Heath House Prep School

Special Educational Needs and Disabilities (SEND) Policy

This policy applies to all pupils at Heath House, including those within the Early Years Foundation Stage (EYFS). It reflects the school's duties under the Equality Act 2010, the Children and Families Act 2014 where applicable, the Education Act 1996, the Education (Independent School Standards) Regulations 2014 and the current Early Years Foundation Stage statutory framework. Although the Special Educational Needs and Disability Code of Practice: 0 to 25 years does not apply in full to most independent schools, Heath House has regard to its principles and graduated approach as good practice and where relevant to pupils with Education, Health and Care (EHC) plans.

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.

The school will seek to understand each child's individual strengths, needs and any barriers to learning and participation. This will include, where appropriate:

○ working closely with the child and their parents;
○ considering information and reports provided by relevant professionals;
○ liaising with external professionals and the local authority where appropriate;
○ attending relevant review meetings; and
○ monitoring the child's development, progress and response to support.

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

Aims

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We will:

- Recognise each child's individual needs and, where appropriate, use the principles and graduated approach set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years to inform the identification, assessment and support of pupils with SEN and/or disabilities;
- Ensure that curriculum planning, teaching and educational provision take appropriate account of each pupil's age, aptitude and needs, including the needs of pupils with an Education, Health and Care (EHC) plan, so that pupils are supported to make progress according to their ability;
- Include all children and their families in our provision
- Provide well informed and suitably trained practitioners to help support parents and pupils with SEN and/or disabilities
- Ensure that staff receive appropriate information, support and training to enable them to identify and meet the needs of pupils with SEN and/or disabilities;
- Identify the specific needs of pupils with SEND 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 and Disabilities Co-ordinator (SENDCO)

The school's Special Educational Needs and Disabilities Co-ordinator (SENDCO) is Olivia Reynolds, Prep Year 4 teacher. The SENDCO has responsibility for coordinating the school's provision for pupils with SEND, supporting staff in identifying and meeting pupils' needs, liaising with parents and relevant professionals, and overseeing the assessment, planning, implementation and review of SEND support. The SENDCO will ensure that appropriate records are maintained and that relevant information is shared with parents and staff.

Methods

We will:

- Provide a statement showing how we provide for pupils with SEN and/or disabilities and share this with staff, parents and other professionals
- Ensure that the provision for pupils with SEN 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
- Make reasonable adjustments for disabled pupils to ensure that they are not placed at a substantial disadvantage compared with their peers, in accordance with the Equality Act 2010. This includes considering appropriate adjustments to policies, practices and procedures and the provision of auxiliary aids and services where reasonable;

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- Plan progressively to improve access to the physical environment for disabled pupils in accordance with the school's accessibility planning duties. For detailed information on how the school reviews and improves access to the physical environment, curriculum and information, please refer to the School Accessibility Plan.
- Work closely with parents of pupils with SEN 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 pupils with SEN 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 a graduated approach to identifying and meeting pupils' SEND through a cycle of Assess, Plan, Do and Review, involving the pupil and their parents as appropriate;
- Provide a broad and balanced early learning environment/primary education for all pupils with SEN and/or disabilities
- Use appropriate adaptive teaching, reasonable adjustments, targeted support and interventions to reduce barriers to learning and enable pupils to access the curriculum as fully as possible;
- Use a system of planning, implementing, monitoring, evaluating and reviewing Individual Education Plans (IEPs) for pupils with SEN and/or disabilities
- Review IEPs termly and hold review meetings with parents at this time if necessary
- Seek and take account of pupils' views when identifying their needs and planning, reviewing and evaluating support, in a manner appropriate to their age and understanding;
- Use a system for keeping records of the assessment, planning, provision and review for pupils with SEN and/or disabilities
- Provide resources (human and financial) to implement our SEN/disability policy
- Ensure the privacy of pupils with SEN 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: 0 to 25 years

SEND support in the EYFS

The school will identify and support children with SEND in the EYFS in accordance with the EYFS statutory framework and, where applicable, the SEND Code of Practice. The school adopts a graduated approach through four stages of action: Assess, Plan, Do and Review. Practitioners will work closely with parents, observe and monitor children's development and progress, and respond promptly where a child may

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require additional or different support. The SENDCO will coordinate this approach, working with practitioners, parents and, where appropriate, external professionals. Appropriate records of assessment, support and review will be maintained.

Assess

When an EYFS practitioner – the child's teacher – identifies a child as needing SEND support they will have carried out an assessment of the child's needs, working with the SENDCO 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 SENDCO, 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 SENDCO, in agreement with the child's parents, will liaise with professional agencies and/or the LA.

Plan

Where a need for SEND support is identified, the SENDCO 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.

Do

The child's teacher, with support from the SENDCO, will remain responsible for working with the child on a daily basis and for implementing agreed SEND provision. Where appropriate, the school will use an Individual Education Plan (IEP) to record identified needs, intended outcomes, provision and progress.

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 SENDCO, 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

Where a pupil has an Education, Health and Care (EHC) plan, the school will work with the pupil, their parents, the local authority and relevant professionals to support the provision and outcomes set out in the plan. The school will cooperate with the local authority in relation to the statutory review of an EHC plan and will contribute relevant information about the pupil's needs, progress and provision.

Where the school considers that a pupil may require support beyond that which can reasonably be provided through the school's existing SEN provision, it will work with parents and relevant professionals and, where appropriate, support or make a request for an Education, Health and Care needs assessment.

Where appropriate, IEPs are used to record and review individual pupils' SEND provision and progress. IEPs will be appropriate to the pupil's age, needs and stage of development and will be reviewed regularly

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with input from the pupil, parents and relevant staff. The school may provide additional targeted support or facilitate access to specialist support, such as speech and language therapy, where this is appropriate to the pupil's identified 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	September 2026
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