



What should I do if I think my child has a Special Educational Need or Disability (SEND)?

In the first instance you should contact your child's Key Person (EYFS), the Class Teacher (Primary) or Form Tutor (Senior) to highlight your concerns. Discussions will then take place in School with relevant staff including the SENDCo (Special Educational Needs and Disabilities Coordinator).

The SENDCo for Early Years is Mrs S Taylor BA (EYFS SENDCo Trained); the SENDCo for Primary and Senior is Mrs C McBeth BEd PGC (*Language, Literacies and Dyslexia*) PGDip MSC AMBDA.

How does the school identify SEND?

Special Educational Needs can be identified through a wide range of evidence which includes:

- In - class observations
- Baseline Data
- Assessment tracking
- Questionnaires completed by the class teacher
- Concerns raised by Teaching Staff or Parents
- Self-referral by the student

Pupils are placed on the concerns list and begin to be monitored closely.

Where a cognitive learning difficulty or disability has been diagnosed by a Qualified Professional, Educational Psychologist or Consultant Paediatrician the student will be placed on the school **Special Educational Needs and Disabilities (SEND) list**. A Pupil Learning Profile (PLP) will be written by Mrs C McBeth for Senior pupils and for the Primary pupils Individual Education Plan (IEP) will be written by the class teacher.

Where a cognitive learning literacy and processing difficulty has been identified through assessments without formal diagnosis, the student will be placed on the school **Language, Literacies and Processing Difficulties (LLD) list**. These include students that require access arrangements in examinations due to speed of working, but that do not have a formal diagnosis. A Pupil Learning Profile (PLP) will be written by Mrs C McBeth for Senior pupils and an Individual Education Plan (IEP) will be written by the class teacher.

At EYFS, pupils are observed and monitored closely. Specific next steps will be incorporated into the pupils Learning Journey and a graduated approach of Assess, Plan, Do, Review is followed.

What support is available for my child?

The SENDCo works closely with the Head of Early Years and Deputy Heads of Primary/ Senior School, Teachers and Teaching Assistants to ensure that all of the pupils needs are met.

The School provides quality first teaching in which staff know their students well and plan accordingly with appropriately differentiated resources. Teaching Assistants and Key Workers may be allocated to some EYFS and Primary classrooms to support individuals/ small group of students. In the Senior School, staff are available on request and provide additional support through subject specific clubs.

The SENDCo provides specialist literacy teaching to identified individual/small groups of pupils in the Primary Department. Feedback from these sessions is given to Class Teachers, Teaching Assistants and Parents who are able to consolidate and support the learning.

The SENDCo and Teaching Assistants hold literacy and organisational/revision support to identified individual/small groups in the Senior Department. Feedback is given to staff through individual meetings and weekly staff briefing.

How will I get my child assessed?

Specific Learning Difficulties

Where appropriate, Literacy and Mathematics based assessments are carried out within School by the SENDCo. Results of the assessments are passed on to the teacher and are used to inform teaching and learning within the classroom. Parents will be invited in to discuss any issues and recommendations raised. A written report can be provided at an additional cost to parents. Interventions with the Class Teacher, Teaching Assistant and SENDCo will be put in place to ensure optimum progression.

Following regular intervention and support, a range of more comprehensive screening and diagnostic assessments are available (cost to the parents) and will be recommended where the SENDCo feels that there may be a Specific Learning Difficulty (SpLD) present.

Where the SENDCo feels further assessments are required, a referral to an Independent Educational Psychologist or Special Assessor will be recommended. The Early Years SENDCo liaises with the child's Health Visitor or direct towards their GP. Where your child has communication difficulties, the school can refer to Speech and Language services.

Examination Access Arrangements

Screening assessments are carried out with students that are identified by the Teacher/ SENDCo as potentially requiring examination consideration. Parents will be invited in to discuss any issues and recommendations raised. A written report can be provided at an additional cost to parents.

Examination consideration will be trialled in internal tests and assessments with individuals that meet the criteria through screening assessments. Comprehensive evidence needed to meet the Joint Qualifications Council (JCQ) criteria, will be collected from subject lessons and internal examinations. Where evidence is sufficient, an assessment with a Specialist Assessor is required before an application for examination consideration will be made by the school.

How will I find out about my child's progress?

In the EYFS each child has a learning journey which is regularly shared by parents and 2simple updates are emailed out every half term. There are three Parents' Evenings per year and individual progress reports covering the seven areas of learning are sent out each term.

In the Primary School there is a termly Parents' Evening and a progress report in the Autumn and Spring Terms. Progress reports indicate where your child is working in relation to age related expectations and provide individual targets for Reading, Writing, Mathematics and Science. There is a full annual report sent out in the Summer Term.

If your child has an Individual Education Plan (IEP), you will be able to discuss this with the School prior to signing it. This is reviewed termly and new targets are set when appropriate.

In the Senior School students receive progress grades in all subjects at four points during the year along with a termly contact in the form of either a written report or a parents' evening.

Additional meetings can be scheduled with the Class Teacher (EYFS & Primary) or with the Tutor, Subject Staff or Assistant/Head of Lower/Upper School (Senior). In addition the SENDCo will contact parents by telephone, email or in- person as required.

The SENDCo updates the Pupil Learning Profiles and reissues these where appropriate.

The Special Educational Needs and Disabilities Policy is available on our website and provides further detail about the School's approach to SEND.