



## KEW COLLEGE PREP

### Special Educational Needs including Children with Learning Difficulties and /or Disabilities Policy

This policy applies to the whole school including the EYFS

This policy is published on the Kew College Prep website and is also available to parents from the School office upon request.

The policy is written with due regard to the following:

***The Equality Act 2010***

***The Children and Families Act 2014***

***The SEND Code of Practice 2015***

***SEN and Disability Act 2014***

***Keeping Children Safe in Education 2025***

See also the School's policies as follows:

***Accessibility Plan, Admissions Policy, Anti-Bullying Policy and Anti-Cyber Bullying Policy, Complaints Policy, English as an Additional Language (EAL) Policy, Safeguarding and Child Protection Policy***

#### **Definitions or abbreviations used in this policy**

**EHC plan:** Education Health Care plan

**EYFS:** Early Years Foundation Stage

**IEP:** Individual Education Plan

**ICT:** Information and Communications Technology

**LBRUT:** London Borough of Richmond Upon Thames

**SEND:** Special Educational Needs including Learning Difficulties and/or Disabilities

**SLT:** Senior Leadership Team

**SMSC:** Spiritual, Moral, Social and Cultural development

#### **1. Introduction**

Kew College Prep is committed to ensuring that the needs of every pupil are met, where possible, and that they have access to the curriculum and are able to make progress, thrive and meet their full potential.

High quality teaching, differentiated for individual pupils in the classroom, will meet the individual needs of the majority of children. Some children need educational provision that is additional or different to this. Our plans, policies and schemes of work take into account the ages, aptitudes and needs of all pupils, including those with SEND. We endeavour to ensure that all pupils have the opportunity to learn and make progress.

At Kew College Prep we use our best endeavours to ensure that such a provision is made for those who need it including special arrangements for school trips and examinations.

## 2. Definition of Special Education Needs and Learning Difficulties

In accordance with the Special Educational Needs and Disability Code of Practice: 0 – 25 year (SEND Code 2015), a child or young person has SEND 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 significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught (Children and Families Act 2014) (See **EAL Policy**).

We plan for and support the four areas of need:

- 1) Cognition & Learning
- 2) Communication & Interaction
- 3) Sensory & Physical
- 4) Social, Emotional & Mental Health

As a school, we provide Individual Education Plans, record progress and support any pupils with significant learning disabilities. All SEND needs are taken into account.

## 3. Aims and Objectives

- Early identification, assessment and provision for SEND
- To implement a graduated approach to identification and support for SEND pupils
- To ensure that all pupils, whatever their need, receive appropriate educational provision
- To enable all pupils to have full access to the school curriculum through reasonable adjustments
- To educate pupils with SEND alongside their peers where possible for the majority
- To ensure that all learners, whatever their Special Educational Need and/or Disability, receive appropriate educational provision through a broad and balanced curriculum that is both relevant and differentiated, within the scope of reasonable adjustments
- To focus on inclusive practice and removing barriers to learning
- To include pupils in all decision-making processes, including those regarding the type of intervention proposed and the setting of targets
- To review intervention regularly
- To work in close partnership with parents
- To work collaboratively with outside agencies and specialists

- To ensure that pastoral care is available to all pupils
- To ensure that no child is discriminated against in any area of school life
- To provide support and training for all staff in order to maintain a high level of expertise
- To promote individual confidence and positive attitudes to self and learning

#### **4. Roles and Responsibilities of the Learning Enrichment /SEND Team**

- Coordinating provision for children with SEND (diagnosed and non-diagnosed)
- Supervising the day-to-day operation of the school's SEND policy
- Working alongside the class teacher to identify, assess and make provision and intervention for pupils with SEND
- Managing interventions and developing alternative teaching strategies and individual education programmes (IEP) where necessary
- Employing a cycle of assess, plan, do and review
- Providing small group enrichment lessons for children
- Ensuring that appropriate records are kept
- Ensuring that suitable exam and entrance assessment arrangements are made
- To ensure all outings and residential trips consider the needs of the pupils
- Ensuring additional medical accommodation is provided when catering for a pupil with complex needs
- Liaising with external agencies and specialists
- Liaising closely with parents/guardians to guide them regarding their child's educational progress and needs
- Fully support the protection and safeguarding of children in the school

Kew College Prep adopts a graduated approach when addressing any pupil's special education needs and/or learning difficulties. This is a four-step process of action: assess, plan, do, review.

#### **Assess - Identification and assessment of need**

- In Early Years Foundation Stage (EYFS), we track every pupil against the EYFS framework.
- In the rest of the school, class teachers monitor the progress of all pupils in all areas of the curriculum to review their progress and to inform planning.
- We also use a range of standardised assessments with all pupils at various points in the year.
- Teachers who have a specific concern about a pupil can raise this with the Learning Enrichment Coordinator and will create a 'Referral Form' to document current strategies and interventions that have been implemented and to track their effectiveness.
- Teachers and TAs will implement targeted support or intervention.
- Parents who have a concern about a pupil should raise this first with the child's teacher. An informal meeting will be set up and the discussion of our policy and

procedures will be brought to that meeting, e.g. referral system, internal observations/screenings/assessments.

- Teachers who have a concern about a pupil should raise this with the parents via an informal meeting in the first instance. The meeting should address the LE departments procedures. This meeting should also be used to get a 'wider' picture of the pupils needs.
- After the initial meeting, the Learning Enrichment Coordinators will then carry out appropriate observations, assessments, in-house screenings where appropriate. Parents will be informed that a screening has been arranged. They will discuss next steps with the parents, teachers and pupil to help the pupil access the curriculum.
- At times it may be necessary to advise parents to consult with outside agencies to receive more specialised help e.g. an educational psychologist.
- Decisions to involve external specialists are taken in discussion with parents.
- Parents are informed if their child is receiving small group support from the LE department.

### **Planning – the collaborative approach**

- The results of the formal or informal assessment will be discussed with the class teacher and parents.
- Following this, a plan of action will be devised. The Learning Enrichment Coordinator will meet with the class teacher and parents to agree the support that will be put in place. This will then be discussed and finalised with the pupil.
- A pupil requiring additional support will be added to the SEND Registers (either Diagnosed or Non-diagnosed).
- For children with a formal diagnosis, an Individual Education Plan (IEP) is written by the Learning Enrichment Coordinators with input from the pupil, their class teacher and their parents.
- The IEP outlines targets and expected outcomes, support strategies and success criteria.
- Where appropriate, we invest in specialised training or advice to better support and understand the needs of our pupils.

### **Do – The Implementation of Learning Enrichment**

- Pupils who require support will begin Learning Enrichment lessons with the Learning Enrichment Coordinator or Learning Enrichment Assistants. Learning Enrichment lessons usually take place in small groups or pairs.
- Learning Enrichment lessons take place once a week but can be more often if the need requires. Pupils will be withdrawn from non-core subject lessons. This is done on a rotation to ensure that they will not be withdrawn from the same lesson each time.
- High quality and differentiated teaching will continue to be used in the classroom.
- Pupils may receive Learning Enrichment in small groups in their classroom during their literacy and maths lessons.

- The Learning Enrichment coordinators and Learning Enrichment Assistants work alongside the class teachers to support learning difficulties.
- The Learning Enrichment Coordinators will liaise with all involved outside agencies.

### **Review – The Monitoring progress**

We follow the Assess, Plan, Do and Review approach to ensure that such interventions are proving helpful and to monitor their effectiveness.

- Our IEPs are created online. Parents are sent a copy of their child's IEP and the review.
- IEPs are reviewed bi-annually (Feb and July). We allow for the first half of the autumn term as a 'settling period' for our students and write new targets at the end of the first half term. Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. Targets are updated as and when they are found to be secure.
- Pupil progress meetings take place regularly each term between the Learning Enrichment Coordinator and teachers, and where appropriate, with the Learning Enrichment Assistants and Teaching Assistants.
- Parent-teacher meetings are scheduled to discuss the progress of pupils requiring Learning Enrichment as and when needed.
- If teachers and parents feel that further advice or assessment would be helpful, the school may recommend that parents seek an alternative assessment of the child from other professionals.
- Annual review meetings take place for pupils who have an EHC plan (Education Health Care plan).

## **5. Education, Health and Care Plans**

Parents have the right under S.36 (1) of the Children and Families Act (2014) to ask the local authority to make an assessment with a view to drawing up an Education, Health and Care Plan. The School also has the right to (under S.36 (1)) to ask the local authority to arrange an assessment. The School will always consult with parents before exercising this right. As a result of this assessment, the child may be placed on an EHC plan. An EHC plan describes children's additional needs, the support they should be provided within school to meet those needs, and any additional resources the local authority has agreed to provide to enable the school to put that support in place.

The school will assess if they can meet the needs of the child as outlined on the EHC plan and will liaise accordingly with the parents and Local Authority.

Where a pupil with an EHC plan is partly or wholly funded by a Local Authority, the School will provide an annual account of income received and expenditure incurred by the School to the Local authority. Additionally, the School will provide to the Local Authority, such

information as may be reasonably required for the purpose of the annual review of the EHC plan.

### **Disability, Access Plans & the Equality Act of 2010**

As defined by the Equality Act, a disability is ‘a physical or mental impairment which has substantial and long-term adverse impact on a person’s ability to carry out normal everyday activities’. Disabled pupils for the purpose of the disability access plan refers not only to those with physical disabilities but could include, for example, those with health issues, including mental health, or learning disabilities if they meet the legal definition of ‘disability’. All reasonable adjustments are made for children with disabilities. For more details on access plans please see the accessibility plans policy.

## **6. Concerns or complaints**

In addition to the above, we offer an open-door policy to discuss a pupil’s progress in the Learning Enrichment Department, the learning enrichment programmes in place for a pupil, and any concerns, queries or complaints that a parent might have regarding the pupil’s learning enrichment. Appointments can be made through the main office to see the following:

1. The pupil’s class teacher.
2. The Learning Enrichment Coordinators.

For unresolved matters, appointments can be made to see the Director of Studies in the first instance, or the Head.

## **7. Facilities and Equipment**

The school uses ICT to support learning: laptops, iPads and in specific cases specialised equipment for an individual child. To carry out internal assessment we use the Parallel Spelling Test and York Assessment of Reading and Comprehension, GL Dyslexia screening and Talamo, IDL maths screening tool. Assessments and Screenings are a common practice within the Learning Enrichment departments. Other assessment resources may be sought if deemed necessary. Learning resources and programmes such as Alpha to Omega, Sound Linkage, Phonic Books and various other commercial materials may be used. We also have wobble cushions, sloped writing boards, sensory toys, pencils grips and a variety of games and activities.

## **8. Transferring between phases of education**

We work closely with educational settings used by the pupils before they transfer to us in order to seek any information that will make the transfer as seamless as possible.

At the end of each academic year, teachers and the Learning Enrichment Coordinator meet to discuss the transfer of pupils to the next class. All relevant information and written records are passed on.

At the start of each academic year, the Learning Enrichment Department will ensure appropriate facilities and equipment are available in the classrooms of each SEND pupil.

On leaving the school, we provide information to the next setting. Where appropriate, visits are arranged so that pupils may familiarise themselves with the new school.

## 9. Safeguarding

In line with ***Keeping Children Safe in Education 2023***, we recognise the particular vulnerabilities of those with SEND, including peer or peer abuse and therefore, where appropriate, we may implement additional pastoral support for children with SEND. Additional barriers can exist when recognising abuse and neglect within this group of children; this is reflected in the safeguarding policy. We are aware of the additional risks children with SEND face online and support these children in staying safe online. Kew College Prep's child protection and anti-bullying policies promote inclusion and diversity.

## 10. Training

We are committed to providing regular and on-going training for all teaching staff throughout the year. This will include training from both internal and external providers.

In order to meet the needs of pupils with learning difficulties and /or disabilities, those with particular medical conditions or with EHC plans, the school ensures that appropriate training is undertaken.

Relevant staff receive specific training from an OT to meet the needs of pupils with sensory, regulation, fine and gross motor skill weaknesses.

All staff receive training in Safeguarding and Child Protection.

## 11. Children with enhanced abilities

Kew College Prep is committed to supporting pupils to develop their skills and abilities by providing challenging and enjoyable learning opportunities. We aim to stimulate the children's desire for learning and provide equality of opportunity for all children, by meeting the needs of pupils of *all abilities*.

Kew College Prep recognises that some children show enhanced abilities in one or more curriculum areas. Curriculum provision at Kew College Prep aims to enable *all children* to achieve their maximum potential; therefore, much of the provision for children with enhanced abilities will benefit other children in the school as well.

<b>Reviewed by:</b> The Education and Welfare Committee  Date: 5 Oct 2023	<b>Approved by:</b> Title: Head  Date: 2 Sep 2025	<b>Updated by:</b> Title: Learning Enrichment Coordinators  Date: 2 Sep 2025
---	--	--

This policy will be reviewed by the governing body every 3 years or earlier if it is considered necessary.