

Leicester Preparatory School

SEND Policy

Date: September 2026

Date to be reviewed: September 2027

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

1. Aims and principles

Leicester Preparatory School & Berties Nursery 'the School' is committed to providing an inclusive education in which every child is valued, supported and encouraged to achieve their potential.

The School recognises that children have different strengths, abilities and needs. We aim to identify additional needs early, provide appropriate support and work in partnership with parents and relevant professionals.

The School aims to:

- Identify children with special educational needs and disabilities (SEND) as early as possible.
- Provide appropriate support to enable children to access learning and participate in school life.
- Adapt teaching, activities and the environment to meet individual needs.
- Make reasonable adjustments for disabled children in accordance with the Equality Act 2010.
- Work closely with parents and, where appropriate, external professionals.
- Monitor progress and review the effectiveness of support regularly.
- Support children through transitions.

2. Definition of SEND

A child has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child may have a learning difficulty or disability if they have significantly greater difficulty in learning than most children of the same age, or a disability which prevents or hinders them from accessing educational facilities generally provided for children of the same age.

In accordance with the SEND Code of Practice, the school recognises four broad areas of special educational needs.

SEND may affect one or more of the following areas:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

A medical diagnosis is not required before support can be considered. English as an additional language, in itself, is not a special educational need.
The School recognises that disability and SEND are not the same. A disabled child may

require reasonable adjustments under the Equality Act 2010 whether or not they have SEN.

3. Legal and regulatory framework

The School has regard to its relevant legal and regulatory responsibilities, including:

- Education (Independent School Standards) Regulations 2014, as amended.
- Equality Act 2010.
- Children and Families Act 2014, where applicable.
- SEND Code of Practice: 0 to 25 years, where applicable.
- Special Educational Needs and Disability Regulations 2014
- The current Early Years Foundation Stage (EYFS) statutory framework.

The School recognises its duties under the Equality Act 2010 not to discriminate against disabled pupils and to consider reasonable adjustments to avoid substantial disadvantage.

For its local-authority-funded early years provision, the School follows the applicable EYFS requirements for identifying and supporting children with SEND and has regard to the SEND Code of Practice.

4. Responsibilities

The Proprietor/ Headmaster has overall responsibility for ensuring that appropriate arrangements are in place to meet the School's legal and regulatory obligations, oversees the implementation of this policy, ensures appropriate provision is considered and supports staff in meeting children's needs.

The SENDCo coordinates SEND provision, advises staff, maintains appropriate records, liaises with parents and external professionals, and monitors and reviews children's support.

Teachers and Nursery Practitioners are responsible for identifying concerns, providing inclusive teaching and support, implementing agreed strategies and sharing information with the SENDCo.

SEND is the responsibility of all staff.

5. Identification and support

Children's needs are identified through ongoing observation, assessment, monitoring of progress, discussions with parents and information from previous settings or professionals.

Where a concern is identified, staff will discuss this with the SENDCo and, where appropriate, the parents. Support will be considered according to the child's individual needs.

This may include:

- Adapted teaching approaches, activities or resources.
- Additional individual or small-group support.
- Visual prompts, structured routines or practical resources.
- Adjustments to the learning environment.
- Support with communication, interaction or emotional regulation.
- Advice from external professionals where appropriate.

The School uses the graduated approach of **assess, plan, do and review** to identify needs, agree support, implement strategies and monitor progress. Targets will be realistic, achievable and appropriate to the child's developmental stage.

Parents will be involved in discussions and reviews, and children's views will be considered in a way appropriate to their age and understanding.

Support will be reviewed regularly and adjusted where necessary.

6. Working with parents and external professionals

The School recognises parents as important partners in supporting their child's development and education.

Parents will be informed of concerns, involved in decisions about support and updated on progress. They are encouraged to share relevant information and raise any concerns with the class teacher, Nursery Manager or SENDCo.

Where appropriate, the School may seek advice from external professionals, including speech and language therapists, educational psychologists, occupational therapists and relevant health or specialist services. Parents will normally be consulted before referrals are made or information is shared, except where safeguarding or another lawful reason requires otherwise.

7. Education, Health and Care Plans (EHCP)

Where a child has an EHCP plan, the School will consider the needs and provision identified in the plan and work with parents, the local authority and relevant professionals in accordance with its applicable responsibilities.

Where a child may require provision beyond that ordinarily available, the School may discuss with parents the possibility of requesting an EHCP needs assessment. Parents may also make a request themselves.

8. Disability and reasonable adjustments

The School is committed to meeting its duties under the Equality Act 2010. Reasonable adjustments will be considered on an individual basis to reduce or remove barriers faced by disabled children.

Adjustments may include changes to teaching, resources, activities, the physical environment or arrangements for participation in school life.

The School will not make assumptions about a child's ability to be admitted or participate solely because they have SEND or a disability. Individual needs and the School's ability to make reasonable adjustments will be considered.
The School's Accessibility Plan should be read alongside this policy.

9. Nursery and EYFS provision

The Nursery identifies and supports children with SEND in accordance with the current EYFS statutory framework.

Practitioners monitor children's learning and development, discuss concerns with parents, provide appropriate support and seek specialist advice where necessary. A designated member of staff coordinates SEND arrangements within the early years provision.

The Nursery works in partnership with parents and relevant professionals to support children's individual needs and development.

10. Records, confidentiality and training

The School maintains appropriate records of identified needs, support, progress and relevant professional advice. Information is stored securely and shared only where appropriate and lawful.

The School provides staff with appropriate guidance and training to help them identify and support children with SEND and implement reasonable adjustments.

11. Complaints

Parents should initially raise concerns about SEND provision with the SENDCo or Headteacher. The School will seek to resolve concerns through discussion and review.

Where concerns cannot be resolved informally, parents may follow the School's Complaints Policy. This does not affect any statutory rights parents may have.

11. Contact

SENCo - Sophie Lloyd - s.lloyd@leicesterprep.co.uk

For general queries please contact the Office- office@leicesterprep.co.uk