

Special Educational Needs (SEN) Policy

This policy applies to the following year groups at Heath House: EYFS, Pre-Prep Year 1, Pre-Prep Year 2, Prep Year 3, Prep Year 4, Prep Year 5 and Prep Year 6. This policy has regard for the *Special Educational Needs and Disability Code of Practice, 0-25 years 2020* (SEND Code 2015).

Statement

Heath House Prep School is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

The school believes that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

The school is committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. The school is committed to working with any child who has a specific need and/or disability to enable every child to make full use of the school's facilities. All children have a right to a broad and well-balanced early learning environment or primary education.

We feel it is paramount to find out as much as possible about a particular child's condition and the way that may affect his/her early learning, care needs and primary education by:

- Liaising with the child's parents
- Liaising with any professional agencies or the Local Authority (LA)
- Reading any reports that have been prepared
- Attending any review meetings with the LA/professionals
- Regularly monitoring observations carried out on the child's development.

All children will be given a full settling in period when joining the school according to their individual needs.

Aims

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015) on identification and assessment of any needs not being met by the universal service provided by the school
- Include all children and their families in our provision
- Provide well informed and suitably trained practitioners to help support parents and children with learning difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and employ a Special Educational Needs Co-ordinator (SENCO) who is experienced in the

care and assessment of children with additional needs. Staff will be provided with specific training relating to Special Educational Needs (SEN) and the SEND Code of Practice

- Identify the specific needs of children with learning difficulties and/or disabilities and meet those needs through a range of strategies
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of the school day according to their individual needs and abilities
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.

Special Educational Needs Co-ordinator (SENCO)

Our school Special Educational Needs Co-ordinator (SENCO) is Mark Pearce - Head Teacher. He works closely with all staff to make sure the system in place to plan, implement, monitor, review and evaluate the special educational needs policy of the school, including Individual Educational Plans (IEP) always making sure plans and records are shared with parents and are up to date.

Methods

We will:

- Designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and share her name with parents
- Provide a statement showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parents and other professionals
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the school
- Ensure that our inclusive admissions practice includes equality of access and opportunity
- Ensure that our physical environment is, as far as possible, suitable for children and adults with disabilities, For detailed information on how we proactively review and improve our physical environment and curriculum delivery, please refer to the School Accessibility Plan.
- Work closely with parents of children with learning difficulties and/or disabilities to create and maintain a positive partnership
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's education
- Provide parents with information on sources of independent advice and support
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next care/educational setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care
- Use the graduated response system for identifying, assessing and responding to children's special educational needs

- Provide a broad and balanced early learning environment/primary education for all children with learning difficulties and/or disabilities
- Provide differentiated activities to meet all individual needs and abilities
- Use a system of planning, implementing, monitoring, evaluating and reviewing Individual Education Plans (IEPs) for children with learning difficulties and/or disabilities
- Review IEPs termly and hold review meetings with parents at this time if necessary
- Ensure that children with learning difficulties and/or disabilities are consulted at all stages of the graduated response, taking into account their levels of ability
- Use a system for keeping records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities
- Provide resources (human and financial) to implement our SEN/disability policy
- Ensure the privacy of children with learning difficulties and/or disabilities if intimate care is being provided
- Use an Early Help Assessment (EHA) (England) where needed
- Raise awareness of any specialism the school has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parents in a format that meets their needs if necessary. e.g. Braille, audio, large print, additional languages
- Monitor and review our policy annually.

Special Educational Needs and Disability Code of Practice (SEND Code 2015)

SEND support in the EYFS

It is the duty of the school to carry out our statutory duties to identify, assess and make provision for children's special educational needs. The SEND Code of Practice recommends that our school should adopt a graduated approach to assessment with four stages of action: assess, plan, do, and review. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs. Our school has identified the Head Teacher as the SENCO who will lead the graduated approach, and work alongside class teachers and parents to assess the child's strengths and plan for future support. The SENCO will ensure that appropriate records are kept according to the SEND Code of Practice.

Assess

When an EYFS practitioner – the child's teacher – identifies a child as needing SEN support they will have carried out an assessment of the child's needs, working with the SENCO and the child's parents. This assessment will be reviewed regularly to ensure the child's needs are being met and that their progress is being supported. If the child's teacher and the SENCO, in consultation with the child's parents, feel that the child is not making progress and that additional support is needed, then a specialist assessment may be called for. The SENCO, in agreement with the child's parents, will liaise with professional agencies and/or the LA.

Plan

Where a need for SEN support is identified, the SENCO will work together with the child's teacher and parents to plan the outcomes they are seeking, any interventions or support to be put in place, the anticipated impact on progress, development and behaviour, and a date for review. At this stage any staff training or development needs will be identified and addressed to ensure staff have the appropriate knowledge and skills needed to support the child. Plans will take the child's view into account, and parents will be involved in any planning, to ensure that where appropriate the provision can be reinforced at home and consolidated. In line with a safeguarding-first approach, any SEN support plans involving psychological or clinical welfare will prioritize long-term wellbeing and involve full parental consultation and professional guidance

Do

The child's teacher, with support from the SENCO, will remain responsible for working with the child on a daily basis, and for supporting and monitoring their progress through use of an Individual Education Plan (IEP), or where other provisions have been made to support the child's needs.

Review

The quality and impact of the support on the child's progress and development will be assessed and reviewed at the date agreed in the planning stage. The process will be led by the SENCO, who will coordinate the child's teacher and parents to ensure they are fully informed and engaged. If a child has an EHC plan, the LA must review this as a minimum every 12 months. The school will facilitate and/or convene any meetings at the request of the LA.

Education, Health and Care (EHC) Plans and Statements of Special Educational Needs (SEN)

The school does not currently have any children with an Education, Health and Care (EHC) plan, however children with an existing statement of special educational needs (SEN) are supported by the school using individual education plans (IEPs), and with the full support of the school, the child's parents and the Local Authority (LA) working together. If a child with a statement of SEN or EHC plan needs additional support, the school will liaise with the child's parents and LA to facilitate the provision set out in the statement/EHC plan.

IEPs are used throughout the school to support individual children's learning difficulties, and record the progress they make. IEPs are always age-appropriate, taking into account the child's developmental stage. Normally, IEPs start from Kindergarten. The school has an established culture of providing tutorials to children every morning, whenever children need extra input. Where the school and a child's parent identify extra support is needed, the school will also facilitate for additional support for that child; for example, a child could receive private weekly speech and language therapy. If at any point throughout their school experience, should the school and/or a child's parents see necessary, the school will request statutory assessment from the LA to help identify and assess how best to support that child's learning difficulties and needs.

For information about how the school supports children for whom English is an additional language, please see the separate English as an Additional Language Policy.

Internal use only

Last reviewed	May 2026
Date for review	May 2027