



SEND Policy



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Special Educational Needs and Disabilities (SEND) Policy

Blackheath Prep is committed to providing a broad and balanced curriculum and promoting our School Values. It is our aim that all pupils should have access to the curriculum, supported through an adaptive curriculum as appropriate to their individual needs. The school is firmly committed to treating every pupil as an individual, providing a rich, varied and broad education that develops the diverse talents of all pupils.

Guiding principles

This policy is a whole school policy and applies to all children in Blackheath Prep, including the Pre-Prep and EYFS (Early Years Foundation Stage).

The purpose of this document is to provide information about our approach, identification and procedure that will enable all partners to work together for the benefit of children with SEND.

This policy is drawn up in accordance with the Children and Families Act 2014; the Special Educational Needs and Disability Code of Practice 0-25 years 2014 and SCHEDULE 10 of the 2010 Equality Act. Blackheath Prep recognises its duty under the Equality Act 2010 not to discriminate against disability.

Our approach to the recognition and management of specific learning difficulties will be guided by the SEND Code of Practice, January 2015, or any substituting or amending code of practice issued from time to time by the Department for Education (DfE).

Definition of Special Educational Needs and Disabilities

The Code sets out the following definitions:

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has significantly greater difficulty in learning than the majority of others of the same age, or**
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.**

Special provision means educational provision which is different from or additional to the provision made for children of their age in schools other than special schools.

A child must not be regarded as having a learning difficulty solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home (section 20 (4) Children and Families Act 2014).

The support that we offer covers the four broad areas of need identified in the SEND Code of Practice (2015): Communication and Interaction, Cognition and Learning, Social, Emotional, and Mental Health Difficulties, and Sensory and Physical Needs.

- Cognition and Learning: this category includes pupils with specific learning difficulties, for example dyslexia, dyscalculia or dyspraxia.
- Communication and Interaction: this category includes pupils on the autistic spectrum as well as pupils with, for example, expressive and receptive language difficulties.
- Social, Emotional and Mental Health: this category includes pupils who experience for example, anxiety, attention deficit hyperactivity disorder (ADHD) or attachment disorder.
- Physical and Sensory Needs: this category includes pupils with a physical disability, visual, hearing or

sensory impairment.

SEND Aims of the School

- To use inclusive, high-quality teaching practices that meet the diverse needs of all pupils, including those with SEND
- To ensure all pupils, including those with SEND, have access to a broad and balanced curriculum that is appropriately adapted to meet their needs.
- To actively involve pupils with SEND in decisions about their learning and support.
- To identify and support pupils with specific educational needs
- To prevent, close, or reduce any skill gaps so as to reduce barriers to achievement
- To ensure that parents and carers of pupils with SEND are kept informed of the child's progress and attainment

Graduated Inclusive Approach: Assess, Plan, Do, Review

a) Inclusion

The school uses a graduated response to meet the needs of pupils, following the Assess, Plan, Do and Review Cycle. Teachers review assessment data, use inclusive high-quality teaching methods, and use adaptive teaching and resources for different levels of needs in their class. Parents are informed when lessons and resources are consistently adapted to meet the needs of the child. Parents are encouraged and informed about how to support the child at home. Extra provision at school may be in the form of small group or even 1:1 lessons. If, after at least two terms of adapted teaching and extra provision, children are not making expected progress, the SENDCO and class teacher will meet with parents to discuss external assessments related to the child's needs. This might be an educational psychology assessment (Ed-psych), a neurodiversity assessment (such as for ADHD or Autism), an occupational therapy assessment (such as for suspected dyspraxia), or a social emotional assessment with a psychologist.

b) Assessment and Identification

It is in the pupil's interests for the school to identify those with specific educational needs at the earliest possible time. We record all academic or pastoral concerns onto our safeguarding software and records system, CPOMS. Assessments used to support the identification of a specific educational need include monitoring by the teacher as part of the school's ongoing observation. Assessment procedures include:

- Baseline testing
- EYFS profile
- Internal Assessment
- Annual standardised reading and spelling tests from Year 1 to Year 6
- Annual standardised tests in English and Mathematics from Year 1 to Year 6
- Cognitive Ability Tests (CAT tests) in Years 2, 3, 4, 5 and 6
- Records about parent consultation with regards to the child's development, behaviour at home, and other contributing factors
- SEND Referral Form
- CPOMS
- Dyslexia screener
- Handwriting speed test
- The child's view of their own learning
- Monitoring of adaptive teaching and extra provision for two terms

Assessment scores are tracked throughout the child's time in school and are analysed by English and Maths Subject Leads, SENDCo and/or Assistant Head Academic and discussed with the relevant teachers to review progress and ascertain specific areas of need.

c) Provision

Pupils are supported in a graduated approach where each step follows the process of Assess, Plan, Do, and Review:

- Monitoring: Children who are not making expected progress are monitored and supported through appropriate adaptive teaching.
- In-class learning support: The additional adult supports children who require help beyond the adaptations made in lessons.
- Small group intervention and support: Where the school is able to, provision may be made by the teacher, teaching assistant, learning support staff, or SENDCo to provide small group support on the same topic/lesson or through extra evidence-based interventions. This may occur outside of the whole class lesson. At this stage, the teacher will complete a SEND referral form outlining the needs of the child and strategies implemented to date. The SENDCo reviews this and monitors their progress. Staff will keep parents informed about their child's progress and needs, and will discuss whether it is appropriate for the child to be added to the SEND register.

The SEND register is a school record that lists students receiving additional teaching or support that differs from typical classroom provision. It's a dynamic document, meaning students can be added or removed as their needs change.

External Assessment and Support: If, after implementing Levels 1–2 for at least two terms, a child is still not making expected progress, the SENDCo and class teacher will review the child's needs and meet with parents to discuss next steps. These may include introducing an Individual Education Plan (IEP) and/or recommending external assessments. Possible referrals include Speech and Language Therapy, Occupational Therapy, an Educational Psychologist's assessment, a neurodiversity assessment (e.g. for Autism or ADHD), or CAMHS (Child and Adolescent Mental Health Services).

Additional external support: Support from a tutor, specialist teacher or therapist may be discussed with the teacher or SENDCo at any stage. Any such arrangement is organised between the parents and the practitioner and is provided at the parents' choice and expense. The parent may wish to communicate with the teacher or SENDCo about the support their child receives. Occasionally, children require such sessions to be held in school before or after the school day. These sessions are paid for by parents, who are responsible for consulting with the SENDCo to ensure suitable arrangements are made.

Partnership with Parents: The school recognises that effective collaboration with parents is fundamental to enabling children with SEND to achieve their full potential. Parents possess unique knowledge, insights, and experience that are vital in forming a comprehensive understanding of their child's needs and identifying the most

appropriate support strategies. All parents of children with SEND will be regarded as partners in the educational process and will be actively supported to engage meaningfully and constructively in their child's learning journey.

- Education Health Care Plan (EHCP, formerly called a Statement of Special Needs): In some cases, a child's needs are so significant that they cannot be effectively met with the resources normally available to the school. This is based on the evidence of implementing the provision recommended in an external assessment for two terms. In these cases, the SENDCo, with the support of the parents, the child (where possible) and relevant staff, will apply to the local authority for a EHCP Needs Assessment to be carried out. If the application is successful, the local authority will ask relevant external professionals to assess the pupil. They will draft their report to the local authority who will then decide at a panel if an EHCP is needed. The EHCP is a legal document that outlines the provision required to support the child. Where an EHCP is granted, the school will be asked to state if they can meet the needs of the child and fulfil the requirements of the EHCP. Where a pupil has an EHCP, the school must review the EHCP annually in the Annual Review.

Individual Education Plan (IEP)

For pupils who have had an external assessment, or require provision which is different from that which is typically provided an Individual Education Plan (IEP) is developed and reviewed on a termly basis.

The SENDCo and class teacher work collaboratively to formulate SMART targets—Specific, Measurable, Achievable, Relevant, and Time-bound—drawing on external assessment reports, classroom observations, and internal data to ensure that provision is tailored to the pupil's individual needs.

Parental engagement is a central aspect of the IEP process, with families actively encouraged to contribute their insights and perspectives. This collaborative approach ensures that the plan reflects a holistic understanding of the pupil's strengths and areas for development.

Pupils are informed of their targets using accessible, child-friendly language, and, where appropriate, their views are considered during the planning and review stages. The IEP is updated as necessary each term by the SENDCo and class teacher, and all relevant staff are informed to ensure consistent implementation. IEPs are incorporated into a class provision map, enabling all staff, including subject specialists, to access and understand the needs of pupils with additional support requirements across the curriculum.

Roles and Responsibilities

Blackheath Prep has a SENDCo and Inclusion Manager and an Early Years SEND coordinator.

The SENDCo is responsible for the day-to-day operation of the school's SEND policy and ensuring it is in line with the 2014 SEND Code of Practice. The SENDCo:

- Revises and updates the SEND policy
- Keeps up to date with developments in SEND and disseminates information to staff
- Updates and maintains the SEND register
- Liaises with SLT, class teachers, teaching assistants, parents and external professionals to provide appropriate support to each child
- Supports assessment, planning, provision, and review for each child with SEND
- Works with the class teacher to support the creation and revision of IEPs and Provision Maps
- Reports to governors

- Implements recommendations of inspections or external reviews
- Considers the views, strengths, and challenges of each child to inform personalised support.
- Contributes to a school culture focused on neurodiversity differences through assemblies, INSETs and staff meetings

The role of the Early Years SEND coordinator:

- Responsible to the SENDCo for meeting the needs of EYFS children who need additional support in accessing the curriculum effectively
- Reviews SEND referral forms of EYFS pupils
- Implements provision for children who need support, which might be adaptive teaching or small group intervention according to the Assess, Plan, Do, Review cycle
- Liaises with SENDCo, key persons, teachers, parents as appropriate

The role of the Class teacher:

- Plan, prepare and deliver high quality, inclusive lessons (including remote lessons) that are appropriately paced, stimulating and challenging, in line with the school's schemes of work and curriculum.
-
- Support all pupils' needs so every child achieves their full potential by:
 - providing for the educational needs of the children in their class with appropriate adaptive teaching, through the Assess, Plan, Do, Review model, with the support of relevant staff (SLT, teaching assistants, and SENDCo)
 - liaising with parents/guardians regarding the children's specific achievements and extra learning support
 - assessing the pupil's work and progress
 - collaborating with and deploying TA and additional adults during in-class support

The role of Teaching Assistants and In-class Learning Support:

- Liaise with class teacher and SENDCo about the children's needs, including participating in IEP meetings as appropriate
- Implement the strategies in the IEP and provision map
- Implement lesson adaptations as directed by the class teacher
- Implement evidence-based intervention as directed by the SENDCo, SLT, or class teacher

EYFS – Nursery and Reception (see Appendix A)

We operate an early-intervention policy which begins in the EYFS, so children are given the support they require.

Pre-Prep and Prep Departments (see Appendix B)

Appendix A

EYFS learning support

At Blackheath Prep, the Early Years Foundation Stage (EYFS) is the starting point for meeting children's diverse learning needs. Where a child's progress gives cause for concern, steps are taken to support them.

In the EYFS we are committed to:

- Identifying/planning to meet individual needs
- Providing carefully planned activities and resources to support children to make progress
- Evaluating, recording and monitoring individual learning/progress

The Early Years Learning Support (EYLS) Co-ordinator works closely with the school's SENDCO and Inclusion Manager and the staff working with children in the EYFS to ensure that the individual needs of children are met.

Identification of specific needs

- Initial observations to determine children's starting points / determine needs
- Individual observations of children in the Prime and Specific Areas of learning checked against developmental guidance (using Tapestry)
- Baseline Assessment at the beginning and end of Reception
- Internal Assessment
- EYFS profile

Nursery procedure

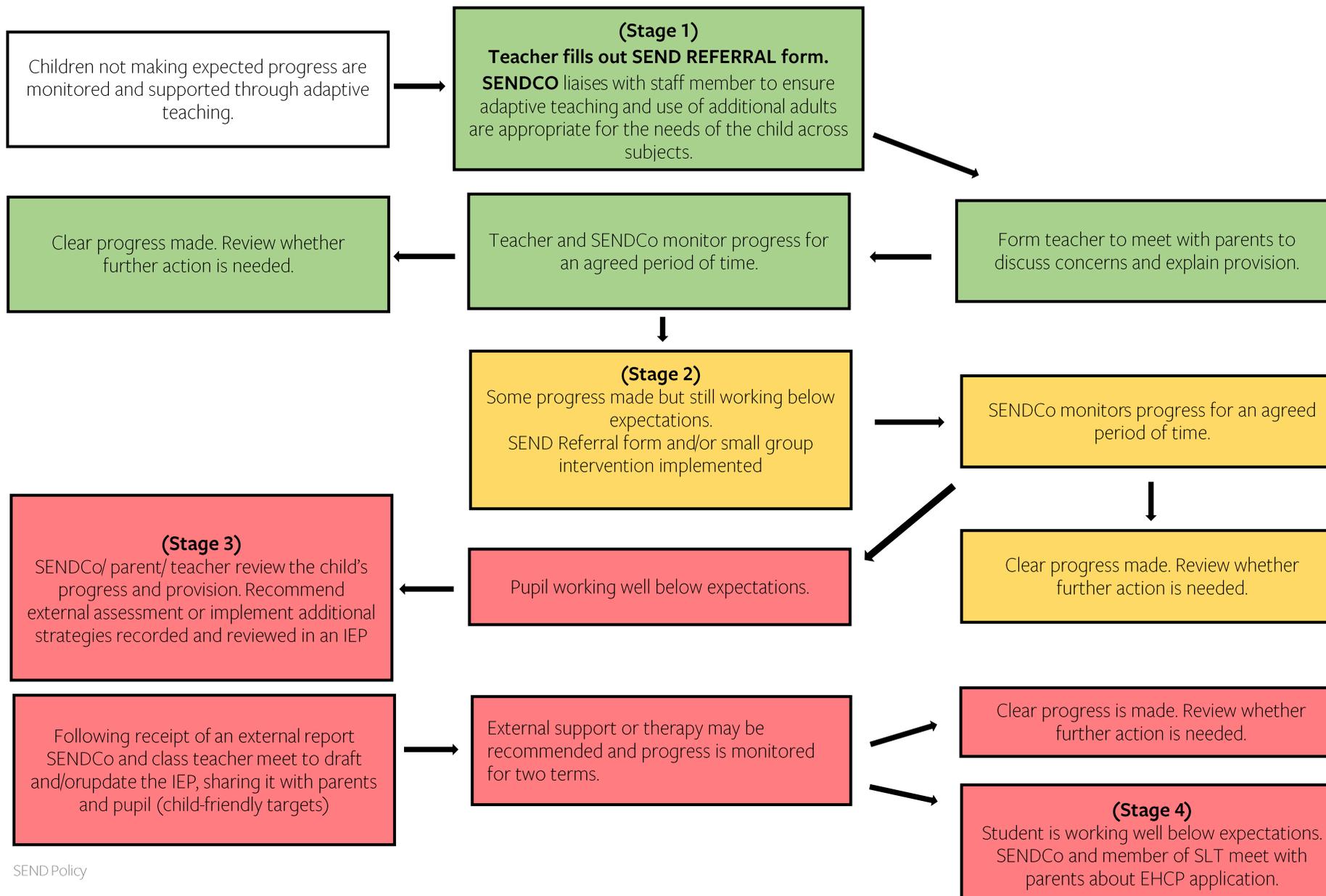
- Using Tapestry Online Learning Journal, observations and reflections of children's learning and development are regularly monitored and reviewed by Key Persons
- Regular and ongoing discussion around progress and provision, necessary to support children's individual progress
- Home-school link established and information gathered to support children's individual progress / Parents Meetings (NB/NP Autumn and Spring Term and Summer report and NA Spring and summer Term)
- Learning Support meeting led by the EYLS Support Co-ordinator where initial concerns raised by Key Persons are discussed and recorded. This will include information gathered, necessary strategies and next steps (NB/NP November and NA)
- Concerns are recorded on CPOMS, for those children where it is felt that the developmental difference is significant in relation to that of their peers
- If initial concerns raised continue to cause concern, a follow up meeting will be arranged with the parents
- At the end of the Summer Term, Learning Support Transition meetings are held with all Nursery and Reception staff to support children whose progress continues to be cause for concern. The aim of the meeting is to support the successful transition into the following year group. If necessary, we support transition for some children with a transition booklet that includes visuals of the new classroom and staff.

Reception procedure

- Information gained at the Learning Support Transition meeting prior to the children starting in Reception is used to support children in making a successful transition into Reception. Children highlighted in this meeting are monitored by Reception staff and the EYFS Learning Support Co-ordinator
- Using Tapestry Online Learning Journal, observations and reflections of children's learning and development are regularly monitored to review progress

- Significant developmental difference in relation to their peers are highlighted as part of the Baseline and Internal Assessments
- Concerns are regularly raised within weekly planning meetings and any significant concerns are recorded on CPOMS and overseen by the Head of Pre-Prep
- Children who have transitioned from Nursery that have been raised on CPOMS are reviewed by the class teachers after Autumn Half-Term in Reception. Concerns are updated by the form teacher, or the child may no longer be of concern. All children raised are discussed in Learning Support meetings.
- In the case of ongoing concerns, a meeting with parents will be arranged to discuss strategies to support their child in making progress. Regular follow up meetings will continue as appropriate for the child
- At the end of Reception, a handover meeting is held to discuss the progress of all children prior to starting in Year 1. This meeting will include all information gathered during Reception, with particular reference to the Early Years Profile, strategies put in place and next steps discussed
- In cases where children have an outcome at the 'emerging' level, teachers provide additional information to help the Year 1 teacher plan an effective curriculum. This includes information about any specific assessment or provision in place.

Appendix B



Pre-prep and Prep learning support

Area of Need	Universal – academic (available to all)	Targeted – academic (available to some)	Specialist
Cognition and Learning	<ul style="list-style-type: none"> • Adaptations within the lesson • Targeted teacher support or in class TA support. • Visual aids (e.g. visual timetables, reading rulers, reminders) • Use of writing frames, scaffolding tasks • Clear and explicit modelling of skills by teacher • Team teaching/modelling • Differentiated homework tasks 	<ul style="list-style-type: none"> • Targeted in class support from class teacher/extra adult • Additional reading • Targeted support sessions for specific groups e.g. for example handwriting, phonics, literacy and numeracy, • Withdrawal for specialist teaching small group or • 1:1 session with Learning Support • Use of ICT/laptop for classwork <p>Individual access to learning materials</p> <ul style="list-style-type: none"> • Targeted in class support with a focus on speech, language, social skills and motor co-ordination • use of additional ICT • Talking Partners intervention • Lego Therapy <ul style="list-style-type: none"> • In-class support for supporting behaviour/ access/safety. 	<ul style="list-style-type: none"> • Refer to the advice of Specialist professionals: <ul style="list-style-type: none"> - Educational psychologist - Paediatrician - Psychiatrist • Access arrangements in tests and examinations
Communication and interaction	<ul style="list-style-type: none"> • As above (cognition and learning) • Use of modified language • Use of symbols • Structured School and classroom routines 	<ul style="list-style-type: none"> • In-class support for supporting behaviour/ access/safety. 	<ul style="list-style-type: none"> • Small group or one to one support for language. • Refer to the advice of specialist e.g: Speech and language therapist
Emotional Behavioural and Social	<ul style="list-style-type: none"> • Whole school Positive Relationships and Behaviour policy • Clear system of rewards • Clear expectations and boundaries. • PSHE/Wellbeing programme (e.g. understanding discrimination and stereotypes, coping with emotions, resilience etc.) 		<ul style="list-style-type: none"> • Small group or one to one support for social skills • Individual reward system • Place2Be Counselling Refer to the advice of external professional support, e.g. CBT therapist, Educational Psychologist, Psychiatrist

Sensory and Physical	<ul style="list-style-type: none"> • Whole class emotional regulation framework • Writing slopes and pencil grips • Sensory supports • Wobble cushion • Ear defenders • Adapted pencils • Pencil chew toppers • Modified seating • Adapted accessibility of building 	<ul style="list-style-type: none"> • BAL-A VIS - X brain and brain-body integration programme • Use of appropriate resources (eg magnifiers) • Dough Gym 	<ul style="list-style-type: none"> • Individual support for appropriate subjects (eg Science, DT, Art PE, Games) • Refer to the advice of specialist professional e.g. occupational therapist, physiotherapist • Adjusted font size for reading materials, to include internal examinations when necessary • Sensory Circuits
	Universal – pastoral (available to all)	Targeted – pastoral (available to some)	
Medical	<ul style="list-style-type: none"> • Support from Form Tutor (e.g. organisational skills) • Support from school nurse. Encouragement towards extra-curricular activities 	<ul style="list-style-type: none"> • Time out for medical conditions • Friendship group support 	

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2023.1	Learning support policy renamed as SEND Policy; Graduated Inclusive Approach: Assess, Plan, Do, Review; Roles and responsibilities added; Appendix B graphic map reorganised	September 2023	Assistant Head Academic / SENDCo and Inclusion Manager
2024.1	Changes made to the Areas of Need to align with the SEND Code of practice	February 2024	SENDCo and Inclusion Manager
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2025.1	Addition of specialist teacher and therapist clause Additions of SEND register clause Semantic changes in the learning support table	May 2025	SENDCo and Inclusion Manager
2025.2	Changes to point at which an IEP is put in place – it does not require an external report Change from ASD to autism	September 2025	SENDCo and Inclusion Manager/Assistant Head Academic
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