



Special Education Needs & Disability (SEND) Policy

Reviewed by:	Lucy White – SENDCo	September 2024
Approved by:	Trish Watt – Head	September 2024
Governor Approval:	Professor Mark Bailey	September 2024
Next Review Date:	September 2025	

School Ethos

Eaton Square School is a mainstream, independent school. The School recognises that all pupils are entitled to a balanced, broad curriculum and the need for fully inclusive Quality First Teaching (QFT).

The School upholds equal opportunities for all, adhering to the Equality Act of 2010.

Aims & Objectives

The aims of this policy are to promote good practice in our detection and management of Special Educational Needs & Disabilities (SEND) and to explain the support we can provide for children who have additional needs and the collaboration with parents that it requires. Eaton Square School values all pupils and is committed to providing an inclusive environment.

The School has high expectations and aspirations for all pupils, including those with SEND. The School is committed to providing targeted and focused support for all students in order for them to have the opportunity to progress and meet their potential.

Eaton Square School meets its aims by:

- Working within the guidance provided in the SEND Code of Practice 2015 ([SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)) and to implement it effectively across the school
 - Identifying barriers to learning at the earliest possible opportunity (and monitoring these, in the initial stages, on the Learning Enrichment Register)
 - Ensuring participation of all pupils with (either confirmed or suspected) SEND
 - Enabling all pupils with SEND to access the curriculum
 - Working collaboratively and in partnership with parents
 - Working with external agencies
 - Monitoring and reviewing the effectiveness of intervention regularly, making reasonable adjustments where necessary
 - Ensuring that all staff have access to training and advice to support high quality teaching and learning for all pupils and their outcomes
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The Definition of SEND

The School recognises that children have special educational needs and disabilities (SEND) if they have a learning difficulty which calls for special educational provision to be made for them, adhering to the definition of SEND as per the SEND Code of Practice 2015 0-25 – *‘a pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.’*

Children with SEND will be diagnosed by a suitably UK-qualified practitioner, for example, a paediatrician, an Educational Psychologist, a Speech and Language Therapist or an Occupational Therapist.

Roles & Responsibilities

Mrs Lucy White is the Special Educational Needs and Disabilities Coordinator (SENDCo). She took on the role in September 2022, and she was awarded the National Award for SEN Coordination (NASENCo) in October 2023.

The SEND Coordinator’s responsibilities include:

- The day-to-day operation of the school’s SEND Policy
- Upholding the SEND Code of Practice 0-25 (2015)
- Liaising with teachers and advising on how they can implement best practices in their classrooms
- Liaising with external specialists, health professionals and therapists
- Contributing to staff training
- Managing Learning Support Assistants and 1:1/small group teachers (see 1:1 LSA Policy)
- Partnering and liaising with parents and carers
- Maintaining the SEND Register and the Learning Enrichment Register
- Overseeing Pupil Passports and short-term (half termly) target reviews
- Overseeing termly and yearly target meetings between parents/carers and class teachers/LSAs
- Overseeing the records of all children with SEND
- Coordinating and developing strategies for a whole school approach for identifying, planning for, and reviewing of children with SEND
- Liaising with future schools

Ms Amanda O’Connor is the SEN Teacher. She took on the role in 2017 and she is a specialist Dyslexia teacher (Level 5 SPLD Diploma). She is training to become a specialist Dyscalculia-trained teacher (2024-2025). She works with children in intervention groups, 1:1 lessons and she supports in class, where necessary.

Trish Watt is the Headmistress of Eaton Square Prep School and Sebastian Hepher is the Principal of Eaton Square Schools. The School recognises that *‘every teacher is a teacher of children with special educational needs and disabilities’* (SEND Code of Practice 2015) and therefore that the class teacher is responsible for appropriate support along with the SENDCo. It is the Class Teacher’s responsibility to ensure Quality First Teaching (QFT), as stated in the SEN Code of Practice 2015, and to highlight any concerns they may have using our ‘Cause for Concern’ monitoring forms.

Teachers are:



- Aware of the school's procedures for SEND
- Responsible for raising individual concerns about children in their care to the SENDCo
- Monitoring the progress of pupils with SEND (using both formal methods, including CAT Scores and NFER Scores – using the SAS of 100 as a benchmark; and informal methods, including teacher assessment and daily marking)
- Using appropriate strategies and differentiated methods to meet the pupil's individual needs (these should be demonstrated clearly in pupils' books)
- Identification of SEND and monitoring using the 'assess, plan, do, review' approach

Identifying children who may have SEND

The staff at School, including the SENDCo, are not able, or required, to diagnose specific SEND. These can only be diagnosed by suitably qualified professionals. The staff at School, including the SENDCo, identify children who are displaying areas of need, and then provide the support in the next steps that may be required.

The SEND Code of Practice 0-25 (2015) describes the four broad categories of need as:

- Communication and Interaction (CI)
- Cognition and Learning (CL)
- Social, Emotional and Mental Health (SEMH)
- Sensory/Physical (SP)

To help pupils with potential SEND, Eaton Square School adheres to the cyclical Graduated Approach to 'assess, plan, do and review' (usually half-termly, although it can be termly or yearly, depending on the child).

Where a class teacher is concerned about a child's progress (either academically or pastorally), they will speak to the parents in the first instance. They will alongside this complete a Cause for Concern form (see Appendix A for an example of the form) for the SENDCo, which will outline concerns and current provision. The SENDCo will come and observe the child informally in the classroom or out at play (and look through workbooks) and offer suggestions to the class teacher for next steps / support. The class teacher will communicate these suggestions / observations to the parents and make a plan of action for next steps. The child will either be placed on the Learning Enrichment register (our list of children who are having wave 3 and 2 support and are being monitored) or external agencies will be suggested, and the child may then be placed on the SEND register.

To identify children with SEND, teachers may notice that they:

- Make little or no progress, despite differentiated, personalised teaching approaches
- Present with persistent emotional / behavioural difficulties after behaviour management support has been followed, which impedes the ability to cope emotionally with the school day or work independently because of emotional struggles
- Have sensory or physical difficulties and continue to not make progress regardless of specialist support in place
- Present with difficulties in the areas of Literacy and Maths and not be able to recall previously taught information or work independently
- Have communication and interaction difficulties which impedes age-appropriate social interactions, making and keeping friends, keeping themselves safe, the ability to be organised and the ability to express themselves age-appropriately.

Pupil Passports



If a child is having provision that is different from the mainstream, a Pupil Passport (this is our term for an Individual Education/Learning Plan) will be created. A Pupil Passport consists of an 'all about me' section, the child's academic attainment, his/her strengths, areas of need and in-class strategies in place and his/her targets. Please see Appendix B for an example of a Pupil Passport. The class teacher will coordinate meetings with parents by inviting them into School for discussions about their child's progress and needs (this will be termly, or half-termly in the EYFS as targets tend to be smaller). The child will be, as much as possible, a part of these discussions as it is very important that they have autonomy over their learning. Discussions with teaching staff will include appropriate interventions and high-quality teaching approaches as well as any additional support that may happen. External specialists and agencies may also be called upon where appropriate and they will put their observations / work with the child into the Passport. A Pupil Passport will be collaboratively agreed upon with the class or subject teacher, the parents, and the child, to ensure targets are identified and met.

Our (wave 1,2 and 3) interventions include:

- Adaptations such as specialist equipment or learning materials
- In-class group support where appropriate
- Referral to external specialists such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Paediatricians, and other specialists where appropriate. If the school or the parents are concerned that a child may have mental health needs, it will be encouraged to seek the advice of a GP for a referral to Child and Adolescent Mental Health Services (CAMHS).
- Referral to the Listening Space in school for support from the Listening Teacher.
- Withdrawal where appropriate for 1:1, 1:2 (charged) or 1 to small group tailored and personalised teaching (not charged).
 - Parent funded specialist therapy such as Speech and Language Therapy or Occupational Therapy carried out by visiting external therapists for other types of therapy.

Additional Support

There is an option of providing children with barriers to learning personalised 1:1 sessions in Literacy and/or Maths with the SENDCo (Mrs White) and/or the SEN teacher (Ms O'Connor). This is agreed through parent meetings with the SENDCo and class teacher. The cost of these sessions is £60 per hour (sessions are usually 30 minutes, and so are charged at £30 per half hour). An invoice is sent termly for these sessions. Parents are required to give one month's notice should they wish to terminate 1:1 sessions, otherwise they will continue until it is agreed that they are no longer required. This will happen through a discussion with the SENDCo and the teacher using the child's Pupil Passport, and their progress, as a basis for discussion.

A child will exit the Learning Enrichment Register when their progress is in line with age-appropriate expectations and when it is no longer deemed necessary for the child to continue with the same level of support to ensure progress. If a child has a SEND, they will be placed on the SEND register, and they will stay there until the end of their schooling at Eaton Square.

1:1 Learning Support Assistants

Where a child is not able to access the mainstream curriculum without differentiation and/or in-class adult support, a 1:1 Learning Support Assistant (LSA) may be employed to work with them. Please see our 1:1 LSA Policy for full details and guidance about this.



Use of External Agencies

If, despite considerable and appropriate input and adaptations, a pupil continues to make little or no progress in specific areas, an external specialist opinion may be advised. In this case, the School will ask parents to agree to their child being formally assessed by a specialist, for example, an Educational Psychologist, a Speech and Language Therapist or a Paediatrician. The parents can source their own specialist to carry out the recommended assessment or the School can recommend specialists. The cost of an assessment would be borne by the parents. We will adhere to the recommendations given by the specialists as effectively as possible (please refer to the Disability Policy and the Accessibility Plan).

Our Multi-Disciplinary Team

We are fortunate because we have a group of experienced, multi-disciplinary professionals at Eaton Square, who are highly trained in working with children with Learning Enrichment needs or SEND. This team is made up of employees of the School and external specialists who have worked with us for many years. They are:

- Mrs Lucy White (SENDCo) – employee of the School
- Ms Amanda O'Connor (SEN teacher, with specialisms in Dyslexia and Dyscalculia) – employee of the School
- Ms Lorna Jones (Listening Teacher) – employee of the School
- Mrs Penny Robertson (Speech and Language Therapist) – external specialist
- Ms Michele Harvey (Senior Occupational Therapist, Chelsea Children's Therapy) – external specialist

This gives us an advantage of being able to liaise, as a team, to ensure the best, most well-rounded approach to the children's learning and development. It also means children can have their therapies and support in school, usually during the School day, which provides routine, accessibility and convenience.

When discussing a child's needs with parents, the team above will often be recommended in the first instance, however parents are at liberty to choose their own professionals to support.

Speech and Language Therapy and Occupational Therapy is paid for by the parents directly to the external specialists. Their fee scales will be shared on contact.

Additional lessons by the internal SEND team are charged as above, although group support does not come with an additional cost.

Open Communication and Confidentiality

We pride ourselves on our open communication and our ability to encourage excellent progress in our children with Learning Enrichment needs or SEND, due to our multi-disciplinary team being able to work closely with each other and parents. Therefore, we have put steps in place to ensure parents have the right to opt out of information sharing within our team, and to ensure they feel comfortable with the level of confidentiality in place.

Mrs Penny Robertson (Speech and Language Therapist) and Ms Michele Harvey (Occupational Therapist), external specialists, will seek written consent from parents before sharing their observations, work and reports with the SENDCo and class teacher(s) of the children in their care. Once this consent to share has been made, they will liaise as a team to ensure best outcomes for the child and the reports will be stored on the child's file.



Ms Lorna Jones (Listening Teacher) and Ms Amanda O'Connor (SEN teacher) are employees of the School and so they will follow the School's Confidentiality Policies, and will share their observations and work with children with the SENDCo and the class teacher(s), and any members of staff that it is deemed right to ensure the best possible support of the children in their care, through the appropriate channels.

Mrs Lucy White (SENDCo) will obtain consent from parents before sharing any external reports (for example, Educational Psychologist, medical, Occupational Therapist, Speech and Language) with other members of the team (School staff and multi-disciplinary team as listed above), and will follow the School's Confidentiality Policy.

Although parents are not obliged to give consent to our team to share their work, we strongly recommend it, so that best practice can be applied to their children. Without consent to share, the children will not have the wraparound approach to care we pride ourselves on.

Educational, Health & Care Plans

A child may be considered for an application for an Educational Health and Care Plan (EHCP) from the Local Authority (LA). The request may be made by the School, the parent, an outside agency or a health professional. If an EHCP is granted, the pupil will have been recognised by the Local Authority as having significant and complex needs. The plan will include outcomes for the child that the School will use to develop tailored interventions and Annual Reviews. The School recognises the LA's responsibility in deciding to maintain, amend or cease an EHCP. If the LA refuses to carry out a needs assessment (EHCNA), the parents have the right of appeal to the First Tier Tribunal.

Where a prospective pupil has an EHCP, we will consult the parents and, where appropriate the LA, to ensure that the School can deliver the provision specified in the EHCP.

Welfare Needs

The School recognises that pupils with special educational needs or learning difficulties may be at risk of being bullied. The School has an anti-bullying policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. If parents are concerned about their child's welfare, they can approach the pupil's form teacher or any senior member of staff to discuss their concerns in private at any time. Mr Chris Handcock is the Designated Safeguarding Lead in School.

External Teaching

Parents may opt for individual teaching outside the School, provided that the Headteacher is satisfied with the child's safety and travel arrangements and that the teaching is at times which fit in with the remainder of the curriculum, timetable and community life of Eaton Square School.

Upon entry to Eaton Square School the School carries out computer-based assessments on all prospective pupils to assess levels of Literacy and Mathematics. The School requests that parents share any reports which may have been obtained from Educational Psychologists, health professionals or other specialists prior to commencing at Eaton Square Prep School. The School would need to be made aware of a diagnosis or the presence of a learning difficulty and may make a conditional offer of a place, to be agreed by the Admissions Team, the Headteacher and the SENDCO, to ensure the needs of the child can be met in School (see Disability Policy).



Alternative Arrangements

Withdrawal

We reserve the right, following consultation with parents / carers to ask or require them to withdraw their child from Eaton Square School if, in our opinion, and after making all reasonable adjustments and exhausting appropriate strategies:

- The child needs a formal assessment, 1:1 teaching, or learning support to which you do not consent.
- The parent has withheld information from the School, which had the information been provided, would have made a significant difference to the School's management of the child's learning difficulties/needs.
- The child's learning difficulties/needs require a level of support or medication, which in the professional judgement of the Headteacher, the School is unable to provide, manage or arrange.
- The child has special educational needs that make it unlikely he/she will be able to benefit sufficiently from the mainstream education and facilities which we provide.

Alternative Placement

In any of these circumstances we will do what is reasonable to help the parent / carer to find an alternative placement which will provide the child with the necessary level of teaching and support.

Financial

Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of the child will be credited to the original payment account.

Further Reading


Further reading on the government guidance relating to SEND in schools can be found here:

<https://www.gov.uk/children-with-special-educational-needs>



Appendix A: Cause for Concern form

This will be completed by teachers at the beginning of the Learning Enrichment and/or SEND process.

<i>Eaton Square School Learning Enrichment</i>		
		
Cause for Concern Form regarding a pupil ref SEND <i>The Cause for Concern form is part of teacher assessment in the SEND Code of Practice 2015 'Graduated Approach' (Assess, Plan, Do, Review)</i>		
Pupil's name:	Class:	Date:
Date of birth:		
Name of Staff Noting Concern:		
Is this a concern requiring urgent action (please highlight) Yes / No		
What broad area of need do you think would apply to the pupil? <i>You can highlight/underline more than one.</i> SEMH (Social, Emotional, Mental Health) CI (Communication and Interaction) CL (Cognition and Learning) SP (Sensory Physical)		
Have the parents been informed of your concern(s)? (please highlight) Yes/No <i>If 'NO' – please do inform the parents</i> <i>(NB please do come and see me if there is a query over this)</i>		
Parent(s) name:		
Reasons for Concern (IN BULLET POINTS):		



Observations: (what have you seen in class / around school / at Park / outside etc?)

Strategies put in place: (what has been put in place to address observed needs/areas of weakness? See list below)

To be completed by the SENDCo

Observation notes from visiting in class:

Actions suggested:

Date:



Appendix B: Pupil Passport

This will be completed by the staff, children and parents once additional support is required.

This is me!

Name: _____

Date of Birth: _____

Year: _____

Date now: _____

Review date: _____

Pupil Passport

Getting to know me better!

The things I enjoy / feel confident in:	The things I don't enjoy / find trickier:	What I would like to achieve:
How my teachers can help me (at school):	How my parents can help me (at home):	How I can help myself:
My recent achievements:	My additional support:	I would like you to know that...

My important data (CAT4/NFER/RWI)

Strengths	Needs	In class strategies	External Assessments/Reports	Other notes
			EP report? Y / N OT report? Y / N SALT report? Y / N	Exam concessions? Y / N Wave 1, 2, 3 support? (highlight)



Individual Learning Plan (ILP) Outcomes - Academic Year 2023-2024

<u>Area of need</u> (Remove any that are not applicable)	<u>Autumn 2023 targets</u> (SMART - 4 or 5 targets - any 'ongoing' from the term before should be included - bullet pointed)	<u>Outcome</u> 1 - met 2 - ongoing 3 - not met yet
Cognition and Learning		
Social, Emotional and Mental Health		
Sensory and Physical		
Communication and Interaction		
Activities at home		

<u>My views</u>	<u>My class teacher's views</u>	<u>My parent's views</u>

<u>The SEND department's views</u>