

Staines Preparatory School



Special Educational Needs and Disability (SEND) Policy

September 2023

At Staines Preparatory School we work to support inclusion for all of our pupils. The responsibility for the management of this policy falls to the Headmistress the day-to-day operation of the policy is the responsibility of the SENCo. The Governing Body, the Headmistress and the SENCo, will work closely to ensure that this policy is working effectively. Staines Preparatory School seeks to implement this policy through adherence to the procedures set out in the rest of this document. This policy should be read in conjunction with our Teaching and Learning policy, Equality Policy, Health & Safety Policy, Accessibility Plan and Admissions and Attendance Policy.

This policy has due regard to legislation, including but not limited to:

- Children and Families Act (2014)
- Health and Social Care Act Care (2012)
- Equality Act (2010)
- Mental Capacity Act (2005)
- Children's Act (2004)
- Disability Discrimination Act (1995)
- The Children and Families Act (2014)

This policy takes into account statutory and non-statutory related guidance, including but not limited to:

- SEND Code of Practice 0-25 (2015)
- Keeping Children Safe in Education (2023)
- Working Together to Safeguard Children (2018)
- Supporting Children with Medical Conditions (2017)
- Child Protection Policy

This policy also applies to the **Early Years Foundation Stage**.

Rationale

Staines Preparatory School is committed to ensuring that the necessary provision is made for every pupil within the school community in line with this policy. We celebrate the inclusive nature of our school and strive to meet the needs of all pupils with a special educational need and/or disability.

High quality teaching which is differentiated to meet the needs of the majority of pupils is the first response to supporting pupils with SEN. Some pupils will need something *additional to* and *different from* that which is ordinarily available for the majority of pupils, this is special educational provision and the pupils in receipt of this provision are classified as SEN Support.

The School will adhere to the principle that 'every teacher is a teacher of SEN' and we will use our best endeavours to ensure that the necessary provision is made for any pupil who has SEN and/or a disability.

The School will ensure that all staff are able to identify where a pupil may require additional support so that appropriate steps can be taken with the aim of enabling them to partake in all activities in the School in order to reach their full potential.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEN and/or a disability is therefore a whole school responsibility requiring a whole school response. In order to achieve this we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

Aims and Objectives

Aim

We recognise each child's entitlement to have their needs addressed within a caring and supportive environment. We will provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve, to their full potential, in all areas of the curriculum. By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEN and/or disabilities, 'educating today's children for the challenges of tomorrow'.

Objectives

This policy works towards eliminating disadvantages for pupils with SEN and/or disabilities by:

- identifying and providing for pupils who have special educational needs and regularly assessing and reviewing the provision that we offer.
- using our best endeavours to ensure that a pupil with SEN and/or a disability (including those with medical conditions) gets the support they need to access the school's educational provision and are able to engage as fully as practicable in the activities of the School alongside pupils who do not have a SEN and/or disability.
- having regard to the statutory guidance the SEND Code of Practice (2015), in so far as it applies to the school.
- operating a whole school approach to the management and provision of support for special educational needs.
- implementing a graduated approach to meeting the needs of pupils identifies as SEN Support.
- appointing a teacher responsible for the coordination of SEN provision (SENCO) and
- ensuring they have the relevant training and qualification to undertake the role.
- providing training, support and advice for all staff as often as is appropriate and necessary.
- ensuring that all students with SEN are offered full access to a broad, balanced and appropriate curriculum that sets high expectations for every pupil whatever their prior attainment.
- working in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- taking the views, wishes and feelings of the young person into account (in light of their age and understanding), and involve them as fully as possible in decision making about their own education.
- working collaboratively with external agencies and specialists including those from Social Care and Health.
- ensuring compliance with the School's Equality Act 2010 duties and not treating disabled pupils less favourably than their peers and making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education.
- in conjunction with the Welfare and First Aid Policy, making arrangements to support pupils with medical conditions and where applicable, to have regard to statutory guidance supporting pupils with medical conditions.
- supporting pupils with medical conditions.

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 him or her. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school; or
- Are under five years old and would be likely to have such difficulties if special educational provision were not made for them

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health

- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for, but we identify the needs of the whole pupil in order to establish what provision is required to meet their primary need, not just by the category in which they are placed. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. Staines Preparatory School will take into account pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

Definition of disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). It is important to note that a pupil who has a disability may not necessarily have a specific educational need. Not all disabled pupils have SEN.

Identifying and supporting pupils with SEN and disabilities

SPS's curriculum, plan and schemes of work take full account of the needs of all pupils, including those with SEN and disabilities. The progress made by all pupils is regularly monitored and reviewed as part of high quality, differentiated teaching.

At SPS, we aim to identify any additional area of need as early as possible. Where concerns are raised about a pupil's progress (by either setting or parents) or if they fall behind their peers, additional support will be provided under the guidance of the class teacher in the first instance, under the banner of Quality First Teaching. This information will be shared with parents as swiftly as possible. We will not wait for a specific event, such as a Parents' Evening.

Where concerns are raised about a pupil's progress, despite support and high-quality teaching, the class teacher will seek support via an Initial Concerns Form and accompanying procedures. Slow progress and low attainment will not automatically mean a pupil has SEN. However, where the school reasonably considers that a pupil may have a learning difficulty, for example where there are early indicators that a pupil is not making expected progress, the school will do all that is reasonable to support and consult with the parents and pupil as appropriate, to help determine the action required, including whether any additional support is needed, such as in-class support.

The school may recommend engaging external agencies and professionals to help assess the pupil's needs, and advise on appropriate support.

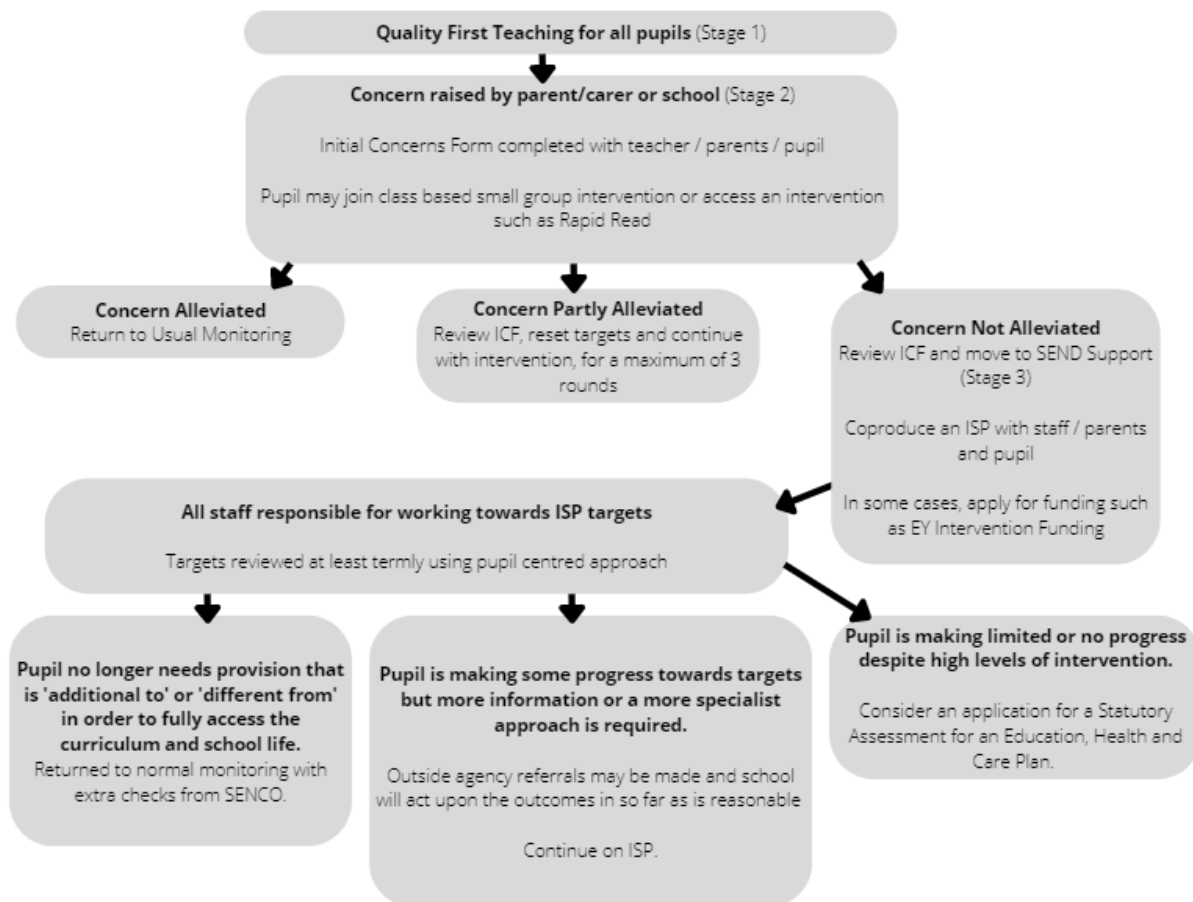
Where a pupil is identified as having SEN, or there are significant emerging concerns, the SENCo and the class teacher will take action to support effective learning by removing where possible barriers and put effective special educational provision in place taking into account any advice from specialists. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes.

This is known as the graduated approach – assess, plan, do, review.

Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability). Parents will be notified where their child is receiving SEN Support and the School will share with them the provision that is being put in place. This will be regularly reviewed including termly (three times per year) with the parents, the child (where appropriate) and teacher at Individual Support Plan (ISP) meetings.

Procedures at Staines Preparatory School

Identification of Special Educational Need and Graduated Response to these Needs



Our graduated response to individual needs is carried out in a three stage response system:

Stage 1: High Quality Teaching

High quality teaching that is differentiated and personalised and meets the individual needs of the majority of children. Classroom staff make reasonable adjustments to meet the needs of every individual child. Differentiation embedded in planning, practice and progress is monitored through observation in lessons and through more formal assessments. If progress is as expected, no further action is taken. If concerns remain the child moves to Stage 2.

Stage 2: Initial Concern

An Initial Concern Form (ICF) is completed by the Class Teacher / Subject Teacher and records the areas of concern in the child's progress and learning, the results of any observations and assessments and reviews the measures already put in place to support the child. (This follows the Assess, Plan, Do, Review principles outlined below but without a formal ISP being prepared). Parents are informed of the concerns via an in person meeting and the SENCO will initiate further observations and informal assessments as appropriate. Further support strategies may include short term interventions through small groups or one to one support from the class teacher and/or learning support team. Progress is monitored by regular meetings with the class teacher and SENCO against short term targets set. The support is recorded under the Initial Concerns star on iSams by the SENCO (All members of SLT have access to the SEN Module) If the pupil makes progress against their ICF targets, they may complete one or even two more rounds to secure the targets, then return to normal monitoring. However, if concerns remain the child moves to Stage 3.

Stage 3: SEND Register

Where there is a need for greater support, the child will be entered onto the SEND Register by the SENCO in consultation with parents. This enables further and often higher levels of support to be put into place which will normally be from the SENCO. An Individual Support Plan (ISP) is drawn up by the SENCO and class teachers, in consultation with parents and the pupil, to detail desired outcomes and strategies and the resources needed to

achieve these. The ISP is reviewed termly with parents and the pupil to discuss progress against these aims and to agree the continuing support needed for the following term. The support will follow the Assess, Plan, Do and Review cycle as laid out in the SEND Code of Practice (2014) and detailed below. The class teachers will continue to be responsible for meeting the child's needs on a daily basis, following the ISP and monitoring progress towards outcomes. Close liaison is maintained between the SENCO and classroom teachers, providing ongoing guidance and advice.

Assess:

In identifying a pupil as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs.

This should draw on:

- the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

If not already done so the School may, in consultation with parents, engage external agencies and professionals to help assess the child's needs, and advise on any support needed.

Plan:

Parents/carers, with their child, will meet with the class teacher and the SENCO to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced in the form of an Individual Support Plan. The date for review will depend on the level of need present but will be a least once per term.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources required.

Do:

The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of the targeted plan of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review:

The review will take place on the date previously agreed to decide if any changes to the support are required. This review will evaluate the impact and quality of the support and interventions in light of the pupil's progress and development and include the views of the pupil (as appropriate) and their parents/carers.

Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.

This review will feed back into the analysis of the pupil's needs, then the class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents/carers and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, which school or parents do not feel can be adequately supported via the 3 stage graduated response, they may undergo a Statutory Assessment Process which can be requested by the school or parents. This may occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

Where an LA concludes that a child with an EHC plan should be placed into an independent school and in our case, names Staines Prep in the EHC plan, the LA retains legal and financial responsibility for ensuring that the provision specified in the child's EHC plan is made. This will include paying the fees charged by Staines Prep. The day-to-day practical responsibility of making provision rests with Staines Prep. If an LA is satisfied that the provision set out in an EHC plan can be made more economically in the state sector, it may decline to name an independent school in an EHC plan. This does not prevent parents from making their own arrangements to pay for a place at Staines Prep, so long as the LA is satisfied that the arrangements are suitable and that we are able to meet the provision set out in the EHCP.

EHCPs will be reviewed at least annually, and Victoria Davis (SENCO) will take responsibility for coordinating with the Local Authority regarding these reviews.

Roles and Responsibilities

The SENCO

Victoria Davis is the SENCO across the school and is responsible for the day-to-day operation of SEN and Inclusion policy and co-ordination of specific provision made to support pupils with SEND. The SENCO works closely with staff, parents/carers and external agencies and provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs and/or disabilities.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENCO include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for children with SEN and/or disabilities (including those who have EHC Plans) and reporting on progress.
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review.
- Advising on the deployment of the School's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEN CPD for all staff and ensuring all staff understand their responsibilities to children with SEN and/or disabilities and the School's approach to identifying and meeting need.
- Line managing Learning Support Assistants who are tasked with interventions.
- To support and mentor the learning support teaching assistants in learning and understanding our processes and teaching philosophies, planning and delivering interventions, carrying out assessments and uploading data, as well as everyday queries and concerns.
- Overseeing the records of all pupils with SEN and/or disabilities and ensuring they are up to date and that teachers are given necessary information relating to a child's learning support needs and/or disabilities so that teaching practices are appropriate.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with Early Years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies as appropriate.

- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Headmistress and the School Governors to ensure that the School meets its responsibilities under the Equality Act (2010), including with regard to reasonable adjustments and access arrangements.
- To build strong communication links between all members of staff encouraging sharing observations of pupils and concerns.
- Working in collaboration with teachers, create ISP targets and strategies and review and report pupil progress termly with families.
- Carry out assessments of pupils with SEN to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents.
- To teach one to one, paired or small group wave 3 provision using a multi-sensory teaching approach.
- Work with classroom teachers, parents and relevant external agencies to develop, implement and monitor individual support plans.
- To summarise external reports and in consultation with parents work to implement recommendations in school and at home.
- To collate SEND data to monitor the progress of individual SEN pupils and effective of provision

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs and/or disabilities.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for the progress and development of all pupils including those with SEN and/or disabilities.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment
- Class teachers will ensure that any pupil on SEN Support is provided with the required support and clearly identifies this provision on their class lesson plans for every lesson
- Learning Support assistants will liaise with the class teacher and SENCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response.
- All staff (including non-teaching staff) will have access to and will read One Page Profiles for pupils with SEND, which give a broad overview of need. They can then liaise with SENCO or class teachers if more information is required.

The SEND Governor

Geoff Want is our SEND Governor.

The Special Educational Needs (SEN) Governor plays a vital role in ensuring that SEN stays on the governing body agenda and providing a link between the governing body, its committees and the staff with regard to Special Educational Needs.

To effectively fulfil the role of SEN Governor, they should:

- keep abreast of current SEN developments
- try to attend in-service training sessions
- meet regularly with the SENCO where possible, be aware of progress SEN pupils are making
- make reports to the full governing body and/or appropriate committees regarding SEN.

The effective SEN Governor will find working alongside the SENCO both interesting and rewarding in that their efforts will ensure that the work of the governing body fulfils its duties to children with special educational needs.

There are certain core responsibilities within the role of the SEN Governor. These include:

- making every effort to see that the necessary special arrangements are made for pupils with SEN. This includes making all staff who are likely to teach these pupils aware of those needs
- asking questions and liaising with Special Educational Needs Co-ordinator (SENCO) about the current policy and practice in SEN
- monitoring the progress and effectiveness of the governing body's policy on SEN
- monitoring the deployment of resources allocated to SEN
- monitoring the effectiveness of communicating with parents.

There are a number of practical ways that SEN governors can work with the chair and governing body in fulfilling its duties to provide appropriate support for children with Special Educational Needs.

These may include:

- taking an active interest in the Special Educational Needs Register
- taking part in school-based SEN training
- being aware of parental views and concerns about SEN issues
- meeting teachers and support assistants through discussions and visits to school
- being aware of changes to the Code of Practice and its impact on the school.

Work with Outside Agencies

We provide intervention using specialist teaching techniques within school, however when a pupil presents with an issue that needs to be addressed by an external expert, we refer on. Where agreed by us, appropriate therapy may take place on school premises. This fosters a strong partnership between other professionals and school staff and enables us to benefit from their expertise. We reserve the right to review any such arrangements. Any costs involved with consulting these specialists are met by parents.

If a parent has a report for their child then it is important that this report is made available to the school, once the report is completed. This enables the school to develop a greater understanding of the child's individual needs and support these needs. The SENCO will summarise these reports and their recommendations and share them with all classroom staff to ensure that the child's individual needs are considered throughout their time at school.

Training and Development

Training needs are identified in response to the needs of all pupils. We have three staff members trained as an Emotional Literacy Support assistants (ELSA). The SENCO is also available for drop-in sessions to offer support and advice to all staff, and for drop-in support sessions within the teaching day.

All members of teaching staff meet with the SENCO once a term to collaboratively produce ISP documents and SEND is built into the calendar of CPD.

Learning Support Assistants attend a weekly briefing with the SENCO, and once every three weeks that is positioned as a CPD session, with the content based on the most relevant needs of the children and school community at that time.

The School offers opportunities for staff to reflect on their practice and to offer peer-to-peer support and guidance.

Recording, Storing and Managing Information

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities where they have an Education Health Care Plan. This will be recorded by way of an Individual Support Plan. This is drawn up in consultation with the pupil's teacher, the SENCO, the pupil and their parents and kept in the school shared space. The Individual Support Plan may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or SENCO.

The pupil (subject to their age and understanding), together with their parents and teachers, reviews the plan regularly and the child is encouraged to take ownership of it and to set their own targets.

The School monitors progress of all pupils in the Early Years Foundation Stage ('EYFS'). The child's form teacher will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

Pupil records and SEN information may be shared on a "need to know" basis with relevant staff working closely with SEN pupils to enable them to better meet the individual pupil's needs.

Pupil SEN files are kept securely in a locked filing cabinet in the SENCO's office and all electronic information is stored securely and confidentially on the school information management system in the appropriate SEN Pupil file in compliance with our Privacy Policy

Working with Parents

The school recognises the key role that partnership between home and school plays in the support of pupils with SEND. It also recognises that parenting pupils with SEND is often challenging both in the home and school context. The school will always seek to work positively with and in support of parents, and where necessary, to signpost them to appropriate support agencies.

These agencies may include, but are not limited to:

Mindworks Surrey (www.mindworks-surrey.org) – Surrey's mental health and emotional wellbeing service for children and young people.

24/7 Mental Health Crisis Line (0800 9154644) – For children and young people and their families in Surrey including those with SEND

Out of Hours Advice Line (0300 222 5755) - Open 5pm – 11pm, 365 days of the year. Advice to parents and carers who are struggling with behaviours or difficulties which could be related to neurodevelopmental need such as autism or ADHD.

Surrey Local Offer Website ([Surrey Local Offer](#)) - Our Local Offer website is for children and young people with additional needs, their families and the practitioners who help them. On it you will find helpful information and the details of support services in your area.

Complaints

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's form teacher or the SENCO if their child's progress or behaviour gives cause for concern.

Any concerns or complaints about the School's provision or organisation of SEND are managed in accordance with the School's Complaints Policy.

Parents/carers have the right to appeal certain decisions about their child's special needs made by their Local Authority. Such an appeal is made to the SEND Tribunal. A decision made by a school cannot be appealed to the SEND Tribunal.

Admissions

The School will treat every application from an SEN and disabled pupil in a fair, open-minded way. The School will always consider its obligations under the Equality Act 2010.

The School is non-selective and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions and Attendance Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities. The School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with disabilities, SEN or learning difficulties are advised to discuss their child's requirements

with the School before registering for a place, so that adequate provision can be made for them on the day. Parents are asked to provide a copy of a medical report or educational psychologist's report to support a request, for example, for large print material, extra time, use of laptops or other special arrangements. Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SEN and disabilities (if known) through discussion and meetings with parents, consideration of any professional reports and references from previous schools, assessment of the pupil at a taster day, as appropriate. An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The School will always consider its obligations under the Equality Act 2010.

Medical conditions

At Staines Preparatory School we aim to fully support any pupil with a medical condition so that they have full access to the curriculum and school life. Where a medical need is identified the Welfare Team will meet with parents in order to discuss how to best support the pupil. This may mean a Care Plan (CP) and we seek to make any reasonable adjustment to enable the pupil to fully access school opportunities. Any child with medical needs may also have SEND in which case the SENCo and Welfare Team will assist classroom staff in making sure that their needs are met.

Transition Arrangements

Support for pupils with SEN includes the planning and preparation at key transitional phases of education. For students arriving at Staines Preparatory School we have a comprehensive package of transitional support that is put in.

This may include:

- Transition days / additional school visits
- Social story booklets
- Visits between SENCOs
- Key staff exchange

Bullying and behavioural issues

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum, PSHE, and assemblies, the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEN may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

Safeguarding

The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children.

These can include:

- these children being more prone to peer group isolation or bullying (including

prejudice-based bullying) than other children

- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

The school understands the risks associated with online activity and are confident that they have the up to date knowledge and capability to keep children safe whilst they are online at school; in particular understanding the additional risks that children with SEND face online and the associated and appropriate support they require.

Any reports of abuse involving pupils with SEND will require close liaison with the DSL and the SENDCO (who is also a DDSL). We offer extra pastoral support for these pupils. This includes: being supported by the school's SENCo, having identified adults to support learning and available for additional support, appropriate support for communication and an ELSA program available.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

Accessibility, Health and Safety and SENDA

The school is committed to ensuring reasonable access to all areas of the site for pupils with physical disabilities, including safe and comfortable entry and departure from the school site.

Emergency evacuation policies are reviewed half-termly to ensure that they can be accomplished safely for all pupils, including those with special needs.

The management of the timetable and room deployment takes into account appropriate allocation of classrooms to meet the age and needs of all pupils (including SEND pupils), and appropriate furniture and fittings.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. At SPS we do our best to ensure that those pupils who require access arrangements receive them. This is based on diagnostic testing as well as history of need and normal way of working.

More Able Pupils

We recognise that some pupils have additional needs because they demonstrate high achievement in one or more areas. It should also not be forgotten that some children demonstrate multi-exceptionality, needing support in some areas whilst excelling in others. Details of provision for these pupils can be found in the More Able Pupils policy document.

Policy Review

This policy will be reviewed annually. It will be monitored by the SENCO and updated and revised if necessary during the annual cycle.