



Leicester Preparatory School

*SEN/Support
Policy*

Last Reviewed: Sept 2017

Next Review Due: Sept 2018

Special Educational Needs (SEN)/Support Policy

Aims and Principles

At Leicester Prep each child is an equally valued member of our community and every effort is made to offer planned learning opportunities through which they can develop and learn to achieve their best and become confident learners. We enable every child to have access to a broad, balanced and purposeful curriculum in their formative years in line with any relevant legislation. Our aims are carried out by all staff in partnership with parents and carers and with reference to outside agencies and other professionals when this is appropriate.

Admissions

Our admissions policy is to make places available to all on request. Visits and consultation meetings are encouraged, when any specific special needs can be discussed and provision made, as far as is possible within the confines of the nature of the building. (The school is on four floors with no lift and limited scope for change to the structure as it is situated in a 'protected' area.)

Roles and Responsibilities

All children in our Early Years department are allocated a 'Key Worker' but all staff are fully informed and kept up to date about any child with a special need, with vital information on display with photographs if necessary. The SEN Co-ordinator for Early Years is Miss Zamulinskj and for School (Yrs 1-6) Mrs Radulovic who have both completed the School based SENCo training and regularly attend updates and other relevant courses. SENCos liaise with parents/carers and any other professionals and advises and supports other practitioners within the school. They monitor the drawing up, implementing and reviewing of Support programmes/IEP's, ensuring that all documentation and records are up to date.

Levels of Provision

We seek to identify Special Needs or extra support that might be needed at the earliest opportunity through on-going observation and assessment. Following this will be the monitoring, recording and evaluation by our experienced staff and any observation and assessment by our SENCo when required. Our response to Special Educational Needs is a graduated one.

- **Initial Action** occurs when concern is registered that an individual child is not achieving expected targets and the Key Worker/Class Teacher will liaise with staff in the department, and meet with the parents to suggest small steps and achievable targets to take the child forward. These may include differentiating activities, simplifying tasks, breaking them down into smaller components, allowing more time, increasing support, supplying further resources or giving regular opportunities for specific learning to take place.
- **Supported Action** occurs when, despite being offered the above support within the class, the child's progress continues to give cause for concern. The Class Teacher, Key Worker and SENCo, in collaboration with parents will put in place an Individual Support Plan or an IEP (Individual Education Plan) setting out targets which will be shared with all department staff. Progress will be monitored and the Support plan/ IEP reviewed and updated regularly.
- **Action Plus** occurs when concern reaches a point where, despite the individual plan, the child continues to make little progress and is working at a level significantly below that expected for his/her age, or has other specific learning difficulties. At this stage it

becomes necessary to consult outside agencies for specialist assessment, help and support. Progress will be carefully monitored and recorded. Support plans/IEP's will be informed by the external support professionals working alongside the school staff and the parents and will be reviewed regularly.

Partnership with Parents

An open door policy is maintained by the school, and staff foster communication between staff, parents/carers and other professionals and agencies. Parents may talk over their concerns on the phone or arrange meetings with the Key Worker/Class Teacher, Head of Department, SENCo and/or Head Teacher. They are assured of confidentiality at all times. Every effort is also made to listen to the voice of the child.

At Leicester Prep staff continually monitor children's progress, regularly liaising with colleagues and planning smooth transfers as children move up the school. Policies are re-evaluated annually and there are training opportunities for staff concerning Special Educational Needs.