



## SEND POLICY

*This policy, which applies to the whole school, including the Reception class within the Early Years Foundation Stage (EYFS), is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.*

### Document Details:

**Scope:** All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

**Legal Status:** Complies with The Education (Independent School Standards) (England) Regulations currently in force.

**Monitoring and Review:** These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Proprietor and Advisory Board will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements, and it will be made available to them in writing or electronically.

Signed:

Reviewed: October 2024

Next Review: October 2025

Mrs. Chizzy Chukwukere

Headteacher

Proprietor who is the Chair of the Advisory Board

Evaluation of this policy includes:

- involving pupils in discussing, constructing, reviewing and having their views recorded on the Individual Education Plan;
- ensuring that outside agencies, where appropriate, have their comments and recommendations recorded on Individual Education Plan;
- review meetings

**Ethos and Vision:** Every child at Imperial Oak is welcomed and treated and valued equally irrespective of their identified, SEN or the way in which it is manifested.

Imperial oak welcomes all children with SEND as an integral part of the school community. The school is committed to providing effective differentiation to offer curriculum and social access to all children. The school recognises the need to provide individualised educational and curriculum. Teaching and pastoral support may be located in areas outside of the

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main body of the school when relevant to certain individual needs and situations. The school will provide the best individualised support packages possible, and these will be reinforced with specialist advice and explicit involvement of external agencies where appropriate. Imperial Oak is committed to working in partnership with the families of children with SEND. Parents, guardians and carers responsible for the children who attend the school will be respected and valued as partners and communicated and consulted with on a regular basis, they will be fully involved in their child's education, attendance issues and behaviour management. At Imperial Oak children are supported to become reflective of their own behaviour and what may help them to feel more settled and secure. Children have a right to be involved in decision-making about their education and future. Imperial Oak believes that a multidisciplinary approach to SEND throughout the school will be adopted and developed by the school at every opportunity.

The School's Policy is based on the following principles:

All staff have a specialist responsibility to differentiate lessons to cater for individual learning needs. Parents, guardians and pupils are made aware of the process of the planning and delivery of support. It is the policy of Imperial Oak, that pupils who have been accepted into the school will be offered appropriate support.

**Access:** The school will aim to assess SEND and medical conditions and take appropriate and reasonable action for support so that pupils with SEND and medical conditions can engage in the activities of the school as far as is reasonable and practical. All staff have a specialist responsibility to differentiate lessons to cater for individual learning needs and we recognise the benefits of making effective provision to improve successful completion of long-term outcomes for the child or young person.

**Interpretation:** As part of its commitments under the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN will be educated and the Equality Act 2010 provides protection from discrimination for disabled people. Independent schools are required to follow the *Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (DfE and Department for Health: 2014)*.

**Equality Act 2010:** Our school has a duty under the Equality Act 2010 towards individual disabled children and young people. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We give prior thought to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Our school has a duty to prevent discrimination, to promote equality of opportunity and to foster good relations.

Our school regularly reviews and evaluates the quality and breadth of the support we can offer or can access for children with special educational needs or disabilities. We also consider our duties, as they apply to us as an independent school, under The Equality Act 2010. We give careful consideration in advance to what disabled children and young people we can accommodate in our school.

**Definition of Special Educational Needs and Disabilities:** The following definition, accepted by Imperial Oak is included in the [Special Educational Needs and Disability Code of Practice: 0 to 25 years \(DfE: 2015\)](#). A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Within the context of the pupils who might require additional support at Imperial Oak include: pupils with specific learning and co-occurrent conditions.

**Aims and Objectives:** All children at Imperial Oak have an Educational, Health Care Plan (EHCP), so the school takes a whole school approach to coordinating the response to SEND. Staff are advised on strategies for meeting children's SEND by colleagues, therapists, and educational psychologists. We also co-ordinate this with external advice and support when appropriate.

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Our school's Special Educational Needs policy provides a framework for the provision of teaching and support for pupils with learning difficulties. The framework refers to entitlement, access and partnership. Although we aim to make provision for identified Special Educational Needs, it may not always be possible to do so within the school's resources. In such cases the Headteacher and the pupil's parents would be informed. Where a concern has been raised, any additional strategies will be put in place at the earliest possible opportunity. The assessment process will involve partnership with all those concerned with the pupil, including parents/carers, teachers and other professionals. The pupil's views will also be sought.

The aims of this policy are:

- to create an environment that meets the special educational needs of each pupil;
- to nurture the unique skills and experiences of every pupil ;
- to ensure that the special educational needs of pupils are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for pupil's special educational needs;
- to ensure that parents are able to play their part in supporting their pupil's education;
- to ensure that our pupils have a voice in this process.

The Headteacher, has day-to-day responsibility for the operation of SEN policy and manages co-ordination of specific provision made to support individual pupils with SEND. The Headteacher alongside the SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies.

The Admission Arrangements:

All children who attend Imperial Oak currently have an EHCP/Statement of SEND and in some cases by parental referral (self-funded) they are considered for admittance to the school if the EHCP/Statement matches the needs provision the school offers.

The process for Admissions is as follows:

- Consultations are sent to the school by the local authority for consideration or by parents referral (self-funded)
- The admissions team will assess the needs of the individual and make contact with the local authority and/or family/parents or carers. Where appropriate we will assess each pupil's current skills and levels of attainment on entry. Additionally, Imperial Oak considers evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.
- A member of the Imperial Oak team will visit the children at their current establishment and/or at home, whichever is appropriate, followed by the child and parents/carers being invited to visit the school.
- A further visit to the school or trial days may occur before a school place is offered if this is deemed appropriate and a place is available.
- After a place has been offered and accepted a transition plan will be discussed with the parents or carer.
- Some children may start at Imperial Oak on a transition timetable that gradually builds in duration if this is determined to be beneficial for the child.

**What our school does:** Once a child has been offered a confirmed place at Imperial Oak School, the educational provision for a pupil is coordinated by the Headteacher. As all the children who attend the school have EHCP plans previously issued, this means that the child's special needs have already been identified before reaching our school. Upon a child starting at Imperial Oak, if the school felt that additional needs have not been identified other than those named on the EHCP, an emergency annual review can be conducted. This is where Imperial Oak would present evidence to have this information included on the EHCP. This could then result in additional support being requested, or an alternative placement being recommended.

The support provided takes the form of a termly review, through which early decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil.

The school has a team approach: Teachers, Trusted Adults, Therapists, Social Workers and other professionals are all involved in monitoring pupil progress. All children have an annual review meeting where the EHCP is reviewed. This happens once within a twelve month period and the date for these meetings will be set by the EHCP review date. These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents. The views of the pupil will be included in these discussions. This could be through involving the pupil in all or part of the discussion itself or gathering their views as part of the preparation. A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. This record will be given to the pupil's parents. In addition, the local authority Lead for SEND will be invited with due notice to attend these meetings.

**The school will make reasonable adjustments to meet the specific needs of all the children:**

We have a focus on inclusive practice and removing barriers to learning therefore, special educational provision in our school is underpinned by high quality teaching which is differentiated and personalised. It is our aim to know precisely where our children are in their learning and development.

We:

- ensure decisions are informed by the insights of parents, specialist reports and those of children themselves;
- have structured small stepped targets for them;
- track their progress towards these goals;
- keep under review the additional or different provision that is made for them;
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

Teachers are responsible and accountable for the progress and development of the pupils in their class. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. Imperial Oak will regularly and carefully review the quality of teaching for all of our pupils, including those at risk of underachievement. This includes reviewing and, where necessary, adapting the specialist provision to maximise progress. This will include high quality and accurate formative and summative assessment (see Assessment Policy)

**Improving outcomes: high aspirations and expectations for children with SEN at Imperial Oak:** All children and young people are entitled to an education that enables them to make progress so that they can:

- achieve their best;
- become confident individuals living fulfilling lives and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Imperial Oak will identify and address the SEN of the pupils that we support. Our school must:

- use our best endeavors to make sure that a child with SEN gets the support they need – this means doing everything our school can to meet children and young people's SEN;
- ensure that children and young people with SEN engage in the activities of our school;
- inform parents of the special educational provision for a child;
- prepare arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others in our school, the facilities provided to enable access to our school for disabled children and our accessibility plan.

**Transitions:** Imperial Oak caters for the needs of children between the ages of 4-16. The school has a robust approach to transition between each stage of a child's education. We will share information across the school as a child progresses, or with another setting if the pupil is moving schools. We will agree with parents and pupils which information will be shared as part of this. We will also request information from the schools and colleges from which we receive pupils. All pupils will receive an induction to the school at each specific phase of their education. In consultation with parents, the Headteacher will notify the receiving school about a pupil's learning support or SEND records, including the provision that has been made

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and targets met. Our aim is that students experience a smooth transition into school, from one class to another, so that the pace and quality of learning and support are maintained to ensure the students continue to make progress and realise their potential. Examples of how we manage, and support transitions includes:

- Induction and taster days at their new school with appropriate preparation;
- parent/guardian liaison.

**Records and Reporting:** All records, reports, discussions, provision maps, advice sheets outcomes and other relevant data are to be retained by the school in accordance with School policy for data retention and the Law. Such data is to be available to Ofsted at an inspection. The school will continue to use the system of personalised learning plans to record the steps taken to meet the needs of individual pupils.

**Pupils with Medical Conditions:** General arrangements and support for pupils with medical conditions are in a separate policy. Pupils with SEND or medical conditions may also have disabilities and therefore the requirement of the Equalities Act for 'reasonable' adjustment applies. 'Reasonable adjustment' applies for those who would be at a substantial disadvantage in comparison to someone who is not disabled. The SEND Code of Practice defines as follows: a child has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day to day activities. The disability prevents or hinders the child or young person from making use of educational facilities of a kind generally provided for others of the same age.

All teachers and support staff who work with the pupil will be made aware of their individual needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Staff develop 'Personalised Learning Plans' for all pupils and these will follow one of three pathways: Formal, Semi-Formal or Pre-Formal.

Imperial Oak follows the graduated cycle of MAPPs (see Assessment Policy)

**Considering the Pupil's Views and Opinions:** At Imperial Oak the pupil's views will be sought whenever possible, by asking, listening and observing the pupil's reaction to activities and resources. A judgement is made and discussed with colleagues and parents. Though we accept that a pupil's perceptions and experiences can be invaluable, as a school, we recognise that this may not always be easy and may need to consult parents and other colleagues for further information.

Imperial Oak recognises that SEND candidates to our school, while sharing symptoms and characteristics according to their unique profile, will generally fall into the following categories:

- Dyslexia
- Dyspraxia/Dysgraphia
- Dyscalculia
- Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder
- Autistic spectrum disorder (ASD)
- Hearing Impairment
- Hypermobility.

**Involving Specialists:** Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider to begin involving specialists, including those secured by our school itself or from outside agencies. Our school may involve specialists at any point to advise them on identification of SEN and effective support and interventions. We will always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil's parents will always be involved and consulted in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support. Where our assessments have indicated that support from specialist services is required, it is important that children and young people receive it as quickly as possible.

**Access to the Curriculum:** All pupils have an entitlement to a relevant curriculum or 'Pathway', which is differentiated to enable them to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Imperial Oak recognises the importance of training and Continual Professional Development for its staff and promotes it regularly.

**Facilities for Children with SEN at the School:**

All of the school is at ground level and fully accessible for wheel chair users. There are multi-sensory activities on offer. There are specifically designed calming and activity rooms. The school is well signposted with rule reminders and directions to help children independently orientate themselves. Some of these signs may be symbolised or offered in pictorial form. Children with mobility difficulties are enabled to participate in all activities and sessions, on and offsite, so that no individual is excluded due to a disability.

**Involvement with External Agencies:**

Imperial Oak recognises the importance of the involvement of external agencies in the lives of the children and in contributing to the best practice of the staff. This input is coordinated by the Headteacher who may suggest to parents and teaching staff that input is needed or can be approached by the same parties to organise external agency support for a child. Imperial Oak will work effectively with medical, clinical, therapeutic and peripatetic services that offer support to the children and those who work with them. The school is committed to working with and developing all partnerships with external agencies and service providers.

**Partnership with parents:** We encourage an active partnership through an on-going dialogue with parents. Parents have much to contribute to our support for pupils with SEN. We will talk to parents regularly to set clear outcomes and review progress towards them.

**Pupil participation:** In our school we encourage pupils to take responsibility and to make decisions. This is part of the culture of our school and relates to pupils of all ages.

**Disability Discrimination Act:** We would always consider admitting any pupil - no matter what accompanying disabilities they have providing we are confident that we are able to meet their special educational needs. In the light of the Disability Discrimination Act we have carefully considered what we might do to make our building more accessible to those who have a physical disability.

**Legislation and regulatory compliance inclusive of associated and best practice documentation currently in force:**

- This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice, 0-25 years 2015 \(SEND Code 2015\)](#) statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities; Children's Act 1989 and Special Educational Needs and Disability Act 2001 and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to children and young people with special educational needs (SEN) and disabilities; which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEN information report;
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEN information report;
- Complies with Part 6, paragraph 24 (3)(b) of The Education (Independent School Standards) (England) (Amendment) Regulations;
- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability Act 2001;
- Schedule 10 of the Equality Act 2010 requires schools to have a three-year accessibility plan.
- Compliance with the Imperial Oak articles of association.

Please note that in the above documents and this policy 'is to', 'are to' and 'must' are obligatory. 'Should' is not obligatory but is good practice and is to be adhered to unless non-compliance can be justified.

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**Related Documents (to be read in conjunction with this polic**

- Accessibility Plan
- Reasonable Adjustment Policy
- Anti-Bullying Policy
- Behaviour Management Policy
- Curriculum Policy