



ST JAMES

Preparatory School

SEND Policy

2025-2026

Contents

1 Aims..... 4

2 Scope and application 4

3 Regulatory framework..... 4

4 Publication and availability..... 5

5 Definitions 5

6 Responsibility statement and allocation of tasks 7

7 Procedures 7

8 Education health and care plans (EHC plan) 10

9 Additional welfare needs 10

10 Disability..... 11

11 Alternative arrangements 11

12 Training 12

13 Risk assessment 12

14 Record keeping 12

Appendix 1 Facilities and resources 13

Appendix 2 Available provision for SEND pupils 14

1 Aims

This is the policy on special educational needs and learning difficulties of St James Preparatory School (known as School).

1.2 The aims of this policy are as follows:

1.2.1 to promote good practice in the detection and management of special educational needs.

(SEND).

1.2.2 to explain the support the School can provide for children who have learning difficulties and the co-operation needed from parents;

1.2.3 to actively promote the well-being of pupils;

1.2.4 to create a whole school culture of openness, safety, equality and protection.

2 Scope and application

2.1 This policy applies to the whole School, including the Early Years Foundation Stage (EYFS).

3 Regulatory framework

3.1 This policy has been prepared to meet the School's responsibilities under:

3.1.1 Education (Independent School Standards) Regulations 2014;

3.1.2 Statutory framework for the Early Years Foundation Stage (DfE, September 2021);

3.1.3 Education and Skills Act 2008;

3.1.4 Childcare Act 2006

3.1.5 Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR);

3.1.6 Equality Act 2010; and

3.1.7 Children and Families Act 2014.

3.2 This policy has regard to the following guidance and advice:

3.2.1 Special educational needs and disability code of practice: 0 to 25 years (DfE and Department of Health, April 2015) (Code of Practice); and

3.2.2 Keeping children safe in education (DfE, September 2023);

3.2.3 Equality Act 2010: advice for schools (DfE, May 2014).

3.3 The following School policies, procedures and resource materials are relevant to this policy:

- 3.3.1 Equal opportunities policy;
- 3.3.2 Disability policy;
- 3.3.3 Safeguarding and child protection policy and procedures;
- 3.3.4 Risk assessment policy for pupil welfare;
- 3.3.5 Anti-bullying policy;
- 3.3.6 Behaviour, rewards and school discipline policy;
- 3.3.7 English as an additional language policy;
- 3.3.8 Admissions policy;
- 3.3.9 Attendance policy;
- 3.3.10 Relationships and sex education policy; and
- 3.3.11 Accessibility plan.

4 Publication and availability

- 4.1 This policy is published on the School website.
- 4.2 This policy is available in hard copy on request.
- 4.3 A copy of the policy is available for inspection from the School Office during the School day.
- 4.4 This policy can be made available in large print or other accessible format if required.

5 Definitions

- 5.1 Where the following words or phrases are used in this policy:
 - 5.1.1 References to the Proprietor are references to the Board of Trustees of the Independent Educational Association Limited.
 - 5.1.2 References to working days mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website.
 - 5.1.3 References to an Individual Education Plan (IEP) are references to a plan or programme designed for children with SEND to help them to get the most out of their education. An IEP builds on the curriculum that a child with learning difficulties or disabilities is following and sets out the strategies being used to meet that child's specific needs.
 - 5.1.4 References to Provision mapping are references to provision maps used by the School as an efficient way of showing all the provision that the School makes which is additional to and

different from that which is offered through the School's curriculum. The use of provision maps can help the SENDCO to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

5.1.5 References to SEND are references to children with SEND and/or disabilities.

5.2 "Special educational needs" and "learning difficulty"

5.2.1 Children have SEND if they have a learning difficulty which calls for special educational provision to be made for them.

5.2.2 Children have a learning difficulty if they:

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

(b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post 16 institutions (please also see the School's Disability policy).

(c) are under five and fall within the definition at (a) or (b) above or are likely to do so do when of compulsory school age if special educational provision is not made for the child.

5.2.3 A child must not be regarded as having a learning difficulty solely because the language or form of language in which they are or will be taught is different from a language or form of language which is or has been spoken at home. However, children for whom English is an additional language will be provided with appropriate support.

Please see the School's English as an additional language policy. (EAL Policy)

5.2.4 A child who finds a particular subject difficult does not necessarily have a "learning difficulty". in the legal sense of that expression, there will often be disparities in the speed with which children learn, in their skill at solving problems and in aptitude generally.

5.2.5 The expression "learning difficulty" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, 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 or who have an autistic spectrum disorder.

5.2.6 Learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning difficulty becomes apparent for the first time at the age of 11+ or older, when the educational pressures tend to increase.

6 Responsibility statement and allocation of tasks

6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.

6.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practise.	Headteacher	As required and at least termly and compliant with the law and best practice
Day to day responsibility for carrying out individual pupil risk assessments under the policy.	SENDCO & class teachers	As required, and at least termly carrying out individual pupil risk assessments under the policy.
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness.	Headteacher	As required, and at least termly of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness
Seeking input from interested groups (such as pupils, parents, staff) to consider improvements to the school's process under the policy.	Headteacher	As required, and at least groups (such as pupils, staff, annually parents) to consider improvements to the School's processes under the policy
Formal annual review	Chair of the Board of Governors	Annually

6.3 The School's SENDCO has responsibility for:

6.3.1 ensuring liaison with parents and other professionals in respect of a child's SEN.

6.3.2 advising and supporting other staff in the School.

6.3.3 ensuring that appropriate IEPs and Provision mapping are in place and effectively implemented; 6.3.4 ensuring that relevant background information about individual children with SEND is collected, recorded and updated;

6.3.5 undertaking any other appropriate duties in accordance with the Code of Practice.

7 Procedures

7.1 The School's approach to the detection and management of learning difficulties will be guided by the Code of Practice.

7.2 As part of the Assess-Plan-Do-Review Model and to ensure collaborative working, the School works closely with parents of children who have or may have SEND and learning difficulties to assess and review a pupil's needs and support. Parents are kept informed concerning assessment, planning, provision and review of their child's education.

7.3 Identification of pupils with a learning difficulty

7.3.1 Pupil progress and engagement is monitored and if the outcome of a test or any other circumstance(s) give(s) us reason to think that a pupil may have a learning difficulty, we will report and consult with the pupil's parents as necessary and make recommendations about further assessment and support.

7.4 Formal assessment

7.4.1 If there are indications that a pupil may have a learning difficulty, we will ask the pupil's parents to agree to the pupil being formally assessed by an educational psychologist or appropriate professional where appropriate.

7.4.2 The parents may consult an educational psychologist recommended by the School, or one of their own choice. The cost in either case must be borne by the parents.

7.4.3 The School will endeavour to follow any recommendations from that assessment, subject to agreement as to any additional fees payable.

7.5 Learning support

7.5.1 The facilities and provision available to SEND pupils is outlined at Appendix 1.

7.5.2 The pupil's progress and needs will be monitored and, if necessary, the School will recommend a formal assessment if the learning support does not appear to be meeting the pupil's needs or where it is required for the purposes of applying for exam access arrangements (see 7.8)

7.5.3 The School adopts a pupil centred approach to reviewing progress. Pupils' views of their learning are an integral part of the process and they are to be involved (if appropriate) in the discussion of writing and reviewing targets in their IEP.

The views of SEND pupils are actively sought in relation to:

- (a) evaluating how the learning development department and its teachers help them, for example in individual lessons or with support in class;
- (b) what a neurodiverse way of learning feels like;
- (c) participation on the School Council and other forums/committees.
- (d) helping to raise awareness of SEND and inclusion throughout the school in a sensitive way and if appropriate.

7.6 External teaching

7.6.1 Parents may opt for additional specialist teaching outside the School, provided that the Head is satisfied with your child's safety and travel arrangements and also that the additional specialist teaching is at times which fit in with the remainder of the curriculum, timetable and community life of the School.

7.7 Examinations

7.7.1 Pupils who have been diagnosed as having a learning difficulty may be eligible for extra time and / or other "access arrangements" to complete internal examinations and public examinations.

7.7.2 Parents are asked to liaise with their child's form teacher and the SENDCo in good time with respect to this.

7.8 Information sharing and parent involvement

7.8.1 New parents are asked to complete a parent questionnaire to gather key background information which may be relevant and to provide copies of any reports or recommendations which have been made in relation to SEND at their child's previous school or elsewhere within the last 12 months or longer if relevant. Confidential information of this kind will only be shared within the School on a "need to know" basis.

7.8.2 The School will do all that is reasonable to report and consult with parents about their child's learning difficulties and to ensure that teachers are given any necessary information about a child's learning difficulties and that teaching practices are appropriate.

7.8.3 The SENDCO aims to meet parents and pupils together once a term/three times a year including PTIs and Review Days, depending on needs.

7.8.4 The SENDCO meets with parents of pupils where there is a concern, to set IEP targets and discuss progress and Form Teachers/Heads of Section communicate regularly with parents and discuss any issues or concerns relating to their child.

7.8.5 Parents should notify the School immediately if their child's progress or behaviour causes concern so that the School can devise and agree a strategy with the parents.

7.8.6 The SENDCO welcomes communication either by telephone, email, via online meetings or in person.

7.8.7 Reports are sent out in full, twice a year in the Autumn and Spring Terms. Learning Development reports can be included in the Summer Term reports to note areas of progress and need. For short/medium term interventions (less than a year), progress will be shared in SEND review meetings with parents, followed by a summary document including next steps or within an IEP meeting.

7.8.8 Parents bear the overall responsibility for taking decisions about the management of their child's learning difficulties. A parent who would prefer to have a formal assessment instead of learning support should decide accordingly with the School or outside, as appropriate. In these circumstances' parents must ensure that the School and the SENDCO is given copies of all advice and reports received.

7.9 Individual Education Plan / Provision mapping

7.9.1 The SENDCO will ensure that an appropriate IEP is in place where required.

7.9.2 The IEP will be prepared in consultation with the staff and parents and, if appropriate, the pupil and will include:

- (a) the reasonable adjustments, interventions and support required to meet the outcomes identified for the pupil;
- (b) the expected impact on the pupil's progress, development or behaviour, as appropriate;
and
- (c) clear dates for review.

7.9.3 In carrying out the review, the SENDCO will consider:

- (a) the effectiveness of the support and interventions and their impact on the pupil's progress;
- (b) the views of relevant teaching staff, the parents and, if appropriate, the pupil;
and
- (c) any changes that are required to the support and outcomes set out for the pupil.

8 Education health and care plans (EHC plan)

8.1 Parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

8.2 Where a prospective pupil has an EHC plan, the School will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the EHC plan can be delivered by the School. The School will co-operate with the local authority to ensure that relevant reviews of EHC plans are carried out as required.

8.3 Any additional services that are needed to meet the requirements of the EHC plan will be charged to the local authority if the authority is responsible for the fees and our school is named in Section I of the EHC plan. In all other circumstances the school will agree the charging arrangements with the parent(s) with regard to the provisions of the Equality Act 2010, where applicable.

9 Additional welfare needs

9.1 The School recognises that pupils with SEND or learning difficulties may be at risk of 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.

9.2 The School will tackle inappropriate attitudes and practices through staff leading by example, through the Personal, social, health and economic education (PSHEE),

Relationships and sex education programmes, through the supportive School culture and through the School's policies.

9.3 When teaching pupils about safeguarding, the School recognises that a one size fits all approach may not be appropriate for all pupils and will consider whether it should adopt a more contextualised approach for some pupils with SEND.

9.4 If parents are concerned about their child's welfare they can approach the pupil's form teacher or any senior member of staff to discuss their concerns in private at any time.

9.5 Additional barriers can exist when detecting the abuse or neglect of pupils with SEND or certain medical or physical health conditions that can create additional safeguarding challenges both online and offline for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that these may include:

9.5.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration;

9.5.2 pupils with a SEND or certain health conditions may be more prone to peer group isolation and can be disproportionately impacted by bullying (including prejudice-based and discriminatory bullying) without outwardly showing any signs;

9.5.3 some pupils may be unable to understand the difference between fact and fiction in online content and can repeat the content / behaviour in school without understanding the consequences; and

9.5.4 there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

9.6 The School should consider providing extra pastoral support and attention for these pupils, along with ensuring any appropriate support for communication is in place.

9.7 Any report of abuse involving children with SEND will require close liaison with the designated safeguarding lead (or deputy) and the SENDCO.

9.8 Any safeguarding concerns will be dealt with in accordance with the procedures set out in the School's Safeguarding and child protection policy and procedures.

10 Disability

10.1 The School recognises that some pupils with SEND or learning difficulties may also have a disability. Pupils and parents are referred to the School's Disability policy.

10.2 The School will make all reasonable adjustments in order to afford opportunity to disabled pupils.

However, if, despite such adjustments, the School is unable to provide adequately for the pupil's needs, the School may decline to offer a place to a pupil or request that parents withdraw their child from the School (see 11 below).

11 Alternative arrangements

11.1 We reserve the right, following consultation with you, to ask or require you to withdraw your child from the School if:

11.1.1 your child is in need of a formal assessment, additional specialist teaching, learning support or medication to which you do not consent; and / or

11.1.2 you have deliberately withheld from the School information which prevents it from effectively addressing your child's learning difficulties;

11.1.3 your child's learning difficulties require a level of support or medication which, in the professional judgment of the Head, the School is unable to provide, manage or arrange;

11.1.4 your child has SEND that make it unlikely they will be able to benefit sufficiently from the mainstream education and facilities which we provide.

11.2 In any of these circumstances we will do what is reasonable to help you to find an alternative placement which will provide your child with the necessary level of teaching and support.

11.3 Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of your child will be credited to your account.

12 Training

12.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

12.2 The level and frequency of training depends on role of the individual member of staff.

12.3 The School maintains written records of all staff training.

13 Risk assessment

13.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

13.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused. Please see clause 6.2 for details of the individuals with responsibility for carrying out, monitoring, implementing and reviewing the effectiveness of risk assessments under this policy.

14 Record keeping

14.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

14.2 The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published on its website privacy notices which explain how the School will use personal data.

Appendix 1 Facilities and resources

1 Facilities for SEND pupils

1.1 The school has a range of specialist facilities for SEND pupils in place. These include:

1.1.1 access to a lift for pupils who have difficulties using the stairs; (new lift installed autumn 2024)

1.1.2 wheelchair access;

1.1.3 assistive technology, such as provision of coloured overlays and/or software programmes to help pupils with difficulties in reading or writing long pieces of text;

1.1.4 curriculum support through small group teaching, 1:1 interventions, catch-up clubs, subject clinics and extra-curricular activities;

1.1.5 staff/peer support with reading, for example 'reading buddies'

1.1.6 specialised revision and examination preparation;

1.1.7 assistance during examinations through access arrangements/rooming of exams;

1.1.8 transport is available for pupils who are unable to walk to school events.

1.2 Please also refer to the St James Preparatory School Disability Policy and Accessibility Plan.

2 Allocation of resources for pupils with SEND

2.1 The final decision about allocation of resources for pupils with SEND rests with the Headmistress.

2.2 Questions about the allocation of resources for pupils with SEND will be raised during discussions between SMT/Heads of Section/Form Teachers/Heads of Department/Subject Teachers/the School Nurse/parents and the Head of Learning Development/SENDCO.

2.3 In the case of pupils with an EHC Plan, this discussion will also involve the pupil's LA.

2.4 From time to time, external specialists such as a speech and language or Expressive Art therapist may work with the pupil under the direction of the SENDCO.

2.5 In line with other departments, the learning development department annually submits an itemised budget request to the Bursar stating the level of need for each item e.g. essential, replacement, training etc.

2.6 The SENDCO is a part-time member of staff (0.8) with a Level 7 Psychometric Testing, Assessment and Access Arrangements qualification.

2.7 The SENDCo role is a part-time role (0.6)

Available provision for SEND pupils - A graduated approach.

1 Stage 1: Quality First Teaching ("Green Support")

- 1.1 Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored in a range of ways, including observations, at staff meetings, at Review Days, school reports, results of internal examinations/tests, meetings with parents and other professionals. There will be half termly discussions between the SENDCO and Heads of Section and an action plan put in place.
- 1.2 An IEP is completed by the SENDCO for students who present with some areas of need and those with an Educational Psychologist/Specialist Assessor report, detailing the pupil's exact needs and strategies to be used in class.
- 1.3 The subject teachers will take steps to provide differentiated learning opportunities and Quality First Teaching that will aid the pupil's academic progression and enable the teacher to understand better the provision and teaching style that needs to be applied.
- 1.4 A member of teaching staff/SENDCo will set targets on an IEP for each SEND pupil and these are shared with the pupil's teachers and family.
- 1.5 Pupils are also logged on the SEND register.
- 1.6 Parents and pupils are invited to be involved in discussions about their child's progress throughout the school year and at Parent Teacher Interviews (PTIs) and are encouraged to share relevant information and knowledge with the school. The SENDCO attends Parent Teacher Interviews for all year groups, as is deemed necessary. Where parents/pupils are unable to attend Review Days/PTIs an appropriate alternative meeting time is arranged.
- 1.7 The SENDCO, class teachers and Head of Section will monitor the progress of each pupil.

2 Stage 2: Amber Support

- 2.1 This support is offered to pupils who have been identified as having learning difficulties and requiring additional and/or different help as well as the regular differentiated curriculum and quality first teaching.
- 2.2 These pupils usually have some form of on-going teaching and/or support from a member of the learning development department.
- 2.3 The SENDCO, in consultation with other staff, will decide on the appropriate intervention(s) for each pupil. This can include (but is not limited to) Reading Buddies, one-off SENDCO meeting/intervention; for example, creating a revision/study timetable, TTRS (Touch Type Read and Spell dyslexia intervention) coloured overlays, and small group intervention classes for English, science, study skills and maths, in-class support from a member of the Department or use of assistive technology such as using a tablet to record their classwork/exams.
- 2.4 The class teacher/SENDCo will set targets with each SEND pupil and these are shared with all the pupil's teachers.

2.5 The SENDCO, class teachers and Head of Section will monitor the progress of each pupil.

3 Stage 3: Red Support

3.1 When a child has been identified as having SEND and steps have been taken for provision through amber support, but the child has not progressed as expected, the school will consider offering red support.

3.2 In addition to the school's assessments and interventions, external professionals may be called in to make their own assessments of the child and to provide guidance on the planning of further provision.

3.3 The school will work with external agencies as appropriate.

3.4 A member of the learning development department will set termly targets with each pupil. These will be shared with the pupil's teachers. Such targets are part of an IEP.

3.5 Parents and pupils are invited to be involved in discussions about their child's progress at least three times a year. At Parent Teacher Interviews, families are encouraged to share relevant information and knowledge with the school. The SENDCO attends Parent Teacher Interviews for all year groups as necessary. Where parents/pupils are unable to attend PTIs an appropriate alternative meeting time is arranged.

3.6 The SENDCO and Head of Section will monitor the progress of each pupil and at this stage an EHC plan may be recommended to parents, depending on the student's needs.

4 SEND register

4.1 The purpose of the SEND Register is to enable all staff to make the best possible provision for pupils with identified or suspected undiagnosed/unmet needs and students who have English as an Additional Language (see EAL policy for more information). It can be found on the shared drive in the SEND folder.

4.2 The SEND Register contains the following information:

4.2.1 Names of pupils with an identified difficulty.

4.2.2 Type of provision: EAL, EHCP, SEND support, Monitoring only.

4.2.3 The main primary SEND need category: C&L (Cognition and Learning), C&I (Communication and Interaction), SEMH (Social, Emotional & Mental Health), P&S (Physical and Sensory).

4.2.4 Area of concern.

4.2.5 Suggested Strategies.

4.2.6 Previous and current interventions.

4.2.7 Information on screening/Ed Psych reports etc.

4.2.8 Access arrangements.

4.2.9 Record of additional resources the pupil.

