



BILTON GRANGE

PREPARATORY SCHOOL

SEND Policy incorporating Educational Health Care Plan Policy

September 2024

The persons responsible for updating this policy and for overseeing its implementation within Bilton Grange, including the Early Years, is the Head of Learning Developing – Thomas Hudson Law and Assistant Head – Teaching and Learning/SENDco, Nicola Sodhi.

INTRODUCTION

This policy should be read in conjunction with the *Special Educational Needs and Disabilities Code of Practice 2014 - updated May 2015* (SEND Code 2015), *The Equality Act 2010*, *The Children and Families Act 2014*, *The Bilton Grange EAL Policy*, *The Bilton Grange Admissions Policy*, *The Bilton Grange Disability Policy* and *The Bilton Grange Accessibility Plan*. This document is a statement of the policy for the teaching of children with special educational needs or disabilities at Bilton Grange.

At Bilton Grange we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

Definition of special educational needs

In this policy 'special educational needs' refers to a learning difficulty or disability which calls for special educational provision to be made for them (SEND Code 2015).

Children have a 'learning difficulty' if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age and/or
- Have a disability which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

'Disability' is a 'physical or mental impairment which has a long-term and substantial adverse effect on [their] ability to carry out normal day-to-day activities' (The Equality Act 2010). This includes sensory impairments: sight, speech, hearing; developmental impairments: autism spectrum conditions, dyslexia and dyspraxia, memory, ADHD and other mental health conditions; asthma, diabetes, epilepsy or cancer.

'Special educational provision' refers to provision, which is additional to, or otherwise different from the educational provision made generally for children of the same age in schools.

Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

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 Bilton Grange EAL Policy.

The Graduated Approach to SEND

Pupils requiring specialist provision that is ‘additional to and /or different from’ that of children of the same age (SEND Code 2015) are identified as having needs across one or more of the following four areas:

- **Communication and Interaction**

This includes children and young people with speech, language and communication needs, and likely to apply to those with Autism Spectrum Disorder

- **Cognition and Learning**

This includes moderate and severe learning difficulties through to profound and multiple learning difficulties, in addition to specific learning difficulties such as dyslexia, dyscalculia and dyspraxia

- **Social, Emotional and Mental Health**

This includes becoming withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour, and may reflect underlying mental health difficulties such as anxiety, depression, eating disorders or physical symptoms that are medically unexplained. It also includes disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder.

- **Sensory and/or Physical Needs**

This includes children and young people who require special educational provision because of their disability. This includes vision and hearing impairment – or multi-sensory impairment – and some children with a physical disability who may require additional support to access all the opportunities available to their peers. This is also including pupils with sensory integration needs.

This policy ensures that planning and assessment for children with special needs takes account of the type and extent of the difficulty experienced by the child. Bilton Grange operates the 4-stage graduated ‘Wave’ approach of ‘assess, plan, do and review’ (SEND Code 2015) when dealing with children who may have a learning difficulty or disability. We recognise that a child may require additional support either throughout their school career, or for a short period of time, and, as such, children’s needs are assessed, planned for and reviewed on a regular basis.

SEND Policy incorporating Educational Health Care Plan Policy

All children are entitled to a broad and balanced education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further/higher education or training.

The Aims of the Policy

The aims of the Learning Development Department (LDD) are to create such an environment where the needs of each child are identified, monitored and provided for in order to achieve their outcomes.

The Learning Development Department, overseen by the Head of Learning Development and the Assistant Head – Teaching and Learning/SENDco and the Headmaster will:

- Determine the strategic development of and oversee the day-to-day operation of Bilton Grange's Learning Development Policy within the School.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND.
- Identify the needs of pupils with SEND as early as possible through information gathering from parents, staff and external agencies.
- Co-ordinate specific provision for pupils with SEND, including those who have EHCPs.
- Ensure all staff understand their responsibilities to pupils with SEND and the School's approach to identifying and meeting SEND.
- Ensure that teachers are given any necessary information relating to a pupil's SEND (if known) so that teaching practices are appropriate
- Communicate with parents at different stages of the 'assess, plan, do, review' cycle to ensure parental insights are considered in order to gain a better understanding and involve them in their child's educational journey.
- Liaise with the School's medical team and external professionals and agencies when pupils' needs cannot be met by the School alone.
- Ensure that the School keeps records of all pupils with SEND up to date.
- Provide opportunities for training on SEND reform and issues.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

Admissions

Bilton Grange does not unlawfully discriminate in any way regarding entry. The School welcomes pupils with disabilities and/or special educational needs, provided we can offer them any support that they require and cater for any additional needs and that our site can accommodate them. We aim to ensure that all our pupils, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn.

Our policy is to apply our admission criteria to all potential pupils. We require parents of children with special educational needs, disabilities or allergies (suspected and diagnosed) to discuss their child's

needs with the School at the outset of the admissions process so that we can make adequate provision for them.

Parents are required to provide with the Registration Form full details of all relevant information, including any reports (including any educational psychologist reports, medical reports or other relevant expert third party reports), materials or information about their child's needs, and this may include any final or draft EHC Plans. This is so that the School can assess their child's needs and consult with parents about any adjustments which can reasonably be made and so that the School can ensure, for example, that their child will be able to meaningfully access the education offered and that we are able to ensure their health and safety, and the health and safety of others.

Where parents of a prospective pupil feel their child requires adjustments, the School will discuss with parents (and their child's medical advisers, if appropriate) the adjustments proposed and whether they can reasonably be made for the child if they were to become a pupil at the School.

There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's special educational needs and/or disability. For example, if, despite reasonable adjustments (in the case of disability), we feel that a prospective pupil is not going to be able to meaningfully access the education offered, or that their health and safety or those of other pupils or staff may be put at risk, we may not be able to offer a place at the School.

Sometimes, the situation of pupils with disabilities and/or special educational needs changes between an offer of a place being made and the pupil starting at the School. The School requires parents to be pro-active in updating the School as to any significant changes which mean that the information provided during the application process is out of date or incomplete. In the vast majority of cases, this will not affect a pupil's place at the School. However, the School may, in exceptional circumstances, need to reconsider the offer of a place if a pupil's circumstances change materially. It is in the pupil's interests that any such decision is made as early as possible to avoid any disruption to their education, so parents are urged to be forthcoming in their communications with the School about any material change to their child's circumstances.

Measuring Progress of Pupils

All children are entitled to 'quality-first teaching,' also known as 'universal provision' and it is the class teacher's responsibility to adapt their teaching to meet the strengths and needs of all their pupils. The Learning Development Department facilitates children's access to as many elements of the School curriculum as possible through making 'reasonable adjustments' to ensure the provision of high-quality teaching which is differentiated and personalised.

Where Bilton Grange considers that a pupil may have a learning need, the School will do all that is reasonable to report and consult with parents and the pupils (as appropriate) to help determine the action required including whether additional support is needed. In cases where a child is not making the expected progress, despite quality-first teaching, the Learning Development will monitor the child and provide additional support as required. The child's progress is closely monitored and reviewed.

Assessment

Pre-Prep Department - The Nest and Reception

Children in the Nest are assessed on entry, using ASPECTS and again at the end of the year, prior to entering Reception. This assessment data alongside teacher-based observations and assessments are used to provide a baseline for Reception children in the Advent term. Reception children sit the BASE end of year assessment in the Trinity term and this alongside tracking against the ELGs (Early Learning Goals) is used to complete the EYFS. (Early Years Foundation Stage).

For children in Early Years, who do not complete standardised testing, progress is measured against the expected levels in the Early Years Foundations Stage Framework. In this instance progress will be discussed initially with the Head of Pre-Prep and the Head of Learning Development, so that progress can be monitored more closely, and interventions can be planned and put in place.

Pre-Prep Department (Years 1, 2 and 3)

Children in Pre-Prep are monitored through a range of assessments. In Pre-Prep, Year's 1-3 have half termly phonics assessments, as part of the Read, Write Inc programme, and termly independent writing assessments. In the Advent term, year 3 sit a dyslexia screener and the CAT4, cognitive abilities test. In the Lent term, years 2 and 3 sit the New Group Spelling Test (NGST) and New Group Reading Test (NGRT). In the Trinity term, years 1, 2 and 3 sit Progress Tests in Maths and English (GL Assessments).

Assessment Prep Department (Years 4, 5, 6, 7 and 8)

Children in the Prep school are assessed annually using Progress Test in English, Progress Test in Maths and Verbal and bi-annual CAT4 Testing (GL Assessments). Whole-school assessments help develop an understanding of underlying ability, strengths and weaknesses, as well as providing indicators to progress and expected levels for individuals in the future.

In addition to whole-school assessments, pupils' literacy and numeracy skills are assessed through formative end of topic assessments as well as summative tests such as NGST (New Group Spelling Test and NGRT (New Group Reading Test).

Children in years 5 and 7 complete an online dyslexia screener in the Advent Term (GL Assessment). All new starters to the school also complete an online dyslexia screener within two weeks of joining the school.

At the request of staff and/or parents the Learning Development Department will also conduct assessments using informal methods or standardised testing to identify pupils not making expected progress. This can happen at any point in the academic year.

Any children who flag on the any assessments are monitored closely and the Head of Learning Development, class teachers and parents will discuss the results and any next steps. Parents are involved at the earliest opportunity and specialist external support will be sought where appropriate.

Identification of Pupils with SEND

The identification of SEND is built into the overall approach of monitoring progress and development of all pupils. Starting with the form and/or subject teacher, who is responsible for the development of all the children in their class, progress can be monitored on a whole year-group/school level.

Pupils making inadequate progress despite quality-first teaching and when annual assessment standardised scores fall below 90 (below average where 100 is the average) are identified as requiring additional and alternative provision and are placed on the SEN Register. In addition, children whose standardised scores fall below the 90 band and who have been flagged as requiring extra support by the form or subject teacher will be closely monitored.

Occasionally, children will score highly in whole-school assessments but may still be closely monitored and assessed externally for a specific learning difficulty (e.g. dyslexia, dysgraphia and dyscalculia) and require additional or alternative provision. Furthermore, a child may be identified due to communication and interaction needs, social, emotional or mental health needs and physical and sensory needs and will be placed on the SEN register.

Monitoring

Children are first identified through whole-school assessment procedures and/or staff concerns. Those who fall outside the expected standardised scores or grade boundaries are monitored. Children can remain on 'monitoring' for up to a term before a decision regarding their progress is made. Children remain the responsibility of the form and/or subject teacher(s) and the support provided will largely be through high quality differentiated and scaffolded lessons to enable progress. Form tutors or subject staff monitor the child's development closely. If a child has made inadequate progress, they are placed at Wave 2 of SEN support on the SEN register.

Recording Progress of Pupils with SEND

Bilton Grange will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an EHCP. This is recorded by way of a SEN register drawn up by the Head of Learning Development and this document is available to teaching staff on the Pupil Registers component within iSAMS, the school's management system.

Pupil Portraits (Individual Education Plans) are written for some Wave 2 and all Wave 3 pupils, drawn up in consultation with teaching staff, the Head of Learning Development, SENDco, the pupil (where appropriate) and their parents and kept on the school's Learning Development Team for teaching staff and teaching assistants to access. All Pupils Portraits are reviewed termly, in partnership with parents.

Wave 1 – Quality First Teach Provision

Wave One (all pupils) is 'Quality First Teaching' and include differentiated and scaffolded tasks and explanations within the classroom. Strategies are monitored through teaching observations, book monitoring and pupil progress meetings and show that teachers and teaching assistants are skilled using a range of strategies to include and motivate children in lessons.

Wave 2

Where a child continues to have difficulties, they remain under the responsibility of the form and/or subject teacher(s). Overseen by the Head of LDD, teaching staff will take steps to provide differentiated learning opportunities to aid their progression, allowing most pupils to achieve their potential without additional support. These opportunities may include the deployment of teaching assistants to work with children either in small groups or individually within the classroom or teacher directed withdrawal. They may access online intervention programmes; for example WordShark or Dyslexia Gold.

Children at 'Wave 2' support **may** have a Pupil Portrait which outlines key recommendations teachers can use in the classroom to support the child. Pupil Portraits are reviewed termly and shared with parents, who have an opportunity to meet to discuss outcomes and next steps.

Wave 3

Children who continue to make inadequate progress in a class setting are placed at 'Wave 3' on the SEN register as they require support additional to and/or different from the differentiated curriculum. This support draws on evidence from teaching staff, parents and external agencies to match interventions to the pupil concerned.

Any child with a formal assessment will be placed on Wave 3 and have a Pupil Portrait which is available to all staff and outlines a child's strengths and weaknesses in addition to strategies and recommendations for meeting their learning requirements. Children will be set SMART targets based on outcomes and needs, written with parental and pupil input (where appropriate), and reviewed termly.

Wave 4

A child with lifelong or significant difficulties may undergo statutory assessment, a process which requires school, parents and external agencies to work together to apply for an EHCP. The graduated response of '**assess, plan, do, review**' needs to have completed at least two full cycles with clear evidence that despite the additional to/different from support put in place, the child continues to have significant difficulties in making academic progress.

Examples of interventions include:

WAVE 1:

Quality First Teaching in the classroom based on:

- Inclusive learning environment
- Range of multi-sensory approaches used to support understanding and language

- Pupils encouraged to explain what they have understood
- Quality Feedback

WAVE 2:

- In-class TA
- TA withdrawal in small group or 1-1 exploratory lessons
- Non-Latin 'booster' sessions
- Computer-based reinforcement such as WordShark, Dyslexiagold,
- Touch-typing – BBC Dancemat and English Type
- Literacy enrichment
- Social skills and self-esteem/resilience boosters
- Fine motor skills group
- Regulation needs support

WAVE 3:

- 1-1 bespoke lessons
- External agencies involvement e.g. speech and language therapist, occupational therapist, physiotherapist, educational psychologist, sensory integration therapist
- School Counsellor
- Psychologist intervention to support with anxiety/self-esteem and mental health difficulties

WAVE 4

- Multi-agency involvement
- EHCP recommended targets and interventions

Education Health Care Plans

Request for Assessment

EDUCATION HEALTH AND CARE PLANS (EHC PLANS) 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).

EHC Plan Development

If the assessment is approved, we will work collaboratively with the Local Authority, parents, and relevant professionals to develop an EHC Plan that outline the child's strengths and needs, specific objectives and the support and provision required to meet those needs.

Implementation of the EHC Plan

The school will ensure that the support and funding outlined in the EHC Plan is put in place. This may include access to specialist teaching or external agencies, additional learning resources, support from teaching assistants and reasonable adjustments to the curriculum or environment.

Moreover, provision and support may include:

- **Academic support** - targeted interventions (e.g., literacy and numeracy support). Small group or one-to-one intervention as needed.
- **Communication support** - tailored communication methods to meet the specific needs of the child. For example, using visual aids, sign language, communication boards, or technology-assisted devices.
- **Social and emotional support** - access to a school counsellor or emotional wellbeing support and/or social skills development programs.
- **Physical support** - reasonable adjustments to the school environment and provision of necessary equipment or resources.

Monitoring and Review

The SENDco will conduct an annual review of the EHC Plan to assess progress and determine ongoing needs. During the annual review meeting, all stakeholders, including parents, educators, health professionals, and the child or young person (when appropriate), will be invited to evaluate the effectiveness of the current EHCP.

The annual review will assess progress towards the outcomes outlined in the EHCP, identify any changes in needs, and determine whether the current provisions remain suitable or require adjustment. It is essential to document the discussions, decisions, and any recommendations made during the review to ensure continuity of support and to inform future planning. The process emphasises collaboration and communication, fostering a holistic approach to the child's well-being and development.

Special Educational Needs in Early Years (Nest)

Bilton Grange takes pupils from the term after they turn 3. As a provision funded by the local authority to deliver early education places, we have regard to SEND Code 2015 in the following ways:

- We plan effectively to meet the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs;
- We have a clear approach to identifying and responding to SEN
- Progress of each child is monitored and reviewed throughout the year to ensure progress is as expected against the EYFS Outcomes.
- The assess/plan/do/review system is used to create a graduated response to the child's needs. Any concerns are passed on by Nest staff to the Head of Learning Development,

who will assist in the observation and monitoring of progress, as well as next steps to help meet the child's needs.

- Children identified as requiring support in one of the four areas of need will have their own IEP (Individual Education Plan). This is reviewed termly during the child's focus week. This plan is written by Miss Payne, in collaboration with the parents.
- Where appropriate and required the help of external specialists is sought (e.g. Speech and Language Therapists, Educational Psychologists, Occupational Therapists etc.). External advice will be supported when suitable for the setting.
- If a pupil's needs are greater and require further support, we may request an EHC assessment with Warwickshire County Council, supporting the parents with this process.

Parents are involved at each stage and at the earliest opportunity.

Working Together

The LDD works closely with all departments across the Prep and Pre-Prep. Information about relevant pupils is available to teaching staff on the Pupil Register component with iSAMS to aid effective communication of pupils' needs and provision. A hard copy of information about pupils is also stored in a locked filing cabinet within the Learning Development Department.

In this way every staff member has access to complete and up-to-date information about pupils with special needs and their requirements, which will enable them to provide for the individual needs of these pupils. The LDD is represented at every whole-staff meeting and at academic meetings on a regular basis, and at such times, information about pupils is shared and strategies discussed. Moreover, the SENDco produces update reports for all Governor's Bilton Grange Education Committee meetings, as well as Governor's Student Pastoral Welfare Committee meetings (Rugby School group meeting).

Sometimes external professionals and agencies are called in to work with children, either for a one off session, fixed term or to provide on-going support. In these cases, external professionals and agencies are usually funded by the child's parents and all reports and recommendations are shared with the family as well as the school.

For the academic year 2024-25, we continued to buy into the Warwickshire County Council Send and Inclusion team support services provision. This service entailed an on-site weekly half-day visit by a specialist special educational needs teacher from WCC, who worked with class teachers, provides advice on interventions, or assessed individual children. The specialist teacher also recommended strategies and interventions to aid the class teachers and teaching assistants. As part of the Warwickshire County Council package, all teaching staff and teaching assistants have access to the training courses (most at no additional cost) run by the SEND and Inclusion team.

The LDD works closely with parents, through regular contact at parents' meetings, Teams meetings and via email to ensure that parents are kept up to date with their child's progress.

The LDD Team

The LDD department has both full and part-time members of staff.

Teaching Assistants are timetabled to provide in-class support and work under the direct guidance of the class or subject teacher with groups or individual children. In addition, Teaching Assistants may run small group withdrawal sessions either directed by the class teacher or as part of the LDD intervention programme.

Individual teachers provide individual chargeable lessons for children at different levels of need, identified by the LDD department as needing more targeted and personalised support. Individual lessons usually support children with dyslexia, dyscalculia, dysgraphia, sensory integration needs or more global learning difficulties.

Complaints

The LDD department very much operates an 'open door' policy and regular contact via email or phone is encouraged. Parents of children on the LDD register are invited to termly review meetings as part of the usual parents' evening procedure used at Bilton Grange, but meetings can be arranged at any time when required.

Bilton Grange will listen to any concerns expressed by parents about their child's development and any concerns raised by the children themselves. In the event of a family being unhappy with the provision put in place for their child, then open and honest discussion with the Head of LDD is recommended. If problems are not resolved, then parents should follow the complaints procedure as outlined in the school's Complaints Policy.

Review

Bilton Grange will review this policy on an annual basis to ensure the School meets the needs of those pupils with SEND in line with current legislation and best practices

A copy of the following publications can be found at:

The Special Educational Needs and Disabilities Code of Practice 0-25 (updated May 2015):
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Equality Act (2010): <https://www.gov.uk/guidance/equality-act-2010-guidance>
The Children's and Families Act (2014):

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Early Years: guide to the 0 to 25 SEND code of practice

[Advice template \(publishing.service.gov.uk\)](#)

Authorised Risk, Compliance and Safeguarding Committee:	C Coates
Date:	12.11.24