



# **Parkgate House School**

## **Special Educational Needs and Disability Policy**

**Learning Support Teacher: Caroline Ford (non SLT)  
School Sendco: Claire Morgan [cmorgan@parkgate-school.co.uk](mailto:cmorgan@parkgate-school.co.uk)**

## **Special Educational Needs and Disability Policy**

At Parkgate House School, we believe each pupil is special and has unique talents, interests and strengths. The staff work together to nurture our pupils whatever their needs and to encourage and help each pupil to achieve their full potential.

All pupils have a right of access to a broad and balanced curriculum in an inclusive environment where pupils are set suitable learning challenges and their diverse needs are responded to through a range of teaching styles. Opportunities are provided to enable pupils to overcome potential barriers to learning.

### ***Aims and Objectives***

- ❖ To create an environment that meets the special educational and disability needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- ❖ To ensure all pupils with special educational needs (SEN) or disability, receive the support they require to become independent learners who work alongside their peers, achieving their full academic potential.
- ❖ To raise the achievement and attainment of all pupils with SEND.
- ❖ To work in partnership with parents to encourage them to be active participants in the education of their child.
- ❖ To make clear the expectations of all partners in the process.
- ❖ To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- ❖ To involve pupils with SEND in the planning of their learning.
- ❖ To ensure all pupils with SEND take a full and active part in school life.

### **Definition**

The Special Educational Needs and Disability Code of Practice 0-25 years (2014) states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
  - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- or
- are *under* compulsory school age and fall within the definition above or would do if special educational provision was not made for them.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...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’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

**Special Educational Needs** are defined in the Children and Families Act 2014:

20.1 A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

We accept that pupils may have either a long term or transient need within the following areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

The following needs may not be seen as SEN but may impact on progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being a looked after child

Parkgate House School has a very clear and effective structure to identify, monitor, assess and support pupils who are identified as having SEND. We ensure we follow the Special Educational Needs Code of Practice 2014 and the Equality Act 2010 when carrying out all duties towards all pupils with SEND.

### **Our School Context**

Parkgate House School is an independent co-educational school and nursery for pupils aged 2 and a half to age 11. Entry to the school is non-selective, although children joining beyond the reception year are required to complete assessments in maths and English to ensure we are the right environment for their needs. The school has on average, roughly 10% of pupils who require *additional* support for their learning, around 5% are considered to have identified special educational needs or a disability. The customary range of individual learning needs tend to fall into the specific learning/dyslexia type category.

### **Roles and Responsibilities**

At Parkgate House School we recognise that provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of children with special educational needs. Roles and responsibilities are arranged in the following way:

#### **Headmaster**

- ◆ To allocate roles and responsibilities to staff so that special educational needs are met.

- ◆ To liaise with staff, the school SENDCo, support services, parents and pupils.
- ◆ To ensure that SEND is a part of the School Development Plan where appropriate.
- ◆ To ensure that the needs of pupils with SEND are met within the school.

### **SENDCO**

- ◆ To play a key role in delivering the strategic development of the SEND policy and provision.
- ◆ To monitor the needs of SEND pupils together with the Headmaster and staff.
- ◆ To meet weekly with SMT to discuss individual pupils, resources and use of time.
- ◆ To ensure that the SEND register is kept up to date.
- ◆ To ensure that the log of SEND needs is kept up to date.
- ◆ To ensure up to date information on pupils with SEND is shared in class teacher handover meetings at the end of the year
- ◆ To make contact with other support services, professionals and agencies after consultation with SMT.
- ◆ Ensuring all teaching staff understand their responsibilities to pupils with SEND and the school's approach to identifying SEN needs.
- ◆ Ensure all admin is up to date including IEPs, Provision Maps
- ◆ Liaise with Administration manager over correspondence to parents.
- ◆ To be involved in the assessment and screening of pupils for specific learning difficulties and refer them to an Educational Psychologist.
- ◆ Keep the SEND policy up to date.
- ◆ Check SEND reports
- ◆ Oversee timetable for support lessons and invoicing for these sessions

### **Learning support Teacher**

- ◆ To assist with, and advise on, the teaching and assessment of pupils with SEN.
- ◆ To organise annual and termly reviews.
- ◆ To ensure Individual Education Plans (IEPs) and Provision Maps are written and reviewed termly.
- ◆ To meet regularly with class teachers to discuss individual pupils.
- ◆ To give advice on the level of support and on appropriate resources and strategies to support learning.
- ◆ To teach pupils with specific learning difficulties on a one-to-one basis.
- ◆ To be involved in the assessment and screening of pupils for specific learning difficulties and refer them to an Educational Psychologist if appropriate.
- ◆ To give advice and support to teachers on teaching pupils with specific learning difficulties.
- ◆ To meet with teachers, parents and pupils to discuss and support needs and progress.
- ◆ Write reports for pupils receiving 1:1 support lessons twice a year.
- ◆ To attend autumn and summer term PT meetings

### **Heads of Department and Deputy Headteacher**

- ◆ To monitor the needs of SEND pupils together with the Headmaster, SENDCO and staff.
- ◆ Ensuring all teaching staff understand their responsibilities to pupils with SEND and the school's approach to identifying SEN needs.

- ◆ To share the full SEND register in the first department meeting of the year and to share any subsequent updates.
- ◆ To be aware of individual pupils' needs and to be available to meet with parents to discuss these.
- ◆ To give advice and support to teachers on teaching pupils with specific learning difficulties.
- ◆ To meet with class teacher once an initial cause for concern form has been completed in order to set monitoring targets.
- ◆ To attend termly monitoring review meetings and share notes from class teachers on progress pupils have made towards targets. (Deputy Headteacher to attend weekly SEN Meetings)
- ◆ To ensure up to date information on pupils with SEND is shared in class teacher handover meetings at the end of the year.
- ◆ To alert SENDCO to any timetable changes that may clash with support lessons.

### **Class teachers**

- To identify concerns of individual pupils and complete an initial cause for concerns form for monitoring.
- To differentiate class work appropriately to meet the needs of the pupils with special educational needs.
- To support teaching assistants working with pupils with SEND.
- To ensure that the SENDCO and SMT are aware of pupils' needs and to share information that contributes to the log of SEND needs.
- To provide learning experiences which are appropriate to the needs of the pupil.
- To meet (probably via MT) with CM and LST to discuss IEP targets – both reviewing and setting of new targets.
- To note and support progress made on IEP targets.
- To ensure up to date information on pupils with SEND is shared in class teacher handover meetings at the end of the year.
- To alert SENDCO to any timetable changes that may clash with support lessons.
- To maintain regular communication with LST (email/ Teams/ Childs SEND Folder). Please look at the SEND Folder each week.

### **Specialists and Teaching Assistants**

Under the guidance of the class teacher and SENDCO:

- ◆ To be aware of the children who are on the Monitoring List, children who have EP reports and children who have IEPs.
- ◆ To actively use the information in EP reports or IEPs.
- ◆ To support pupils in class as necessary.
- ◆ To adapt delivery style to support individual needs of learners in the class.
- ◆ To be fully aware of the school's SEND policy.
- ◆ To share any concerns regarding pupils' learning or access to the curriculum with the class teacher and SENDCO.

## **Parental Partnership**

Partnership with parents is key to enabling pupils with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the best ways of supporting their child. All parents of pupils with SEND will be treated as partners and supported to play an active and valued role in their child's education. They will be invited into school to discuss identification, support and progress on a regular basis.

## **Role of the pupil**

Pupils with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. Pupils will be included in the IEP process and will contribute towards the setting of their own targets.

## **Equality Statement and Inclusion**

We have carefully considered and analysed the impact of this policy on equality and the possible implications for persons with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy is in keeping with the school's aims, its teaching and learning policy and its policy on equality of opportunity. Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact through SEND meetings to ensure all children have equal access to succeeding.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- needs a range of different teaching approaches and experiences

## **Bullying**

There is a comprehensive Anti-Bullying Policy in place which lists the ways in which staff seek to prevent bullying and protect vulnerable pupils. It is the responsibility of all staff to safeguard the needs of pupils with SEND, promote their independence and build resilience in their learning. All pupils in the school are educated on respecting and understanding others' needs.

## **Supporting Pupils With Medical Conditions**

We recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may have special educational needs and may have an Education Health and Care Plan which brings together health and social care, as well as their special educational provision. A meeting is held with parents of pupils with any form of medical conditions or disabilities, prior to the pupil starting at the school and during

this meeting a form is completed with all the necessary information and aspects for their provision to be considered.

### **External SEN Support Sessions during School Times**

The school will work with the parents to find the most suitable and appropriate time for any external support taking place during school time. This may be for therapy, Speech and Language sessions, OT sessions etc. Disruption to the pupil's education and the education of those around them is kept to a minimum. Any arrangements of this nature must be discussed and carefully considered by SLT and the Headmaster, and are made at the school's discretion.

**Accessibility-** see the Disability Policy with further information on this and accessibility plans.

### **Identification, Assessment and Provision**

Identification, assessment and provision for pupils with SEND are a matter for the school as a whole. At the heart of the work of every class at Parkgate House School is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interest of pupils. The majority of pupils will learn and progress within these arrangements. Those pupils whose overall attainment or attainment in specific subjects falls significantly outside the expected range may have special educational needs.

The identification process involves highlighting a concern about a pupils' progress using an 'Initial Concerns Form'. These pupils are listed on our 'School Monitoring' section of our SEND register. If our concerns have remained after the monitoring period; parent's are informed and an internal assessment may be done. Support for the pupil is discussed for in class and specific strategies explored to help with their individual needs. It may be that following the internal assessment it is apparent that additional support is needed and it may be appropriate for an outside agency to be involved (with parental permission), for example an Educational Psychologist, dyslexia assessment completed or any other type of assessment. These agencies could include:

- Educational Psychology Service (EPS)
- Learning and Language Support (LLS)
- Speech and Language Therapy Service
- Behaviour Support Service (BSS)
- Autism Outreach Team
- Physical/Sensory Support Service
- Educational Welfare Team
- Children's Services
- Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

The pupils will move from 'monitoring' on the register to either 'SEND Pupils With Identified Needs' or SEND Support. Pupils on the SEND Support register are those who are receiving additional support other than intervention and strategies in class. This support will most likely be in the form of 1:1 sessions with the Learning Support Teacher but may take place outside of school. The SEND register is kept up to date by the SENCo who moves the pupils across the different sections of the register as appropriate.

Within Early Years, Nursery 1 pupils (aged between two and three), have their progress reviewed using a 'Progress at Two Check' which is sent home to parents with the end of term report. This is a short written summary of their child's

development, focusing in particular on communication and language, physical development and personal, social and emotional development. This progress check identifies the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEND or disability) teachers will work in partnership with parents to develop a targeted plan to support the child.

### **Monitoring pupils' progress to assist with identification**

The school will use both formal and informal methods to identify and assess pupils with potential SEND. Formally, the school's system for tracking the progress of individual pupils will provide information on areas where a pupil is not progressing satisfactorily.

Informally, class teachers may note that progress is inadequate. Inadequate progress may be seen as:

- little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Please see **Appendix A**, Parkgate House School's SEND Concerns Administrative Procedures, for a detailed overview of the administrative management of SEND at the school. In summary, where a teacher has a concern it is their responsibility to gather evidence and complete a cause for concerns form for the SENDCO, see **Appendix B** and **Appendix C**. The class teacher will then meet with the Head of Department and set two measureable targets for the pupil during the initial class monitoring phase. The SENDCO and SMT will review these targets and if at the end of the monitoring phase no progress is made, the class teacher and Head of Department will meet with the parents to express their concerns. They will also gain permission from the parents for the SENDCO/member of SMT/learning support teacher to internally assess their child. Once assessments have been made and a report written, the SENDCO will meet with the parents and discuss the findings. If no significant concerns are identified the pupil will continue to be monitored informally by the school. If greater concerns are identified, the SENDCO will suggest further testing through an Educational Psychologist assessment or other outside agencies (occupational therapist, referral through GP etc).

In addition to this process, in the Spring Term of Prep 3 all pupils are screened for dyslexia (with parental permission) through fun computer games so the pupils are unaware of the assessment. If the results show there is a significant probability of dyslexia, the SENDCO/Head of Department will meet with the parents to discuss the findings. At this stage she will suggest a thorough assessment either at a dyslexia centre or with an Educational Psychologist. Furthermore, this dyslexia screening software can also be used as an additional internal assessment for pupils in other year groups where there may be some concerns relating to dyslexia.



## **Recording Communication with Parents**

We recognise that taking information in can be very difficult as the parent of a child with SEND. All communication with school staff will be recorded using ISAMS. All meetings (either at school or MT or telephone calls) will be noted and the key points discussed and any outcomes agreed during the meeting will be recorded in a letter and sent to the parents. This must be adhered to for all children on the SEND register (including those on the monitoring list).

## **Provision for SEN**

Following the Educational Psychologist's Assessment and/or the assessment at the dyslexia centre, it may be decided that with specialist advice and support the pupil's needs could be met in the classroom. In this case, support and advice will be provided and a provision map (explained further below) will be put in place listing the pupils' needs and strategies to use within school. If the need is more significant it may be deemed appropriate for the pupil to receive specialist support outside the classroom on a 1-to-1 basis with the Learning Support Teacher. This support will be dependent on need. The parents are invited into school to discuss the report and the suggested plan of action. Either way, support in place follows the 'Assess, Plan, Do, Review' cycle. This four part cycle known as the graduated approach, is used to establish a growing understanding of the pupil's needs and what supports the pupil in making good progress.

The pupil will be placed on the school's register of Special Educational Needs and the Learning Support Teacher will devise an appropriate Individual Education Plan (IEP), see **Appendix D**. This IEP is written in consultation with the class teacher and parents will be sent a copy of the IEP at the beginning of each term. The IEP will include information about:

- the short-term targets set for the pupil;
- the teaching strategies to be used;
- the provision to be put in place;
- when the plan is to be reviewed;
- outcome (to be recorded when the IEP is reviewed each term).

The IEP will also be given to all staff who teach the pupil as well as a detailed provision map, see **Appendix E**, giving an overview of the pupil's difficulties and the support they are receiving. The Learning Support Teacher will also ensure clear classroom strategies are given to teachers to ensure the pupil's needs are supported thoroughly in class. The provision map (which is in place for any pupil on school action or school action plus), is a working document which allows all teachers to access a summary of a pupils' areas of strengths and weaknesses, ideas for support in class and the different strategies to be used. The provision map is for use within school and will be amended by the SENDCO accordingly when necessary.

If the child has received an EP report but does not need to receive LS Lessons, CM and class teachers will ensure that the IEP system is followed.

## **Use of an Electronic Device for SEND Pupils**

Pupils who have difficulties with handwriting and/or problems with processing and getting their ideas down on paper may find that using a laptop or another electronic device helps in the following ways:

- enables clear writing

- enables the expression of ideas and knowledge
- overcomes frustration and fatigue
- increases confidence and independence

The use of a laptop within class should come directly as a recommendation from a professional report or assessment and must be agreed with the school. The pupil should also be encouraged to keep up the written form alongside use of the laptop. Arrangements will be made for exams, homework and course work to be completed on a laptop where necessary. *(Please see the Individual Laptop Use Policy for further details)*

### **Links with other schools**

Prior to transfer to the senior school, if deemed appropriate and with parental permission, the school will liaise with members of the new school to pass on information about assessment, intervention and support provided so far.

The SENDCO may liaise with colleagues in a similar role in similar local settings in order to discuss SEND matters, share best practice and keep up to date with the latest information. Any information shared must adhere to the school's confidentiality and privacy expectations. A list of local SENDCOs and contact details can be found in the appendix.

### **Evaluation**

- Pupils with SEND will make progress measured by the target setting process.
- Information will be effectively communicated between all professionals involved.
- Pupils and parents will feel that they have an important role to play in the process.

### **Pupils with an Education, Health and Care Plan**

The school can be named by the Local Authority (LA) in an EHC Plan (formally a statement) with the school's agreement. Whether the school is named or not, a place will only be offered by the school once it is established that the school can support the provision specified on the EHC Plan. In circumstances where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of a pupil, the pupil has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. Where a pupil has an EHC plan in place, the school will co-operate with the local authority in the review process including annual review meetings.

### **Staff Training**

Staff receive support and advice from their HOD, the SENDCO and Learning Support Teacher when necessary. The school also plans for regular inset training on specific needs such as dyslexia, speech and language, as well as sending individual members of staff on external training. Staff also complete the SEND module on the online training programme 'Educare'.

### **Parkgate House Laptop Policy**

#### **Policy on the use of word processing in class.**

1. Pupils who have had an educational assessment which identifies a learning profile where a laptop computer would be of benefit will be entitled to use a school laptop computer in appropriate lessons on condition that their behaviour with the computer is responsible at all times and conducive to effective learning in the classroom.

2. Pupils will be expected to complete a typing proficiency course before beginning to use a laptop in lessons. They will be required to type at a speed of 25wpm across all three rows of the keyboard with a 90% or greater rate of accuracy.
3. Any computer used in lessons should only be used appropriately, for the purposes of work, as directed by the teacher.
4. In the unlikely event of inappropriate use of the computer, pupils will no longer be allowed to use a laptop for a fixed period of time. (*See Pupil Acceptable Use Policy*)
5. These pupils may also be entitled to use a laptop computer in internal examinations, for which the school will make a laptop available and provide ICT support for its functioning. This will be considered on a case-by-case basis. An iPad cannot be used for this purpose. Use of a computer in lessons ***does not constitute a right to use a computer for examination purposes and pupils should ensure they have adequate practice of handwriting responses to be fully prepared for examinations.***
6. Pupils, with the support of a teacher where necessary, will be expected to print work at a convenient time to be logged in a work file or stuck in their book.
7. Pupils will be permitted to complete extended pieces of written homework on a personal/home computer. This will be either printed at home and brought in or sent by email to the school office. Use of a word processor on homework tasks will be at the class teacher's discretion.
8. Pupils will only access the internet in class when given explicit permission by the teacher.
9. Pupils will not bring in any external devices, for example USBs or hard-drives, with the intention of uploading or saving work from their school laptop.
10. Pupils will access the school laptop through their individual pupil login.
11. Pupils will be expected, with the support of a teacher where necessary, to ensure their laptop is stored safely and charged between uses.

This policy complies with the statutory requirement in the SEND Code of Practice 0-25 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 2014
- The Children and Families Act 2014
- Schools SEN Information Report Regulations (February 2014)
- Statutory Guidance on Supporting Children with Medical Conditions (April 2014)
- HM Gov 'Working together to safeguard children' (March 2018)
- The Education Act 2011
- Teachers Standards 2012
- Safeguarding and Child Protection Policy, Prevent Duty Policy
- This policy was created by the schools SENDCO in liason with SMT, staff, pupils and parents.

### **Policy Review**

This Policy is part of an evolving process and our focus will therefore change according to the changing needs of the pupils. This policy will be reviewed annually.

<b>Name of Policy Reviewer:</b>	Claire Morgan
<b>Date of Policy Review:</b>	05/04/2023
<b>Signature:</b>	<i>C. Morgan</i>

## Appendix A

### Parkgate House School's SEN Concerns Administrative Procedures

<b>SCHOOL MONITORING</b>	
<p><b>Stage 1</b></p> <p><b>Initial Concern Form</b></p>	<p>Teacher identifies an initial cause for concern and communicates this to the school SENCO by completing an electronic 'initial concern form' and forwarding to the school SENCO. Template concern forms (Early Years form, Year 1 to Year 6 form) are located on the shared area in the SEN folder and in the SEN policy. Please note that the Teacher may also be prompted to complete an initial concern form following a concern raised by a pupil's parent, previous school or from one of the school's whole school screening and tracking systems.</p> <p>Circulation - SENCO to email copy the "initial concern form" to Principal, Deputy Head, Head of Department, Admin Manager.</p> <p>Filing - SENCO to file a hard copy of the "initial concern form" in to the Class Monitoring section of the SEN Folder and in to the pupil's centralized folder. SENCO to add the pupil's name to the SEN Register in class monitoring section.</p> <p>Admin Manager to add to the SEN administrative schedule.</p>
<p><b>Stage 2</b></p> <p><b>HOD Mtg w/ Class Teacher</b></p>	<p>The Head of Department will schedule an appropriate time to meet with the Class Teacher to discuss the issue of concern that has arisen and also to look through the pupil's work.</p> <p>During the meeting, the Head of Department to propose any appropriate classroom strategies that may assist the concern and propose two targets for the pupil; differentiated work may be set and extra support offered.</p> <p>After the meeting, the Head of Department will update the SENCO, by email, on the content of the meeting with the class teacher. The SENCO will consider the initial concerns form and the minutes of the meeting and approve or advise on the suggested two targets for the duration of the initial class monitoring, SENCO to email approval to: Class Teacher, Head of Department, Principal, Deputy Head, Admin Manager. SENCO to also record targets on the detailed class monitoring register.</p>
<p><b>Stage 3</b></p> <p><b>Class Teacher Monitoring</b></p>	<p>Class teacher to monitor the concern within class for a term (Note: Nursery and Reception pupils to be monitored for two terms to factor in the age-appropriate settling in time). Class Teacher to update (by email in the daily notes) the SENCO and HOD on the progress of the pupil of concern within this time frame. Please remember to cc: the SENCO in on daily notes when appropriate.</p> <p>At this stage it is appropriate for the class teacher to inform the parent, during normal informal feedback conversations at drop off / collection time that they have identified a weakness in the particular area of concern and that this is something they are currently working on in class. The teacher should not alarm the parent and should note that at this stage the concern has not been diagnosed as being of a serious level, and the teacher should expect it to resolve itself during the monitoring stage. Accordingly, the concern should only be reported to parent in the normal day-to-day teacher/parent feedback conversations regarding the pupil's current strengths and weaknesses, and should not be reported in any way that may cause alarm to the parent.</p> <p>At the end of the class monitoring stage the Admin Manager will email the Head of Departments to find out whether significant progress has been made and will invite them to attend the weekly SEN meeting to give feedback and formally review each pupil's progress. The Head of Department will be asked to bring copies of recent parent/teacher mtgs with them to the meeting.</p> <p>If significant progress is made by the pupil during the term of monitoring no further action is required, and the SENCO will mark concern as "closed" on the SEN Register. The SENCO will also confirm that the "initial concern" is closed by email, to: Principal, Deputy Head, Head of Department, Admin Manager, Class Teacher.</p> <p>If NO significant progress is made by the pupil during the one term of monitoring, the concern will proceed to Stage 4.</p>

<p><b>Stage 4</b></p> <p><b>HOD + Class Teacher Mtg w/ Parents</b></p>	<p>SENCO to confirm to class teacher and HOD that the school has agreed that the class teacher and HOD should formally meet with the parents of the pupil to raise the concern outlined on the initial concern form. HOD to give advice to class teacher on communicating the concern to parents. It is the responsibility of the Admin Manager to telephone the parents to request and schedule the meeting.</p> <p>HOD and Class teacher to complete the following during the meeting:</p> <ul style="list-style-type: none"> <li>-Outline the initial concern to the parents and confirm that the issue has been monitored and significant progress has not been made.</li> <li>-Request permission for the SENCO/SMT/Learning support teacher to do an internal assessment of the pupil which entails them working on a 1:1 basis outside of the classroom (duration apx 45minutes); or internal assessment could include lucid screening, HOD observing the pupil or Learning support teacher as appropriate.</li> <li>-Confirm that after the internal assessment the parents will be invited to the school, no later than 1 week after the internal assessment has taken place, to discuss the assessment with the Class Teacher, HOD and SENCO.</li> <li>-After the meeting, HOD to write up parent/teacher meeting minutes (as normal) and then, as a priority, email copy the minutes (no later than 24hrs after meeting) to: SENCO, Principal, Deputy Head, Head of Department, Class Teacher, Admin Manager. In the minutes, HOD to confirm whether permission for internal assessment has been granted by the parents.</li> <li>-HOD to file the minutes of the meeting in the pupil's centralized folder.</li> </ul>
<p><b>Stage 5</b></p> <p><b>Internal Assessment of Pupil</b></p>	<p>SENCO/SMT/Learning support teacher to meet with pupil and carry out an assessment which includes some or all of the following areas: Reading, Free Writing, Spelling, Phonological assessment, Memory (auditory sequential and working memory), Auditory discrimination and visual difficulties as well as the screening test. SENCO to write up an assessment report which is to be email copied to: Class Teacher, Principal, Deputy Head, Head of Department, Admin Manager.</p> <p>Filing – SENCO to file internal assessment report in shared area electronic folders / SEN Folder (hard copy) / Pupil Centralised Folder.</p>
<p><b>Stage 6</b></p> <p><b>Post Internal Assessment Minor Concerns – Mtg w/ Parents.</b></p>	<p>If only minor concerns are identified by the SENCO further to the assessment then the following procedures are to be followed (proceed to Stage 7 for more serious concerns):</p> <ul style="list-style-type: none"> <li>-SENCO to action Admin Manager to schedule a meeting with the parents to discuss assessment findings and next stage within a week of the assessment.</li> <li>-Admin Manager to invite SENCO, Class Teacher and parents to the meeting. Meeting to be held in Principal's Office.</li> </ul> <p>-During the meeting the SENCO will confirm assessment findings and confirm how the class teacher will be supporting the concern during the class (and if appropriate request parents to support at home as well).</p> <ul style="list-style-type: none"> <li>-SENCO to confirm that progress will continue to be monitored and parents will be updated at their next scheduled parent teacher meeting.</li> <li>-SENCO to confirm to parents that at this stage no further SEN action is required.</li> </ul> <p>Post Meeting Administration / Filing</p> <ul style="list-style-type: none"> <li>-SENCO to write up minutes of the meeting with parents and email copy to: Class Teacher, Principal, Deputy Head, Head of Department, Admin Manager.</li> <li>-SENCO to electronically file meeting minutes on shared area.</li> <li>-SENCO to hard copy file meeting minutes in to SEN File and Pupil Centralised Folder.</li> </ul>
<p><b>Stage 7</b></p> <p><b>Post Internal Assessment More Serious Concerns – Mtg w/ Parents.</b></p> <p><b>SENCO Proposes External Educational</b></p>	<p>If more serious concerns are identified by the SENCO further to her assessment then the procedures for recommending an EP assessment set out below are to be followed.</p> <p><i>PLEASE NOTE that although in the majority of cases the school recommends an EP assessment, for younger pupils (Rec/Yr1) the school may occasionally recommend a developmental paediatrician who will then discuss the overall needs of the pupil (eg. Occupational therapy, speech and language, social communication therapy). If the SENCO decides that the standard Stage 7 EP route is not suitable then they should flag this up when they circulate their internal assessment report and discuss and plan with the SEN team a customised stage 7 meeting which recommends a slightly different approach to the below.</i></p> <ul style="list-style-type: none"> <li>-SENCO to action Admin Manager to arrange a meeting with the parents to discuss assessment findings</li> </ul>

<p><b>Assessment</b></p>	<p>and next stage within a week of the assessment. Meeting to be held in Principal’s Office (staff attendees to wear jackets, tissues to be available).</p> <p>-Admin Manager to invite SENCO, Class Teacher, HOD (or if more appropriate Deputy Head) and parents to the meeting. (Whilst scheduling meeting with the parents, Admin Manager to refer to SENCO as learning support teacher as parents accept this terminology better).</p> <p>-During the meeting the SENCO will lead the meeting and cover the points listed in the below notes of guidance.</p> <ul style="list-style-type: none"> <li>• Internal Assessment Debrief: <ul style="list-style-type: none"> <li>○ Discuss Internal Assessment Findings</li> <li>○ Recommend an external assessment by educational psychologist.</li> </ul> </li> <li>• Educational Psychologist: <ul style="list-style-type: none"> <li>○ Names</li> <li>○ Assessment procedure – locations, tests, length of time</li> <li>○ Costing £750</li> <li>○ Advantages of having an assessment</li> <li>○ Invite questions from parents</li> </ul> </li> <li>• Support within School (if recommended by the Educ. Psychologist): <ul style="list-style-type: none"> <li>○ Reason for recommending SEN support (e.g. class teacher recommendation / observation / CAT scores)</li> <li>○ Liaise closely with class teacher</li> <li>○ IEP</li> <li>○ Reports</li> <li>○ Trained specialist teacher</li> <li>○ Work Tuesdays and Wednesdays</li> <li>○ Sessions 30 minutes long</li> <li>○ Set to the same time each week</li> <li>○ Costing- billed at end of term £35 per half an hour session</li> <li>○ Terms and conditions (weekly lesson fee is not charged if SENCO is absent/class trip, but will be charged if pupil is sick or absent without appropriate notice).</li> <li>○ Invite questions from parents</li> <li>○ Contact details: office@parkgate-school.co.uk</li> </ul> </li> </ul> <p>Post Meeting Administration / Filing</p> <p>-After the meeting, SENCO to write up minutes of the meeting with parents and email copy to: Class Teacher, Principal, Deputy Head, Head of Department, Admin Manager. In the minutes, SENCO to confirm whether parents have given verbal consent for an external educational assessment to be carried out.</p> <p>-SENCO to electronically file meeting minutes on shared area SEN Folder.</p> <p>-SENCO to hard copy file meeting minutes in to SEN File and Pupil Centralised Folder.</p>
<p><b>Stage 8</b></p> <p><b>Scheduling of Educational Assessment</b></p>	<p>Further to the SENCO’s meeting with the parents, and consent for educational assessment confirmed to Admin Manager in the circulated minutes (stage 7). The Admin Manager will carry out the following procedures:</p> <p>-The Admin Manager will contact an appropriate Educational Psychologist and schedule an assessment of the pupil to be carried out at the school at the next available opportunity (convenient to school and parents). Details (name/DOB) of the pupil should be emailed to the Educational Psychologist.</p> <p>-Admin Manager to schedule on to school calendar (reserving Principal’s Office for parent meeting).</p> <p>-Admin Manager to confirm assessment details in writing to parents. Admin Manager to request that parents forward a copy of the report to school (FAO Admin Manager) on immediate receipt and also include a circulation of report consent form to be signed by parents and parent questionnaire (parents to return direct to educational psychologist).</p> <p>-Admin Manager to forward a teacher questionnaire to the relevant class teacher which should be completed and forward to the educational psychologist prior to the assessment.</p> <p>-Copy of letter to be filed in NW Folder.</p> <p>-Admin Manager responsible for preparing logistics for the day of the assessment.</p>
<p><b>Stage 9</b></p> <p><b>Circulation of Education</b></p>	<p>Parents responsible for forwarding a copy of the Educational Psychologist’s Report and Signed Circulation Consent Form to the School Admin Manager.</p> <p>Admin Manager to scan as pdf and email circulate to: SENCO, Class Teacher, Principal, Headmaster,</p>

<b>Psychologist's Report / Other Similar Report</b>	Deputy Head, Head of Department, Admin Manager, Head of English, Maths Teacher, School Secretary. Admin Manager to hard copy file in Pupil Centralised Folder. Admin Manager to electronically file in NW Folder (but not on shared area) SENCO to hard copy file in SEN Folder. <b>SENCO to transfer pupil from Class Monitoring to School Action on the SEN Register.</b>
<b>Stage 10</b>  <b>Post Receipt and Circulation of Ed. Psyche. Report / Other Similar Report – Mtg w/ Parents</b>	Once the Educational Psychologist's Report (or other similar report) has been received by the School Admin Manager, NW will invite parents to a meeting to discuss the report, following the procedures below:  -Admin Manager to schedule a meeting with the parents, within a week of having received the report. Meeting to be held in the Principal's Office. -Admin Manager to invite SENCO, Class Teacher, Deputy Head (or if more appropriate HOD) and parents to the meeting.  -During the meeting SENCO will discuss the findings of the educational psychologist's report and go through all of the recommendations in the report to ensure that they are being implemented both at home and school. -SENCO to confirm how the pupil will be supported at school (e.g. IEP / individual tuition), and if appropriate confirm how individual SEN tuition takes place at the school (e.g. lessons missed / reminder of fees administration, see Stage 7 for full details). -SENCO to confirm that progress will be monitored and parents will be updated on progress at the upcoming parent teacher meetings with both Class Teacher and SENCO and via school reports in the Autumn and Summer Term and IEPs termly.  Post Meeting Administration / Filing -Post meeting, SENCO to write up minutes of the meeting with parents and email copy to: Class Teacher, Principal, Deputy Head, Head of Department, Admin Manager. -SENCO to draft letter to parents to confirm details regarding individual SEN tuition, when commencing, invoicing etc (as per school template letter). Draft letter to be forwarded to Admin Manager for proofing and mailing out to parents. -SENCO to electronically file meeting minutes on shared area. -SENCO to hard copy file meeting minutes in to SEN File and Pupil Centralised Folder. -Admin Manager to electronically file confirmation letter to parents in NW Folder And hard copy file letter in to SEN File/Pupil Centralised Folder. -SENCO to update provision map with summary details
<b>Stage 11</b> <b>Post Report Receipt - SENCO to update staff</b>	SENCO to ensure that all staff who teach the pupil (and teaching assistants) are aware of the pupil's difficulties and additional needs. SENCO to update/create a provision map for the pupil and email this to all teachers who teacher the child.  -SENCO/HODs to highlight to staff at full staff meeting.
<b>SCHOOL ACTION</b>	
<b>Stage 12</b> <b>HOD Raising Awareness / Monitoring</b>	HOD to raise awareness of school action pupils half-termly within their departmental weekly meetings, under pupils of concern section.
<b>Stage 13</b> <b>IEP</b>	The Learning Support Teacher will prepare a termly Individual Education Plan (IEP) for each pupil on the SEND Support register, as well as their provision map. This will be drawn up detailing special provision with targets to be achieved within a specified timetable. This will be reviewed and evaluated termly and will also be shared with parents. The child's teachers, parents and individual lessons will all be working towards achieving these targets. The class teacher will contribute to both the review and setting of targets during meetings to discuss the SEN children in their class.  The SENCO will meet or email the Class Teacher and HOD at the beginning of each term to discuss and confirm the IEPs for all pupils on the school action register. -SENCO to forward a copy of the final IEP and covering letter to the Admin Manager to send out to parents at the beginning of each term. -SENCO to electronically file IEPs on to the shared area. -SENCO to hard copy IEPs in to SEN File.
<b>Stage 14</b>	In addition to the termly IEPs, the Learning Support Teacher will also update parents on the progress of



<b>Reporting</b>	pupils on the SEND Support register at parent teacher meetings (Autumn and Summer Term) and via school reports (Autumn/Summer Term).
------------------	--

**Appendix B**



**Parkgate House School  
Special Needs Department**

**Initial Concern Form – Year 1 to Year 6**

Child's Name: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_  
Teacher's Name: \_\_\_\_\_  
Class: \_\_\_\_\_  
Date of Referral: \_\_\_\_\_

Please outline the nature of your concern and include any standardised test results you may have:

Reading:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Writing/Spelling:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Maths:

---

---

---

Are there any other concerns? \_\_\_\_\_

---

---

---

Have the parents expressed concern or been consulted? \_\_\_\_\_

---

---

**Appendix C**



**Parkgate House School  
Special Needs Department**

**Initial Concern Form – Early Years**

Child's Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date of Referral: \_\_\_\_\_

Please outline the nature of your concern:

Physical Development:

---

---

---

Cognitive/Intellectual Development:

---

---

---

Social Development:

---

---

---

Emotional Development:

---



---



---

Sensory Development:

---



---

Communication and Language Development:

---



---

Have the parents expressed concern or been consulted?

---

## Appendix D

### Parkgate House School Individual Educational Plan

Name: Name		SEN Stage: SEND Support
Form:		Start date of IEP:
Class Teacher:		Review date of IEP:
Supported By:		
Hours per week:		

<u>Targets</u>	<u>Achievement Criteria</u>	<u>Resources</u>	<u>Strategies for use in classroom</u>	<u>Review of targets</u>
<b>Concentration</b>	To be able to follow a 3-part instruction with 50% accuracy (in class) and 100% accuracy (1:1 context) by the end of Summer term.	Listening skills worksheets Memory trays Memory game Wordshark Kim's game Objects for sequencing Timers	Ensuring <i>name's</i> desk is cleared in order to minimise distractions. Provide <i>name</i> with aural and visual cues for instructions. Provide clear and concise instructions to <i>name</i> , if possible 1:1.	
<b>Maths</b>	To be able to recite number bonds to 6-10 at speed by end of Spring Term and apply information within word problems 100% of the time with support.	Number bond flash cards Number bond games computer and bingo Unifix cubes Hundred square Counters Numbershark	Lessons with Miss Lewis using specialist programme and concrete resources. Flashcards for parents at home. Crossover learnt concepts in class To encourage <i>name</i> to call upon her number bond knowledge by recognising patterns within calculations.	
<b>Maths</b>			Lessons with Miss Lewis using specialist programme	

<b>Maths</b>	To be able to recite doubles 1-10 at speed by the end of Summer term and apply information within addition and subtraction sums and 2x 100% of the time with support.	Flashcards Post-it game Unifix cubes Counters Numbershark Hit The Button online game	and concrete resources. Flashcards for parents at home. Crossover learnt concepts in class To encourage <i>name</i> to call upon her doubling knowledge by recognising patterns within calculations.
	To be able to correctly set out formal addition and subtraction sum in any given worksheet with 60% accuracy by the end of Spring term with support.	Place value worksheets Dienes blocks Place value cards Numbershark Online games	To encourage <i>name</i> to use her place value knowledge in order to set out correctly. To prompt <i>name</i> to take 'thinking time' before completing this task. To reinforce this concept at home with support from parents. Use overlearning strategies in the classroom and at home in order to ensure <i>name</i> is confident and can move to achieve this independently.

**Appendix E**

**Individual Provision Map:**

<b>Date of Birth:</b>	<b>Class:</b> <b>Teacher:</b>
<b>SEND Support</b>  <i>Dyslexic tendencies</i>	<b>Support given:</b>
<b>History of needs and support:</b>	
<b>Summary of Educational Psychology Report</b>	
<b>Recommendations:</b>	

**At school:**

**IEP targets autumn term 2018**

**-Number bonds to 10**

**-addition and subtraction to 10**

**-odd and even numbers**

## **Appendix F**

### Recommended Consultants

Educational Psychologist	<p>Annie Mitchell <b>07889 242241</b> email – <a href="mailto:annie@anniemitchellep.co.uk">annie@anniemitchellep.co.uk</a> Appointments can be made through my PA, Naomi Rickard email- <a href="mailto:office.anniemitchellep@gmail.com">office.anniemitchellep@gmail.com</a></p>
Neurodevelopmental Paediatrician	<p>Dr. Daphne Keen  Consulting Rooms  1st Floor Suite 127 Harley Street London W1G 6AZ  PA Stephanie Piper <a href="mailto:stephanie.piper@stgeorges.nhs.uk">stephanie.piper@stgeorges.nhs.uk</a> Tel: 07903 015 811 Developmental Paediatrics, 2nd Fl. Clare House, St George's Hospital Blackshaw Road London SW17 0QT  I am a Consultant Paediatrician and specialist in neurodevelopmental disorders. I have a small but very</p>

	<p>busy private practice in Central London.</p> <p>I hold an NHS Consultant contract at St George's Hospital, London. I can only see NHS patients who live in the Borough of Wandsworth.</p> <p>I see patients, generally under the age of 16 years, who have developmental problems affecting learning, behaviour and communication such as:</p> <ul style="list-style-type: none"> <li>• When attention deficit hyperactivity disorder (ADHD) is suspected</li> <li>• Difficulties with social function where autism spectrum disorder is suspected</li> <li>• Problems with motor coordination, particularly when dyspraxia is suspected</li> <li>• General and specific learning disability who may have another unrecognised disorder</li> <li>• Tic disorders and Tourette's syndrome</li> <li>• Where previous assessments and diagnoses give conflicting outcomes or opinions</li> <li>• Behavioural conditions that may benefit from medication</li> </ul>
The McLeod Centre	<p><b>Amanda McLeod</b>  <i>Welcome to The McLeod Centre for Learning, a centre, in Pimlico (London, SW1), for children who are under-achieving in English and Maths. Children attend mornings and are taught by specialist teachers in small groups, or on an individual basis. Children attend up to four days per week and usually stay for two to three terms. They go back to their main schools for the afternoons. If less intensive tuition is required, children can attend our after-school classes.</i></p> <p><b>Address:</b> 74 Lupus St, London SW1V 3EL  <b>Phone:</b> 020 7630 6970  <b>Email:</b> amanda@amandamcleod.org</p>
The Dyslexia Centre	<p>The Dyslexia Teaching Centre 23 Kensington Square  London W8 5HN</p> <p>Tel: <a href="tel:02073614790">020 7361 4790</a></p> <p><a href="mailto:info@dyslexiateachingcentre.co.uk">info@dyslexiateachingcentre.co.uk</a></p>
Speech and Language	<p><u>Speech and Language Therapists in the local area</u>  We are continuously building our bank of specialist contacts in Lambeth and Wandsworth. We have several families who have used the London Children's Practice for Speech and Language Therapy. From our contact with them, their therapists have always been friendly and have been able to share helpful summaries and session notes with the</p>

	<p>school.  <a href="http://www.londonchildrenspractice.co.uk/">http://www.londonchildrenspractice.co.uk/</a>  They have clinics near Bond Street and Sloane Square, 01328 730 782</p> <p>Annie Mitchell recommends:  <a href="https://www.dulwichslt.org/about-us/">https://www.dulwichslt.org/about-us/</a>  Lynsey Reader, 07870 167070</p> <p>We are also aware of a few other local practices, but having not sent children to these previously, cannot recommend them from experience. It may be worth contacting these practices and finding out more about what they can offer:  <a href="https://www.kikisclinic.com/">https://www.kikisclinic.com/</a>  This practice is on Thurleigh Road in Wandsworth, 020 7450 1708</p> <p><a href="http://speechtherapysouthlondon.co.uk/">http://speechtherapysouthlondon.co.uk/</a>  This practice is run by a lady called Rosemary Nicholson, who is based in Clapham, 07951228557</p> <p><a href="http://www.emmahowis.com/home.html">http://www.emmahowis.com/home.html</a>  Emma Howis, 07884 025 721. Alternatively, email Emma at <a href="mailto:info@emmahowis.com">info@emmahowis.com</a></p>
Behavioural	<a href="http://www.childrenstherapies.co.uk/">http://www.childrenstherapies.co.uk/</a>
Occupational Therapist	<p><b>Julia Terteryan</b></p> <p>julia@chelseachildrenstherapy.com</p> <p><b>Practice moved in January 2019 further into London.</b></p>
Wandsworth Contact	<p>Jenny Twells  Educational Psychologist working with the Borough of Wandsworth  In March 2018, she was assigned to work with Jasper Day and Arabella Day.  07917 173569  jtwells@wandsworth.gov.uk</p>
Local SENCos	<p>Broomwood Hall – Caroline Pawlak (oversees all SEND)  <a href="mailto:c.pawlak@northwoodschoools.com">c.pawlak@northwoodschoools.com</a>  Alice Groome (oversees Prep 4-8)  <a href="mailto:a.groome@northwoodschoools.com">a.groome@northwoodschoools.com</a></p> <p>Newton Prep – Cristina Losito (SEND CO)  <a href="mailto:closito@newtonprep.co.uk">closito@newtonprep.co.uk</a></p> <p>The Roche – Carly Ejem (SEND CO)  <a href="mailto:senco@therocheschool.com">senco@therocheschool.com</a></p>

	<p>Eaton House – Rebecca Sprague (Boys SEN) <a href="mailto:rsprague@ehtm.co.uk">rsprague@ehtm.co.uk</a></p> <p>Rowena Edington (Girls SEN) <a href="mailto:redington@eatonhouseschools.com">redington@eatonhouseschools.com</a></p> <p>Thomas' Clapham – Amber Delaney (Support Teacher) <a href="mailto:kmousa@thomas-s.co.uk">kmousa@thomas-s.co.uk</a></p> <p>Finton House – Nicola Blekinsopp (SENDSCO) <a href="mailto:nicola.blenkinsopp@fintonhouse.org.uk">nicola.blenkinsopp@fintonhouse.org.uk</a></p> <p>Hornsby House <a href="mailto:brigid.unwin@hornsbyhouse.org.uk">brigid.unwin@hornsbyhouse.org.uk</a></p>
--	---