

## Special Educational Needs and Disabilities Policy

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## 1. The Policy

This policy applies to the schools of the Stephen Perse Foundation (the **School**). It is relevant to all students in the School, including the Early Years Foundation Stage (**EYFS**) and boarding students.

## 2. Glossary

CEM - Centre for Evaluation and Monitoring  
EAL - English as an Additional Language  
EHC - Education Health and Care  
EYFS - Early Years Foundation Stage  
PEP - Personal Education Plan<sup>1</sup>  
JCQ - Joint Council for Qualifications  
SENCo - Special Educational Needs Coordinator  
SEND - Special Educational Needs and Disability  
SMART - Specific Measurable Achievable Relevant Time-Specific  
APOCA - Additional Provision Or Curriculum Adjustment

## 3. Introduction

3.1. The School is committed to the equitable treatment of all students including those with special educational needs (**SEN**) and disabilities. This policy works towards eliminating disadvantages for students with SEN and disabilities by:

- using best endeavours to ensure that all students (including those with medical conditions) get the support needed in order to access the School's educational provision;
- not treating disabled students less favourably than their peers;
- making reasonable adjustments so that disabled students are not put at a substantial disadvantage in matters of admission and education;
- ensuring that students with SEN and disabilities engage as fully as practicable in the activities of school alongside students who do not have SEN and disabilities;
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

3.2. In drawing up this policy, the School has had regard to the following (in so far as they apply to the School):

- The Education (Independent School Standards) Regulations 2014 (as amended)
- ISI Inspection Framework, September 2023 (last updated September 2024)
- ISI Inspection Handbook, September 2023 (last updated September 2024)
- Special Educational Needs and Disability Code of Practice: 0 to 25 years, January 2015 (last updated September 2024)
- Equality Act 2010
- Children and Families Act 2014
- Equality and Human Rights Commission guidance 'Reasonable adjustments for disabled pupils' 2019

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<sup>1</sup> For the avoidance of doubt, any reference to a "PEP" in this policy is a reference to a personal education plan put in place by the School internally in accordance with this policy. The term should not be confused with the Cambridgeshire Local Authority's Personal Education Plans for Children in Care which are also known as PEPs.

- Equality and Human Rights Commission guidance 'Technical guidance for schools in England' (last updated July 2024)
- The Equality Act and School, DfE non statutory advice (May 2014)
- Statutory framework for the Early Years Foundation Stage, last updated January 2024
- Keeping Children Safe in Education (KCSIE) (Department for Education, September 2024)

3.3. This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunities for Students Policy and Accessibility Plan.

#### **4. Definition of special educational needs**

4.1. 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 them. In accordance with the Children and Families Act 2014, 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 children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or early years providers;
- are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

4.2. The expression 'learning difficulty' covers a wide variety of conditions and may include those known as an autistic spectrum condition, dyslexia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing.

4.3. Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in the School's English as an Additional Language Policy.

#### **5. Definition of disability**

5.1. A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). Long term means that the impairment will have lasted or be likely to last for 12 months or more.

5.2. Not all students who have SEN are disabled and not all disabled students have SEN but the School recognises that, understandably, there is overlap.

#### **6. Aims and objectives**

6.1. At the School, the student is at the heart of the curriculum wheel and every member of staff works to ensure that each child can access that curriculum. We recognise that the students' academic attainment and progress are inextricably linked with their pastoral welfare, and for this reason the Early Years SENCo, the Assistant Head - Inclusion (Dame Bradbury's) and Inclusion Coordinator (Stephen Perse Cambridge Junior School) and the SENCos (Stephen Perse

Cambridge Senior School and Sixth Form) work closely with other members of the teaching and support staff in reviewing each student's achievement and progress in the broader context of their well-being. In doing so they ensure that the pastoral and academic needs of the students are met and that they are helped to fulfil their intellectual promise.

6.2. Our approach to the detection and management of learning disabilities is guided by the SEND Code of Practice 0-25, Department for Education (DfE) and Department of Health (DH), January 2015, or any substituting or amending code of practice issued from time to time by the DfE and DH.

6.3. The aims of this policy are:

- to promote good practice in our detection and management of special educational needs; and
- explain the support the School can provide for children who have learning difficulties and the co-operation required from parents.

## 7. Arrangements for coordinating SEND provision

7.1. All teachers in the School are teachers of SEN and they work closely with the School's Inclusion/SEND Teams (details of which are set out in paragraph 7.3 below), alerting them to any concerns that they may have. The Head and Deputy Head of Boarding, together with the boarding house staff, work closely with teaching staff and the SEND Team where required in relation to any specific needs of boarding students.

7.2. The responsibilities of the Inclusion/SEND Teams include:

- overseeing the day-to-day operation of the School's policy on special educational needs, learning difficulties and disabilities;
- liaising with parents and other professionals in respect of a child's special educational needs;
- ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated and that learning plans are in place where appropriate.

7.3. The Inclusion/SEND Teams comprises:

### 1-3

The Early Years SENCo and the Head of Early Years who support children across Cambridge Early Years sites.

### 2-11

The Assistant Head - Inclusion who supports Dame Bradbury's pupils in the School from age 2 and the Inclusion Coordinator who supports pupils at the Stephen Perse Cambridge Junior School.

### 11-18

The SENCo for KS3 works across Years 7 - 9. The Assistant SENCo works across KS4. Both report to the lead SENCo for 11-18 who also manages KS5. A specialist assessor/teacher supports the team and specifically the work in the Sixth Form. A specialist teacher supports some students in KS3 and KS4.

7.4. The appointed SEND link Governor is Ms Sara Russo.

## 8. **Assessment of Need**

8.1. We are guided by the overarching principle of the graduated approach as described in the SEND Code of Practice (**SEND COP**) with the four stages of action: assess, plan, do, review (SEND COP 2015 6.44). The form this graduated approach may take will be appropriate to the student's setting and age. For further information about how the School implements this graduated approach in the Stephen Perse Cambridge Junior School and Dame Bradbury's, please see [Annex 2](#); for the Senior School and Sixth Form, please see [Annex 3](#).

8.2. This approach may include some or all of the following:

**Baseline tests:** We carry out regular assessments both formative (continuous and informal by the teacher) and summative (end of topic/unit/year formal test) using baseline tests from GL Assessment and the Centre for Evaluation and Monitoring (**CEM**) at Durham University amongst others. The results of these tests allow us to better understand the individual profiles of our students and enable appropriate differentiation of the teaching for that cohort. The tests used are not diagnostic, but they do allow us to detect circumstances which may need further investigation, monitoring or formal assessment. The cost of these tests is included in the fees and no specific preparation is needed.

**Tracking:** The results of baseline tests are monitored alongside additional data including internal and external examination results and progress measures throughout the year. Discrepancies are always investigated, and where there is no apparent pastoral reason for underperformance a learning need is always investigated.

**Formal assessment:** If the test results, tracking data or teacher observations indicate that a student may have a learning difficulty which ought to be assessed without delay, we will ask the student's parents to agree to their child being formally assessed by a specialist assessor within the school (where available) or by an educational psychologist, and we will ask parents to agree to follow their recommendations unless there are persuasive reasons to the contrary. The cost of assessment by an external assessor must be borne by the parents. Following an assessment parents will be invited into school to discuss the findings and, if appropriate, an Action Plan and/or Individual Education Plan (**IEP**) (referred to as a Personal Education Plan (**PEP**) in 1-11) will be written or amended to take into account the recommendations made.

## 9. **Special Educational Provision**

9.1. If assessment results, tracking data or teacher observations indicate that there may be a learning difficulty but the circumstances are not such as to indicate an immediate formal assessment, we will continue to monitor the student and, if necessary, implement short-term targeted help. In such instances the necessary dialogue between school and parents, and any agreed actions, will be recorded as APOCA (Additional Provision or Curriculum Adjustment) on our internal data management system. This will ensure that all information is shared between teachers in a confidential and sensitive manner. This additional level of tracking, monitoring or in-class differentiation will enhance the all-round view of the learner and provide important evidence for any future formalised assessment.

9.2. Where a learning need is suspected or identified, the following age-appropriate procedures are put in place:

### 9.3. 1-11

- 9.3.1. The EYFS follows the SEND Code of Practice to implement the graduated approach within the EYFS and its framework. All adults working with pupils in Early Years are duty bound to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework. The EYFS framework also requires practitioners to review children's progress and share a summary with parents. Please see Annex A for the Early Years Offer.
- 9.3.2. For all 1-11 pupils, when the class teacher, another member of staff, parent, or an outside agency expresses concern regarding a child's progress and development the child's needs are discussed with the relevant staff. Any concerns are shared with the parents by the class teacher and the child is closely monitored to see if their needs are preventing them making expected progress. If necessary, a plan and targets, including intimate care plans where required, are written in consultation with the class teacher, parents and relevant member(s) of the Inclusion Team.
- 9.3.3. In most cases the child's individual needs are met through increased differentiation and support in the classroom but if, after support has been given, a child's progress continues to be of concern, it may be necessary to draw up a PEP appropriate to the level of need, whether SEND or APOCA. The PEP will always include the views of teachers, parents and, most importantly, the child. How this information is gathered will be tailored to the child. The PEP is an integral part of the graduated approach demonstrating what has been learned from the assessments gathered, with SMART targets written in child-friendly language. The plan will be carried out by all appropriate adults and form a communication between school and home so the child has consistency of action between both environments. The PEP will be reviewed regularly to celebrate successes and consider next steps. It may be the case that following the implementation of the PEP, a referral for further professional assessment may be recommended. When a child has had an assessment with an external specialist, the relevant member of the Inclusion Team will meet with the child's parents and other relevant members of staff in order to discuss the report. In the light of the suggested recommendations, new targets will be set and strategies implemented in order to support the child's progress.

### 9.4. 11-18

- 9.4.1. In most cases the student's individual needs are met through high quality first teaching and additional differentiation in the classroom. Teachers follow advice given by the SENCo. Regular communication between subject teachers, the pastoral team and the SENCo ensures that appropriate progress is being made. Where necessary, the SENCo may suggest one or more of the following:
- **APOCA:** Additional Provision or Curriculum Adjustment within the Senior School/Sixth Form is an indicative term, which refers to appropriate individualised responses (such as attendance at compulsory support) to emerging learning difficulties or an examination provision which is not in response to a diagnosed learning difficulty. APOCA status does not indicate that the student is on the SEND Register.
  - **The drawing up of an Action Plan or Individual Education Plan (IEP):** If it is agreed that the student's needs are such that intervention would be beneficial, the SENCo draws up a plan in consultation with the student, parents and educational psychologist if appropriate. This plan is kept under regular review.

- **Additional advice for SEND students:** All students are given advice with regard to subject choices and University admissions. However, we recognise that those with SEND may need additional help in deciding the best way forward and the options available to them.
- **The use of specific apps:** students have access to their own iPads for use in school and at home. Subject staff and the SENCo can give advice as to which apps are useful for an individual's needs and learning style.
- **The use of technology:** Provision is made for a student to use an electronic device for word-processing where one of the criteria set out in the separate Use of Word Processors in Examinations Policy is satisfied.
- **Adjustments to the curriculum:** The curriculum may be adjusted to reflect the needs of an individual student in consultation with subject staff and parents – for example, reducing the number of options studied in KS3 or the number of GCSEs studied at KS4.
- **Study skills guidance:** All students receive study skills guidance, but we recognise that this can be particularly relevant to SEND students. Advice is available to Senior School and Sixth Form SEND students covering generic learning skills such as effective note taking, structuring essays and organisation.
- **Peer mentoring:** We may offer academic mentoring, whereby KS4 or Sixth Form students (as appropriate) meet younger Senior School students on a regular basis to provide individual help in subjects where a need for additional, peer-led support has been identified.
- **Attendance at subject-specific support sessions:** A department may hold 'surgeries' to provide additional support for students, both on an optional 'drop-in basis' and as part of a targeted programme, in consultation with the subject teachers.
- **Additional materials:** A student with learning difficulties or disabilities may require additional materials such as reading rulers, coloured paper or enlarged font, and this is accommodated for.

## 10. Reasonable adjustments

- 10.1. If the parents feel that there are further particular adjustments the School could make, parents may write to or speak with their child's class teacher/form tutor, in the first instance or the relevant member of the Inclusion/SEND Teams. Parents are encouraged to provide copies of any medical or specialist reports as evidence of the adjustments required.

## 11. Monitoring and Evaluation

- 11.1. Teachers are given any necessary information to ensure that their teaching practices are appropriate for the needs of the individual. Regular training and updates ensure that the teachers are fully informed and that they implement best practice at all times. Class/subject teachers liaise with the relevant members of the Inclusion/SEND Teams to discuss the needs and progress of the child.
- 11.2. The Inclusion/SEND Teams, or their representatives, from each section of the School meet to discuss procedure and share good practice. Information regarding the individual needs of students approaching transition between each of the Stephen Perse schools is shared in order to ensure continuity of care and provision.

11.3. The School recognises that students at school with medical conditions should be properly supported so that they have full access to all aspects of education. Some students with medical conditions may also be disabled and where this is the case the School will comply with its duties under the Equality Act 2010. Some students with medical conditions may also have a special educational need and in this case the School will be guided by the SEND Code of Practice (2015). Please refer to the School's policy on Supporting Students with Medical Conditions.

## **12. Bullying and behavioural issues**

12.1. All students are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Students are taught through the curriculum, PSHEE and assemblies, for example, the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's Behaviour Rewards and Sanctions Policy and Anti-Bullying Policy make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any student who displays inappropriate behaviour.

12.2. The School recognises that disabled students or those with SEN may be particularly vulnerable to being bullied. The School's Anti-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

12.3. The School also recognises that bullying (or other matters such as bereavement or divorce) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be discussed and/or recommended to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

12.4. The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

12.5. Staff will support such students in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the pastoral teams, Designated Safeguarding Lead (DSL) or relevant Deputy Designated Safeguarding Lead (DDSL) as appropriate. The School's Safeguarding and Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

12.6. The School is aware of a necessary joined-up approach in terms of students' welfare and that safeguarding is a fundamental duty of care for all members of staff. The Inclusion/SEND Teams are made aware of any wellbeing or safeguarding concerns by the DSL or relevant DDSL.

## **13. Liaison with Parents**

13.1. We will do all that is reasonable to report and consult with parents about their child's learning

difficulties. Parents are kept informed of any intervention and, where necessary, will be invited to meet with the School to discuss their child's individual learning needs and next steps. Provision is reviewed regularly and at a time appropriate to the individual's needs; parents are invited to be part of that review.

- 13.2. The School offers certain assessments internally. Where appropriate, the School will discuss with parents the options available from external providers. Parents are encouraged to contact the Inclusion/SEND Teams should they feel any further investigations are necessary.
- 13.3. In order to ensure adequate monitoring and provision from the outset, during the Admissions process we ask that parents:
1. disclose information relating to any previous concerns or testing of a SEND nature; and
  2. provide a copy of any report or recommendations which have been made in relation to special educational needs at any previous school or elsewhere within the last 24 months.
- 13.4. Students with diagnosed SEND or a learning difficulty will, by the nature of the diagnosis, require additional support, monitoring and tracking across their schooling. In order to fulfil our obligations to learners, this information is made available to all teaching staff, for example through our internal data management system. All data is stored securely to ensure a high degree of confidentiality and protection of personal data and in accordance with our Data Protection policy and our Privacy Notices.

#### **14. Education, Health and Care plans**

- 14.1. The needs of the majority of students with SEN will be met effectively through the School's SEN support. However, where the student has not made expected progress despite the SEN support in place, parents and the School have the right to ask the Local Authority (**LA**) to make an assessment with a view to drawing up an Education, Health and Care (**EHC**) Plan for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.
- 14.2. If the local authority refuses to make an assessment, the parents have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability). The School does not have this right of appeal.
- 14.3. Where a prospective student has an EHC Plan, or a current student obtains their first EHC Plan, the School will consult with the parents and, where appropriate, the Local Authority to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan will need to be charged to the LA if the LA is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, unless the additional services can be considered to be a 'reasonable adjustment' where no charge will be made, in accordance with the provisions of the Equality Act 2010.
- 14.4. We will co-operate with the local authority to ensure that relevant reviews of EHC Plans are carried out as required.

## **15. Further aspects relating to SEND provision**

### **15.1. Admissions**

- 15.1.1. The School does not unlawfully discriminate in any way regarding entry. The School welcomes students with disabilities and/or special educational needs, provided we can offer them the support that they require and cater for any additional needs and that our site can accommodate them. We aim to ensure that all our students, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn.
- 15.1.2. Where a prospective student is disabled, the School will discuss with parents (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if they become a student at the School, to ensure that the prospective student is not put at a substantial disadvantage compared to a student who is not disadvantaged because of a disability.
- 15.1.3. There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's disability. For example, if, despite reasonable adjustments, we feel that a prospective student is not going to be able to access the education offered, or that their health and safety or those of other students or staff may be put at risk, we may not be able to offer a place at the School.
- 15.1.4. The School's Admissions Policy is available on the School's website. It applies equally to all prospective students and details how the School supports those applicants with SEN and/or a disability.

### **15.2. Withdrawal**

- 15.2.1. If, in our opinion, the School is unable to meet a child's needs or, in the case of a child with an EHC Plan, we are unable to meet the provisions of the Plan, we reserve the right, following consultation with parents, to request or require the withdrawal of a student from the School. In these circumstances the School will support the parents in finding an alternative placement which will meet the child's needs. Any decision to request withdrawal or require the removal of a student will be made as a last resort and in line with the terms of the parent contract.
- 15.2.2. Fees in lieu of notice will not be chargeable in these circumstances and the acceptance deposit will be returned.

### **15.3. Entitlements to adjustments in external assessments**

- 15.3.1. Children who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or other adjustments, to complete external assessments. Exam access arrangements allow examination candidates with special educational needs and disabilities to access the assessment without changing the demands of the assessment. These are strictly regulated by Cambridge International Education for international exams (IGCSE) and by the Joint Council for Qualifications on behalf of the English awarding bodies, under the remit of Ofqual, and are administered and applied by the School in accordance with the published guidance and requirements.
- 15.3.2. Parents should speak with the relevant member of the SEND Team with regard to any application for additional support as soon as reasonably practicable. The SENCO will process applications for appropriate examination access in conjunction with the School's Exams Officer.

#### 15.4. **Three Year Accessibility Plan**

15.4.1. In line with its duty under the Equality Act 2010 the School's three-year Accessibility Plan sets out how the School will:

- increase the extent to which disabled students can participate in the School's curriculum;
- improve the physical environment of the School for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the School; and
- improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

15.4.2. A copy of the School's Accessibility Plan is available on the Parent Portal and can be provided upon request by writing to the relevant School office.

#### 15.5. **Concerns**

15.5.1. The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's form/class teacher, Head of Year or a member of the Inclusion/SEND Teams if their child's progress or behaviour gives cause for concern.

15.5.2. We hope that any difficulty or concern can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Policy (which applies equally in the EYFS setting) is on our website and sets out how parents can raise a formal complaint and how the School will handle it.

#### 16. **Review**

16.1. The School will review this policy on an annual basis or earlier as required.

#### 17. **Related policies**

- Anti-Bullying Policy
- Accessibility Plan
- Admissions Policy
- Child on Child Abuse Policy
- Data Protection Policy
- Disability Policy
- English as an Additional Language Policy
- Pastoral Policy
- Supporting Students with Medical Conditions Policy
- Teaching and Learning Policy
- Trips and Visits Policy
- Use of Word Processors in Examinations Policy

**Version Control**

Date of adoption of this policy	24 April 2025
Date of last review of this policy	April 2025
Date for next review of this policy	Spring Term 2026
Policy owner	Head of Dame Bradbury's School
Authorised by	The Governing Body

## Annex 1

### Stephen Perse Foundation EYFS Local Offer

This offer relates to all EYFS in the School including Salisbury Villas, Shaftesbury Road, Dame Bradbury's and Madingley.

#### 1. How our setting knows if young children need extra help and what our parents/carers should do if they think their child may have SEND

Staff continuously observe all pupils and record progress in accordance with the EYFS Framework. A child's key person will be responsible for regular observations, assessments and planning for individual next steps. They develop an in-depth understanding of children's starting points and track progress throughout their time in Early Years. This continuous key person assessment aids the early identification of additional needs.

There are clear procedures in place to help provide for any children with SEND. It is every practitioner's responsibility to assess and identify these children and the Early Years SENCo will support the staff in setting up appropriate strategies, programmes of support (PEP) and in liaising with parents. Practitioners regularly review children's progress to identify ways of moving each child's learning forward and to introduce strategies to respond where appropriate. If the key person has identified a possible individual need, this will be discussed with parents and together they can plan how best to support the child.

If a parent/carer thinks their child may have SEND, they should speak to their child's Key Person or the class teacher. Staff are always available to consult with parents about any possible concerns at mutually convenient times.

#### 2. How our setting supports young children with SEND

Our Early Years SENCo works closely with Nursery and Early Years key persons, and together work with various external agencies e.g. speech and occupational therapists.

Across all EYFS sites, children are closely monitored by their Key Person to support learning and to ensure they thrive. Ongoing assessment enables the Key Person to plan for next steps and to meet individual needs so that every child can reach their potential and develop in all areas of the EYFS.

Practitioners are enthusiastic and strive to inspire high levels of involvement and wellbeing from all children. Positive feedback is given consistently to build self-esteem and to encourage all children to move their own learning and interests forward and to become active and independent learners.

#### 3. How our setting creates learning and development opportunities for individual children with SEND

Working in accordance with the EYFS Framework, information gained from focused observations, continuous teacher assessment and information provided by parents and carers is used to inform planning for individual needs, enabling staff to develop children's particular interests and skills in all seven areas of learning.

Weekly planning covers all areas of development but with particular focus on the prime areas of development in the nursery and at the start of the Kindergarten year. Continuous provision, such as indoor and outdoor, physical, creative and mark-making opportunities, is carefully planned according

to every child's interests and next steps. Free flow between activity areas in the setting enables children to make independent choices about their learning. Children are encouraged to choose their own resources needed to carry out tasks and have access to a range of materials and resources for self-initiated activities.

Children are encouraged to take an active role in their learning. Their ideas and interests are used to plan adult-led and child-initiated activities, and staff will adapt sessions in response to a child bringing in a specific object or retelling an experience from home. 'Show and Tell' sessions provide opportunities for sharing experiences, success, feelings and ideas. Exciting and enabling environments both inside and outside are planned according to individual needs. Visual timetables and aids are used to support learning.

#### **4. How our setting works in partnership with parent/carers**

Partnership with parents and carers plays a key role in enabling children with SEND to achieve their potential. We recognise that parents and carers hold key information and have knowledge and experience contributing to the shared view of a child's needs and the best ways of supporting them. Parents/carers are involved from the very beginning, during the initial tour and the settling in sessions. Parents and carers are valued as partners and supported in playing an active role in their child's education. We encourage parents to regularly share information with us to enable us to plan for children's next steps and review their progress against achievable and relevant targets. Through workshops, parents evenings, reports and Tapestry communication (an online learning journal in which children's learning in the Early Years is recorded and shared with parents), we aim to keep parents and carers fully informed of the type of learning experiences their child is engaging with in school and our approach to teaching different skills.

Tapestry allows parents and carers to share observations about their child's learning experiences in the home environment as well as giving them an insight into their child's learning in school.

Staff are available to speak to at drop off and pick up times, and parent evenings take place in the Spring term. Termly snapshots of children's learning and development are reported to parents in the Autumn and Summer terms through their child's online learning journey and the Early Years Foundation Stage Profile is completed at the end of the Reception year. If we have identified that a child has a particular need we will support them and parents in accessing advice and guidance so that we can plan appropriately in order for them to reach their full potential.

#### **5. How our setting supports the wellbeing of young children with SEND**

Every child's health and wellbeing is of paramount importance and policies and procedures which all staff understand are in place to safeguard children. All staff are proactive about implementing safeguarding procedures and promote a consistent approach which complies with all School policies. Parents and carers are able to access the School's policies on the website. Policies are continually updated and reviewed.

Clear boundaries, health and safety guidance and routines enable the children to feel safe and secure. Practitioners model safe practices with clear expectations of danger avoidance and children are taught to use equipment safely.

There is a high adult/child ratio which enables pupils to feel safe and sustains preventative measures. All of the School's Nursery and Early Years settings have Paediatric First Aid trained staff.

Code of conducts are regularly reinforced through a variety of positive measures. Knowing where the

boundaries are essential for wellbeing and learning. Children must feel safe in our environment to flourish.

Staff continually assess children's levels of wellbeing. High levels of wellbeing indicates that children are developing personally, socially and emotionally. Staff are encouraged to be reflective about their practice, to listen and understand children's emotions, value friendships and children's sense of belonging. Wellbeing is also enhanced by having many opportunities for free-flow imaginative play outdoors and to stimulating and challenging play materials and spaces indoors and outdoors.

## **6. Staff training and experience in supporting children with SEND**

Practitioners are given in-house training to keep up to date with how best to help children learn, and have opportunities to discuss practice, policies and procedures through termly meetings. All staff have access to a variety of training linked to child development and may have experience of specialist training such as Makaton, Paediatric First Aid, speech and language, and some may have had training in caring for children with specific medical or dietary needs. When a child has been identified as having emerging needs staff will be directed to targeted training to enable them to support the child.

## **7. Specialist services and expertise accessed by our setting**

Practitioners, with parent or carer consent, will call upon other professionals such as speech and language therapists to ensure that our provision is the best that we can make it. Where parents have engaged the services of external specialists, the Early Years SENCo will liaise to ensure that information is shared and strategies implemented as appropriate.

## **8. How our setting includes young children with SEND in community-based activities and outings**

Outings are carefully planned and prepared for. Thorough risk assessments are carried out for all outings and travel. Parental consent is given for all trips, including those involving Early Years children, by virtue of agreeing to the School's standard Terms and Conditions. Parents will be informed of each trip and are therefore given the opportunity to withdraw their child from any particular trip or activity. There is always a high adult-to-child ratio as well as having a paediatric first aider with a fully stocked first aid kit, including any named medication such as an inhaler or AAI. On every trip a full emergency contact list is always carried along with key medical information.

Pupils are introduced to members of the local community such as firefighters and local police, whose roles are covered through topics e.g. All About Me, People Who Help Us, and may include visiting speakers. Helping children to discover the variety of people in the world around them ensures they can develop a strong sense of self and belonging; celebrating differences as part of the variety that they see and experience. School collaboration events are planned to enhance children's awareness of people and communities such as Lunar New Year and Diwali. Visitors to the setting include links with groups in the local community such as elderly residents in a local care home.

## **9. Our accessible environment**

*Dame Bradbury's*

Kindergarten is wheelchair accessible. There are three disabled toilets around the school site. Within the Early Years, there are accessible resources such as low level shelves and cupboards and moveable furniture.

*Salisbury Villas, Shaftesbury and Madingley*

The nursery is wheelchair accessible with an adult disabled toilet. Within the Early Years, there are accessible resources such as low level shelves and cupboards and moveable furniture.

#### **10. How our setting prepares and supports young children with SEND when joining the setting and when transferring to another setting or school**

Families are invited on a tour of the school. If parents wish to register their child for Kindergarten or Reception, they are invited for an 'assessment visit' which takes the form of an observation by the Head/Deputy Head of Early Years during a 'stay and play' session. Before starting, parents and carers are encouraged to provide as much information as possible to enable us to explore how we can provide most effectively for their child. Most children in Kindergarten will move up into Reception. However, when a child joins from another setting or leaves to go elsewhere, contact is made with the previous/new school, and records are requested/passed on. For any child with SEND attending both a Stephen Perse Kindergarten and another pre-school setting, records will be requested and where possible there will be a meeting between both settings to employ a co-ordinated approach to meet the child's needs.

Prior to starting school, parents are invited to an 'All About Me' session. This session focuses on important details about the child that are helpful for keyworkers to know before the start date and parents are asked to complete the 'All About Me' section of the child's Tapestry learning journey.

#### **11. How our setting organises its resources to meet the needs of young children with SEND**

We aim to ensure that children with SEND have access to the full breadth of the EYFS curriculum. Plans and activities include a high level of differentiation to ensure that the individual needs of children are met. Strategies such as flexible grouping of children, adapting timetables and the sharing of resources and expertise may be employed to best suit the child's individual needs. Practitioners are flexible about organising and managing groups to increase the support available to children with SEND.

We ensure that the environment is enabling and offers a wide range of suitable and accessible resources to support children's development such as multi sensory books and speciality items e.g. self-opening scissors. We differentiate the learning resources and organise our rooms to ensure access to resources is appropriate to all the children's needs.

All children gain invaluable experience and learning opportunities from our specialist teachers in music, Forest School, PE, Spanish and French.

#### **12. How we decide on appropriate support for young children with SEND**

Practitioners work together to ensure clear action plans are in place and to liaise with parents and carers following the SEND Code of Practice and developing personal education plans (PEP) to ensure both the child, where appropriate, and parents or carers are involved in the process. Using children's starting points, the key person will observe and plan a range of exciting and challenging activities and review their progress.

#### **13. How we involve all parents/carers in our setting**

We believe in building positive relationships with our parents and carers. Parents are encouraged to share in the assessments we make and to contribute ideas and information relevant to their next steps in learning. We will suggest ideas for activities to develop learning at home to reinforce the

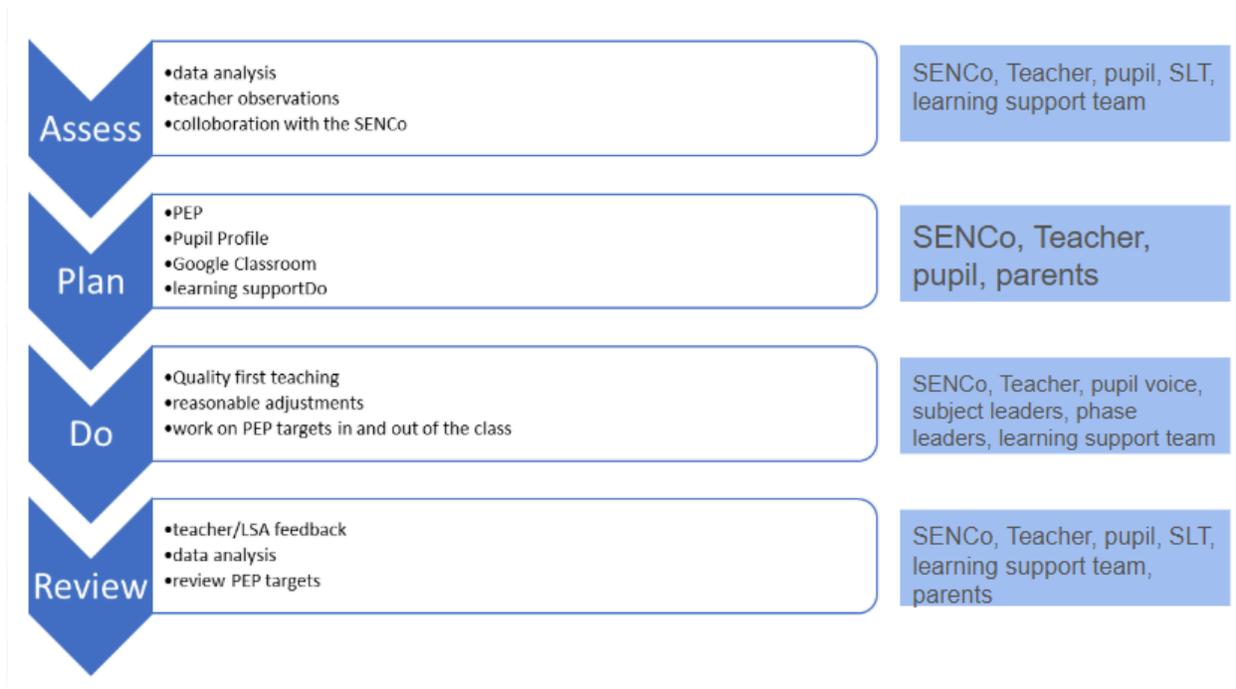
partnership between home and nursery.

Parents or carers are invited to share their experiences and to gain an insight into their learning and development. Each child has an online learning journal, Tapestry, which is available at all times. There are always opportunities to meet informally, talk and ask questions of any member of the school team. Parents and carers are encouraged to share their own beliefs, languages and cultures in school through special days or events.

#### **14. Who to contact for further information**

Please call the central number 01223 454700 and ask to speak to the Head or Deputy Head of Early Years.

## Annex 2: Graduated approach in 1-11



### Annex 3 - Graduated approach in 11-18

