



Learning Support Policy

**(including Special Educational Needs
and Disabilities)**

May 2025

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MISSION

Eversfield offers an outstanding, broad education within a safe, caring, happy, family atmosphere where the talents of every child are valued and nurtured. We achieve excellent results in a school where the Christian principles of mutual care, respect and encouragement underpin everything that we do.

AIMS

- To promote high moral standards through clear and relevant Christian teaching.
- To provide a wide breadth of experiences and opportunities for all our pupils to discover and develop their individual talents.
- To support our pupils in becoming valued members of society so that they may develop self-confidence, ask questions, seek new experiences, not be afraid to make mistakes, express themselves confidently and modestly and develop team and leadership skills.
- To provide a safe, supportive, healthy educational environment, with buildings, facilities and staff that enable our pupils to learn and develop.
- To ensure that our pupils receive excellent pastoral care.

POLICY STATEMENT

The curriculum at Eversfield Preparatory School embraces the planned activities that we organise to promote learning, personal growth and development. The overriding consideration of the school is always to ensure the highest possible teaching and learning opportunities for all pupils irrespective of their learning ability or disability. The Governors, Leadership Team and staff fully embrace the responsibility to ensure the education provided is inclusive to all pupils, so that each child is able to make a valued and diverse contribution to the life of the school.

At Eversfield we believe that all pupils can learn and should have access to a broad, balanced and relevant educational experience, designed to meet their needs, which enables them to be included successfully in a life-long learning process leading to significant educational progress. For many pupils with learning difficulties and disabilities, progress will be measurable in comparison with targets for their age group. Progress for some pupils will be recognised against individual targets across some, if not all, curriculum areas. Successful learning outcomes should be available to all pupils and apply not only to educational but also to social and behavioural targets too.

The duty not to discriminate against pupils with special educational needs and disability (SEND) covers all aspects of school life, including extra-curricular activities, educational visits and school trips.

This policy is a working document which reflects the ethos and practice within the school in relation to ensuring full inclusion for pupils with learning difficulties & SEND (in line with the school's Admissions Policy). It should be read in conjunction with a number of other school policies including the Teaching and Learning, Curriculum, English as an Additional Language (EAL) and Gifted and Talented Policies.

The policy has been written by the Learning Support Coordinator and the Headmaster, in liaison with the teaching staff and Governors. It has been compiled with due regard to the requirements of the following documents:

- SEND Code of Practice: 0 to 25 (2015, updated 2020)
- The Equality Act (2010, updated 2015)
- Part 3 of the Children and Families Act 2014
- ISI Regulatory Requirements (2022)
- Statutory guidance on supporting pupils at school with medical conditions (2015, updated 2017)
- School's Child Protection Policy and Safeguarding Policy
- School's Accessibility Policy and Plan
- School's Curriculum Policy and Teaching, Learning & Feedback Policy

POLICY AIMS

- To meet the individual learning needs of pupils with learning difficulties and SEND so they can meet the highest standards they are capable of achieving in all aspects of school life.
- To identify the roles and responsibilities of staff and governors providing for pupils' with learning difficulties and special educational needs and disabilities.
- To outline the procedures in place to ensure pupils with learning difficulties and SEND have their needs met and are catered for within all areas of the curriculum.

POLICY OBJECTIVES

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that pupils with SEND take as full a part as possible in all school activities
- To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment and to take into account their views.
- To ensure that pupils with SEND are involved, where practicable, in decisions affecting their future SEND provision.
- To support staff to facilitate pupils' learning through regular CPD opportunities.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (2015) states the definition of 'Special Educational Needs' as:

A child has 'special educational needs' if they have a learning difficulty which calls for special educational provision to be made for them.

A child has a 'learning difficulty' if:

- They have a significantly greater difficulty in learning than the majority of pupils of their age,
- They have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of their age in schools within the area of the local education authority, or
- They are under the age of five and is, or would be if special educational provision were not made for them, likely to fall within either definition above when of or over that age.

DEFINITION OF DISABILITY

Disability is defined in section 6 Equality Act 2010 as: "a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities".

ADMISSIONS ARRANGEMENTS

Provision for pupils with a learning difficulty or disability is a matter for the school as a whole. The school maintains a strong academic tradition and may not be the correct choice of school for pupils with significant learning difficulties.

Eversfield Preparatory School has a clear Admissions Policy. Admissions criteria apply to all prospective pupils regardless of any disability of which the school is aware, however, we do not have the facilities to offer highly specialised and intensive intervention to pupils with severe SEND. In the event of a place being offered to a pupil with a learning difficulty or disability, the school must be sure that the pupil will be able to access the curriculum and keep pace with the class in question, as well as be able to thrive within the school's learning environment.

Any prospective pupil who already has an educational assessment, e.g. an educational psychologist or occupational therapist's report, will be asked to produce a copy of the report. The report will form part of the evidence that will be taken into consideration before a place is offered or refused.

A child with an EHCP will only be offered a place at the school if the Headmaster can be certain that the needs of the child can be fully met and the provision that would need to be put in place would not be detrimental to other pupils educated at the school.

ACCESSIBILITY PLAN

The school has an Accessibility Plan in place. It is the role of the Headmaster and Governors to draw up the Accessibility Plan which considers the present situation and future needs of the school under the following headings:

- Improving access to the curriculum
- Improving access to the physical environment
- Improving access to information

This plan is reviewed regularly and as appropriate.

ROLES AND RESPONSIBILITIES

The Role of the Learning Support Coordinator (SENCO)

The Learning Support Coordinator is accountable for coordinating the learning support across the School. They will support all members of staff in delivering the curriculum to pupils who display any learning difficulties or SEND. This will also involve liaising with parents and the Leadership team.

At Eversfield the named Learning Support Coordinator is Mrs Claire Field.

The Learning Support Coordinator's duties can be found in their job description.

The Role of the Teacher

- To be aware of the learning needs of all pupils within their class, identifying where pupils need extra support;
- To involve the Learning Support Coordinator when they have concerns over a pupil's learning.
- To write Individual Education Plans (IEP) for pupils who need extra provision through liaison with the Learning Support Coordinator
- To implement the provision detailed in IEPs
- To communicate with parents;
- To share the impact of the support and feedback to parents in review meetings;

Teachers are given opportunities to increase their knowledge through specific training whenever possible.

The Role of Teaching and Learning Support Assistants

The use of Teaching and Learning Support Assistants (TLSAs) is encouraged as part of our learning support strategy. Their deployment during lessons to support the teacher or work with groups or individuals can increase the progress of those pupils. Their use should be planned, focused and supported through the sharing of lesson objectives and success criteria. They are given opportunities to increase their knowledge through specific training whenever possible. TLSAs can also carry out specific intervention programmes to support pupils with for example, literacy mathematics, speech and language difficulties and fine motor control difficulties. **They should not be exclusively used to support less able pupils but also more able groups, allowing the class teacher to support those pupils needing extra support.**

The role of the Headmaster

The Headmaster has a duty to:

- Review, monitor and evaluate school policies linked to learning support and SEND, including Admissions Policy and Accessibility Plan.
- Having regard to the SEND Code of Practice when carrying out these responsibilities for EYFS pupils
- Advise parents of pupils who leave Eversfield at the end of Key Stage 2 as to the suitability and appropriateness of different secondary schools to suit individual needs.
- Ensure that the school has a suitably qualified Learning Support Coordinator for the coordination of learning support and SEND.

- Meet with the Learning Support Coordinator on a regular basis, to monitor progress of individual pupils, support of staff and the annual Action Plan.
- Monitor the day-to-day running and management of learning support.
- Ensure staffing levels across the school are adequate to support all pupils.
- Be aware of current and new legislation linked with inclusion and SEND provision in independent schools.
- Allow opportunities for staff to discuss pupils at staff meetings.

The role of the Governing Body

The Governing Body's responsibilities include:

- Ensuring that provision of a high standard is made for all pupils
- Being involved in monitoring and subsequently reviewing Learning Support Policy
- Be aware of the Accessibility Plan and the extent to which the school is meeting the targets of the plan
- If requested, discussing the school's learning support and SEND provision with ISI inspectors.

THE SEND CODE OF PRACTICE

The SEND Code of Practice (2014, updated 2020) provides practical advice to schools in carrying out their duties to identify, assess and make provision for pupils' special education needs. The code sets out guidance to enable pupils to achieve their best, to be fully included in their school and to make a successful transition to secondary school and adulthood. Although independent schools do not have a statutory duty to follow this code, it is taken as good guidance.

The information in this part of the Eversfield Preparatory School's Learning Support and SEND Policy outlines the steps from there being a cause for concern onwards. We aim to provide early intervention and support to ensure pupils are only placed on the Special Needs Register when a special need is identified.

Categories of Special Educational Need

The Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that pupils' needs and requirements fall into four broad areas:

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

All teachers are responsible for identifying pupils with learning difficulties and, in collaboration with the Learning Support Coordinator, will ensure that those pupils requiring different or additional support are identified as early as possible. Assessment is the process by which pupils with SEN can be identified. Whether or not a child is making adequate progress is seen as a significant factor in considering the need for SEN provision.

This policy aims to achieve a graduated response with a child being supported within the classroom environment through excellent quality teaching before moving on to the more formal stages of SEN support.

Triggers

- The child makes little or no progress
- The child shows difficulty developing literacy or mathematics skills which result in lower attainment than expected.
- The child presents emotional or behavioural difficulties which are not remedied by the strategies outlined in the school's Behaviour Policy.
- The child appears to have sensory or physical difficulties which are impacting on their learning.
- The child appears to have communication or interaction difficulties.

Record of Concern

Where a teacher has a concern about a child they should liaise with the Learning Support Coordinator. Details will be recorded on the class Provision Map. Early identification can lead to early intervention which, in turn, can prevent a child progressing to the next stage of SEN support. The Learning Support Coordinator will carry out further investigations (e.g. screening, observations, work scrutiny, etc.) and outcomes will be discussed.

The updated Provision Map will detail all action to be taken. If a child has been identified as having a learning need, this can initially be addressed through further classroom differentiation or group intervention.

SEN Support

Where a special educational need is identified as the possible cause for the child's difficulties the child's parents will be invited into school for a meeting with the child's teacher and the Learning Support Coordinator. The child's name will be added to the School's Special Needs Register and an Individual Education Plan (IEP) drawn up detailing the additional provision and/or interventions that will be put in place to address the additional need. The IEP is reviewed termly at review meetings to which parents and pupils will be involved.

Where a child continues to make slow progress or no progress in specific areas of the curriculum, despite intervention and additional support, or where there are concerns of a specific learning difficulty, further assessment and guidance will be sought. The Learning Support Coordinator may recommend an assessment to help understand a student's specific learning needs and tailor future support. This assessment could be conducted by a professional, such as an educational psychologist, or other relevant specialist, to provide a more comprehensive understanding of the student's strengths and weaknesses. The goal is to ensure the support provided is effectively matched to the individual's needs.

However, this is usually not recommended until the age of 7.

When an external agency has become involved the Learning Support Coordinator will liaise and arrange a further meeting with parents. The provision being made for the child will be reviewed as a consequence of recommendations made by the external professionals. Parents will be advised to have their child re-assessed, if appropriate, prior to their move to secondary education.

Education and Health Care Plan (EHCP)

If, despite further intervention and provision, there is still little progress then a request for EHCP could be made.

An EHCP will normally be provided where, following a statutory assessment, the local authority considers that the child requires provision beyond what the School can offer. At this stage the Headmaster will speak with parents and a discussion held about whether Eversfield is the best school for their child.

LEARNING SUPPORT PROVISION

The school has experience of supporting pupils with a variety of different needs. All teaching staff and all TLSAs work with pupils to ensure the correct provision is made within the classroom setting. This includes planned differentiated activities within the classroom set up. If further provision is needed for a child with learning difficulties or has SEND, teachers and support staff will be expected to make use of the list of additional needs as outlined in the child's IEP.

Environment and Site

In order to support the learning of all pupils, staff are encouraged to:

- ensure the layout of the classroom enables all pupils to feel fully involved in the lesson and different activities;
- ensure pupils required to wear glasses do so
- ensure font size on interactive whiteboards is large enough for all pupils to read;
- where possible provide cream backgrounds on interactive whiteboards
- provide opportunities to support pupils who have difficulty presenting their work in written form.
- provide appropriate resources and activities to cater for different types of learner.

Where appropriate, the school site has been adapted for wheelchair users and less able-bodied people. The school has an Accessibility Plan (which provides more detailed information) and is constantly reviewing accessibility opportunities. The individual needs of prospective pupils or pupils within the school are assessed and addressed as far as practicably possible as appropriate.

Learning Support room

The school has a designated Learning Support room which also acts as a resource base for some of the school's specialist equipment. The needs of individual pupils are different and this demands flexibility of resources. Staff are encouraged to use appropriate resources to aid the learning of pupils with learning difficulties and SEND, in order to ensure the curriculum is inclusive for them. The Learning Support Coordinator is able to advise and support staff in choosing equipment and materials that are helpful for pupils in our care.

Where appropriate, staff are encouraged to:

- copy worksheets on to coloured paper to aid pupils in their reading, if it has been recognised that they find it easier to read work on paper that is not white.
- ensure worksheets, labels, posters etc. cater for pupils who may have colour-blindness and that they have distinguishable colour contrast.
- encourage pupils to use coloured overlays or encourage pupils who have prescribed coloured lenses in their glasses, to wear them;
- enlarge small print on worksheets for pupils as appropriate;
- use concrete apparatus as appropriate to the subject (particularly mathematics).

A proportion of the school's budget is allocated to Learning Support and SEND. It is the responsibility of the Learning Support Coordinator to ensure that the money is spent in accordance with development for the department outlined in the Learning Support and SEND Action Plan, which is approved by the Headmaster.

Provision

The Whole School Provision Map provides an overview of the support available to pupils at Eversfield.

The following are examples of support that can be offered:

Intervention Groups

Where a pupil is showing a weakness in a particular curriculum area, e.g. Phonics, Reading or Spelling, or with a particular skill, e.g. handwriting, the pupil may take part in a short term intervention to accelerate their progress. This intervention may be planned and taught by the staff in the Learning Support Department, Form Teacher or TLSA. Pupils who take part in these interventions are sometimes withdrawn from class at a time agreed with the Form Teacher for a time limited period. However, wherever possible, these interventions take place in lessons or during assembly times, form times or break times.

Individual Support

When a child is identified as having a specific learning need or significant gaps in their learning the child may be offered additional individual sessions. These sessions are planned for by the Learning Support Coordinator in liaison with the child's teachers and delivered by either the Learning Support Coordinator or a designated TLSA.

Pupils with an EHCP

Where a child has an EHCP, provision will be assessed by the Learning Support Coordinator to determine the best course of action to take. The EHCP will be reviewed annually with the Local Authority.

Pupils who cannot attend school

There may be instances when a pupil cannot attend school due to either a long-term or chronic illness or through exclusion. The School will endeavour to support learning in this instance through the provision of either online work or work taken home. This might include the use of a learning platform, recorded or live lessons and access to web-sites, school reading books or other resources. In such circumstances the School will work with parents to help with the transition from home back to school.

Additional Time

Where an educational psychologist's report recommends additional time under test and examination conditions the school will endeavour to provide this, if it is appropriate.

Access arrangements for formal tests will be made in line with the Joint Council for Qualifications (JCQ) access arrangements.

It is the parents' responsibility to notify future schools if their child requires additional time for entrance examinations at 11+.

English as an additional language (EAL)

Pupils with EAL who need support are identified and appropriate support is given in the classroom or occasionally in addition. It is the responsibility of the Learning Support Coordinator to develop a useful support programme for EAL pupils.

MONITORING & ASSESSMENT

External agency assessment

Where pupils continue to make little progress or where there is further concern about a specific difficulty parents will be given guidance on which professionals may be able to provide further support and the option of the involvement of the recommended therapist.

External agency support for difficulties which are not learning, but have a direct impact upon the child's academic progress, will work in liaison with the school to provide assessments and support appropriate to the needs of the individual child, e.g. CAMHS.

Monitoring Progress (Assess, Plan, Do, Review)

Monitoring pupil progress is a means of matching educational provision to the child's needs and therefore part of the continuous and systematic cycle of assessing, planning, action and review within the school to enable all pupils to learn and progress.

Teacher knowledge of a pupil over time will also play a fundamental part in deciding whether a pupil is making adequate progress within the curriculum.

A child's provision may be reviewed at any time. This may include removing a child's name from the Special Needs Register if he/she is deemed to no longer require support that is additional to, or different from, the differentiated approaches and learning arrangements normally provided for all pupils.

Goal Books and Individual Behaviour Plans

A goal book is given when a child is finding it difficult to follow the general classroom and school rules and the rewards and sanctions of the school Behaviour Policy have been ineffective. A discussion with the Form Teacher, Director of Pastoral Care, child and parents will take place and some targets agreed. The goal book is taken by the child to each lesson where the teacher will provide feedback on their efforts towards their targets. Individual Behaviour Plans (IBP) are drawn up for those pupils who show severe difficulty conforming to the normal expectations within the classroom environment. The Form Teacher and Director of Pastoral Care meet with the parents of any pupils about whom there is concern in relation to their behaviour. After further discussion an IBP may be drawn up by the Learning Support Coordinator, and then regularly reviewed in the same manner as IEPs.

Provision Map

The Whole School Provision Map details strategies that teachers are employing to support the pupils they teach. These strategies and provision will be additional to and different from the normal differentiated curriculum that is in place as part of the provision for all pupils.

The Class or Subject Teacher who teaches the pupil is responsible for drawing up all IEPs in liaison with the Learning Support Coordinator, the child and their parents.

At Eversfield Preparatory School, the IEP is a working document that:

- details the child's difficulties
- details the provision that the school is making for them
- records and reviews their targets, which should be SMART, and their progress towards them

- records their current attainment and identifies their achievements
- minutes the review meetings

The Learning Support Coordinator is responsible for planning review meetings with Class / Form Teachers and parents. Class / Form Teachers and the Learning Support Coordinator should attend review meetings sharing and discussing information with parents and older pupils.

The school recommends to parents that, where an educational psychologist has been involved in the assessment of a child, the assessment should be reviewed prior to transition to secondary school.

Annual review of EHCP

Where a child in the school has an EHCP, the review process, as outlined in the SEND Code of Practice, will be followed.

Review for a child in the Early Years Setting

Reviews of pupils who are still in Kindergarten, Nursery or Reception will be carried out in line with the guidelines in the SEND Code of Practice.

RECORD KEEPING

The Learning Support Coordinator is responsible for keeping and maintaining all records relating to the needs of different pupils. This includes pupils about whom there is a Record of Concern and who are in intervention groups, as well as those on the Special Needs Register.

The Special Needs Register is kept on the school's network and reviewed termly. All staff are briefed on new additions and other significant changes.

Copies of IEPs, IBPs, summarised educational psychologist's reports, notes made following meetings with parents and evidence of pupil's progress are all recorded and distributed to staff as appropriate and held on the school network.

THE EARLY YEARS SETTING

The Early Years Development and Childcare partnerships bring together private, voluntary and independent settings in receipt of Government funding to provide early education. As Eversfield Preparatory School is a school in receipt of government funding (through receipt of the nursery grant and nursery voucher scheme), the school has regard for the Code of Practice and is part of a whole network which provides support for pupils in their early stages of development.

Where there are concerns with pupils in the early years setting, support from outside agencies will be sought as appropriate.

CONTINUOUS PROFESSIONAL DEVELOPMENT

The school has a Professional Development Policy in place and is constantly working to ensure training and development needs of staff are addressed. Internal INSET delivered by the Learning Support Coordinator or other relevant professionals is considered an important part in the implementation of this policy.

The Learning Support Coordinator plays an important part in drawing to the attention of the Headmaster or Deputy Head courses which may be considered appropriate to develop the skills of teachers and TLSAs employed by the school.

Opportunities for the Learning Support Coordinator to develop and keep abreast of new initiatives are also planned for.

LINKS WITH SUPPORT SERVICES AND EXTERNAL AGENCIES

The school aims to work supportively in partnership with parents and pupils in order that the best possible provision can be made for pupils with learning difficulties and SEND.

The school is able to link with support services including:

- Independent speech and language therapist
- Child and adolescent mental health service (CAMHS)
- Education welfare services, including the Early Years Advisory Service
- Dyslexia Action
- Educational psychologists
- Specialist Inclusion Support Service (SISS)
- Solihull speech and language therapy team
- Occupational therapy services
- The Specialist Assessment Centre (SAS)

COMMUNICATION AND LIAISON

Communication and liaison with staff

At Eversfield Preparatory School, we believe that communication is fundamental to the progress and monitoring of any pupil within our care. Opportunities for staff to discuss pupils are wide and varied. The Learning Support Coordinator is responsible for cascading information on pupils about whom there is concern, or who are listed on the Special Needs Register. They need to ensure that the Headmaster is fully informed and aware of pupils needing support and the support offered. There are always opportunities for pupils to be discussed at regular staff meetings.

Some information is shared with staff in written format (for example after a meeting with a parent has taken place, and there are implications for other staff). All IEPs and IBPs are held centrally on the school's network.

Communication with parents

Building up strong links with parents is critical in the development of any child, but particularly in the Early Years and Primary setting.

At Eversfield we work hard to keep parents fully informed about their child's progress.

For pupils about whom there is a concern (be it directly linked with learning difficulties or in general provision of support), we like to involve parents at the earliest possible stage. We aim to explain the purpose of any planned intervention together with information as to how we intend to monitor and then review progress. Parents are actively invited to be involved with their child's education and where appropriate are provided with advice as to how they can best support their child at home.

Parents of pupils who are on the Special Needs Register at the SEN Support stage are invited to discuss their child's progress at termly IEP review meetings

SCHOOL TRANSFER

Pupils moving from another school to Eversfield

Information from a child's previous school is requested by the Registrar, once the pupil has been added to the Admissions Register.

Pupils leaving Eversfield

When a child leaves Eversfield to attend another school, records are forwarded once a request by the new school is made. Schools that request information about a child prior to offering a place (normally another independent school) are provided with information as appropriate to the request. Where possible transition meetings are arranged. All information on pupils is subject to the regulations of the Data Protection Act 2018 and GDPR 2018.

EQUAL OPPORTUNITIES

We are committed to the principle of equal opportunity for all pupils irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle.



We believe that equal opportunity is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They have an equal opportunity to learn and work towards their highest possible levels of achievement. The 'Vision and Values' which we uphold as a school help to emphasise equal opportunities for all staff and pupils at all times. All personnel are responsible for ensuring that we implement this policy.

All pupils will be respected and their individuality and talents recognised, valued and nurtured. Activities offer pupils opportunities to develop in an environment free from prejudice and discrimination. Management of resources within the school will ensure that both girls and boys have full access to all kinds of activities and equipment and are equally encouraged to enjoy and learn from them.

Appropriate opportunities will be given to pupils to explore, acknowledge and value similarities and differences between themselves and others. Thorough planning across parallel classes ensures equal provision, opportunity and access to the curriculum.

Teachers will endeavour to modify teaching and learning as appropriate for pupils with learning difficulties or disabilities, be they physical or educational.

INCLUSION

The School is an inclusive community and action will be taken to ensure that pupils with learning difficulties and SEND will be included in a proactive way. All pupils will be recognised and rewarded for their achievement. As an inclusive school we have:

- An inclusive ethos.
- A broad and balanced curriculum available to all pupils.
- High expectations and suitable targets for all.

In planning and teaching the school's curriculum we:

- Set suitable learning challenges.
- Respond to pupils' diverse needs and address these through our planning and delivery of the curriculum.
- Help pupils to overcome potential barriers to learning and assessment.

The Accessibility Plan clearly states how reasonable adjustments have been made and are being made to ensure all pupils are fully included.

COMPLAINTS AND CONCERNS

Parents who have concerns about any aspect of the SEND provision should discuss these in the first instance with the Learning Support Coordinator.

The Deputy Head or Headmaster are also available to discuss any concerns or queries that parents may have.

Should issues not be resolved at the initial stage, then parents should follow the guidelines as laid out in the School's Complaints Procedures.

MONITORING AND REVIEW

This Policy is monitored by the Governing Body and will be reviewed every two years or earlier, if deemed appropriate.

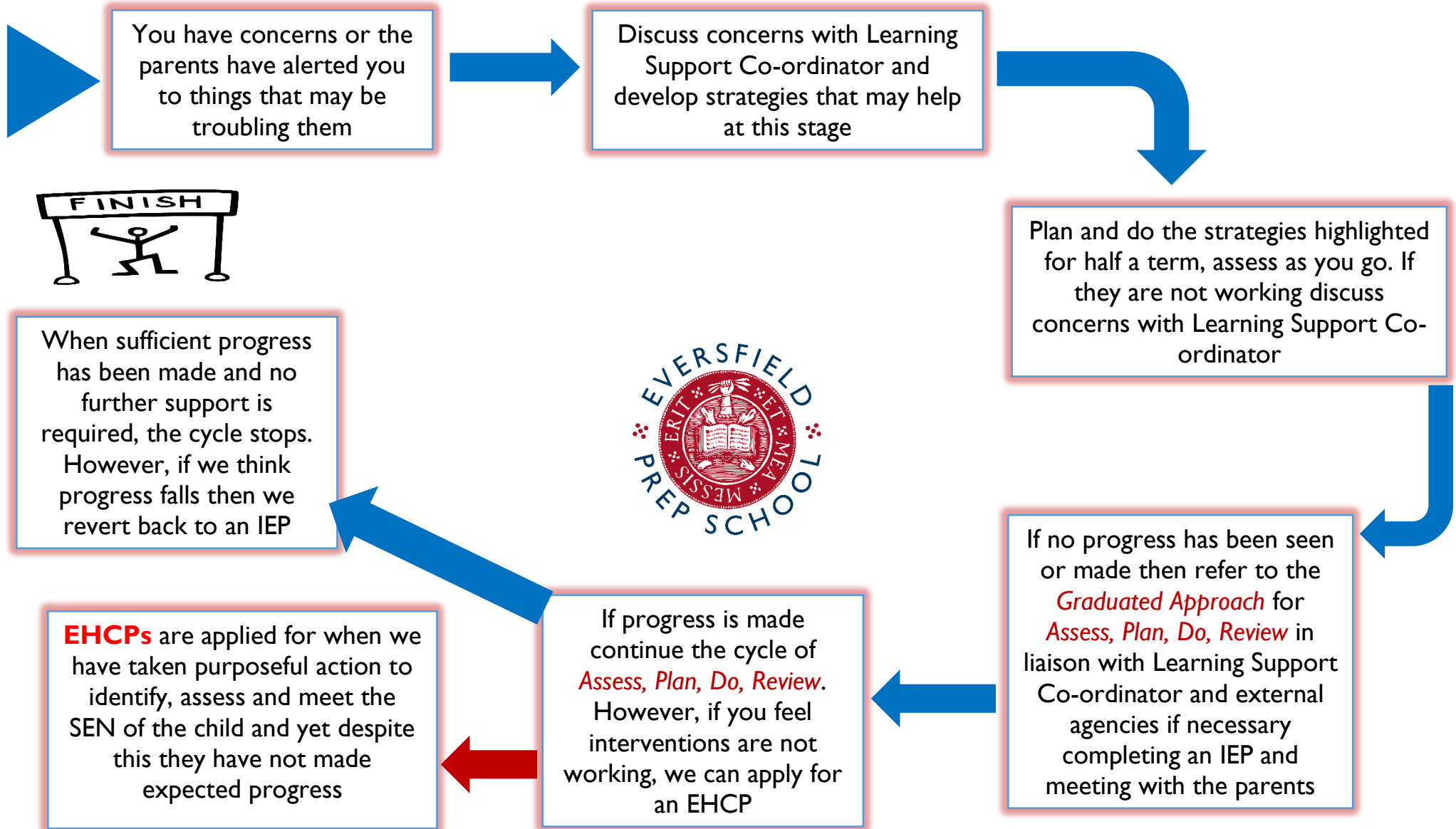
R A Yates, Headmaster, November 2024

GLOSSARY OF TERMS

CAMHS	Child and adolescent mental health service
EAL	English as an additional language
EHCP	Education and Healthcare Plan
EYFS	Early years foundation stage
IBP	Individual Behaviour Plan
IEP	Individual education plan
JCQ	Joint Council for Qualifications
SEND	Special educational needs and disability
SISS	Specialist Inclusion Support Service
SMART	Smart, measurable, attainable, realistic/relevant, time bound

APPENDIX A

Eversfield Preparatory School – SEN support

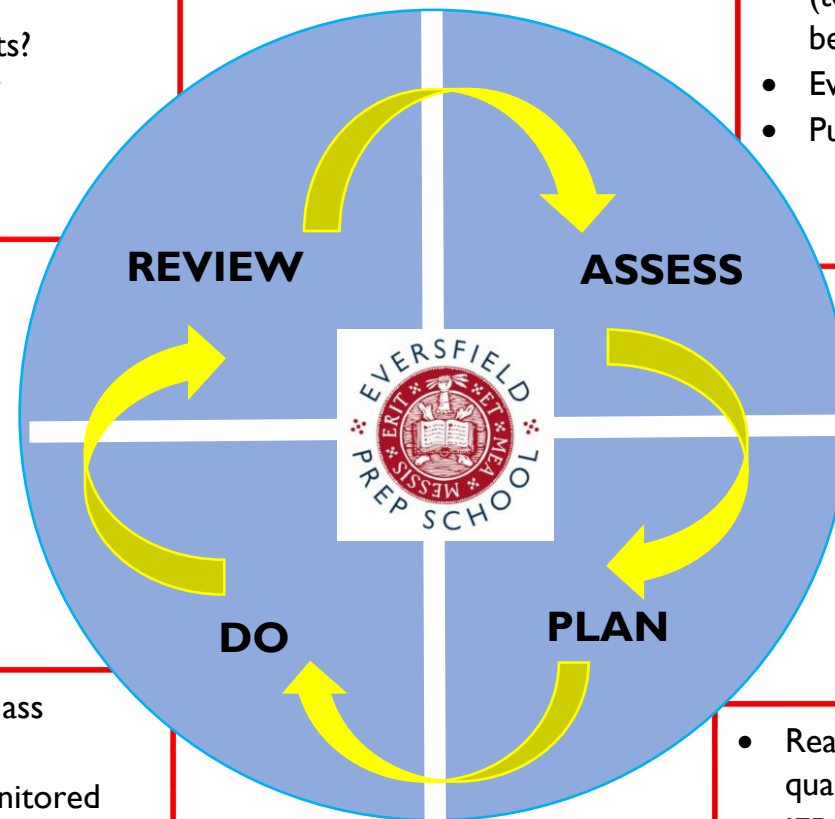


APPENDIX B

Eversfield Preparatory School – A Graduated Approach

- Teacher(s) and Learning Support Co-ordinator analyse the impact of provision
- Re-do baseline assessments to measure progress
- Review meeting –
 1. Has the pupil met their targets?
 2. Has the pupil made progress?
 3. What evidence do we have?
- Pupil and parent views heard

- Teacher judgments considered supported by Learning Support Co-ordinator (Record of Concern raised)
- Data recorded on progress, attainment (to include standardised tests) and behaviour
- Evidence collated
- Pupil and parent views heard



- Implementation of strategies by class teacher including resourcing
- Intervention programmes are monitored and evidence recorded by lead staff member
- Close liaison and monitoring of support by class teacher, Learning Support Coordinator and TLSAs

- Reasonable adjustments made to provide quality teaching
- IEP developed and expected impact on progress defined, SMART targets
- Pupil and parent views heard
- Additional interventions should be time limited and effectively monitored