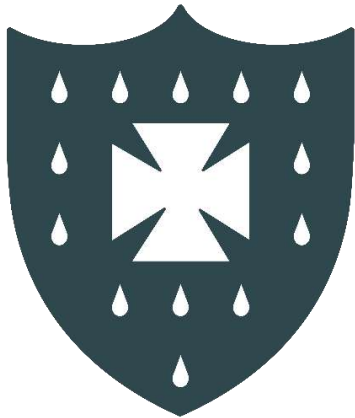




S. Anselm's Prep School Peak District

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Policy Category: Pastoral

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✦ This document is controlled and reviewed as part of the school's policy management process. Please refer to the school's website or Teams to ensure you are using the most up-to-date version.

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1. Aims and Principles

At S. Anselm's, we aim to address the needs of each child academically, socially, spiritually and pastorally.

We value the abilities and achievements of all pupils and are committed to providing the best possible environment for learning. We recognise that pupils learn in different ways and that

some pupils will require additional or different provision in order to access learning and make progress.

The School takes a whole-school approach to SEND. Pupils with SEND are, as far as is reasonably practicable and appropriate to their needs, fully included within the life of the School and have access to a broad and balanced curriculum.

Our small classes, close relationships between pupils and staff and strong pastoral structures allow individual needs to be recognised and responded to carefully.

The School aims:

- to identify additional needs as early as possible;
- to remove or reduce barriers to learning and participation;
- to provide appropriate support according to individual need;
- to make reasonable adjustments for disabled pupils;
- to ensure pupils with SEND have access to a broad and balanced curriculum;
- to maintain high expectations for pupils with SEND;
- to involve pupils appropriately in decisions about their learning and support;
- to work in close partnership with parents;
- to work effectively with external professionals and agencies where appropriate;
- to support successful transition between phases and schools; and
- subject to approval of the proposed material change, to ensure that provision develops appropriately as Years 9–11 open, including preparation for GCSE study, examinations and transition beyond S. Anselm's.

High prior attainment or exceptional ability is not, in itself, a special educational need. Provision for pupils who are working significantly ahead of age-related expectations forms part of the School's wider curriculum, teaching and learning provision.

2. Statutory and Regulatory Framework

This policy has regard to:

- the Children and Families Act 2014;
- the SEND Code of Practice: 0 to 25 years;
- the Equality Act 2010;
- the Education (Independent School Standards) Regulations 2014, as amended;
- the Early Years Foundation Stage statutory framework;
- relevant safeguarding guidance; and
- where applicable, the current Joint Council for Qualifications regulations governing access arrangements and reasonable adjustments.

S. Anselm's recognises its duties towards children and young people with SEND and disabled

pupils and its responsibility to make reasonable adjustments in accordance with the Equality Act 2010.

3. Definition of SEND

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

For children below compulsory school age, SEND should be considered in accordance with the definitions and principles contained within the SEND Code of Practice and the EYFS statutory framework.

The School recognises the four broad areas of need identified within the SEND Code of Practice:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health difficulties; and
- sensory and/or physical needs.

These categories help the School to consider appropriate provision but do not define an individual pupil. A pupil may have needs across more than one area, and support should be based on the individual child rather than solely upon a label or diagnosis.

A pupil does not need a formal diagnosis in order for the School to identify a need or put appropriate support in place.

4. Equality, Accessibility and Reasonable Adjustments

S. Anselm's is committed to ensuring that disabled pupils are not placed at a substantial disadvantage.

The School will consider and make reasonable adjustments where required, taking account of the individual pupil, the circumstances and the School's duties under the Equality Act 2010.

Reasonable adjustments may relate to:

- teaching and learning;

- resources;
- communication;
- routines;
- physical access;
- auxiliary aids and services;
- assessment;
- activities and trips; and
- other aspects of School life.

The School's duties towards disabled pupils are not dependent upon a pupil having an EHC Plan or being placed on the Learning Development Register.

Further information is contained within the School's Accessibility Plan and Equality Policy.

5. Admissions

S. Anselm's welcomes applications from pupils with SEND and disabilities.

The School will not unlawfully discriminate against a pupil because of SEND or disability.

Parents are encouraged to provide full information about any identified or suspected additional needs, disabilities, assessments, professional involvement or existing support when applying for a place.

This enables the School to consider the pupil's needs carefully and determine what reasonable adjustments or provision may be required.

Where appropriate, the School may seek additional information, assessments or professional advice.

There may be exceptional circumstances in which the School concludes, after careful consideration and consultation with parents, that it cannot reasonably provide the provision required by a particular child.

Any such decision will be made individually, with proper consideration of the School's obligations under the Equality Act 2010 and, where applicable, an EHC Plan.

Subject to approval of the proposed material change, these principles will apply equally to admissions into Years 9–11.

6. Identification of SEND

Early identification is central to the School's approach.

A pupil may be identified as requiring additional support through:

- teacher observation;
- assessment and progress information;
- pastoral information;
- discussion with the pupil;
- information from parents;
- information from a previous setting;
- screening or assessment undertaken by Learning Development;
- medical information;
- information from external professionals; or
- a combination of these.

The School will consider whether a pupil's difficulties may arise from factors other than SEND, including:

- attendance;
- gaps in previous education;
- English as an Additional Language;
- temporary illness;
- bereavement or other significant life events;
- pastoral or safeguarding concerns; or
- other circumstances affecting learning.

These factors do not themselves constitute SEND, although a pupil may experience them alongside SEND.

7. Graduated Approach to Support

Where a concern is identified, the School follows a graduated approach broadly based upon:

Assess – Plan – Do – Review.

Assess

The pupil's needs are considered using available evidence, including teacher assessment, pupil and parent views, progress information and, where appropriate, specialist assessment.

Plan

Where additional support is required, appropriate outcomes, strategies and provision are agreed.

Parents and the pupil should be involved appropriately.

Do

The pupil's teachers remain responsible for the pupil's progress and development, including where the pupil receives additional support from Learning Development staff or Teaching Assistants.

Review

The effectiveness of support is reviewed and provision adjusted where necessary.

Where progress remains a concern despite appropriate support, the School may recommend further specialist assessment or seek advice from external professionals.

8. Early Years

Early identification and appropriate support are particularly important in the Early Years.

Practitioners monitor children's learning and development through observation, interaction and ongoing assessment in accordance with the EYFS statutory framework.

The statutory progress check between the ages of two and three considers the child's development in the prime areas of:

- communication and language;
- physical development; and
- personal, social and emotional development.

Parents receive a short written summary of the child's development.

Where emerging needs are identified, the child's key person and relevant Early Years staff will discuss these with parents and involve the SENDCo/Head of Learning Development as appropriate.

The School will liaise with external professionals such as health visitors, speech and language therapists, paediatric services or other specialists where appropriate and with parental involvement.

Reception

On entry to Reception, S. Anselm's establishes pupils' individual starting points through appropriate School-based observation and assessment.

As an independent school, S. Anselm's does not participate in the statutory Reception Baseline Assessment.

Information from the child's previous Early Years provision, parents and any relevant professionals is used to support continuity and appropriate planning.

Ongoing EYFS assessment enables staff to monitor progress and identify where additional support may be required.

9. Pre-Prep and Prep School

Throughout Pre-Prep and Prep, teachers monitor pupils' progress through a combination of:

- classroom assessment;
- observation;
- standardised assessment where appropriate;
- pastoral information;
- pupil work;
- discussion with pupils and parents; and
- information from Learning Development.

The School currently uses a range of assessment tools which may include CAT4, PUMA, PIRA, GAPS and appropriate reading and spelling assessments.

Assessment tools may change over time and are used to inform professional judgement rather than as the sole means of identifying SEND.

Where a teacher has concerns about a pupil, these should be discussed with the Head of Learning Development/SENDCo through the School's established referral procedures.

Where appropriate, Learning Development may undertake further screening or assessment.

Parents will be informed and involved where the School identifies an ongoing concern requiring additional support.

10. Senior School and Proposed Years 9–11

The principles and procedures within this policy apply to current Senior School pupils.

Subject to approval of the School's proposed material change, provision will extend progressively to Years 9–11 as those year groups open.

As pupils progress through the Senior School, SEND provision will increasingly support:

- access to a broad and balanced curriculum;

- increasing subject specialisation;
- effective study and organisation;
- appropriate GCSE option choices;
- preparation for formal assessment and examinations;
- appropriate access arrangements and reasonable adjustments;
- increasing independence and self-advocacy;
- careers education and guidance; and
- transition to post-16 education, training or employment.

Provision will continue to be determined by individual need.

The School will review the capacity and expertise of the Learning Development team as the Senior School grows.

11. Special Educational Provision

Special educational provision is educational or training provision which is additional to, or different from, that made generally for other children or young people of the same age.

S. Anselm's uses a graduated model of provision.

Universal Provision

High-quality teaching is the starting point for all pupils.

Teachers are expected to:

- know their pupils;
- have access to relevant information about individual needs;
- adapt teaching appropriately;
- maintain high expectations;
- implement agreed strategies;
- use appropriate resources; and
- monitor the effectiveness of their teaching.

Targeted Provision

Some pupils may require targeted additional support.

This may include:

- individual or small-group intervention;
- Learning Development lessons;

- targeted literacy or numeracy support;
- additional adult support;
- adapted resources;
- specific programmes; or
- pastoral or organisational support.

Specialist Provision

Where a pupil has more complex or persistent needs, the School may, in consultation with parents, recommend specialist assessment or external professional involvement.

This may include advice or intervention from appropriately qualified professionals such as:

- educational psychologists;
- speech and language therapists;
- occupational therapists;
- physiotherapists;
- medical professionals; or
- other relevant specialists.

Recommendations will be considered and incorporated into the pupil's provision where appropriate and reasonably practicable.

12. Education, Health and Care Plans

Some pupils may have an Education, Health and Care (EHC) Plan.

The School will work with parents, the pupil, the relevant Local Authority and other professionals to deliver the educational provision specified in an EHC Plan where S. Anselm's is the appropriate placement.

The School will participate appropriately in statutory review arrangements.

Annual Reviews will consider:

- progress towards agreed outcomes;
- the continued appropriateness of provision;
- the pupil's views;
- parents' views;
- advice from relevant professionals; and
- appropriate next steps.

For older pupils, reviews will increasingly consider preparation for adulthood and transition to the next stage of education, training or employment.

The Local Authority remains responsible for decisions to maintain, amend or cease an EHC Plan.

13. Individual Learning Plans and One Page Profiles

Individual Learning Plans

Where appropriate, an Individual Learning Plan (ILP) is used to identify:

- the pupil's strengths;
- areas of need;
- agreed outcomes or targets;
- strategies;
- additional provision; and
- arrangements for review.

ILPs are developed with appropriate input from teachers, Learning Development staff, parents and the pupil.

The frequency of review should reflect the pupil's needs and provision.

Pupils with an EHC Plan will have provision and targets reviewed in accordance with the requirements of their Plan and statutory review arrangements.

One Page Profiles

One Page Profiles may be used to communicate concise information about how a pupil learns most effectively.

Pupils should contribute to their profile wherever appropriate.

Profiles may include:

- strengths and interests;
- what is important to the pupil;
- barriers to learning;
- helpful strategies;
- reasonable adjustments; and
- ways in which adults can support the pupil effectively.

14. Examinations and Access Arrangements

Access arrangements and reasonable adjustments enable eligible pupils to access assessments without changing the demands of the assessment itself.

The School will comply with the **current JCQ regulations and awarding-body requirements** applicable to each examination series.

Subject to approval and as Years 9–11 open, the SENDCo/Head of Learning Development will work closely with the Examinations Officer and teaching staff to identify, evidence and implement appropriate arrangements.

Access arrangements must be based upon the individual pupil's needs and, where required by JCQ regulations, reflect the pupil's **normal way of working**.

Teachers have an important role in establishing and recording evidence of normal classroom and assessment practice over time.

The School will ensure that:

- needs are considered sufficiently early;
- evidence is collected appropriately;
- assessments required by JCQ are undertaken by appropriately qualified personnel;
- applications are submitted within relevant deadlines;
- approved arrangements are used appropriately in internal assessments and examinations where required; and
- records are maintained in accordance with current regulations.

The School will review JCQ requirements annually rather than relying on procedures from a previous examination cycle.

15. Roles and Responsibilities

The Head

The Head has overall responsibility for ensuring that SEND provision meets the needs of pupils and the School's legal and regulatory responsibilities.

The Head works closely with the SENDCo/Head of Learning Development and other relevant leaders.

Head of Learning Development / SENDCo

The Head of Learning Development/SENDCo is responsible for coordinating SEND provision across the School.

Responsibilities include:

- contributing to the development and review of this policy;

- coordinating provision for pupils with SEND;
- maintaining appropriate SEND information and records;
- supporting teachers;
- liaising with parents;
- involving pupils in decisions about support;
- coordinating ILPs and One Page Profiles where used;
- undertaking or coordinating appropriate screening and assessment;
- liaising with external professionals and agencies;
- supporting transition between phases and schools;
- contributing to staff training;
- monitoring the effectiveness of provision; and
- subject to approval and as Years 9–11 open, coordinating appropriate GCSE access-arrangement processes with the Examinations Officer.

Early Years

The Head of Early Years and Early Years practitioners work closely with the SENDCo/Head of Learning Development to identify and support emerging needs.

The child's key person has an important role in observing development, communicating with parents and implementing agreed support.

Teachers

Every teacher is responsible for the progress and development of the pupils they teach.

Teachers are expected to:

- familiarise themselves with relevant information about pupils;
- implement agreed strategies and reasonable adjustments;
- adapt teaching appropriately;
- maintain ambitious expectations;
- monitor progress;
- contribute to reviews;
- communicate concerns promptly; and
- work collaboratively with Learning Development staff, pupils and parents.

Support from a Teaching Assistant or specialist teacher does not remove the classroom or subject teacher's responsibility for the pupil.

16. Recording, Monitoring and Review

Relevant SEND information is recorded securely using the School's agreed systems.

Appropriate information is made available to staff who need it in order to teach or support a pupil effectively.

Records may include:

- concerns and referrals;
- assessment information;
- professional reports;
- ILPs;
- One Page Profiles;
- reasonable adjustments;
- intervention records;
- review information; and
- relevant communication with parents.

Information is handled in accordance with the School's data protection and safeguarding arrangements.

Provision is reviewed regularly to establish whether it is effective and whether pupils are making appropriate progress.

17. Transition

S. Anselm's recognises that transition can be particularly important for pupils with SEND.

Relevant information should be shared appropriately when pupils:

- enter the School;
- move from Early Years into Reception;
- move between Pre-Prep, Prep and Senior phases;
- change teachers or Tutors;
- move to another school; or
- leave S. Anselm's.

Transition planning should involve the pupil and parents wherever appropriate.

Subject to approval and as Years 9–11 open, transition planning for older pupils will increasingly include:

- GCSE option choices;
- access arrangements;
- careers guidance;
- post-16 options;
- visits to prospective settings;

- transfer of appropriate SEND information; and
- development of independence and self-advocacy.

18. Partnership with Parents

S. Anselm's believes that effective partnership with parents is fundamental to supporting pupils with SEND.

Parents have valuable knowledge of their child's strengths, needs and experiences.

The School will:

- listen to parents' views;
- communicate concerns appropriately;
- involve parents in decisions about additional support;
- provide appropriate information about progress and provision;
- discuss significant changes to provision; and
- encourage parents to contribute to reviews.

Parents are encouraged to share relevant information, assessments and professional reports with the School so that pupils can be supported effectively.

19. The Voice of the Child

The School recognises the importance of the views, wishes and feelings of children and young people.

Pupils will be involved appropriately in decisions about their education and support, taking account of their age, maturity and understanding.

This may include pupils:

- discussing what helps them to learn;
- contributing to One Page Profiles;
- reviewing their targets;
- expressing views about support;
- attending or contributing to reviews; and
- identifying aspirations and future goals.

As pupils grow older, they should be encouraged to understand their own learning needs, articulate the adjustments that help them and develop increasing independence and self-advocacy.

Subject to approval and as Years 9–11 open, this will become particularly important when pupils

consider GCSE subjects, examination arrangements and post-16 pathways.

20. Staff Development

The School is committed to ensuring that staff have appropriate knowledge and confidence to support pupils with SEND.

Training may include:

- identification of SEND;
- adaptive teaching;
- particular areas of need;
- reasonable adjustments;
- effective deployment of Teaching Assistants;
- safeguarding considerations;
- supporting pupils' emotional wellbeing; and
- relevant examination access arrangements.

New staff receive appropriate information about SEND procedures and how to access information concerning the pupils they teach.

Subject to approval of the material change, staff development will expand appropriately to support the needs of pupils studying at Key Stage 4.

21. Evaluating Provision

The effectiveness of SEND provision is evaluated through appropriate evidence including:

- pupil progress;
- attainment;
- progress towards individual outcomes;
- effectiveness of interventions;
- classroom practice;
- pupil voice;
- parent feedback;
- teacher feedback;
- attendance and engagement where relevant; and
- successful transition.

The purpose of evaluation is not simply to measure whether support has been delivered, but whether it is helping the pupil to participate, learn and make appropriate progress.

Subject to approval and once GCSE cohorts are established, examination outcomes and successful transition beyond Year 11 will contribute to the School's evaluation of SEND

provision.

22. English as an Additional Language

S. Anselm's welcomes pupils from different linguistic and cultural backgrounds and values the contribution they make to School life.

A pupil who speaks English as an Additional Language does **not** have SEND solely because English is not their first or main language.

The School must distinguish carefully between:

- needs arising from learning English as an additional language; and
- an underlying special educational need or disability.

A pupil may, of course, have both EAL and SEND.

Identification and Assessment

Information about a pupil's language background and previous education is gathered at admission.

The School may use appropriate assessment, observation and discussion with parents to establish the pupil's proficiency in English and determine whether support is required.

For younger children, assessment is primarily through appropriate EYFS observation and interaction.

For older pupils, appropriate English-language assessment may be used alongside information from teachers, parents and previous schools.

Assessment of possible SEND in a pupil with EAL should take appropriate account of the pupil's proficiency in English and educational history so that difficulty acquiring English is not incorrectly identified as SEND.

Provision

Most pupils with EAL are taught within their usual classes.

Teachers should:

- maintain high expectations;
- provide appropriate language support;
- model high-quality spoken and written English;
- give appropriate processing time;

- use visual and contextual support;
- encourage purposeful talk;
- check understanding carefully;
- recognise and value pupils' home languages and cultures; and
- adapt tasks where necessary without unnecessarily reducing academic challenge.

Additional individual or small-group EAL tuition may be provided where appropriate.

The arrangements and any associated charges for additional individual tuition will be communicated clearly to parents.

Years 9–11

Subject to approval of the proposed material change and as Years 9–11 open, EAL provision will take account of the increased linguistic demands of GCSE courses and examinations.

The School will distinguish carefully between EAL needs and SEND when considering examination access arrangements. EAL alone does not automatically entitle a pupil to an access arrangement.

Any examination arrangement will be considered in accordance with the relevant awarding-body and JCQ requirements in force at the time.

23. Complaints

Parents who have concerns about their child's SEND provision are encouraged initially to discuss these with the pupil's teacher, Form Tutor or Head of Learning Development/SENDCo.

Where a concern cannot be resolved informally, parents may use the School's Complaints Procedure.

Nothing in this section affects any statutory rights available to parents in relation to an EHC Plan or disability discrimination.

24. Monitoring and Review

The Head and Head of Learning Development/SENDCo will keep this policy and the effectiveness of SEND provision under review.

The policy will be reviewed when necessary to reflect:

- changes in legislation or statutory guidance;
- changes in School provision;
- changes to assessment or examination requirements;

- emerging pupil needs; and
- the development of the School.

Subject to approval of the proposed material change, the policy will be reviewed as Years 9–11 open to ensure that staffing, expertise, resources, examination arrangements and transition provision remain appropriate.

25. Related Policies

This policy should be read alongside the School's:

- Admissions Policy;
- Accessibility Plan;
- Equality / Equal Opportunities Policy;
- Curriculum Policy;
- Teaching and Learning Policy;
- Assessment Policy;
- Safeguarding & Child Protection Policy;
- Behaviour and Sanctions Policy;
- Anti-Bullying Policy;
- PSHE and RSE Policy;
- Medical and First Aid policies;
- Early Years policies;
- Careers Policy;
- Examinations policies, when applicable; and
- Complaints Procedure.

Appendix 1: S. Anselm's School Ethos

Esse Quam Videri – To be rather than to seem to be

At S. Anselm's our combination of tradition and informality engenders a sense of partnership between teacher and pupil.

We share the excitement of education and discovery, encouraging method and perseverance so that children experience the satisfaction of taking responsibility for their learning and for their achievements.

S. Anselm's School:

- encourages individuality, creativity, perseverance and tolerance;
- develops inquisitive thinking, with a love of learning where independent thought is celebrated;
- fosters in every child a clear understanding of themselves and what they can contribute to society;
- helps pupils to recognise strengths in others and to understand how they are different, and also encourages pupils to discover more about themselves;
- instils in pupils the values of moral courage and inner strength to connect effectively with the modern world, not merely to succeed but to make things better for those around them; and
- helps to foster in pupils, former pupils, parents and staff pride in the S. Anselm's community and for them to feel valued and nourished by the community.