

Special Educational Needs and Disabilities Policy



Date of Last Review:	September 2025
Staff member responsible for this policy:	Ms Sally Norris
Date shared with all staff:	
Date of next review:	September 2026

<u>Policy Statement</u>	3
<u>Identification and Assessment of Special Educational Needs and Disabilities</u>	4
<u>Role of the SENCO</u>	5
<u>Role of the Class Teacher</u>	6
<u>Reasonable Adjustments</u>	6
<u>Assessment by an Outside Agency</u>	6
<u>SEND Register</u>	6
<u>Pupil Support Plans</u>	7
<u>Education, Health & Care Plans</u>	7
<u>Types of Provision and Inclusion Arrangements</u>	8

Policy Statement

At St Olave's Prep School we are committed to the development of children's social, emotional skills, children's self-esteem, their mental and physical health and wellbeing.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities.

Pupils have special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for them or if they are more able and need an individualised programme to ensure that they reach for the highest level of personal achievement. This policy is to be read in conjunction with our More Able Policy.

St Olave's is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). This policy applies to all members of our school community, including those in our EYFS setting, regardless of gender, race, sex, ethnicity, religion or belief, cultural or linguistic background, sexual orientation, gender reassignment or disability.

In addition, the actions of the SENCO will be in accordance with the [January 2015 Code of Practice](#).

The mission statement of our school talks of valuing the individuality of all our children. The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. We have a commitment to giving all our children every opportunity to achieve the highest of standards. Where a child has an Education, Health and Care Plan (EHCP) we work closely with the issuing local authority to follow the procedures, which includes the annual review.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Board of Trustees, the Headteacher, the SENCO and all other members of staff have important day-to-day responsibilities.

As a school committed to the principles of the United Nations Convention on the Rights of the Child, this policy incorporates the following articles 1, 2, 3, 4, 5, 12, 13, 17, 23, 28, 29, 31 and 42.

The specific objectives of our SEND policy at St Olave's are as follows:

- To identify pupils with SEND and to ensure that their needs are met
- To ensure such children are included in all the activities of the school
- To ensure that all pupils make the best possible progress
- To ensure that parents are informed of their child's individual needs, the provision offered and that there is effective communication between parents and school
- To ensure that pupils express their views and are fully involved in decisions which affect their education
- To promote effective partnership with parents and involve outside agencies when appropriate

The success of the school's SEND policy will be judged against the aims set out above.

SEND

The Headteacher will ensure that the school makes appropriate special educational provision for all pupils identified as having need of it.

The Special Needs and Disabilities Coordinator for the school is Sally Norris.

Our admissions policy at St. Olave's states that every care will be taken to meet the needs of every child, whose parents wish him or her to be educated at our school, where a place is available and where we feel we are able to effectively deliver the support that the child will need.

Identification and Assessment of Special Educational Needs and Disabilities

Paragraph 6.14 to 6.35 of the Code of Practice states all schools should have a clear approach to identifying and responding to SEND and should seek to identify pupils making less than expected progress given their age and individual circumstances focusing on four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The identification process is ongoing and begins when the child joins our school. Each child's EYFS profile gives details of her/his achievements and interests in particular areas as well as any areas of difficulty. Discussions with parents and carers enable us to add further details to these records.

Children in the EYFS are assessed by ongoing observations which form a profile and inform forward planning for individual needs. This is discussed with the parents at the end of the Reception year when transferring to Year 1. We also use the Welcomm screener and Speech Link for any Speech and Language issues. Any children whose speech and language skills cause concern are flagged up to the SENCO and the school's Speech and Language Therapist. A referral to the Speech and Language service is made if necessary after a discussion with parents.

All pupils at St Olave's are entitled to access a curriculum that is planned to meet their needs. The school uses a graduated approach of 'assess, plan, do, review' when planning the curriculum and adapted lessons are the first level of provision for special educational needs. This includes pupils for whom English is not their first language.

Pupils' progress is planned, assessed, monitored and reported to parents. Some children will start school already identified as in need of special educational provision. Other children will be identified during their time in school.

Initial identification will come when a child's parents express concerns, or the class teacher demonstrates to the SENCO that the rate of progress for a pupil is poor compared to the

SEND

rest of the peer group and the pupil is not responding rapidly to adapted work or to the usual classroom environment.

If a pupil is not making the expected progress, the class teacher will discuss their concerns with parents and implement appropriate, short-term interventions, supported by the SENCO if necessary, monitoring the child's progress closely. The class teacher will complete a Pupil Concern form to make the SENCO aware of the child's difficulties and the interventions that have been put in place for them. The child will be added to the Monitoring List.

An internal assessment screening may be carried out by trained members of staff. The SENCO will discuss the results of the internal tests with the class teacher.

If there is a level of concern following the screening assessments or if the child is still not making the desired level of progress despite the short term interventions having taken place, the class teacher and SENCO will meet to complete the SEN Screening Document for the child. Once completed, a decision will be made by the SENCO and class teacher as to whether the child requires support that is in addition to or different from the support that is generally available within the classroom and therefore placed on the SEND Register. This may also include pupils with significant Social, Emotional and Mental Health needs as well as those with academic needs.

Role of the SENCO

The SENCO is responsible for overseeing the day to day implementation of the school's SEN policy and coordinating provision for pupils with SEND. In addition, they:

- ensure that the SEND code of practice is given due regard and cross referenced against Guidance on Inclusion and The Disability Rights Code of Practice for Schools;
- liaise with and advise teachers and support staff on overcoming barriers to learning and effective teaching for pupils with different needs;
- ensure that the school's statutory duties are met for pupils with SEN;
- ensure that every child achieves their potential regardless of SEN or disability;
- ensure that there are good links with parents as they play a vital role in supporting their child's SEN or disability;
- ensure that the views of the individual student and parents are considered when determining the nature of their SEND provision ;
- ensure that children are referred for assessment in a timely and efficient way;
- ensure that all students are offered the chance to access a full and balanced curriculum;
- ensure that the SEND budget is used appropriately;
- manage TA support of SEN pupils;
- oversee records of pupils with SEND;
- liaise with parents and carers of pupils with SEND;
- plan effective transitions to new class groups and new schools;
- provide specialist training and advice to ensure all staff are skilled and confident about meeting a range of needs;
- liaise with external agencies regarding assessments and provision.

The role of the class teacher

All teachers are teachers of SEND and as such, the class teacher is responsible for planning for and working with all children, including children with SEND, on a daily basis. They direct and supervise the work of teaching assistants and other support staff to facilitate the inclusion of all pupils within the classroom. When appropriate, they work closely with specialists, such as speech therapists or occupational therapists, to implement recommended strategies.

Reasonable Adjustments

Class teachers are required to make reasonable adjustments within their classroom provision to enable all children, including those with SEND, to access learning and to make progress. The reasonable adjustments will vary depending on the needs of the individual children but may include:

- the use of sensory objects;
- movement breaks;
- the use of ear defenders;
- pre- and post-teaching to reinforce learning;
- small group interventions;
- word banks and writing frames;
- social stories;
- the use of technology, such as Clicker 8, for writing activities.

Assessment by an external agency

If, after internal assessments are carried out, the SENCo feels that the child also requires support from an external agency, the parents are advised and appropriate referrals are made.

The school has access to a range of 'in-house' support, including an Educational Psychologist, ASD Outreach and Speech and Language Therapist. Access to support from these specialists is based on level of need and at the discretion of the school. If parents wish to use other agencies (including dyslexia assessments) they do so at their own expense.

SEND Register

All pupils who are identified as having Special Educational Needs are placed on the SEND Register. Their progress is closely monitored through the Assess, Plan, Do, Review cycle. All pupils on the SEND Register have a Pupil Support Plan which is reviewed each term by the SENCo, class teacher and parents at an SEN Review meeting.

Pupils may be removed from the register if they no longer require support that is in addition to or different from the rest of their class. They will be moved onto the Monitoring List to ensure that their progress is carefully monitored for at least two terms after being removed from the SEND Register completely.

Monitoring List

The purpose of the Monitoring list is to keep a close eye on pupils we have concerns about but who do not require a level of SEND support. Every pupil on the Monitoring List is reviewed each term by the SENCo and the class teachers to ensure that progress is being made and that the pupils are well supported.

Pupils are placed on the monitoring list for the following reasons:

- Consecutive standardised test scores below 90;
- A diagnosis (such as dyslexia or ADHD) which, with reasonable adjustments, does not adversely affect their ability to engage fully and effectively in school life;
- Medical concerns;
- Having been referred to or receiving support from an external agency (e.g. SALT, OT);
- SEMH concerns (e.g. anxiety);
- After being removed from the SEND Register;
- General concerns from the class teacher.

Pupil Support Plans

Provision/action that is additional to or different from that available to all pupils will be recorded in a Pupil Support Plan. The class teacher and the SENCO meet with parents each term to review previous targets and set new ones for the coming term.

Pupil Support Plans detail:

- a summary of the child's strengths and interests;
- a summary of the child's needs;
- the short-term outcomes set for/with the child
- an assessment of the child's current position for each outcome;
- the provision to help the child achieve the targets;
- a review of the targets.

Pupils are included in the review process, according to their age and abilities. All outcomes must be manageable and measurable.

Education, Health and Care Plans

Under section 36(1) of the Children and Families Act 2014, both parents and the school possess the right to request the local authority to conduct an assessment for an Education, Health, and Care Plan (EHCP). If the school believes that the child needs an EHCP, they will request a Needs Assessment in consultation with parents. If the local authority declines the assessment request, parents (but not the school) can appeal to the First-tier Tribunal (Health, Education and Social Care).

In instances where a prospective pupil already possesses an EHCP, the school will collaborate with parents and, if necessary, the local authority to ensure the implementation

SEND

of the specified provisions in the EHCP. The school will work with the issuing local authority to carry out Annual Reviews of EHCPs.

Types of Provision and inclusion arrangements

It is the class teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation.

To meet the needs of all pupils with SEND, the following provision is in place: -

- differentiated/adapted work set by the class teacher;
- small group support offering help with maths and English skills;
- individual or small group support to all children with specific targets in their Pupil Support Plans;
- a learning support assistant to work with an individual child if necessary, including EAL support;
- where there are serious concerns about a pupil's needs, an application for an Education, Health and Care Plan (EHCP) will be considered, through discussion with the Educational Psychologist linked to the school. This would usually be after at least 3 cycles of Assess, Plan, Do, Review.

Facilities for children with SEND

The school finances three services of support that enable us to access expert advice on a regular basis. These include:-

- NHS Oxleas School Nursing Service
- NHS Oxleas School Speech and Language service
- Greenwich Educational Psychology Service

We also utilise regular visits from Greenwich ASD outreach service and Greenwich STEPS.