



## SEND Policy

*This policy is inclusive of all pupils in the school including those in the Early Years Foundation Stage*

**Reviewed: December 2022**

**Reviewed by: A Bush and L Severin**

At Moulsford Pupils' Prep School, it is recognised that any pupil may have a learning difficulty at any time during his school life. This need may be physical, emotional, behavioural, medical, or a Specific Learning Difficulty (SpLD). It is believed that the needs of all pupils should be met; as recommended by SENDA (Special Educational Needs and Disability Act and Schedule 10 of the Equality Act 2010). This will be achieved by raising the self-esteem and expectations of all the pupils in the school, as well as meeting the specific educational, social, emotional and physical needs of individual pupils as they arise in the course of their education (*refer to Code of Conduct Policy, Learning for Life Policy and KCISE*).

This policy should be read in conjunction with the EAL Policy and the Highly Able Children Policy.

### **DEFINITION OF LEARNING DIFFICULTIES AND DISABILITIES (LDD)**

The Code of Practice states that a child has a learning difficulty if he or she has a difficulty which calls for special educational provisions to be made for him or her. The term 'disability' encompasses a wide range of needs including physical or mental impairments and also hidden impairments, such as learning difficulties, dyslexia, dyspraxia, speech/hearing/visual difficulties, memory or ability to concentrate, learn or understand.

The Disability Discrimination Act (DDA) states that pupils with disabilities should have access to the curriculum, physical provision should be made to improve access to education and information should be provided in a range of formats. Schools should not treat pupils with disabilities less favourably and should make 'reasonable adjustments' to avoid putting pupils with disabilities at a substantial disadvantage.

This SEND Policy indicates the steps that are taken to ensure that the progress of the pupils is monitored and the appropriate action taken to increase opportunities for each individual to succeed. Some individual needs will be short term and met by appropriate support within the normal learning environment. The needs of others will be more complex, potentially requiring a variety of interventions; individual lessons with specialised teaching over a period of time and/or input from other professionals.

### **AIMS OF OUR SEND POLICY**

- To provide access to the full curriculum for every pupil
- To ensure that account is taken of the particular individual needs of each pupil
- To help individuals reach their full potential
- To help raise the self-esteem of those pupils receiving Learning Support

### **OBJECTIVES OF OUR SEND POLICY**

The objectives relate directly to the aims for Learning Support provision at Moulsford Pupils' Prep School and are intended to show how the structures and systems that are in place actually put the aims into practice.

- To provide appropriate and flexible structures and procedures
- To identify pupils with difficulties as early as possible and to define their specific needs
- To address the specific needs in the mainstream whenever possible, with one-to-one support where required
- To liaise with staff, monitoring effectiveness of strategies employed
- To meet the needs of all pupils with Learning Difficulties and Disabilities (LDD) by offering continued and appropriate forms of educational provision by the most efficient use of all available resources
- To include provision for able and talented pupils (responsibility of The Deputy Head (Academic) and Highly Able Children Coordinator)
- To monitor progress and keep records
- To involve outside agencies to assist in the identification of specific needs
- To liaise with outside agencies who offer additional support to pupils
- To use the expertise of colleagues and a range of approaches to help pupils
- To involve the parents fully in the process
- To involve the supported pupils where possible and help to raise self-esteem

## **IDENTIFICATION, ASSESSMENT OF AND PROVISION FOR, PUPILS WITH LDD**

Identification of pupils with Learning Difficulties and Disabilities (LDD) is essential and is done at the earliest possible stage by:

- Making early contact with parents to ensure that the transition to Moultsford Pupils' Prep School is as smooth and successful as possible
- Liaising with parents when pupils enter the school
- Following up on questionnaires completed by parents
- Liaising or visiting previous schools / nurseries
- Medical information provided by the parents of new pupils, where appropriate
- Awareness of updates to medical records of all pupils
- Regular meetings
- Annual parents' evenings for IEP annual reviews
- Termly targets and informal coffee mornings for parents of pupils receiving Learning Support
- Learning Support information evening, as appropriate
- Staff INSETs
- Early intervention in the pre-prep; with the 5 Minute Box, Jimbo Fun, Construction Club / Fast Fingers, Action, Project X, Cogmed and social skills groups
- Year 3 intervention with the 5 Minute Box (literacy and numeracy), daily flash cards, Project X, Action, Construction Club / Fast Fingers, Toe by Toe, Bear Necessities, Lego Club and Social Skills groups
- Year 4 intervention with Toe by Toe, Nesy, AcceleRead/AcceleWrite, Action, Social Skills group, Cogmed and Construction Club / Fast Fingers
- Years 5-6 intervention with Toe by Toe / Stride Ahead, Nesy, AcceleRead/AcceleWrite, Action, Dyslexia Gold, Social Skills group and Handwriting Club
- Years 7-8 as above with the addition of study skills

## THE PROCESS: ASSESS, PLAN, DO AND REVIEW

Concerns	<p>Raised by staff/parents  Form Tutor is contacted  Form Tutor shares information with Head of Year and SENCo  SENCo consults medical form  Form Tutor / subject teachers teach to a high quality trying out different strategies and differentiating the work supported by the Learning Support team  Record of Concern completed in iSAMS by teaching staff stating what strategies they have tried out and what the needs and considerations are for the pupil  Pupil information gathered by SENCo and added to Wave 1 on the Learning Support Register in iSAMS  Pupils are discussed at weekly lunch time meetings with the Learning Support staff  Observations may subsequently take place and / or a decision is made to carry out a suitable assessment</p>
Parental Contact	<p>Pupils are added to the assessment waiting lists  Parental agreement for assessment is sought in a meeting / email / phone call and confirmed in writing  Referrals are made  Questionnaires are sent out and returned  Speech and Language forms are emailed to parents</p>
Screening	SENCo and Learning Support Staff
Screening Report & Feedback	<p>Findings are discussed internally and recommendations compiled  Parents are informed and recommendations confirmed  Information is given to all relevant staff and made available in the Learning Support folder in Staff Docs, on iSAMS and in the Learning Support (locked) filing cabinet</p>
Recommendations & Follow-up	<p>Recommendations may vary from additional classroom strategies, interventions, assessment by outside agencies, to one to one support, speech and language therapy and/or occupational therapy  Agreement for support sought by SENCo and support arranged, where appropriate</p>
Progress Monitored	Pupil progress monitored and regularly reviewed
Formal Assessments	<p>Full Diagnostic Assessment and Access Arrangements – Lauren Severin  Speech and Language Assessment – Aimee Laming</p>

Learning Support staff will carry out informal assessments of the pupils they teach at the beginning of each academic year. More formal assessments will also help inform the writing of IEPs and long term planning. Where appropriate, pupils new to Moulsoford, who do not have an Educational Psychologist report, will be assessed.

Requests for assessment may be initiated by staff or parents. Informal screeners are carried out by the Learning Support staff and taken from the following tests where appropriate:

- Helen Arkell Auditory tests (HAAT)
- WIAT-III-T
- CTOPP2
- HAST – Helen Arkell Spelling Test
- DASH handwriting
- DRA reading

- TAPS 3
- AWMA – Memory Assessment
- CTOPP 2 – Phonological Awareness
- Beery Buktenick – Develop Visual Motor Integration
- SNAP – Special Needs Assessment Profile
- Pippa – Early Years Literacy Assessment
- Dyslexia Portfolio
- Salford
- MALT – Maths Assessment
- Dynamo

An Educational Psychologist or qualified Specialist Teacher, chosen by parents, with advice available from school where necessary, may carry out further assessment, when appropriate. Speech and Language Therapists, Occupational Therapists, Optometrists, Pediatricians, Clinical Psychologists may also be recommended to carry out further assessments.

Wherever possible, pupils with LDD will experience the full range of activities and lessons within the school, as recommended by SENDA. It is important that confidentiality is maintained at every stage of the referral process and in liaison between parents, staff and other professionals.

Provision for support may be made at the following Waves of Action, as part of a graduated response:

- **Wave 1** - differentiated learning in class, directed by the class teacher with support from LS staff. This incorporates tailored teaching in class targeted to all children's needs and including provision for prior learning. Pupil progress is monitored and individual needs reviewed.
- **Wave 2** - includes Wave 1, plus differentiated small group support provided by a classroom assistant, directed by the class teacher, with support from LS staff. Pupil progress is monitored and individual needs reviewed.
- **Wave 3** - includes Wave 1 and 2, plus one to one structured support from LS staff. Pupil progress is monitored, reviewed and the involvement of outside agencies may be advised. In addition, an Educational Psychologist report may be recommended at the appropriate stage.
- **Wave 3 School Action Plus** - includes Wave 1, 2 and 3 plus extra support from external agencies.

## **ROLES AND RESPONSIBILITIES**

It is the responsibility of the Headmaster and Governing Body (Link Governor: Charlotte Miles-Kingston) to ensure that Accessibility, Equal Opportunities and Learning Support Policy is in place. The Headmaster, Deputy Head (Academic) and SENCo are responsible for overseeing the provision of education for pupils with LDD. The SENCo will arrange, in conjunction with the other LS staff for any additional support lessons within the school. The Headmaster and Learning Support staff, in conjunction with pupils' parents, will ensure that future schools are alerted to the needs of pupils with LDD.

Parents and guardians are asked to notify the school about any specific needs their son may have prior to his admission to the school. They should alert the school of any concerns they have, for example, learning difficulties, behavioural difficulties, physical, sensory or emotional problems. If LDDs are identified, then parents/guardians are encouraged to work with the school to support pupils as much as is practical. Parents are advised to inform the school of the outcome of any

meetings with outside agencies concerning their son's specific needs. Close co-operation between the school and parents is considered vital to ensure that the pupil's LDDs are met.

The Headmaster/ Deputy Head (Academic) in conjunction with the SENCo will ensure that LDD training is regularly covered in staff training days, to improve teachers' ability to identify difficulties and treat them effectively.

### **The Specific Responsibilities of the SENCo Include:**

- Manage the Learning Support Department.
- Support pupils from Reception to Year 8.
- Liaise closely with staff to ensure children with learning difficulties are identified as early as possible and supported both in and out of mainstream lessons.
- Oversee the production of Individual Education Plans (IEPs) for pupils with learning difficulties.
- Produce IEPs for their one to one pupils.
- Review IEPs annually and arrange IEP review parents' evenings.
- Produce termly Target and Strategy plans.
- Oversee the production of Target and Strategy plans.
- Ensure individual Learning Support teachers keep their own long term plans
- Liaise with parents and inform them of their son's progress.
- Arrange informal coffee mornings and an information evening for the parents of LS pupils
- Maintain the Learning Support Register, provision mapping every child on the register in conjunction with staff
- Organise the exam concessions and timetable for LS pupils.
- Organise the list of Learning Support pupils and allocate LS teachers.
- Create individual Learning Support timetables for one-to-one pupils.
- Arrange timetables for Learning Support assistants.
- Create timetables for all interventions.
- Coordinate staff carrying out interventions.
- Arrange gatherings of Learning Support pupils at the beginning of term and awards ceremonies at the end of term.
- Coordinate pupils who do not do a foreign language in conjunction with the Deputy Head (Academic) and Head of Modern Languages and discuss individual cases at the end of Year 6.
- Once a ROC has been logged in iSAMS, meet relevant parties to discuss the best course of action.
- Keep Form Heads, Deputy Head (Academic) and Headmaster informed about any new reports or assessments.
- Liaise with other schools – incoming and outgoing pupils.
- Attend regular external training to remain informed.
- Advise and work with colleagues (academic & pastoral)
- Ensure peripatetic staff have a room and pupils/staff know when they are coming
- Arrange and carry out INSET when appropriate
- Organise educational outings.
- Arrange Learning Support assemblies.
- Carry out regular observations of staff and encourage peer on peer observations.

### **Management of the Department**

- Continually review the department's development plan and policy documentation.
- Ensure there is adequate transfer of information when pupils move from year to year.
- Oversee weekly Learning Support lunch-time meetings.

- Attend English and Maths beginning and end of term departmental meetings.
- In conjunction with the Deputy Head (Academic), oversee the department's record-keeping and assessments.
- Analyse pupil performance throughout the year including internal and external exams (and other forms of assessment) to identify strengths and weaknesses and act upon that information.
- Oversee and develop the entire department's educational resources, manage the budget and liaise with bursar.
- Take responsibility for the departmental website.
- Take responsibility for all departmental Risk Assessment and Health & Safety issues.
- Determine the strategic development of the SENDA policy and provision in the school in order to cater for the individual needs of pupils with SENDA.
- Submit an annually updated development plan.
- Report annually to the Headmaster and Governors, through the Deputy Head (Academic), on the work of the department.

### **Staff**

- Ensure each member of the department shares an understanding of what constitutes effective teaching and that it is implemented.
- Support other members of the department in developing a range of teaching styles and techniques.
- Provide members of the department with information on suitable training courses.
- Liaise closely with Head of Maths, Head of English and the Literacy Coordinator in the Pre-Prep
- Assist the Deputy Head (Academic) in the deployment of teachers within the department.
- Assist the Headmaster and the SMT in the recruitment, selection and induction of departmental staff.

### **The Learning Support Staff are responsible for:**

- The day-to-day operation of the school's Learning Support policy.
- Liaising with the SENCo and fellow teachers throughout the school.
- Co-coordinating provision for the pupils with LDD as specified by SENDA.
- Helping to update the LS Register and provision map the pupils.
- Overseeing the record keeping of pupils with LDD.
- Liaising with external agencies such as Educational Psychologists, Speech & Language Therapists and Occupational Therapists.
- Organising and providing the necessary Learning Support.
- Writing Individual Education Plans after consulting with the form and subject teachers.
- Keeping long term plans
- Sending home termly Target and Strategy plans.
- Liaising with parents concerning their son's Learning Support and attending Annual IEP review evenings with parents.
- Assisting the SENCo with updating and maintaining resources.
- Helping to raise the self-esteem of pupils receiving support.
- Attending, supporting and helping to run the range of interventions that the Learning Support Department offers.
- Attending LS meetings and staff meetings.
- Carrying out staff duties.
- Providing in class support.

### **Teachers are responsible and accountable for:**

- The progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils.
- Gathering information about the pupil, making an initial assessment of his LDD and completing a Record of Concern on iSAMs, stating what strategies they have tried out and what the needs and considerations are for the pupil
- Providing further help within the normal curriculum framework in the classroom, by differentiation and use of appropriate resources where necessary as recommended by SENDA.
- Monitoring and reviewing the pupil's progress.
- Making regular assessment of progress.
- Consulting with the pupil's parents where necessary.
- Informing the SENCo of relevant information.
- Supporting the writing of IEP's and termly Target and Strategy Plans.
- Working closely with the Learning Support department to help in meeting pupil needs.
- Ensuring they are familiar with the pupils LDD needs through assimilation of the contents of any internal and external reports and IEPs, etc.

### **Form Heads are responsible for:**

- Liaising with the parents, SENCo and the LS teachers in order to help pupils in their form who are receiving Learning Support.
- Support pupils' organisational skills e.g. of prep diaries and knowing when their one-to-one lessons are.
- Being involved in the process of contact with other specialists such as Speech Therapists and Occupational Therapists.
- Being aware of and enforcing differentiation where required within the form.
- Supporting pupils in developing good social and communication skills as part of daily activities and through the pastoral programme, in line with their level of development.
- Helping spread the message about the needs and considerations of pupils with SEN

### **TIMETABLE & CHARGING**

Pupils may be withdrawn from the class for extra one to one support in Literacy, Numeracy, Occupational Therapy and Speech and Language. Every effort is made to rotate the timing of Learning Support lessons to give flexibility and to provide minimum disruption to the pupil's timetable.

- Learning Support session (30 mins) - £30
- Full Diagnostic Assessment Report - £500
- Access Arrangements - £250
- Internal assessments to inform staff / teaching – no charge
  
- S&L Therapy session - £45
- S&L Therapy group session - £35
- Full assessments - £380
- Mid assessments - £190
- Diagnostic assessment - £135

## **INTERVENTIONS AND LEARNING SUPPORT (SEE APPENDIX 1)**

### **Literacy**

The Learning Support lessons for Literacy are provided by Specific Learning Difficulty qualified staff. They will follow a systematic, multi-sensory teaching programme to suit each pupil, with constant reinforcement and over-learning of work covered. A phonic approach is used with reinforcement via worksheets, dictation, games, and books, use of appropriate software, homework and practical tasks. The development of memory strategies, listening and thinking skills, planning as well as revision techniques are also incorporated into Learning Support lessons. Learning Support staff liaise with the Head of English / Maths and the English / Maths teachers for pupils they teach as well as discussing pupil progress with subject teachers, as appropriate. Where appropriate, we adhere to the marking policy.

### **Numeracy**

Learning Support lessons for Numeracy are provided by qualified staff within the department. Learning Support staff liaise with the Head of Maths and the relevant Maths teacher. Lessons will reinforce the work covered in class and ensure that the building blocks for sound numeracy understanding are in place. This will include tables, sequencing and the four ways of combining numbers, (i.e. + - × ÷) telling the time, together with any areas of specific difficulty identified by the Maths staff.

Interventions (see appendix 1)

## **INDIVIDUAL EDUCATION PLANS (IEPS) AND TARGET AND STRATEGY PLANS (Please also refer to Appendix 2 & 3)**

IEPs are devised once a year and Target & Strategy Plans are termly. Parents are invited to discuss them with their son's Learning Support teacher. Advice is offered on how parents can support their son in achieving the targets set. Liaison between LS staff, teachers, parents and recommendations from Educational Psychologist reports or Specialist Teacher assessments will inform the long term planning and termly Target and Strategy plans which home in on the specific needs of individual pupils.

An IEP will include:

- The nature of the pupil's needs and considerations
- Strengths
- Start and review dates
- Whether a pupil is right or left handed and whether glasses are worn
- Whether or not a pupil is in receipt of an Educational Psychologist Report
- Possible classroom strategies
- Parental contribution
- Name of Learning Support teacher, English/Maths teacher as appropriate

Target and Strategy Plans will include:

- Targets to work on
- Strategies and resources used
- Outcomes – completed at the end of each term
- Interventions



A copy of all IEPs and Targets for pupils receiving Learning Support will be kept in the Learning Support file. A hard copy is available for the pupil's form teacher and IEPs are accessible to all teaching staff on the internal computer system. The IEP is also put in files and left in the Staff Workroom. Copies of IEPs and Target and Strategy plans are sent to parents and they are invited to meet with the appropriate LS teacher to discuss the targets and how to support their son at home.

## **EARLY YEARS**

### **Early Years Foundation Stage**

This applies to children in the Reception class who are rising 5. On arrival they have a baseline assessment and the pupil profiling process begins with their class teacher and continues throughout the academic year. Their progress against Early Learning Goals is tracked and finally assessed before transition to Key Stage One. As issues arise, the SENCo will liaise with the key person, Head of Department (and when necessary, parents) and put programmes and early interventions in place. Pupils who are still 'emerging' would be monitored.

## **INSET TRAINING AND STAFF DEVELOPMENT**

Staff, including the SENCo and Learning Support teachers, will attend courses where appropriate, in order to keep up to date with current information. The SENCo will pass on suitable literature about courses to the Curriculum Heads, as they arise. The SENCo will carry out INSET when appropriate.

## **ROOM ALLOCATION**

There are currently 4 Learning Support teaching rooms, plus a larger multi-purpose group space. Each room is equipped with a computer and with appropriate software, books and specific resources for the teaching of pupils with LDD. Currently, there are 6 Learning Support staff. These are, the SENCo, who works four days a week, 1 full time Learning Support teacher, 4 part time Learning Support teachers, 2 part time Learning Support Assistants. There are also 4 Peripatetic staff comprising 2 Occupational Therapists and 2 Speech and Language Therapists. The boarding common room is used on Monday by the Occupational Therapist and on Monday and Tuesday morning the Speech & Language Therapist. During exams, all the above rooms are used for pupils requiring readers and scribes. In addition, the library and Bursar's room may be required.

## **CURRICULUM POLICY AND PRACTICE**

The SEND Policy is in line with school curriculum policy and practice. Access to information about pupils receiving Learning Support is available on the school internal computer system and in iSAMS. This is reviewed and updated regularly by the SENCo, with pupil information added by Learning Support staff as appropriate. A copy of the Learning Support process is available to all teaching staff and is also accessible on the school internal computer system. The Deputy Head (Academic) highlights when a new report arrives, via the internal school management system (iSAMS).

## **REPORTS, RECORDS AND EXAMS**

A record is kept of the termly outcomes of the targets set and sent home. Currently, there are internal school exams twice a year, at the end of each Autumn and Summer terms. For all years, Learning Support staff advise parents and pupils with regard to revision planning and examination techniques, including INSETs. After exams, the LS staff review English and Maths exam papers with individual pupils, as appropriate, in agreement with their English teacher and Maths teacher. An analysis of the types of errors is made and pupils are advised on examination technique and tips for future examinations. Pupils receiving Learning Support lessons or who have special needs in Years

3-6 can receive exam concessions. With regards to pre testing, advice can be sought as required. At the beginning of Year 7 it is advisable that pupils who have experienced persistent difficulties are formally assessed, by either a specialist teacher or an Educational Psychologist, to confirm these concessions for external exams.



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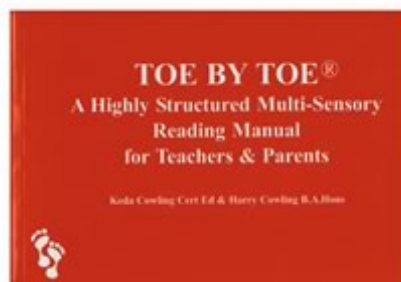
## Appendix I

### THE LEARNING SUPPORT INTERVENTIONS



**The Five Minute Box:** Is a teaching system for any child who needs extra time to learn or to consolidate basic skills for a few minutes a day. It also ensures that, for a child who may experience literacy difficulties, they have had additional multisensory teaching.

**Toe by Toe:** a reading programme that uses synthetic phonics to build words and non-words from individual sounds.



**Stride Ahead:** is for students who can read but have difficulty in understanding what they are reading. Their minds are being too taken up with the mechanics of decoding the written language to be able to give adequate attention to meaning.



**Study Skills:** to help pupils with revision, preparing them for the exams using topics the pupils are working on. They will go over skills such as using a highlighter, making notes and planning.



**AcceleRead AcceleWrite:** is text to speech software, to improve reading, writing, spelling and listening skills of pupils who are experiencing literacy difficulties. This is achieved through structured phonics exercises over a recommended period of time.



**Action:** for pupils who experience coordination or concentration difficulties.



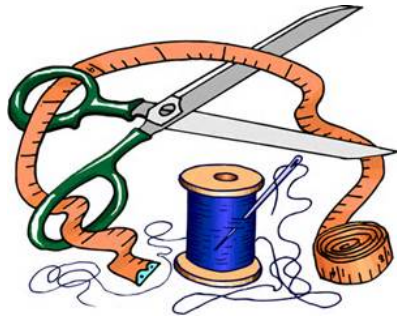
**Social Skills:** for pupils who experience social communication difficulties. Supporting advice from Clinical Psychologists, speech & language therapists and the Deputy Head of Pastoral.



**Phonics: Bobcats – Year 4**



**Construction Club / Jimbo Fun / Fast Fingers:** for pupils who experience difficulties with fine motor skills in Pre Prep.



**Handwriting Club:** for pupils who experience difficulties with fine motor skills, letter formation, cursive handwriting and speed of writing in Year 3 - 8.



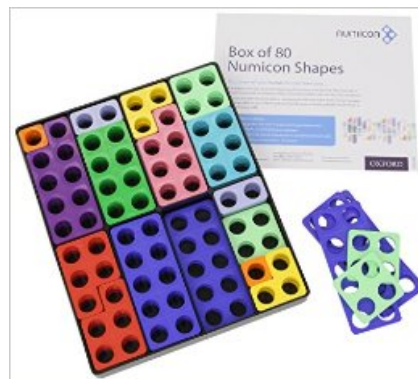
**Project X:** for pupils who are experiencing difficulties with reading and comprehension in Years 2 - 4.



**Power of 2:** Maths intervention



**Maths Club:**



**Clicker 7:**  
Dyslexia Software



**Nessy:** Phonics programme



**Dyslexia Gold:** Reading and spelling intervention with an eye exercises element



**Bear Necessities:** A reading and writing intervention





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## Appendix 2

### Pupil Targets and Strategies – Spring 20XX

Name: .....

Aspirations:

Interventions:

Target	Teaching Strategy	Outcomes





## Appendix 3

### Moulsford Learning Support - Individual Education Plan

<b>NAME:</b> Pupil's Name	<b>FORM:</b> XX	<b>D.O.B:</b> 01/01/01
<b>START DATE:</b> September 20XX	<b>REVIEW DATE:</b> September 20XX	
<b>LEARNING SUPPORT TEACHER:</b> Teacher's Name	<b>FORM TUTOR:</b> Teacher's Name	
<b>Needs and Considerations:</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> <b>Strengths:</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<b>Classroom Strategies:</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> <b>Auxiliary Aids:</b>	
<b>Interventions:</b>		
<b>Report(s) and Date(s):</b> <ul style="list-style-type: none"><li>• Report name (Date), Report name (Date)</li></ul>	<b>Concessions:</b> <ul style="list-style-type: none"><li>•</li></ul>	
<b>Parental Contribution:</b>		