



Pocklington Prep School

Special Educational Needs and Disabilities (SEND) Policy

Policy Contact	S A Ward, Head of Prep and Pre Prep School A Pimm, Assistant Head for Pupil Progress		
Last Reviewed	September 2024	Next Review Due	February 2025



POCKLINGTON PREP SCHOOL
Special Educational Needs and Disabilities (SEND) Policy

Contents

Aims	3
Definition of SEND (Special Educational Needs or Disabilities)	3
Special Educational Needs and Disability Code of Practice: 0 to 25 Years, 2014	3
Communication and Interaction	3
Cognition and Learning	3
Social, Emotional and Mental Health Difficulties.....	3
Sensory and/or Physical Needs.....	3
Graduated Response to SEND Support & Stages of Intervention	4
Stage 1.....	4
Stage 2.....	5
Stage 3.....	5
Monitoring of Pupils	5
Education, Health & Care Plans (EHCP)	6
Parental communication	6
Physical Accessibility	7
Transition to Pocklington School	7
Access Arrangements	7
Supporting Pupils and Families	8
Responsibilities	8
Head of Prep School.....	8
Learning Support Coordinator	8
Learning Support Assistant	8
Class Teachers	8
Revisions	8
Appendix A: Referral Guidance	9



POCKLINGTON PREP SCHOOL

Special Educational Needs and Disabilities (SEND) Policy

Aims

At Pocklington Prep School, we aim to support all children to reach their full potential whilst recognising and supporting every child's individual needs. At Pocklington Prep School we recognise that all teachers are a teacher of a SEND child. We strive to support children to flourish within our classrooms. We give the support children require in targeted, high quality, and where appropriate, individualised interventions outside of the classroom in our Learning Support Department.

Our aim is to support all children in our school, with or without additional needs, as long as our school can meet their needs and provision is available.

Definition of SEND (Special Educational Needs or Disabilities)

"A young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEND may also have a disability under the Equality Act 2010. Where a young person is covered by SEND and disability legislation, reasonable adjustments and access arrangements should be considered as part of the SEND planning and review".

[Special Educational Needs and Disability Code of Practice: 0 to 25 Years, 2014](#)

Under the Code of Practice there are 4 broad areas of need.

Communication and Interaction

- Speech, Language and Communication Needs (SLCN)
- ASC including Asperger's Syndrome and Autism (ASC)

Cognition and Learning

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties (SpLD) which may include Dyslexia, Dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

- Social interaction
- Emotional regulation
- Mental Health needs
- Attachment difficulties

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-sensory impairment (MSI)
- Physical Disability (PD)



POCKLINGTON PREP SCHOOL Special Educational Needs and Disabilities (SEND) Policy

Social, Emotional and Mental Health (SEMH) needs are supported alongside the Learning Support Coordinator by the Pastoral Team within the Prep School and Wellbeing centre. The Learning Support Coordinator works closely with the Pastoral lead to support pupils with SEMH needs.

Graduated Response to SEND Support & Stages of Intervention

See Appendix A for flow chart to show graduated response

At Pocklington Prep School, support for a child is completed as a graduated response. At each stage of response, the teachers, teaching assistants and Learning Support Coordinator will adhere to the structure of Assess, Plan, Do, Review. This will be supported by termly 'Pupil Progress Meetings' where formal assessments are the basis to discussions of progress and children are identified and next steps are put in place.

When a child is identified as needing support in an area of need, the child could be added to the Learning Support Register which is reflective of the stage of intervention. These are as follows:

Stage 1

As a first step to raising a concern about a child, the teacher will use both formative and summative assessments to put appropriate support in place within the classroom. This will be done with support, if required, from the Learning Support Coordinator. It is anticipated that at this stage, quality first teaching and appropriate support within the classroom can support most issues arising to raise attainment to age related expectations. Some examples of adaptations could be;

- Inclusive Quality First Teaching
- Differentiated curriculum planning, multi-sensory activities, delivery and outcome
- In-class TA support
- In-class targeted teacher support
- Increased visual aids / modelling etc
- Visual timetables
- Use of writing frames
- Access to ICT to support learning and presentation
- Homework support
- Literacy/Vocabulary Mats across the curriculum
- Spiritual, Moral, Social, Cultural Focus in lessons
- Extra-curricular clubs
- Lunch time clubs
- Nesy
- Numbots

*This list is not exhaustive



POCKLINGTON PREP SCHOOL

Special Educational Needs and Disabilities (SEND) Policy

Stage 2

Once a teacher has completed the process of 'Assess, Plan, Do, Review' and concerns surrounding progress continues there may be need to move to Stage 2 which is additional to, not replacement of Stage 1 support. At this stage, children alongside parental support, will be offered additional interventions outside the classroom within the Learning Support Department to support children to reach their age-related expectations. This will usually be accessed through group work alongside other children who need similar support, however, this will be sensitively grouped in order for all children to reach their potential alongside their peers.

Examples of this could be;

- Comprehension groups (e.g Headstart)
- Maths booster support (e.g Number Stacks)
- Small Maths Support class
- In class group support
- Nessy
- Numbots

*This list is not exhaustive

Stage 3

At Stage 3, the interventions are highly personalised and may be supported by further external assessors in order to give targets and ways forward. Children, with parental support, will be given intervention mostly in a 1-1 capacity to raise engagement and focus. At this stage, if there hasn't been a referral to specialist support, this may be suggested by the Learning Support Coordinator in order to support the child to the best possible outcome.

Examples of support:

- Small group or 1:1 literacy/ numeracy support e.g. use of Reading / Writing / Mathematics / Learning Challenges, spelling groups, use of programmes such as Precision Teaching
- Exam Access Arrangements
- Homework club
- External Agency Support – Educational Psychologist, Specialist Teaching Services, SALT team, Clinical Psychology

Monitoring of Pupils

Pupils are regularly monitored through assessments and then, if identified as having possible SEND, will be discussed at Pupil Progress Meetings (PPM). This will allow for teacher to seek further support and monitoring of pupil progress. This may prompt further assessment to give clear ways forward or indication towards appropriate external assessments. At this point, and



POCKLINGTON PREP SCHOOL Special Educational Needs and Disabilities (SEND) Policy

throughout the stages of the Learning Support register, parental support and engagement will be sought. Examples of diagnostics which could be used are:

- Dyslexia Portfolio
- SNAP assessment (to identify indicators of SpLD)
- WELLCOMM (SALT assessment)
- Visual Stress Test
- YARC (York Assessment of reading for Comprehension)

Referrals can also be made to these outside agencies:

- Educational Psychology
- Occupational Therapy
- Speech and Language Therapy Service
- Sensory and Physical Teaching Service
- Child and Adolescent Mental Health Service (CAMHS)
- Special Educational Needs and Disability Information and Advice Support Service (SENDIASS) via Families information Service Hub (FISH)

Each child once identified will be given targets which will be shared with parents and then assessment, at least, termly to ensure impact.

Other ways of identifying SEND may be through concerns raised by parents/carers, boarding staff, external agencies (Educational Psychologists, Clinical Psychologists etc), Health Visitor assessments.

Education, Health & Care Plans (EHCP)

Pupils who have an EHCP will be monitored closely with termly reviews of targets. These targets will be supported by outside expertise and agencies. Annual reviews will be held. Annual reviews will set the next years targets, where parents, professionals are invited to attend along with the child.

Parental communication

Over the academic year, parents of children who are accessing Learning Support will have one parents evening in Lent term and will receive reports in Michaelmas Term and Summer Term. After each Pupil Progress Meeting, parents will be contacted to update on termly targets which have been put in place for each pupil on Stage 2 and 3.

Through all stages of the graduated response, parents will be informed, and consent obtained for any further diagnostic/assessments to inform.

Any additional/informal support meetings for parents/carers are encouraged.



POCKLINGTON PREP SCHOOL

Special Educational Needs and Disabilities (SEND) Policy

Physical Accessibility

The School is committed to ensuring that there is an ongoing programme of accessibility for all areas. Parents or carers of a child who may require additional accessibility can obtain an Accessibility Plan from school which details how governors' plan to continue to adapt our buildings to make them increasingly accessible for disabled pupils.

Transition to Pocklington School

The Learning Support Coordinator at the Prep School has regular update meetings with the SENCo at Pocklington School. This ensures seamless transition and therefore, continued progression of the pupils accessing Learning Support. Information is stored on a shared database which ensures seamless transition of data and reports which is in-line with GDPR regulations.

Support for a pupil may be extra transition sessions supported by a member of the Prep School staff, linking with senior staff members which they may be supported by in the senior school, meetings with pastoral team to support worries/need for support. This list is not exhaustive, and each child's individual needs will be assessed and supported where appropriate.

Children who are currently on the Learning Support register will be discussed with the Head of Learning Support and appropriate support will be put in place in line with information given to the Senior School. In the Summer term before transition, where appropriate, parents will receive and offer letter of support for the Senior School Learning Support.

Access Arrangements

Where appropriate, children will be given access arrangements for formal assessments, including the entrance assessments. This can be in the form of:

- extra time 25%
- use of a laptop
- modified papers
- computer reader
- rest/sensory breaks

Formal assessments are completed at the end of every term and each child is given the appropriate support so they can achieve their full potential. This support can be put in place without a formal diagnosis and is at the discretion of the Prep Staff team, primarily Learning Support Coordinator and Assistant Head – Academic.



POCKLINGTON PREP SCHOOL
Special Educational Needs and Disabilities (SEND) Policy

Supporting Pupils and Families

The local Authority offers further support and guidance to families of pupils with additional needs; this can be accessed through the East Riding Local Offer website www.eastridinglocaloffer.org.uk

Responsibilities

Head of Prep School

The Head of the Prep School retains oversight and responsibility for all pupils within the school, including those with SEND. The Head of the Prep School approves all entrants to the schools and oversees the entrance assessments. The Head of the Prep School will take responsibility for consulting with parents if the needs of a pupil are not able to be met within the Prep School environment.

Learning Support Coordinator

Learning Support Coordinator has responsibility of referrals, tracking, assessing, implementing of interventions and liaising with both teachers and parents in order to put strategies in place to support pupils needs. Learning Support Coordinator is an advocate for inclusion and in turn, an advocate for pupils with SEND.

Learning Support Assistant

Learning Support Assistant supports and implements interventions with the direction of the Learning Support Coordinator. The Learning Support Assistant will attend, contribute to Pupil Progress Meetings in which support for each child with needs are discussed. After which, the LS assistant helps to implement these interventions.

Class Teachers

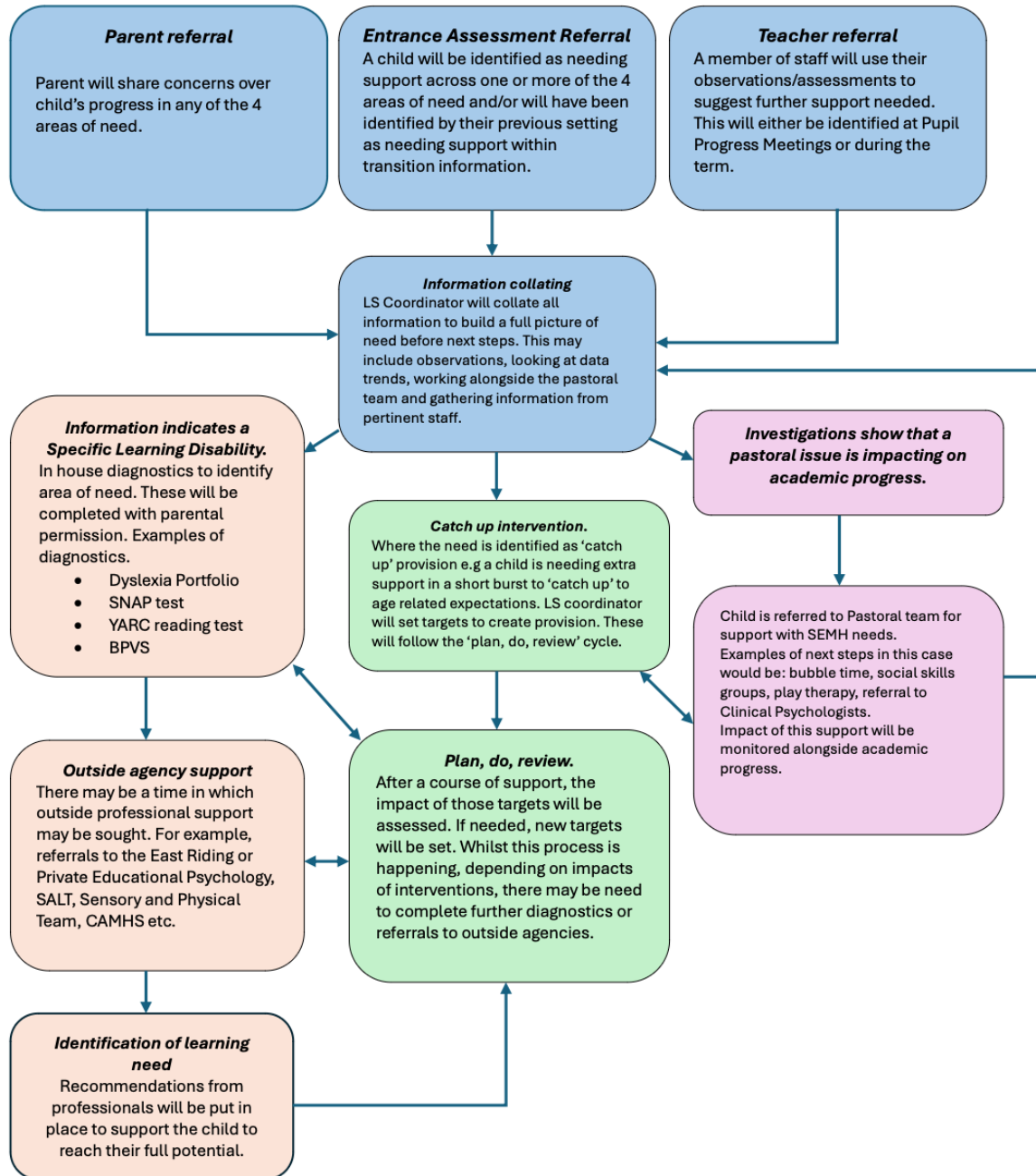
As stated in the SEND Code of Practice, every teacher is a teacher of SEND. Their role is to ensure inclusion across the classroom, engage all learners with Quality First Teaching, differentiation (where appropriate) and scaffolding learning. Class teachers' responsibilities are to monitor progress through assessment for learning and assessment of learning during Pupil Progress Meetings. When needed, as a first step approach, children will have in class intervention which starts a graduated response to each child's needs.

Revisions

New Policy focused on Prep-School, SAW February 2024.



Appendix A: Referral Guidance



Throughout this process, parents will be informed, and parental agreement will be sought. These interventions will be put in place with the support of the staff around the child to give the most holistic view of needs – focussing on the whole child.