

NOTRE DAME PREP
SCHOOL SPECIAL
EDUCATIONAL NEEDS
& DISABILITIES
(SEND) POLICY

NOTRE
DAME
SCHOOL



School Profile

Notre Dame is a girls' only academic school, offering a wide-ranging education in a warm, friendly and supportive atmosphere. It is a Roman Catholic school which welcomes girls and families of all faiths and none.

The Prep School takes girls from Nursery age to 11 years. Boys are accepted up to Reception. The Prep School is selective. Class sizes are small and there are Teaching Assistants throughout. Offers of Senior School places are provided to current pupils at the end of Year 5 and throughout Year 6. Offers are based on continual assessment throughout their time in Prep, including class based work and formal assessments.

Introduction

In drawing up this policy, the school has had regard to the following guidance and advice (in so far as they apply to the school):

- Children and Families Act 2014
- EHRC guidance 'Reasonable adjustments for Disabled Pupils'
- Statutory framework for EYFS (Sept 2021)
- The Equality Act 2010.
- Special Educational Needs and Disability (SEND) Code of Practice 0 -25 Years (January 2015.) However, it should be noted that independent schools are not required to have regard to the Code. Independent School Standards Regulations note that the school must ensure that the teaching provided meets the differing needs of pupils and that all pupils learn and make progress according to their ability.

This policy should be read in conjunction with the following school policies/procedures:

- Accessibility Plan
- Equal Opportunities
- Admissions
- Curriculum and Assessment policies
- English as an Additional Language (EAL)
- Complaints
- Student Well-being and Mental Health
- EYFS
- Health and Safety policy

Learning Support (LS) and Special Educational Needs and Disabilities (SEND) at Notre Dame

A child or young person has SEND if they have a learning difficulty &/or disability (LDD) which calls for special educational provision to be made for them. 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 they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.
- are under 5 years old and would be likely to have such difficulties if special educational provision were not made for them.

The expression 'learning difficulty' covers a wide variety of conditions and may include those known as autistic spectrum condition, dyslexia, dyspraxia, dyscalculia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing.

Definition of 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) Long term means the impairment will have lasted or be likely to last for 12 months or more.

Not all pupils who have SEN are disabled and not all disabled pupils have SEN but, understandably, there is overlap.

Staffing

The governing body of Notre Dame Prep School is responsible for determining school policy and provision for pupils with SEN and disabilities.

Notre Dame Prep School and Nursery have a Learning Support Department headed by **Mrs Juliet Cliffe**. However, responsibility for meeting the needs of children and young people is shared, led by the Headmistress of the

Preparatory School, and including all staff at Notre Dame. A team of Teaching Assistants works in the Preparatory classes supporting children's learning.

All staff of the Learning Support Department work with pupils, teachers and parents to enable pupils requiring extra help to learn and develop to their full potential. In the Preparatory School, tutors have a specialist qualification in Specific Learning Difficulties or Speech and Language Therapy. Specialist tutoring can also be provided for pupils with English as an Additional Language (EAL). Please refer to EAL Policy.

All staff and assistants are encouraged to attend relevant professional development courses. In addition, in-service training takes place within school. As appropriate, the school liaises with external professionals, advisory teachers and other agencies providing advice, assessment and support.

Roles and Responsibilities

Class / Subject Teachers will:

- Provide high quality, adapted lessons
- Personalise strategies as necessary with particular attention to those pupils at risk of underachieving
- Be committed to the achievement of all pupils including those with LDD / SEND
- Be aware of any LDD / SEND amongst pupils taught (refer to Learning Support registers, individual Pupil Learning Plans and information in reports from external agencies held on Provision Maps or strategy sheets as appropriate.)
- Have a knowledge of the most common types of SpLD and helpful classroom support strategies
- Liaise with learning support tutors
- Be proactive in providing for any known barriers that might impede pupils' educational development and progress
- Maintain records tracking pupil progress
- Review individual responses to any personalised support and make adjustments as necessary

Head of Learning Support (HoLS) / SENDCo is responsible for:

- The identification and assessment of pupils with LDD / SEND in collaboration with other staff
- Co-ordinating provision for pupils with LDD / SEND, including working in partnership with school's medical staff, parents, external agencies and Surrey's Local Offer (nursery and children with an EHCP only.)
- Regularly liaising with, and advising, fellow teachers to ensure that pupils with SEND have equal access to all areas of the curriculum
- Liaising with parents of children with LDD / SEND
- The monitoring of LDD / SEND pupil progress
- Ensuring that learning plans are reviewed.
- Overseeing the records on all children with LDD / SEND including
 - maintaining the LS / SEND register
 - considering the results and recommendations of professional reports and liaising with parents regarding findings
 - oversight of the production of Learning Plans in which targets will be set for pupils for whom the usual quality first teaching is not sufficient to meet their additional needs-
 - maintaining the records and evidence
 - applying for / maintaining Education, Health and Care Plans (EHCPs)
- Participating in, and contributing to, the in-service training of staff
- Managing the LS / SEND resource budgets
- Providing regular information to the Head Teachers and governing body on assessment and provision for children with LDD / SEND

Learning Support Tutors will:

- Provide 1:1 weekly tutored lessons in English/EAL/SALT &/or Mathematics
- Provide study skills tuition as necessary
- Maintain learning support plans noting targets and learning outcomes
- Liaise with class / subject teachers
- Maintain records tracking pupil progress
- Review progress with parents termly
- Provide annual reports on students

- **Learning Support Aims**

The school aims to ensure that all pupils enjoy a broad and balanced education that meets individual needs. The majority of pupils progress and achieve success within the general school arrangements, however, some pupils will be identified as having LDD / SEN.

The school is committed to:

- Early identification and intervention to ensure that pupils who have learning difficulties and/or medical conditions, receive the help they need as soon as possible
- A personalised education that brings out the best in every pupil and recognises learning differences as well as difficulties
- Making reasonable adjustments, such as auxiliary aids and services, so that disabled pupils are not put at a substantial disadvantage in matters of admission and education
- Removing barriers to learning by embedding inclusive practice in every setting
- Raising expectations and achievement by developing teachers' skills and strategies for meeting the needs of all children including those with LDD / SEN and focussing on their progress
- A partnership approach with both parents and external professionals

Identifying and supporting pupils with SEN and disabilities

The school's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities.

A number of different ways are used to identify children who may have LDD / SEN

- Class/subject teacher or parental/pupil expression of concern
- School assessments of literacy, mathematics or skills across the curriculum including nursery progress trackers, examples include Star Reader, Star Maths and the school's own assessments.
- Further screening / testing as necessary in school, examples include standardised reading accuracy and comprehension and dyslexia screeners.
- External specialist / agency professional assessment

The progress of all pupils is monitored carefully and regularly throughout the school. Each class/subject teacher maintains records of both formative judgements and subject tests. If it is felt that a pupil is showing signs of having LDD/SEN the situation is initially monitored in line with our five step SEN Process. See table 1 below.

Table 1: Notre Dame Prep School and Nursery 5 Step SEN Process Please note some of these steps may overlap.		
1	Quality First Teaching	<p>Adapt classroom learning to support child to gain full access to learning using a range of strategies. Make note of which strategies are working and, conversely, any strategies don't work.</p> <ul style="list-style-type: none"> • Discuss with year group team. • Look at strategies on Provision Maps. • Seek informal advice from staff in Learning Support Department. • Talk to the child about what might help them and look at their passport. <p>Feedback to parents at an appropriate time eg. Parents' Evening.</p>
2	Cause of Concern	<p>Notify Head of Learning Support by recording concerns, and strategies used, in the child's Meetings Log on Provision Maps and notifying Head of Learning Support by email. You may wish to use the ND Cause for Concern form. Please copy in Clare Barber (Juniors), Gerry Deen (Infants) or Melanie Lehman (EYFS.)</p> <p>Feedback to parents.</p>
3	Discussion around the child and internal assessment	<p>Head of Learning Support or Assistant SENDCO will discuss with class teacher and agree a way forward. This may include:</p> <ul style="list-style-type: none"> • further use of strategies by class teacher

		<ul style="list-style-type: none"> • observation by a member of the Learning Support Department (with permission from parents) • internal assessment eg. YARC Reading Assessment, COPS/LASS Screener, GL Assessment, with permission from parents. <p>Feedback to parents from teacher/ Learning Support staff/Head of Infants/Juniors.</p>
4	Additional provision for the child	<p>Agree appropriate support for child which may include:</p> <ul style="list-style-type: none"> • booster groups • auxiliary aids • ELSA support • SALT • 1:1 tutoring • assessment by external agency <p>If the child is deemed to have SEN, they will be placed on the SEN Register and staff will write a learning plan. (In some cases, the child may have a health care plan written by the school nurse.) The learning plan will be shared with parents and staff will support children to understand the best way for them to make progress.</p>
5	Assessment by external agencies	<p>Parents will be advised to refer their child to an external agency. Class teacher, with support from Head of Learning Support, will provide information for those agencies if parents have consented.</p> <p>Recommendations made by the external agency will be discussed by the school in consultation with parents and the child. Suitable recommendations will be added to the learning plan and used to support the child. The learning plan will be reviewed on a regular basis and new targets added.</p>

In step 5, the school may request parents to obtain a formal assessment of their Child (such as by an educational psychologist) the cost of which will usually be borne by the parents. Where parents wish to request a formal assessment from outside of school they should give copies of all advice to the school. On receipt of a copy of a formal report from an external agency, where possible and in the child's best interests, the school will apply the recommendations made by the professional.

All pupils on the SEN Register have a learning plan or healthcare plan.

Learning Support Tutoring and Speech and Language Therapy:

With parental agreement, tutoring can be provided for pupils who, it is felt, could make accelerated progress with additional support. This will enable them to more easily access the curriculum and attain the expected level of the majority of peers. Such pupils are offered individual one-to-one tuition from a Specialist Learning Support Tutor (this support is optional and chargeable). Tutors look at existing data and/or assess each pupil using standardised tests for single word read reading, prose reading and spelling tests in literacy and standardised maths tests for pupils who need maths tutoring. Following this, they then set targets. Tutors communicate regularly with both the parents and the school. Some parents may choose to provide extra support for their child by engaging an external tutor.

Where there are external professional reports in place, such as an Educational Psychology assessment, recommendations and strategies from the report will be interwoven throughout any Learning Support, as well as into class/subject teaching.

Speech and Language Therapy can also be provided by a qualified Speech and Language Therapist (this support is optional and chargeable.)

Graduated Approach to SEN Support

Arrangements for special educational provision and support are made through the school's graduated approach to SEN support: assess – plan – do – review:

- **Assess:** The school will carry out an analysis of the child's needs so that support can be matched to need. The school uses: Star Reader and Star maths standardises scores, CAT, YARC, Single Word Reading, COPS/LASS (GL Assessment), observation notes made by SENCO. If not already done so the school may, in consultation with parents, engage external agencies and professionals to help assess the child's needs and advise on any support needed. Any specialist advice received will usually be discussed with the child's parents.
- **Plan:** Where it is decided to provide SEN support, the teacher and the Head of Learning Support will agree in consultation with parents and pupils (as appropriate) the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on a learning plan on Provision Maps.
- **Do:** Teachers will work closely with the Head of Learning Support to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed biannually and recorded on a learning plan. Teachers, working with the Head of Learning Support, will revise the impact and quality of support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil (as appropriate.)

The school recognises that some pupils with a SEN may also have a disability. The school will do all that is reasonable in order to meet the needs of pupils with disabilities for who, with reasonable adjustments, it is able to cater for.

Education, Health & Care Plan (EHCP):

The needs of the majority of pupils with SEN will be met effectively through the school's SEN support. However, where the child or young person has not made expected progress despite the SEN support in place, parents and the school have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult

with the school before exercising this right. The school will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability.) 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 will need to be charged to the Local Authority which is responsible for the fees and the school is named in the EHC Plan. In all other circumstances charges may be made directly to parents, unless the additional services can be considered to be a 'reasonable adjustment' where no charge will be made, in accordance with the provisions of the Equality Act (2010.)

Withdrawal

We reserve the right, following consultation with parents, to request or require the withdrawal of a pupil from the School if, in our opinion after making all reasonable adjustments the School is unable to meet the child's needs. In these circumstances the School will support the parents in finding an alternative placement which will meet the child's needs. Any decision to request withdrawal or require the removal of a pupil will be made as a last resort and in line with the terms of the parent contract. Fees in lieu of notice will not be chargeable in these circumstances..

Written by JC 30 November 2023

Review Date: 30 November 2026

Glossary:

Learning Difficulty &/or Disability (LDD)

In UK education services, the term 'learning difficulty' includes children who have 'specific learning difficulties', such as dyslexia, but who do not have a significant general impairment of intelligence. A 'learning disability' is generally viewed as more serious with a significantly reduced ability to understand new or complex information and to learn new skills, and a reduced ability to cope independently which starts before adulthood with lasting effects on development.

Specific learning difficulty (SpLD)

Specific Learning Difficulties affect the way information is learned and processed. They are neurological rather than psychological, usually hereditary and occur independently of intelligence. They include, but are not limited to, dyslexia, dyspraxia (or developmental co-ordination disorder), dyscalculia and attention deficit disorder. Learning support at Notre Dame is typically provided for pupils with mild SpLD.

Equality Act 2010

In England the Act applies to all maintained and independent schools. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, in the way it provides education for pupils, in the way it provides pupils access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. Schools are expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Equality Act 2010 Disability Definition

A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal day-to-day activities. Long-term means 12 months or more.

Equality Act 2010 JCQ Examination Access Arrangements

Reasonable adjustments must be made for candidates who experience persistent and significant difficulties, to enable them to access assessments, so that they are not at a substantial disadvantage. The arrangement must be the candidate's normal way of working within the centre and appropriate to their needs.

Abbreviations Used

EAL	English as an Additional Language
HoLS	Head of Learning Support
LS	Learning Support
LSA	Learning Support Assistant
LDD	Learning Difficulties &/or Disabilities
SEN	Special Educational Needs
SENDSCO	Special Educational Needs Coordinator
SEND	Special Educational Needs &/or Disabilities
SpLD	Specific Learning Difficulties
TA	Teaching Assistant