

Farrowdale House INDEPENDENT PREPARATORY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

This policy applies to the whole school including the EYFS

Mission Statement

At Farrowdale House, we believe that every pupil is entitled to a high-quality, inclusive education that recognises and values their unique strengths, challenges and aspirations. We are committed to identifying and removing barriers to learning by providing timely, personalised support for children with Special Educational Needs and Disabilities (SEND). Through strong partnerships with families and multi-agency professionals, underpinned by ongoing staff training, we foster a nurturing environment in which all pupils can develop academically, socially and emotionally. Our aim is to equip every child with the skills, confidence and values needed to become an independent, lifelong learner who fulfils their potential.

1. Introduction

This Special Educational Needs and Disabilities (SEND) Policy sets out our approach to identifying, assessing and making provision for pupils with SEND at Farrowdale House. It reflects the statutory requirements of the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014.

2. Legal Framework.

This policy is written in compliance with:

- The Equality Act 2010;
- The Children and Families Act 2014;
- SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015) (DFE) (the Code of Practice); and
- The General Data Protection Regulation 2016 (GDPR)

This policy should be read in conjunction with the School's Admissions Policy, the School Development Plan and the SEND pathway. It is available on the school website or on request from the School office, and can be made available in large print or other accessible format, if required.

3. School Vision and Values

- We believe that every child is unique and has the right to an inclusive education which enables them to achieve their potential.
- We use our best endeavours to make sure that a child with SEND gets the support they need.
- We ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- We foster a culture of respect, empathy and high expectations, ensuring that pupils with SEND are fully integrated into school life.

4. Definitions

- **Special Educational Needs and Disability (SEND):** A child or 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.' (Code of Practice)

In accordance with the Children and Families Act 2014, children have a **learning difficulty** if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority; or
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

The expression '**learning difficulty**' covers a wide variety of conditions such as Autistic Spectrum Conditions, Dyslexia, Developmental Coordination Disorder (formerly Dyspraxia), Dysgraphia, Dyscalculia, Attention Deficit (Hyperactivity) Disorder, language disorders, Auditory Processing Disorder, Sensory Processing Disorder, and learning difficulties which result from social, emotional or mental health difficulties. The expression may also include those who have sight or hearing loss.

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

Children and young people who have SEN may also have a **disability** under the Equality Act 2010.

- **Disability:** a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. Long term means that it will have lasted or be likely to last for 12 months or more.

This definition includes children and young people with **long term medical conditions** such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not

necessarily have a SEN but where a child requires **special educational provision** over and above the adjustments aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

- **Special educational provision** means: (for a child aged two or more or a young person) educational or training provision that is additional to, or different from, that made generally for others of the same age in –

- (a) mainstream schools in England,
- (b) maintained nursery schools in England,
- (c) mainstream post-16 institutions in England, or
- (d) places in England at which relevant early years education is provided.

- **Categories of SEND**

Special Educational Needs are generally thought of in the following four broad areas of need and support (Code of Practice):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

5. Roles and Responsibilities

- **Proprietor(s) and Headteacher:** Overall responsibility for SEND provision and compliance. Monitor policy implementation, review outcomes and ensure resource allocation.

- **SENDCo (Special Educational Needs and Disabilities Coordinator):**

Day-to-day operational responsibility, overseeing identification, assessment, monitoring and review of SEND provision.

Provides professional guidance to colleagues with the aim of securing high quality teaching for pupils with SEND, and works closely with pupils, parents and other professionals to ensure pupils with SEND receive appropriate support.

Helps to determine the strategic development of the SEND Policy and provision within the school.

- **Class Teachers:** Deliver high quality, differentiated teaching, identify pupils with possible SEND and implement and contribute to the review of support strategies.

- **Parents/Guardians:** Collaborate with school staff, share information and support strategies at home.
- **Pupils:** Contribute to setting personal learning targets and self-advocate where appropriate.

6. Identification of SEND

Pupils may be identified as having SEND through:

- Ongoing teacher assessment and observation.
- Baseline assessments.
- Standardised screening tests (e.g. dyslexia screening, speech and language checklists).
- Parental or pupil concerns.
- External agency reports.

7. Categorisation of SEND

SEND Register – For children identified as having SEND, a register is kept in school to show year group, area(s) of need, agencies involved and Support Band. Children may move up or down the register, as appropriate.

Support Bands

- **Level 1** - Universal Support

All pupils receive universal support, which includes high-quality, inclusive teaching. This aims to meet the needs of all learners. Individualised support may be put in place at class level to target areas of difficulty.

- **Level 2** - Targeted Support

The SENDCo will engage preventative services if needed with the consent of parents/caregivers.

The graduated approach is followed in collaboration with the parents/caregivers, school staff and external professionals, as follows:

Assess: Gather information about a pupil's specific needs, challenges, and strengths.

Plan: An individual support plan with SMART targets is produced

Do: Interventions and in-class support are implemented.

Review: There will be a termly evaluation of progress; adjust provision as needed.

Following at least 3 cycles of the graduated approach, an Education, Health and Care Needs Assessment EHCNA may be requested by the school. Parents/caregivers can request an EHCNA at any time.

- **Level 3** - Specialist support

Children at this level will have an Education, Health and Care Plan EHCP.

8. Education, Health and Care (EHC) Plans

For pupils with an EHC plan:

- The SENDCo liaises closely with the Local Authority (LA) to review and implement the plan.
- Annual reviews are held in accordance with statutory guidance.
- All staff with teaching responsibilities contribute to the review and follow the plan's recommendations.

9. SEND Provision

At Farrowdale House, we can offer:

- A range of in-class supports.
- Accommodations and reasonable adjustments e.g. Adjustments to the uniform policy to accommodate sensory sensitivities.
- Small group interventions.
- A sensory space and access to sensory circuits.
- Access to assistive technology.
- 1:1 specialist teaching sessions (e.g. literacy, numeracy, speech and language).
- Support from teaching assistants for pupils with an Education, Health and Care (EHC) plan.

Rarely, there may be situations when a place at Farrowdale House cannot be offered or continued, when in the professional judgement of the Proprietors, in consideration of best endeavours and reasonable adjustments, the School is unable to provide in full to meet a child's needs.

10. Monitoring and Evaluation

- Termly tracking of pupil progress against targets.

- Regular learning walks and observations by the SENDCo and senior leaders.
- Feedback from pupils, parents and staff via meetings.
- Annual SENDCo and senior leader review of the SEND policy and provision.

11. Staff Training and Development

- Induction training for all new staff on SEND procedures and school systems.
- Ongoing professional development in areas such as dyslexia, ASD, ADHD, and speech and language needs.
- Access to external training and specialist partnerships.

12. Partnership with Parents and External Agencies

- Early and collaborative involvement of parents and carers in assessment and planning.
- Regular parent-SENDCo meetings to review progress and provision.
- Referrals to and liaison with external specialists (e.g. Educational Psychologists, Speech and Language Therapists, Occupational Therapists).

13. Inclusion

- Differentiation and scaffolding in lesson planning to meet diverse needs.
- Promotion of peer support and awareness of SEND through assemblies and PSHE.

14. Complaints Parents/carers should initially discuss concerns with the class teacher or SENDCo. If unresolved, the school's Complaints Procedure is followed.

15. Reviewing the Policy This policy will be reviewed annually by the SENDCo and the Proprietors.

SENDCo: Alexandra Leach

Proprietors: Suzanne Hall and Zoe Campbell

Reviewed April 2025

Next review date: April 2026.

Appendices

Appendix A: Individual Support Plan Template

Farrowdale House School Support Plan



Name:

Year Group:

Term:

Date:

Actions and Review

Key outcomes for the child (written as a SMART target)	Action How will this be done? Additional/different provision?	Who will do this?	By when?	Other resources needed.	How will we know it is achieved?	Review date <hr/> Has this been achieved? Review Next Steps

Appendix B: Pupil Voice Questionnaire Sample

1. Which activities help you learn best? (e.g., writing, drawing, talking, using games)
2. Do you find it easy or hard to follow instructions? Give an example.
3. What helps you remember new learning?
4. How do you like to show what you have learned? (e.g., quiz, presentation, drawing)
5. What would make learning easier for you?