraph 5.9 Paragraph 5.10 Paragraph 5.12 Paragraph 5.13 Paragraph 5.15	Including a cut-off standardised score Delete reference to EISA charging Change ICT suite to STEM Hub Highlight reference to wheel chair access Change in SEND support TA's Query of allocated time for SEND Having lost TQ we have reduced qualified support in the Prep Dept. Reference made to protected characteristics taught through Life Skills Change from mindfulness to emotional health Rename CAHMS to MINDWORKS

Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
DfE	Department for Education
EAL	English as an Additional Language
EHCP	Educational Health & Care Plan
EHRC	Equality and Human Rights Commission
ELSA	Emotional Literacy Support Assistant
EYFS	Early Years Framework Scheme
IEP	Individual Education Plan
LA	Local Authority
LSA	Learning Support Assistant
SEND	Special Educational Needs

SENDCO	Special Educational Needs Co-Ordinator
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1. Aims

Our SEND policy and information report aims to:

- Set out how our School including EYFS will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

We are a small one form entry School with a friendly, caring, family atmosphere which values each pupil as unique and special. Governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life. We welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of Rydes Hill Preparatory School & Nursery. Treating every child as an individual is important to us and we welcome pupils with special educational needs, learning difficulties and/or disabilities, providing that our teaching staff can provide them with the support that they require.

The Headmistress advises that parents of children with special educational need, learning difficulties and/or disabilities discuss their child's requirements with the school before entry so that the School can make adequate provision for him/her. Parents should provide a copy of an Educational Psychologist's report or medical report to support their request for special arrangements. Where a child has attended a childcare setting, the School may seek information from that setting in order to ensure that the school can meet the child's needs.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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 and early years setting.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO in the Preparatory School is Cate Rowson (cate.rowson@rydeshill.com) and for Nursery is Faye Messinger (faye.messinger@rydeshill.com).

They will:

- Work with the Headmistress and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headmistress and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headmistress

The Headmistress will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

4.5 Early Years Staff

Each early year practitioner is responsible for:

- The progress and development of their key children's seven prime areas of learning
- Working closely with parents and other external specialists to work towards meeting developmental targets
- Working with the SENDCO to monitor and regularly review progress and decide on any changes to provision

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) and anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

As an independent school, some of the additional provision for children outside of the teaching and learning covered by the fees, is chargeable. Please see the fee schedule for further details.

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings, health reports (2-year check) and Key Stage results, where appropriate. Class teachers and early years practitioners will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the parents (and pupil where applicable) when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are and any additional charges

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive chargeable SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes (Main School)

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- The pupil's own views
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Assessing and reviewing pupils' progress towards outcomes (Nursery)

The child's key worker will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- Data obtained from a previous childcare setting
- The key workers observation, assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All Nursery staff and specialist teachers who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.6 Supporting pupils moving to their next school

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The School will liaise with the next school to encourage an induction session as part of the transition.

5.7 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Assessment of the need for reading rulers
- Extra reading support, guided reading
- Times table practice and group mathematics support
- Phonics training (toe by toe) (Chargeable)
- Extra Spelling support
- ELSA professional support

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by careful grouping, 1:1 work, varied teaching and learning style, content of the lesson, using a variety of methods of recording learning.
- Using recommended aids, such as whiteboards (changing background colour & font size), laptops, iPad, coloured overlays, reading rulers, pen grips, visual timetables, larger font, writing slopes, and footrests etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Adapting our resources and learning environment. Copies of the School's accessibility plan are available on the website and from the School office. This shows ways the Governors plan to make the buildings more accessible to disabled pupils, parents and visitors. The School will do its best to make reasonable adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic Georgian buildings, scattered site and resources. Facilities for wheelchair users are introduced as the buildings are upgraded. We have in the past re-arranged classrooms to allow greater accessibility. However, there is no access to the STEM hub or library currently, or in the near future because of the nature of the building, although pupils' have access to a laptop and an i-pad on the ground floor. However, adjustments can be discussed on an individual basis.
- Special menus can be devised for dietary requirements

5.9 Additional support for learning

We have teaching assistants dedicated to support Reception and Years One & Two. In addition there are two support TA's; a SEND TA and ELSA specialist. Teaching assistants will support pupils on a 1:1 basis or in small groups in consultation with the class teacher and SENDCO.

5.10 Expertise and training of staff

Our School SENDCO has significant experience in this role and is qualified in neurological development. Our Nursery SENDCO, a qualified teacher with experience of managing SEND provision across the key stages.

We have a team of part time teaching assistants, including 4 higher level teaching assistants (HLTAs). We have a fully trained ELSA specialist.

5.11 Securing equipment and facilities

Additional fees may be levied to parents of pupils with disabilities or SEND at the discretion of the School. This will be based on an assessment of the overall resources available to the School and the financial cost of making any necessary adjustments. Please refer to the reasonable adjustments policy.

5.12 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a term
- Monitoring by the SENDCO
- Regular meetings with SEND & ELSA TA's
- Holding an annual review when pupils have an EHC plan

5.13 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Hooke Court and PGL or similar residential.

All pupils are encouraged to take part in sports day, school plays, masses, special workshops. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Pupils with disabilities are supported:

- During the admission process to ascertain that the School is able to meet the expectation of reasonable adjustments
- All pupils are taught through assemblies and the curriculum that discrimination, victimisation and bullying is not tolerated. The ethos of the School is to develop pupils' understanding of the importance of respecting each other and behaving towards each other with courtesy and consideration. Being aware of protected characteristics is actively taught through our Life Skills curriculum. Further details can be found in Policy 16.

5.14 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Mindfulness is included in the curriculum for all pupils and incorporating mindfulness techniques into the day is encouraged
- All pupils in years 4 and above are trained in Girls On Board techniques for managing girls' friendships
- All pupils (including those with SEND) have access to drop in sessions for emotional health and other concerns through the worry monster and classroom concern box
- Pupils with SEND are encouraged to take an active part in the school, such as being part of the school council
- Pupils with SEND are also encouraged to be part of school clubs (sport, music, drama) to promote teamwork/building friendships
- Pupils with SEND have time with the school dog to learn caring behaviors.

We have a zero-tolerance approach to bullying.

5.15 Working with other agencies

We work with the following agencies to provide support for pupils with SEND:

- Surrey County Council – Early Years Support & Advice
- Surrey County Council – Physical & Sensory Support
- Independent speech & language therapists
- Independent dyslexia assessors and educational psychologists

- Independent psychiatrists
- CAHMS renamed MINDWORKS

5.16 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCO in first instance. They will then be referred to the Headmistress. The School's complaints policy (P39) is published on the school website and is available from the school office.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.17 Contact details of support services for parents of pupils with SEND

- Surrey County Council – Family Information Service (FIS)
<https://www.surreycc.gov.uk/children/families>
- Other contact details of support groups for parents can be provided on request, depending on the nature of the SEND.

5.18 Contact details for raising concerns

If you feel you need additional support for your child, please contact:

Cate.rowson@rydeshill.com – SENDCO (Main School)

Faye.messinger@rydeshill.com – SENDCO (Nursery)

5.19 The local authority local offer

The local offer for Surrey can be viewed here <https://www.surreylocaloffer.org.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO and SLT annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board at the Academic Committee meeting.

7. Provision for pupils with English as an Additional Language

Children with EAL are identified on the EAL register based on their level of acquisition of English (usually when the home language is not English for 50% or more of the spoken language at home).

7.1 Planning and evaluating

- The children are assessed in English by the SENCO to establish if additional support is required.

- Individual children's progress is monitored as they progress through the school by their class teachers and the SENCO

7.2 Strategies to be used within the classroom:

- Include all EAL children fully in lessons.
- Set high expectations for pupil participation and achievement.
- Offer pupils full access to targets.
- Assess pupils in line with year group expectations
- Provide opportunities for peer support- using paired/ small group work where appropriate.
- Offer access to traditional rhymes and stories.
- Check for pupils understanding – ask questions, or get the child to explain what they are going to do.
- Give clear, full explanations of subject specific language.
- Provide opportunities for previews of difficult or complex texts.
- Use consistent language when giving pupils instructions.
- Be aware of the effect of eye contact and body language.
- Accept non-verbal/ 'I don't understand' responses from pupils.
- Use IT where appropriate.
- Use collaborative learning resources to reinforce and consolidate prior learning.
- When planning highlight EAL needs and support to be given.
- Encourage the use of home language to support and enhance understanding in English.
- Vocabulary is explained in all subjects

7.3 Assessment and Recording

- The SENCO has an EAL file which contains a list of all children in the class who are bilingual or have EAL needs. This is shared with relevant class teachers and specialists.
- Individual pupil progress is reviewed termly.
- Any pupil not making expected progress will be referred to the SENCO for additional support.

8. Links with other policies and documents

This policy links to the following documents:

- P01 (ISI 10a) Anti-bullying Policy
- P04 (ISI 7a & 7b) Safeguarding Policy
- P12 (ISI 14c) Educational Visits Policy
- P16 (ISI 9a) Behaviour, Rewards, Sanctions and Use of Reasonable Force Policy
- P18 (ISI 17a) Equality & Diversity Policy
- P21 (ISI 17b) Accessibility Plan
- P22 (ISI 19a) Reasonable Adjustments Policy
- P34 (ISI 15a) Admissions Policy
- P37 (ISI 2a) Curriculum Policy
- P39 (ISI 33a) Complaints Procedure

- P41 (ISI 7a) Data Retention Policy
- P53 (ISI 7a) Privacy Notice – Parents & Pupils
- Pupil’s Medical Questionnaire
- Information for Parents & Early Years Children
 - Handbooks

7.1 Accessibility plan

The School’s accessibility plan can provided on request. It covers:

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improving the availability of accessible information to disabled pupils