



AVONDALE PREPARATORY SCHOOL

Special Educational Needs and Disability (SEND) Policy

1. Introduction

Avondale Preparatory School welcomes children whatever their individual needs, and believes in providing an inclusive setting. We believe that all children have an entitlement to a broad and balanced curriculum. It is our aim to provide every opportunity to develop each child's full potential.

Children and young people with SEN thrive in schools where they feel actively involved and welcome. At Avondale Preparatory School, we expect all staff and pupils to respect, understand and believe in an inclusive vision

Our curriculum is broadly based on the National Curriculum. When planning, teachers differentiate, set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning. These requirements may arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. We aim to identify any difficulties a child might have and to work with parents and, where necessary, other agencies, to address those difficulties.

All children are continually monitored within the school to ensure that the education they receive is satisfying their potential.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. In practice, we recognise that the level and nature of support given to a child with special needs may be different to that given to their peers.

2. Definition of Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Specifically, a child or young person is considered to have 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 the facilities generally provided for others of the same age in mainstream schools

The Code of Practice highlights that special educational provision is additional to or different from the provision generally made for children of the same age in

mainstream settings, ensuring that children with SEN can fully access the curriculum and educational opportunities.

This definition is part of the broader legal framework outlined in the Children and Families Act 2014, which governs the support for children and young people with SEN or disabilities in the UK.

3. Aims and objectives

The aims of this policy are:

- ❖ to create an environment that meets the special educational needs of each child;
- ❖ to ensure that the special educational needs of children are identified, assessed and provided for;
- ❖ to make clear the expectations of all partners in the process;
- ❖ to identify the roles and responsibilities of staff in providing for children's special educational needs;
- ❖ to enable all children to have full access to all elements of the school curriculum;
- ❖ to help families to provide the right kind of support to encourage their child's development;
- ❖ to help children cope better;
- ❖ to help prevent future problems from developing.

The objectives of this policy are:

- ❖ to identify and monitor pupils' individual needs at the earliest possible stage so that their attainment is raised;
- ❖ to plan an effective curriculum to meet the needs of pupils with special educational needs;
- ❖ to work in close partnership with parents of pupils who have special educational needs;
- ❖ to involve pupils in the identification and review of the targets identified in their individual education plans;
- ❖ to raise the self-esteem of pupils having special educational needs acknowledging the progress they have made;
- ❖ to ensure that all who are involved with pupils are aware of the procedures for identifying, supporting and teaching them.

4. Admission arrangements –

see also Admissions Policy & Equality and Diversity Policy

We strive to be a fully inclusive school. All children will be treated according to their needs in line with the School's Equality of Opportunity Policy. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need, for example, needing wheelchair access, the Co-Headteachers will make every effort to ensure the child's needs are fully met where this is practical within Avondale Preparatory School.

Parents of children with particular needs should approach the Co-Headteachers, and if necessary, the SENCO, for more information.

The Co-Headteachers will do his best to secure the necessary provision for any pupil identified as having special educational needs. The Co-Headteachers will ensure that all teachers are aware of the importance of providing for these children.

5. Educational Inclusion

Teachers respond to children's needs by:

- ❖ providing support for children who need help with communication, language and literacy;
- ❖ planning to develop children's understanding through the use of all available senses and experiences;
- ❖ planning for children's full participation in learning, and in physical and practical activities;
- ❖ helping children to manage their behaviour and to take part in learning effectively and safely;
- ❖ helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

6. Staff roles and responsibilities

The following member of Staff is responsible for SEN provision:

SENCO: Mrs Amy Worley

The Learning Zone serves as the central hub for SEND provisions, housing essential resources and providing a quiet space for interventions, away from the classroom environment.

In our school the SENCO's key responsibilities (with support from class teachers) include:

- ❖ managing the day-to-day operation of the school's SEN policy;
- ❖ assisting in identifying any difficulties a child might have;
- ❖ co-ordinating the provision for children with special educational needs;
- ❖ supporting and advising teachers and assistants, and assisting teachers in drawing up Individual Education Plans for children with SEN;
- ❖ meeting regularly with the class teachers to discuss any concerns and over any support in managing individual pupil
- ❖ maintaining a Special Needs Register;
- ❖ contributing to and helping to manage the records of all children with special educational needs;
- ❖ working closely with parents and teachers to plan an appropriate programme of intervention and support;
- ❖ managing the school-based assessment and helping to complete any documentation required by outside agencies
- ❖ acting as a link with external agencies and other support agencies;
- ❖ acting as a link with parents where necessary;
- ❖ maintaining resources and a range of teaching materials to enable appropriate provision to be made;
- ❖ monitoring and evaluating the special educational needs provision;
- ❖ monitoring the movement of children with SEN within the school;
- ❖ contributing to the in-service training of staff.

The Co-Headteachers must:

- do their best to ensure that the necessary provision is made for any child who has special educational needs;
- ensure that teachers in the School are aware of the importance of identifying and providing for children with special educational needs;

- ensure that when a child has special educational needs, those needs are made known to all who are likely to teach him / her;
- ensure that a child with special educational needs joins in the activities of the School, together with children who do not have special educational needs, so far as is reasonably practical and compatible.

Our Early Years Lead, Mrs Charlotte Hibbs, oversees the tracking and assessment of SEN within the EYFS. She participates in EYFS SEN training through Wiltshire Early Years and attends regular network meetings to share approaches and ideas. Additionally, the EYFS Lead and SENCO meet on a termly basis to discuss student progress and relevant administrative paperwork.

7. EYFS- SEN Provision

7.1. Introduction

At Avondale School, the needs of the children in our Early Years Foundation Stage (EYFS) are paramount. We are committed to providing a high-quality, inclusive learning environment where every child, including those with Special Educational Needs and Disabilities (SEND), is supported to achieve their full potential. We understand the importance of early intervention, and we strive to identify and address any additional needs as soon as possible. However, we recognise that in some cases, despite significant support, adjustments, and intervention, we may not always be able to fully meet the needs of every child within our current provision.

7.2. Early Identification and Assessment

We believe early identification is crucial to ensuring that children with SEND receive the right support. EYFS staff continuously observe and assess children's development, focusing on all areas including communication, social interaction, physical abilities, and cognitive development. If any concerns are raised, staff collaborate closely with parents/carers and the SEND Coordinator (SENDCo) to assess the child's specific needs and put in place targeted interventions.

7.3. Support and Intervention

The EYFS department adopts a graduated approach to SEND, ensuring that each child's individual needs are met through a cycle of Assess, Plan, Do, and Review. A range of interventions and support strategies may be employed, including differentiated tasks, one-to-one support, and collaboration with external professionals. These interventions are regularly reviewed to ensure that they are effective and adjusted as necessary to best support the child's progress.

7.4 Prioritising Children's Needs

Our core commitment is to prioritise the needs of each child. If, despite extensive support, numerous strategies, and external interventions, we determine that we are unable to meet a child's needs within our EYFS setting, we will work closely with parents and carers to explore alternative arrangements. This may include modifying attendance patterns (such as part-time attendance or phased transitions) to better suit the child's developmental needs or seeking specialist placements where more intensive or tailored support can be provided.

These decisions are always made in collaboration with parents, external professionals, and the SENDCo, ensuring that the child's best interests are at the heart of any discussions. Our priority is to ensure that every child can achieve the best possible outcomes in an environment that is supportive, safe, and conducive to their learning and well-being.

7.5 Partnership with Parents and Carers

We recognise that the relationship with parents and carers is vital to the success of any SEND support plan. We maintain open communication with families and ensure they are involved in all decisions regarding their child's education. When exploring the need for modified attendance or alternative support options, we will engage in detailed discussions with parents to ensure the chosen path best meets the child's overall needs and long-term development.

8. Resources

All SEN resources and the support framework are stored in the Learning Zone, accessible to all teachers to help support any child of concern in their classrooms. It is the teacher's responsibility to ensure high-quality, first-rate teaching and to source the necessary resources from the Learning Zone. Please see Appendix F, for a list of resources currently available to support Quality First Teaching and support SEND in the classroom.

Any specific requests for additional resources should be directed to the SENCO and Co-Headteachers.

Where available, classroom assistants may be assigned to work with identified children under the guidance of the Class Teacher and SENCO. However, they are there to support all students, not exclusively those with special educational needs, unless specified by an official statement of SEN.

9. Identification, assessment and provision for children with SEN

Early identification is vital. All teachers within the school are aware of this and have a duty to recognise and identify any special educational needs as soon as possible in order to plan what action can be taken to support and help the child.

The School follows the guidance contained in the Special Educational Needs Code of Practice (2015), supplemented and / or adapted to procedures appropriate to our setting.

With regard to the identification of all children's strengths and weaknesses:

We regularly monitor the progress of all children and take note of any child experiencing difficulties in any area of learning, including behaviour and concentration challenges. When a teacher identifies a concern about a pupil, they complete the 'Initial Concern Form' (see Appendix A) and submit it to the SENCO. The teacher and SENCO will then discuss strategies to be implemented. Progress will be closely monitored by both the teacher and SENCO to assess the effectiveness of the additional interventions before escalating the situation if needed. At this stage, the teacher must have a conversation with the parent or carer to inform them of the concern and explain the support being put in place.

At this point, we monitor and record progress and share it with parents regularly.

If we determine that a child requires additional or different support beyond our usual provision, the Class Teacher and SENCO will discuss this with the parents and prepare an Individual Education Plan (IEP) (see Appendix D for the IEP template). The IEP will outline clear targets for the child and include strategies for parents and

carers to support their child's progress at home. Throughout this process, we aim to involve the child as much as possible, seeking their views on their learning and goals.

The IEP will focus on what is additional to and different from the differentiated curriculum followed by the rest of the class. It will specify short-term targets, the teaching strategies to be employed, and the expected outcomes, along with a date for the plan's review. Typically, this review will occur at least once per term, and the IEP should be signed by all parties involved.

This stage is referred to as School Action (see Appendix C), and the child will be added to the Special Needs Register. We will review the IEP regularly with parents or carers, evaluating the previous IEP each term and setting new goals for the upcoming term. Parents are encouraged to meet with us to discuss the document and provide their signature. The SENCO will monitor this process, and parents will be contacted to schedule appointments if they haven't already done so.

At this stage there are 3 outcomes:

- a. The child may no longer be a cause for concern; their name is removed from the register but assessment work retained on file.
- b. The child may be making satisfactory progress but continue to be registered at School Action; a new IEP is written.
- c. The child may not be making satisfactory progress and all are concerned. The following process starts:

If after review and, with the resources normally available to us, we all feel that a child is still experiencing difficulties and his or her needs are not adequately being met, there are two courses of action depending on the age of the child. This stage is called **School Action Plus** (see Appendix C):

- ❖ If the child is in receipt of Early Years funding, we can request further support and advice through our named support professionals. This may, for example, involve one or more of the following: Early Years Inclusion Advisor; behaviour support teacher; educational psychologist; sensory support teacher; specialist health visitor; speech and language therapist.
- ❖ If the child no longer receives Early Years funding, as an independent school we cannot access the same support. In this case we would request the parent's permission to undertake a screening assessment in School. Once the results of this are known we would discuss these with the parents and plan a course of action. This may be a referral through their GP, or an Educational Psychologist's report, as appropriate.
- ❖ Pending the results of the referral / report, all parties will meet to discuss and act on the recommendations. This may require additional or different strategies to those implemented at School Action. A My Support Plan (MSP) will be implemented instead of the previous IEP, with more detailed targets and interventions set as well as a review date set. The new strategies within the MSP will, wherever possible, be implemented in the child's normal classroom setting.
- ❖ The SENCO will organise review meetings with external professionals, parents / carers and Class teachers

When a child transfers to another school, Avondale Preparatory School will forward all information to the new school to aid the transition.

If the child's needs remain so substantial that they cannot be met effectively within the resources normally available to our School, we will discuss the various options available to parents. Should a child need a **Statement of Educational Needs** we will help in the preparation of the documentation necessary for the LEA to carry out a statutory assessment.

Please see appendix B for the SEND process flowchart, outlining the steps of support.

9. Education, Health and Care Plans (EHCP)

As a school, we would typically consider transitioning from a My Support Plan (MSP) to an Education, Health and Care Plan (EHCP) in the following circumstances:

- Lack of Progress: If a child with a My Support Plan is not making adequate progress despite targeted interventions and support, it may indicate that their needs are more complex and require additional resources.
- Increased Complexity of Needs: If the child's needs become more complex over time—such as requiring significant support across education, health, and social care—a move to an EHCP might be warranted.
- Insufficient Support: If the current support provided through a My Support Plan is insufficient to meet the child's needs, leading to continued difficulties in learning or social development.
- Multi-Agency Involvement: If there is ongoing involvement from multiple agencies (e.g., health, social services) that highlights the necessity for a more comprehensive plan, an EHCP may be appropriate.
- Transition Points: When a child is approaching a significant transition (e.g., moving to secondary school), it may be beneficial to reassess their needs and consider whether an EHCP would provide the necessary support.
- Parental Request: If parents or carers believe that their child's needs are not being met adequately through a My Support Plan, they can request an assessment for an EHCP.

The process involves gathering evidence from the school, parents, and any involved professionals to demonstrate the child's needs and the support required. The decision to move to an EHCP is made by the local authority based on this evidence. (Please see appendix E, EHCP process flowchart).

Where a child is in receipt of an EHCP, the provision in Section F of the EHCP must be provided. Our teachers remain responsible for the CYP's progress. There will still be termly reviews and the graduated response will remain in place. In addition, there will be an 'Annual Review' held each year. This must be before the date of the anniversary of the plan being issued. The SENCo or member of our senior leadership team will chair the meeting and complete the required paperwork. For further details about this process and who is invited, please discuss this with the SENCo.

10 Access to the curriculum

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that

children experience success. Where appropriate, children on the Special Needs Register have an IEP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

11 Partnership with parents and pupils

At all stages of the special needs process, the school keeps parents fully informed and involved; we ask that they do the same with regard to their child. We take account of the wishes and feelings of parents at all stages. We encourage parents to make an active contribution to their child's education.

We have regular meetings to share the progress of special needs children with their parents. We inform the parents of any need for outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

We do not contact another professional about a child without parental consent; unless there are concerns about child protection (see Child Protection Policy).

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. This recognises the importance of children developing social as well as educational skills.

Children are involved, at an appropriate level, in setting targets in their IEPs and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

Complaints

Please refer to our Complaints Procedure.

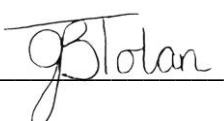
Reviewing the policy

The SENDCo and the Co-Headteachers hold regular meetings to review the work of the school in this area. Areas to be considered include the effectiveness of our provision for both individual children and all the children in our School – IEPs, curriculum planning for groups of children and staff training.

The Co-Headteacher, SENDCo, EYFS Lead and Staff review this policy and consider any amendments in light of the review findings.

Revised: September 2024

Signed as read:

Signature:  Name: Georgina Barrington-Tolan Date: 02/09/24

Review date: September 2025

APPENDIX A – Initial Concern Form Template



Avondale Preparatory School

Ignite Your Purpose, Become Your Potential



SEND – INITIAL CONCERN FORM		
PUPILS NAME:	M OR F -	
YEAR GROUP:	AGE:	D.O.B:
DATE:	RAISED BY:	
BRIEF DESCRIPTION OF MAIN CONCERN:		
SUPPORT CURRENTLY GIVEN:		
FUTURE ACTION (TO BE COMPLETED BY SENDCo):		
DATE OF NEXT REVIEW:	SIGNATURE OF REFEREE:	
	SIGNATURE OF SENDCo:	

Appendix B- SEND Process Flowchart



SEND Process at Avondale

Stage 1:

Identify any concerns you have at this point and complete a concern form.

Stage 2:

Meet with the SENCO to discuss your concerns.

Stage 3:

Complete a D.A.R.T (Diagnostic and Referral Tool)

- This will help identify concerns for a child or young person, the level of their concern (risk) and present possible sources of support, consultation and guidance. The tool can also be used to refer to services and create a basic assessment.

Stage 4:

I.E.P (Individual Educational Plan)

- This is a record of the outcomes, action and support agreed.
- Parents should be notified, with targets agreed upon.
- S.M.A.R.T targets
- Reviewed half termly, with on-going written notes (working document)
- Access, plan, do, review

Stage 5:

My Support Plan

- Non statutory assessment and plan to understand a child's special educational needs and other needs which impact on their education, how best to support them and what they hope to do/achieve.
- My support plan should be used for children and YP with special educational needs who are not making adequate progress towards outcomes despite cycles of evidence-based SEN support
- Access, plan, do, review

Stage 6:

EHCP application

- This process takes time and require a great deal of evidence and tracking.

(please see EHCP process documentation)

Appendix C- Definitions

Early Years / School Action

The main signs that suggest a child is having difficulties are that he/she:

- ❖ Makes little or no progress, even when you have used approaches that targeted the difficulties.
- ❖ Continues to work at a level well below that expected of a child of that age, in certain areas
- ❖ Displays persistent emotional and/or behavioural difficulties despite the behaviour management strategies used.
- ❖ Has sensory or physical problems and makes little or no progress despite having personal aids or equipment to support him/her.
- ❖ Has communication and / or interaction difficulties and needs specific support in order to learn.

Early Years / School Action Plus

The main signs that will suggest the need to seek more specialised help are that the child:

- ❖ Continues to make little or no progress in specific areas over a long period of time.
- ❖ Continues to work at a curriculum well below that of his/her peers.
- ❖ Continues to experience emotional and /or behavioural difficulties that impede his/her learning or that of the group, despite having an individualised behaviour management programme.
- ❖ Has sensory or physical needs, requires specialist equipment or advice from specialist practitioners.
- ❖ Continues to have communication and interaction difficulties that impede the development of social relationships and cause problems with learning.

APPENDIX D – IEP Template



Individual Education Plan		IEP Number:		Date:		Date to be Reviewed:		
Child's Name:				Class Teacher:			Areas of need (tick all that apply): Learning Social, emotional, or Behavioural Physical Sensory Communication	
Date of Birth:				Professionals Involved:				
SENCo Name:								
What is working well?				Child's Strengths:				
Long Term Target:								
Intention <i>What you aim to achieve and by when</i>		Implementation <i>What you will put in place to achieve the intervention</i>		Impact <i>How often and how long</i>		Emerging <i>Seen for the first time</i>		
<i>Resources Needed</i>		<i>Staff member</i>		<i>Who else outside the setting can support this?</i>		Developing <i>Seen sometimes</i>		
						Achieved <i>Seen often</i>		
Parent Comments:								

Signatures:

SENCO

Date:

Parent / Carer

Date:

Key Person

Date:

APPENDIX D Continued – IEP Template



IEP Intention Tracking Form

Intention 1:				
Intention 2:				
Intention 3:				
Date	Intention	Assessment	Staff Member	Goal Analysis
				<input type="checkbox"/> Intention Achieved <input type="checkbox"/> Intention Not Achieved
				<input type="checkbox"/> Intention Achieved <input type="checkbox"/> Intention Not Achieved
				<input type="checkbox"/> Intention Achieved <input type="checkbox"/> Intention Not Achieved
				<input type="checkbox"/> Intention Achieved <input type="checkbox"/> Intention Not Achieved

Appendix E- EHCP Flowchart

Step 1: Identification of Need

Start by identifying a primary school pupil who may require an EHCP. This could be due to special educational needs or disabilities that impact their learning.

Step 2: Initial Assessment

Conduct an initial assessment of the pupil's needs. This involves gathering information from teachers, parents, and any relevant professionals, such as educational psychologists or speech therapists.

Step 3: Requesting an EHCP Assessment

If it's determined that the pupil may require an EHCP, submit a request for an EHCP assessment to the local authority in Wiltshire. This request should include all relevant assessment reports and documentation.

Step 4: EHCP Assessment

The local authority will review the request and conduct a formal assessment. This may involve observations, interviews, and additional assessments to determine the pupil's specific needs.

Step 5: EHCP Plan Development

If the assessment results in the need for an EHCP, a plan will be developed. This plan outlines the pupil's needs, goals, and the support they require to access education successfully.

Step 6: Consultation

The local authority will consult with the pupil's parents or carers, the school, and any relevant professionals to finalise the EHCP. It's important to ensure that everyone is on board with the plan.

Step 7: Draft EHCP

Create a draft EHCP document that includes all the necessary details, such as objectives, support strategies, and the pupil's preferences. Share this draft with all relevant parties for feedback.

Step 8: Finalising the EHCP

Incorporate feedback and make necessary revisions to the EHCP document. Ensure that it accurately reflects the pupil's needs and the support they require.

Step 9: EHCP Implementation

Once the EHCP is finalised and agreed upon, begin implementing the plan. This may involve making adjustments to the pupil's curriculum, providing additional resources, or offering specialized support services.

Step 10: Regular Review

Regularly review the EHCP to assess the pupil's progress and make any necessary updates or modifications to the plan.

Step 11: Annual Review

Conduct an annual review of the EHCP to evaluate the pupil's overall progress and make any significant changes if needed.

Step 12: Transition Planning

If the pupil is approaching a transition, such as moving to a different school or transitioning to secondary education, ensure that a transition plan is developed to support their smooth transition.

How to apply for an EHCP

The process varies according to the local authority, but has some set requirements. Initially you will be asked to request an EHC needs assessment (EHCna), to see if your child's needs can be met under the setting's current SEN arrangements or whether an EHC plan is necessary. Not all EHC needs assessments will lead to EHC plans.

EHCP Criteria

There are certain criteria to meet to qualify for an EHC needs assessment.

You must supply evidence of your child's academic attainment and rate of progress, as well as information about the nature, extent and context of their needs, and what intervention has been put in place to support the child. Evidence of the child's physical, emotional and social needs is also required. They will ask you to participate in information gathering about your child, including filling out a page called, 'All About Me'. This is your chance to document your child's strengths, difficulties and aspirations and it will inform the local authority of your perspective. In addition there is an opportunity to express your own views and hopes as parents

Appendix F- Quality First Teaching Strategies

‘Quality First Teaching’

What can we put in place to support our children with SEN needs?

Teaching Strategies

- Activity adaptations and differentiation
- Multisensory approach
- School- home communication book
- Pre-teaching and Intervention Groups

Concentration and Focus Support Resources

- Chew Buddies
- Fidgets
- Wedge filled air cushions
- Individual work stations

Learning Support Resources

- Pencil grip
- Writing Slopes
- Overlays
- Coloured paper
- Screen hue
- Knowledge organisers & Word Banks
- Recording devices

Classroom Individual Support

- Individual Visual Timetables
- First, Next, Last Task Schedules
- Makaton
- Calming Space
- Individual Behaviour charts
- Individual Reward chart
- Classroom Seating Positioning
- Ear defenders

Social and Emotional Support (SEAL)

- Social Stories
- Social Skills
- Circle of Friends intervention