

# Cophorne Preparatory School

## Learning Support Policy

Amended February 2018

Owner: Head of Learning Support

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**This is a whole school policy and applies to all members of Cophorne Preparatory School including EYFS**

## **1. Learning Support Policy**

Cophorne Preparatory School is an independent school for boys and girls from Nursery to Year 8. It is mainly a day school although it has the facility for flexi-boarding.

At Cophorne Preparatory School our aim is to identify, assess and support children with Special Educational Needs with regard to the Special Educational Needs and Disability Code of Practice: 0 – 25 years July 2015, also for pupils with Education, Health and Care Plan/Statements and for pupils in receipt of government funding eg nursery vouchers and the Equality Act 2010. Children with Special Educational Needs and/or Disability should be offered full access to a broad, balanced and relevant curriculum.

This policy is a whole school policy and applies to all members of Cophorne Preparatory School, including the Pre-Prep and the EYFS (Early Years Foundation Stage). The purpose of this document is to provide information about our approach and procedure that will enable all partners to work together for the benefit of children with Special Educational Needs and/or Disability (SEND).

This policy details how Cophorne will do its best to ensure that the necessary education and welfare provision is made for a pupil who has Special Educational Needs and/or Disability (SEND) and that those needs are made known to all who are likely to teach them. The School will use its best endeavours to ensure that all teachers are able to identify and provide for those pupils who have SEND as we recognise that special educational needs are the responsibility of all staff and provision should be such that pupils with SEND are able to join in the activities of the school, together with pupils who do not have SEND so far as reasonably practical, whilst maintaining the efficient education of the pupils with whom they are educated.

Partnership with parents plays an important role in enabling children with SEND to achieve their potential. All parents of children with SEND will be treated as partners in the education of their children and communication between staff, parents, carers and other professionals and agencies is promoted.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about the nature of support they feel would help them to make the most of their education will be heard and acted on where appropriate. Often they will be encouraged to participate in the decision-making process and contribute to the assessment of their needs, their targets and their reviews.

Children are entitled to a comprehensive and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it. Pupils who have SEND should be supported wherever necessary to achieve full access to a broad and balanced curriculum. This will need to be facilitated through a wide range of support including skilled staff, specialist teachers, support assistants, ICT, specialist equipment and resources.

## 1.1 Special Educational Needs

Children in school have SEND if they have a learning difficulty and/or a disability which calls for special educational provision to be made for them.

Children in school have a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools

Special educational provision means education provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.

At Cophorne we ensure that our admissions, discipline and other procedures (e.g. arrangements for school trips or examinations) take account of pupils' needs.

## 1.2 The Fundamental Principles of the SEN and Disability Code of Practice

A child with SEND should have their needs met.

The views, **wishes and feelings** of the child and the **child's parents** should be sought and taken into account.

Parents/guardians have a vital role in supporting their child's education.

The child and parents/guardians should participate as fully as possible in decisions and be provided with information and support necessary to enable participation in these decisions.

Children with SEND should be offered full access to a broad, balanced and relevant curriculum.

### Range of Needs

- Communication and interaction (eg. Speech, Language and Communication Needs (SLCN), Autism and Asperger's Syndrome)
- Cognition and Learning (eg dyslexia, dyspraxia, dyscalculia)
- Social, emotional and mental health difficulties
- Sensory and/or physical needs (eg visual impairment, hearing impairment)

### Strands of Action to meet SEND – Four Part Cycle

- Assess – analyse the pupil's needs which should be assessed regularly
- Plan – adjustment, interventions, support agreed by teacher, pupil and parents. Review date set. All teachers informed.
- Do - implementation

- Review – effectiveness of support and interventions

## 2. The Equality Act 2010

Refer to Cophorne School's Equality Act Policy

## 3. Aims and Objectives

Our objectives are to encourage a whole school approach within the School, where class, subject teachers and learning support staff all work together to provide support, encouragement and understanding in every aspect of a pupil's school life from Nursery, through Reception, and Years 1 to 8.

- To identify children with SEND.
- To ensure that all children with SEND have access to a broad, balanced and relevant curriculum.
- To gather and analyse information on such children in order to set up a programme of support suited to their needs.
- To have high quality teaching that is differentiated and personalised to meet the individual needs.
- To assess individual pupils when appropriate.
- To involve parents/guardians and pupils in discussion and decisions in relation to the special educational need and the provision for those needs.
- To enlist the support and resources of outside agencies when necessary.
- To implement the appropriate support.
- To monitor the progress of individual children.
- To discuss long and short term aims.

## 4. Provision

Provision for pupils with SEND is a matter for the school as a whole. **All teachers are teachers of children with SEND.** Flexibility in our provision is of significant importance to us in order to deliver the most appropriate and beneficial support to a child. Types of provision include some or all of the following:

- In-class support by the teacher of small groups or individuals.
- In-class support by Learning Support Assistant, Gap Year Student or Learning Support Teacher.
- Small group or individual withdrawal by a specialist teacher or learning support assistant, following a specific programme of work.

- When appropriate, with outside agencies eg Speech and Language Therapists.
- Additional English, mathematics or study skills tuition in small groups or individually for some children with SEND, which may be in place of French and/or Spanish lessons (In the Prep Department).

There is an additional charge for individual and small group lessons with specialist teachers. This was introduced in January 2013.

## **5. Identification and Assessment of Pupils with Special Educational Needs**

The majority of children will learn and progress within the classroom environment. Those children whose overall attainments, or attainments within specific subjects, fall significantly outside the expected range may have special educational needs. The decision for intervention and support will be made on evidence that indicates whether an individual pupil's levels of attainment and rate of progress are adequate within the following definition of that term:

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates an improvement in the child's behaviour

The school will seek further information from parents and pupils and, when appropriate, external agencies.

In order to help children who have special educational needs the school adopts a graduated response that recognises there is a continuum of special educational needs. The school records the steps taken to meet the needs of individual children. The Head of Learning Support and the Nursery SENCo have the responsibility for ensuring that the records are kept and available as needed. If the School recommends a child for outside specialist expertise (the cost being met by the Parents), it will provide a record of the child's work, a short report and information about the arrangements that have already been made.

Cophorne uses three graduated responses

- Differentiated Work
- School Support
- Request to County for a Statutory Assessment for an Education, Health and Care Plan.

## 5.1 Differentiated Work

When the form/subject teacher recognises a child with a weakness, they will use the four part cycle. This can be done with the support of the Head of Department. The Head of Learning Support/SENCo will be informed, an initial concern form will be completed (See Appendix 1), and the parents/guardians notified. The Head of Learning Support/SENCo will discuss, advise and give appropriate strategies if necessary. All subject teachers will be informed of the concern. The form tutor or class teacher will retain the overall responsibility for the pupil and will link with subject teachers and specialist staff.

The form/subject teacher will use the four part cycle

- Assess – analyse the pupil's needs
- Plan – adjustment, interventions, support
- Do – Implementation
- Review – effectiveness of support and interventions

If the form/subject teacher considers that the pupil has not responded to this cycle, then the Head of Learning Support/SENCo will assess the child after discussion with the parents. As a result of the assessment and information obtained, the child may be identified as having some degree of SEND. Specialist lessons may be appropriate and a further assessment by an external agency such as an Educational Psychologist, a Speech and Language Therapist or an Occupational Therapist will be requested. The cost of the external assessment will be borne by the parents/guardians of the child concerned. External support services provide a more specialist assessment and will write a report on the pupil's abilities, strengths and weaknesses. It will also give advice on targets for the pupil, the use of appropriate teaching strategies and information on relevant teaching and support materials.

The assessment report will be discussed with the parents and the relevant teachers. A summary of the assessment will be distributed. A copy of the full assessment report will be accessible from the Head of Learning Support/SENCo and the school office.

It is the responsibility of the Pre-Prep and EYFS Staff to liaise with their SENCo, and then the Prep School Staff to liaise with the Head of Learning Support.

## 5.2 School Support

Some pupils will start Cophorne with their learning difficulty already identified and will automatically be at School Support level.

After the assessment, when the child has been identified as having some degree of SEND, the child is said to be at School Support + level, which indicates to staff, there is an outside agency report available. Discussions will take place with the Head of Learning Support/SENCo, form teacher, subject teacher/s, the parents and the pupil as to the appropriate interventions. These could include special equipment, individual or small group lessons with a Specialist Teacher or a Learning Support Assistant and support in the classroom from a Learning Support Assistant. Targets will be set and

monitored over a period of time. The targets will be based on the specialist's report, and in discussion with the parents, pupil and teacher. Targets will be recorded and reviewed on a Personal Learning Plan (PLP), for year's Reception to year 4 and a Provision Map for years 5 to 8.

Staff will be given a copy of the PLP. The form/subject teacher will continue to use the four part cycle in conjunction with the Personal Learning Plan.

Personal Learning Plan could include:

- Short term targets for pupil
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when the plan is reviewed)

Targets should be: SMART

Specific, Measurable, Achievable, Realistic, Time bound.

### **5.3 Request for a Statutory Assessment leading to an Education, Health and Care Plan (EHCP)**

The school, parents or an outside agency can refer a child and request a statutory assessment from the LEA (Local Educational Authority). Evidence should be obtained from everyone involved with the child.

- A small group of children may require a statutory assessment by the LEA.
- The LEA (Local Education Authority – Surrey/West Sussex) is responsible for determining whether a statutory assessment is required
- Agreement to a statutory assessment does not always lead to an Education, Health and Care Plan.
- Parents have right of appeal to the SEN & Disability Tribunal (SENDIST)
- The statutory assessment must be done within a given timescale
- Education, Health and Care Plans are reviewed annually with the Head of Learning Support (SENCo in the Nursery), the Parents and the LEA. The LEA will decide if any amendments need to take place and if the EHCP is to remain in place.

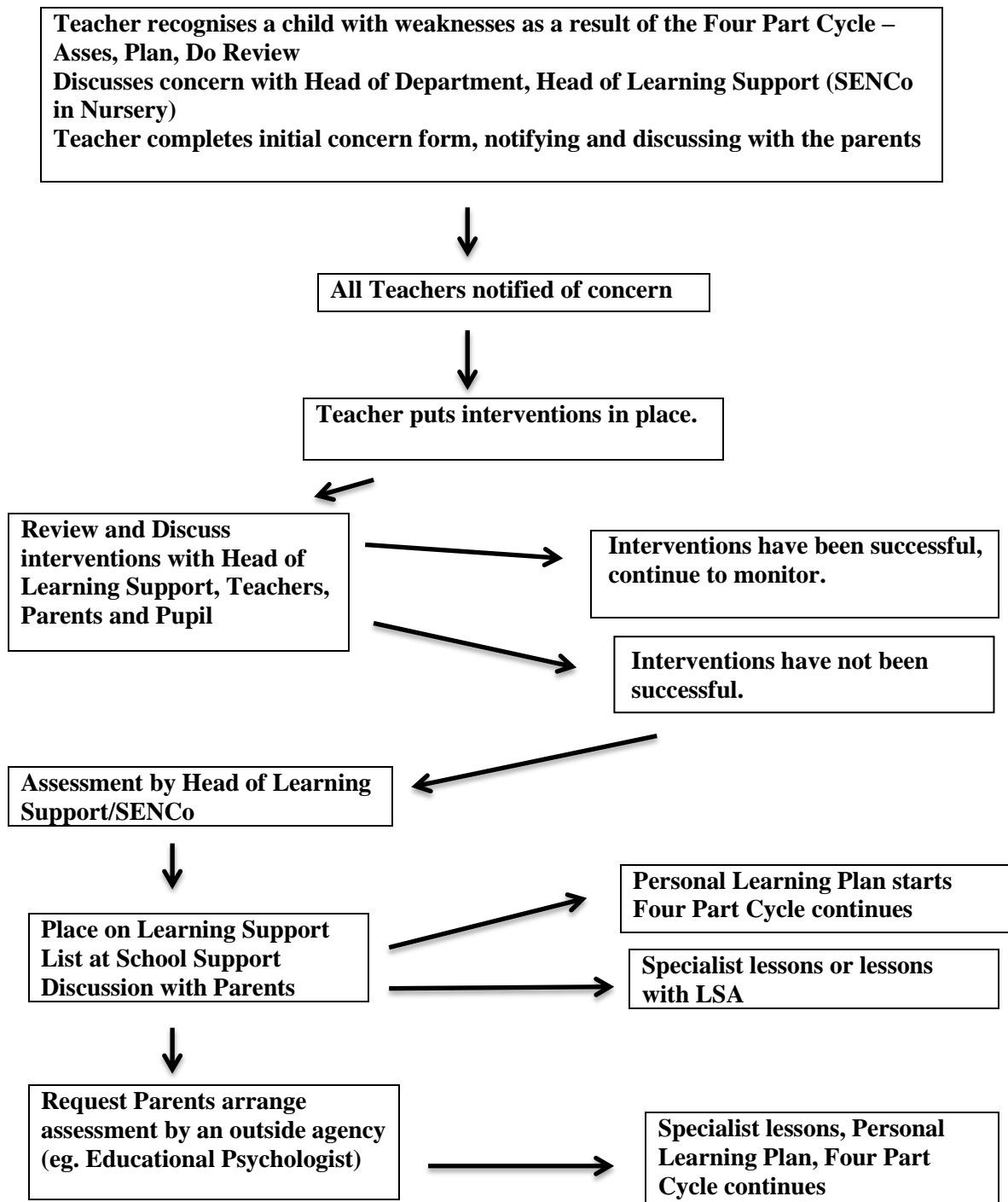
### **5.4 Monitoring and Evaluating**

The children are monitored:

- Through Personal Learning Plans/Provision Maps
- Through individual tests, class tests, exams, class work and reading records.
- Through discussions which can take place in staff meetings, arranged meetings and informal discussions in the staff room.
- Through informal and frequent liaison between Head of Learning Support/SENCo, teachers, learning support assistants and learning support teachers regarding children with special needs.
- Through discussion with parents and the pupil.



## 5.5 Cophorne School's Graduated Approach to Meeting the Needs of Pupils



## 6. Roles and Responsibilities

**It is the responsibility of all the teaching staff within Cophorne School to meet children's individual needs.**

The Learning Support Department consists of:

Head of Learning Support/ SENCo (Pre Prep & Prep) – Mrs Joad

SENCo who is responsible for coordinating Special Needs in the Coach House Nursery – Mrs Powley

Three part time specialist teachers – Mrs Harris, Mrs Fox, Mrs Waran.

Learning Support Assistants – Mrs Harris, Mrs Vaughan, Mrs O'Brien, Mrs Godwin, Mrs Tomkins and Mrs Bradbury.

Gap Year Students.

The Head of Learning Support and the Coach House Nursery SENCo are responsible for their Special Needs Policy and coordinating the implementation of it.

At Cophorne the Head of Pastoral Care has the initial responsibility for pupils with behaviour difficulties. Matron has the responsibility for pupils with medical problems and the Director of Studies for the pupils with High Achievement and Potential.

There are four key areas of Learning Support co-ordination:

1. Strategic direction and development
2. Teaching and Learning
3. Leading and managing staff
4. Efficient and effective deployment of staff and resources

To provide continuity of administration and liaison, the Head of Learning Support and Nursery SENCo seek to have a reduced teaching commitment in order to allow for a suitable amount of time in which to monitor and evaluate special educational needs provision throughout the school. The Head of Learning Support can also give guidance to class/subject teachers on the four part cycle, drawing up of programmes of work to suit individual members of their teaching groups.

The Head of Learning Support and Nursery SENCo will also be involved in progress reviews regarding children at the Initial Concern stage on School Support and those who have Education, Health and Care Plan/Statement of Special Educational Needs. An important part of the Head of Learning Support and SENCo role will be to discuss the needs of particular children with class teachers and to keep close and positive contact with all parents/carers concerned.

The Head of Learning Support and SENCo are responsible for co-ordinating the day-to-day provision for children who have been assessed as needing support.

The Head of Learning Support's responsibilities include:

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- Overseeing the day-to-day operation of the school's Learning Support Policy
- Co-ordinating the provision for children with special educational needs
- Liaising with the Nursery SENCo, Head of Pastoral Care and Matron
- Liaising with and advising fellow teachers
- Managing Learning Support Teachers and Learning Support Assistants
- Managing the Learning Support budget and ensuring resources are available to support the whole school Learning Support Policy
- Developing, supporting and monitoring a programme of early identification, assessment, tracking and monitoring those children with special needs
- Overseeing the records of all children with special educational needs
- Ensuring that appropriate records are kept for children on the Four Stage Cycle, School Support and for those with an Education, Health and Care Plan (Statement of Educational Needs)
- Ensuring that appropriate programmes are in place, modified and evaluated on a regular basis
- Liaising with parents/carers of children with special educational needs
- Taking the lead in further assessment of a child's strengths and weaknesses to guide future planning to meet the child's needs
- Contributing to the in-service training of staff
- Liaising with external agencies including Educational Psychologists, Speech and Language Therapists and Occupational Therapists
- Liaising with the Learning Support Department of Senior Schools

## **6.1 Professional Development/Training**

All specialist teaching staff and support assistants are encouraged to attend training courses relevant to their areas of speciality to enhance their professional development.

## **7. Specialist Equipment**

Specialist equipment and materials are kept in the Learning Support Rooms. The equipment and materials are available for use by the specialist teachers, support assistants and class/subject teachers.

## **8. Complaints Procedure**

Complaints about the SEND provision should be addressed to the Head of Learning Support for the Pre Prep and Prep school and to the SENCo in The Coach House Nursery (EYFS) in the first instance. If a parent does not feel a query or complaint has been satisfactorily resolved, they should follow the school Complaints Policy that can be found on the school website or a copy requested from the school Office.

## **9. Cophorne Pre-Preparatory School**

### **Special Educational Needs (SEN) Policy**

Cophorne Pre-Preparatory School follows the aims and principles of the Special Educational Needs and Disability Code of Practice 0 – 25 years (July 2015).

It is important that children have their needs identified quickly. Those children whose attainment falls significantly outside the expected range may have special educational needs. These children may need extra help to learn and develop.

It is important that the school works with parents and carers to identify concerns and provide support for the child. Meeting the child's needs is the responsibility of all staff in the Nursery and predominantly the class teacher in the Pre-Preparatory School.

The SEN Co-ordinator (SENCo) will ensure that records are kept to provide a clear record of the assessment, the intervention process and progress of the child and the effectiveness of this. This policy document will be reviewed annually.

#### **9.1 The Stages of Intervention**

##### **Differentiated Work Within the Classroom**

Early intervention is important. When a child has been identified as not progressing at the same rate as his or her peers, either in one specific area or in general, the class teacher will report to the person with responsibility for SEN. Mrs Heather Powley is the SENCo in The Coach House Nursery and Mrs Lorraine Joad in the Pre-Preparatory School. The class teacher is responsible for differentiating the work. Parents will be notified. If concerns continue the child will move to School Support.

##### **School Support**

The SENCo may, at a teacher's request, make an assessment of a child's difficulties. The class teacher, with help from the SENCo, will write a Personal Learning Plan (PLP) setting specific targets and strategies for the individual child.

Targets should be: SMART

Specific, Measurable, Achievable, Realistic, Time bound.

These interventions are additional to or different from those provided as part of the school's usual differentiated curriculum. A meeting will be arranged by the class teacher to discuss the PLP targets with the parents. The SENCo may attend this meeting.

The PLP has a review date when teachers and parents review the interventions and the child's progress is discussed. This is recorded and a new PLP may be necessary. The PLP will be reviewed at least twice a year. This may be more frequent for a younger child.

The child may receive individual support or be involved in small group work. This is usually with a classroom assistant, under the direction of his or her class teacher. This extra work will also be recorded on the PLP and will be discussed with the child's

parents. Some children are withdrawn for individual or small group lessons with a specialist teacher.

Should a child continue to make slower progress than his or her peers and give concern over a longer period of time, we may wish to seek advice from outside agencies, for example Educational Psychologists, Speech Therapists, Occupational Therapists etc. The cost of the assessment by an outside agency will be borne by the parents of the child concerned.

Following the recommendations on a specialist report, the child's Personal Learning Plan (PLP) will be based on these recommendations. The child may require more intensive help or ongoing help from specialist therapists, in which case the parents will be asked to pay for these services.

The child may be withdrawn from lessons to work with a classroom assistant or may benefit from support in the classroom.

All teaching strategies and the work of outside agencies will be recorded on the PLP and discussed with parents.

For a very few children the help provided will still not be sufficient to ensure satisfactory progress, even though it has run over several review periods. Teachers, outside agencies and parents may decide to ask the LEA to consider carrying out an assessment of the child's SEN. This may or may not lead to an Education, Health and Care Plan/Statement of Special Educational Needs.

## **9.2 Complaints Procedure**

Complaints about the SEN provision should be addressed to the Head of Learning Support in the first instance. If the matter remains unresolved the Head of Department will be consulted, and if a satisfactory solution is not advanced, the matter will pass to the Headmaster of the school. Parents can access the schools Complaints Policy from the school website or a copy may be requested from the school office.

**10. The Coach House Nursery  
Cophorne Preparatory School**

**Special Educational Needs (SEN) Policy**

The Coach House Nursery follows the aims and principles of the Special Educational Needs and Disability Code of Practice 0 – 25 years (July 2015).

We believe that all children regardless of their individual needs, have the right to a broad, balanced and purposeful early years curriculum and full access to all activities. Our intention is to welcome all children to an inclusive setting.

In order to achieve this, we aim to identify any difficulties a child might have, and to work closely with the children, their parents or carers and, where necessary, other agencies.

Our Special Educational Needs Co-ordinator (SENCo) is Heather Powley and she

- Helps to identify children's special educational needs.
- Helps to plan approaches and strategies.
- Keeps parents and carers in touch with progress.
- Makes sure the progress is regularly reviewed.
- Knows about outside agencies that can help.
- Makes sure the parents are fully involved with the planning for their child.
- Meets with other members of staff to discuss individual children.
- Assists staff with observations and assessments or carries these out
- Assists staff in planning for children with SEND
- Supports staff development and sharing knowledge
- Works closely with Head of Learning Support – Lorraine Joad to coordinate provision, organise training and ensure that the children's needs are being met by way of a monthly meeting.

## 10.1 Identifying children with SEND and Taking Action

In the Coach House Nursery, we believe that all children develop and learn at different rates, as is reflected in the EYFS. However there are some children who, at some time may find it harder to learn than other children. It is important that we identify a child's individual needs as early as possible and put things in place to help them quickly, as early intervention has been shown to improve children's long term outcomes.

- 1) With regard to the identification of all children's strengths and weaknesses,
  - We aim to observe the progress that all children make and note any child who seems to be having difficulties in any area of learning. This includes children who are having difficulties in behaving and concentrating.
  - We record progress and share it with parents/carers regularly.
  - If we feel that a child needs something additional to, or different from our usual provision, we discuss this with parents/carers and will complete an initial 'Cause for Concern' form. This will be reviewed after an agreed length of time and if there are still concerns on any area of development, an Individual Support Plan (ISP) may be drawn up.
  - We plan ways in which support can be put in place at home as well, promoting a positive working relationship with parents/carers.
  
- 2) We can request extra support:-
  - If with all the resources normally available to us, we all feel that a child is still experiencing difficulties and their needs are not adequately being met, we can request further support and advice from outside professionals, for example - Speech and Language therapists or Early Years Advisors from Surrey County Council, then:
    - The SENCo will liaise with external professionals in drawing up an ISP and planning suitable strategies.
    - The SENCo will organise review meetings with the external professionals, parents or carers to monitor progress.
  
- 3) If it becomes evident that the child's needs are more complex, with a possible long term impact on their learning, the parents/carers or SENCo can request an Education, Health and Care Plan (EHCP) from the Local Authority. In order for this, a child must have input from a Paediatrician, a Speech and Language Therapist and an Educational Psychologist.



## **10.2 Planning Support for Children with SEND**

The Coach House Nursery will endeavour to make reasonable adjustments to be fully inclusive; however some constraints (for example the layout of the building) may not make this possible.

We endeavour to provide an inclusive environment by-

- Making sure that our long, medium and short-term planning for all children also contain approaches and activities for ensuring the progress of those children with SEND.
- Differentiating our activities so that they are achievable by all children, and that all children experience success and gain confidence.
- Adapting our materials and teaching styles to deliver our learning activities to children with different individual needs.
- By meeting the needs of each child, including specialist resources and equipment as appropriate. The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the nursery. We may apply for extra funding through Surrey CC (Inclusion Funding)

We keep parents and carers in touch with their child's progress through regular meetings when their child has SEND.

We do not contact another professional about a child without parental consent, unless there are concerns about child protection.

## **10.3 Training**

Our SENCo attends three cluster groups a year to share approaches and ideas to update and inform. He or she may also attend extra training, as and when required.

We have a range of books and leaflets on SEND and Support Services and these are available to use.

## **10.4 Monitoring our SEN Policy**

We monitor our SEN policy by -

- Reviewing it annually
- Making it available to everyone, in our policies folder.
- Asking parents and staff regularly about how well we meet SEN in our setting.
- Talking to children about how happy they feel about their setting and their play.
- Our 'local offer' is available on the school's website and gives parents/carers information about the support children with SEND could expect to receive.

## **10.5 Complaints Procedure**

Complaints about SEN provision should be made to the SENCo initially. She will report back within one week, and will also provide a next line of contact if the matter has not been resolved to mutual satisfaction. Parents can access the schools Complaints Policy from the school website or a copy may be requested from the school office.

Heather Powley – Nursery SENCo

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