



# **Educational Provision for Special Educational Needs and Disabilities (SEND) Policy**

Date reviewed: Michaelmas 2023  
Date of next review: Michaelmas 2024

This policy is relevant to all academic staff. There is a separate policy for EYFS SEND  
This policy should be read in conjunction with the following:

- Accessibility
- Admissions
- Curriculum  
Learning Enhancement – EYFS SEND
- Learning Enhancement – Educational Provision for EAL
- More Able and Exceptionally Able
- Teaching and Learning
- Examination Arrangements
- Laptop User Access Arrangements for Staff and Pupils

## 1 Introduction

Admission of a pupil to Repton Prep is dependent on the School's ability to educate and develop the prospective pupil to the best of his/her potential and so that educational progress can be made. The School's policy is to apply these admission criteria to all pupils regardless of any SEND of which it is aware. This is subject to our obligation, paying due regard to the recommendations of the SEND Code of Practice (2015), to make reasonable adjustments as outlined in the School's Accessibility Plan.

SEND at Repton Prep refers to all pupils with identified Learning Enhancement needs. We take a proactive approach, at the earliest opportunity, when considering possible interventions for individual pupils. This structure is clearly identified for staff in our school Learning Enhancement systems and database.

The specialist teachers at Repton Prep all have recognised qualifications for the teaching of pupils with specific learning difficulties.

## 2 Aims

The school aims:

- 2.1 To make reasonable adjustments to ensure that pupils with SEND are not placed at a substantial disadvantage.
- 2.2 To allow for pupils with SEND to make progress and to access the curriculum as they move through the school.
- 2.3 To use a graduated approach 'assess-plan-do-review', as recommended in the Code of Practice.
- 2.4 To organise appropriate provision for those pupils identified as having SEND within the resources available.
- 2.5 To ensure that all teaching staff are aware of pupils' SEND and have the information necessary to make reasonable adjustments for them.
- 2.6 To emphasise the fact that it is the responsibility of all teachers to make reasonable adjustments for pupils with SEND.

- 2.7 To monitor the progress of those identified as having SEND.
- 2.8 To respond to recommendations by external agencies, where this does not conflict with the School's admission criteria.
- 2.9 To work with pupils, parents and the Local Authority, either when applying for an Education Health and Care Plan (EHCP) or when a plan is in place, to enable the best support and outcomes for the individual pupil.
- 2.10 To ensure that pupils with SEND are able to participate in all aspects of school like as fully as is reasonably practical and compatible with their educational provision.
- 2.11 To maintain close links with parents of pupils with SEND.

If the School feels that it is not possible to achieve these aims, the suitability of Repton Prep and/or future schools may need to be reviewed. This will be carried out in consultation with parents.

### **3 Responsibility**

The Head has overall responsibility for Special Educational Needs/Disability at Repton Prep. This is delegated to the Head of Learning Enhancement and Head of Early Years, who is the Early Years SENCO.

The role of Head of Learning Enhancement is commensurate with other Heads of Department to allow input into Heads of Department meetings and liaison with other departments.

The Head of Learning Enhancement is responsible for:

- 3.1 The day-to-day routines and operation of the School's SEND policy and management of Learning Enhancement throughout the school.
- 3.2 Preparing One Page Profiles of need and, where appropriate, liaising with teachers to discuss suitable reasonable adjustments for use in the classroom.
- 3.3 Maintaining the One Page Profiles on the Learning Enhancement database on iSAMS.
- 3.4 Ensuring that, in liaison with the Deputy Heads (Academic/Pastoral/Pre-Prep), appropriate provision is made for pupils with SEND, including access arrangements for external and internal examinations.
- 3.5 Ensuring that staff are kept informed of those pupils on the SEND Manager on iSAMS.
- 3.6 Advising subject teachers on educational provision for pupils with SEND.
- 3.7 Ensuring that parents are involved in decision-making about pupils with SEND.
- 3.8 Responding to concerns raised by teaching staff, boarding staff or parents; and liaising with external agencies, where necessary.

### **4 Identification/Screening – Progress and Outcomes**

#### **4.1 On entry to school:**

- 4.1.1 The School asks parents to complete a form at the time of application giving details of any learning and/or physical difficulties the prospective pupil might have. Parents are encouraged to provide copies of any reports from educational psychologists or other outside agencies that provide any details of SEND identified. Before entry, feeder schools are asked for reports on each pupil. Depending on need, a Learning Enhancement teacher may speak to the child's current SENCo and/or visit them in situ.

When children attend a taster day the opportunity is taken to assess their ability to access the curriculum.

## **4.2 In-school**

- 4.2.1** Pre-Prep runs standardised literacy-based tests. Other forms of screening may be used for identification of other needs that may require additional support. These are analysed by the Learning Enhancement Team to check for significant discrepancies that may indicate SEND.
- 4.2.2** Termly meetings take place between the Head, Deputy Heads, Learning Enhancement Team and individual Form Tutors to discuss individual pupil progress, outcomes and to review intervention needs. Personalised Learning Plans (PLP's) and iSAMS data are monitored at this time.
- 4.2.3** The English Department runs standardised tests to provide reading and spelling ages. These are analysed by the Learning Enhancement Team and the English Department to check for significant discrepancies that may indicate SEND. Outcomes for individual children will be discussed to ensure that appropriate progress is being made.
- 4.2.4** Formal dyslexia screening takes place across Years 2, 4 and 6 on an annual basis. New children to the school will be screened if appropriate. If a specific difficulty is identified from the screening, the Learning Enhancement Team works with individual teachers – either form teachers or English teachers to liaise with parents to decide whether further investigation or plan of action is required.
- 4.2.5** Each year the Assessment Co-ordinator makes available to the Head of Learning Enhancement the results of the CAT4 and other standardised progress assessments. These standardised scores are used to assess and monitor pupils' progress. The Head of Learning Enhancement and Deputy Head Academic (Prep) review this data to ensure that all pupils are making expected progress. Pupils of concern are raised in a Prep School meeting to decide whether further investigation or plan of action is required.
- 4.2.6** As a result of observation in the classroom or in the Boarding House, teachers or housemasters/housemistresses may refer pupils to the Head of Learning Enhancement by completing the Initial Referral form. This activates further investigation or monitoring by the Learning Enhancement Department.
- 4.2.7** Referral by school staff or parents may result in formal and informal diagnostic screening being carried out by the Learning Enhancement Department to investigate the possibility of further evidence of SEND.
- 4.2.8** Screening data, teacher concern or parental concerns may point to a pupil being referred to an outside agency for further assessment.
- 4.2.9** A pupil who has been identified as having SEND needs is added to the SEND iSAMS database by the Head of Learning Enhancement.

## **5 Dissemination of Information**

All academic staff are informed about those pupils with SEND by means of:

- 5.1 The Learning Enhancement Handbook provides clear guidance as to where to find further general information and specific extra information available on individual pupils. This information is also accessible for the Academic SharePoint.

- 5.2 The SEND Student Register on iSAMS. This provides a brief history of any pupil who has been referred to the Learning Enhancement Department and identifies the stage of the graduated approach of the Learning Enhancement support they receive (LEM, LE1, LE2 and LE3), alongside strategies that all staff can use in classroom practice. A full explanation is in the Learning Enhancement Staff Handbook or available as a PowerPoint presentation for new staff. The database also identifies pupils who have reports from outside agencies/One Page Profiles/exam access arrangements.
- 5.3 New members of staff, as part of their induction programme, are introduced to the iSAMS database and where to access additional information on the Academic SharePoint.
- 5.4 The Learning Enhancement database on iSAMS is a working document and is continually updated with current information.
- 5.5 One Page Profiles (1PP) are prepared from outside agency reports. These working documents provide details of SEND, appropriate recommendations and teaching strategies. A PowerPoint presentation on how to interpret these documents is available to all staff on the Academic SharePoint.
- 5.6 Information being disseminated by means of discussion with the Learning Enhancement Team and Learning Enhancement Assistants.
- 5.7 A member of the Learning Enhancement team attends the weekly Pre-Prep meeting. This provides an opportunity for staff to review and discuss any concerns.
- 5.8 Prep group staff meetings and morning briefings provide opportunities to discuss SEND pupils.
- 5.9 A member of the Learning Enhancement team attends English and Maths departmental meetings. Other Heads of subject departments can request that the Head of Learning Enhancement or specialist teachers attend a department meeting to discuss pupils' needs and progress.
- 5.10 The Learning Enhancement Team Teachers and LEAs meet weekly to discuss key pupils and provision. The Deputy Head Pastoral & Boarding and Head of English are also invited.

## **6 Dissemination of information to parents**

- 6.1 Parents are informed about their child's needs through informal or formal meetings. This may mean sharing and discussing screening data. The level of support that is required is discussed and a joint plan decided. Details of Levels can be found in the School's accessibility plan; appropriate interventions are then put in place. One Page Profiles (1PP) of outside agency reports are shared with parents to allow for their input before they are disseminated to staff.

## **7 Provision**

Educational provision for pupils with SEND is co-ordinated by the Head of Learning Enhancement. Repton Prep's graduated approach to supporting SEND pupils is outlined as follows:

- 7.1 Support through high quality teaching and differentiation by subject teachers within the curriculum.
- 7.2 LEM (Monitor) – Academic staff are asked to monitor a pupil and, if necessary, refer them to the Learning Enhancement Department.
- 7.3 LE1 (Intervention in Support of Quality First Teaching) – classroom and/or year group support provided in some key areas of the curriculum. This consists of Learning Enhancement Assistants being deployed by teachers to implement, or allow teachers to implement, appropriate support where needed and within the resources available. This includes the timetabled Personalised Learning lessons delivered in Years 1/2. In EYFS to Year 4, pupils may have a Personalised Learning Plan (PLP) which is reviewed termly.
- 7.4 LE2 (Additional Intervention) - Pupils take part in directed small group work, as a timetable adjustment with a Learning Enhancement Teacher; and make use of recognised computer programmes of study. Some of these programmes are accessible from home and children are encouraged to continue the interventions during holiday times to provide continuity. Some programmes generate specific areas of need and progress information that can be shared with teachers, pupils and parents. Precision teaching interventions for literacy and numeracy also take place at other times.
- 7.5 LE3 (Specialist Intervention) – For pupils with a diagnosed need, or those who after a period of LE2 (Additional Intervention), require more personalised lessons, follow individually planned programmes of support. These are taught by trained specialist teachers or external professionals at Repton Prep, as a timetable adjustment. These lessons are often recommended by outside agencies. If these sessions are delivered by an external professional, a charge is incurred.
- 7.6 One to One lessons outside of the timetabled curriculum, e.g. 8am, may be available to support pupils. These are charged to parents accordingly.
- 7.7 Pupils with EHC Plans are reviewed annually in consultation with pupils and parents. Specialist support Plans and One Page Profiles are devised and frequently updated and adjusted to reflect their needs.
- 7.8 Appropriate access arrangements for all external and internal examinations.
- 7.9 Learning Enhancement prep sessions take place for Years 5 and 6.
- 7.10 The Learning Enhancement Team support Subject Specialists with morning ‘drop-in’ clinics for English and Mathematics
- 7.11 The Learning Enhancement department operates an ‘open door’ policy and their computers are available for 8am for pupils to access specialist programmes and touch-typing provision.
- 7.12 Outside Agency support can be arranged, such as specialist Speech and Language or Occupational Therapy Support.
- 7.13 All provision is reviewed regularly and recorded and monitored using the whole Learning Enhancement Provision Map.

## **8 Partnership with parents**

It is essential that the parents of any pupil with SEND are involved in decision-making about their educational provision. Parents are encouraged to discuss the progress of their children regularly with the Learning Enhancement Team and form/subject teachers.

Learning Enhancement Teachers offer termly telephone review meetings to all pupils who attend specialist lessons. A member of the Learning Enhancement team is available for consultation at

Parent-Teacher Meetings in Years 5 to 8. Individual reviews can be requested at any time by parents. Parents are actively encouraged to 'pop in' to the Learning Enhancement base to seek advice or look at resources.