ALDENHAM
PREP SCHOOL

SEND Policy

Managed by:	Updated:	Review Date:
Mrs J Curtis	September 2026	September 2027

Head Authorisation:	Date:
	1 September 2026
Mrs S Galpin	

INFORMATION

This is a copy-controlled document. If you are unsure of it being the most current version, please refer to the office. If you need any changes to be made please speak to the office or the Policy Manager.

Special Educational Needs and Disability (SEND) Policy

Introduction

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for school (DfE Feb 2013)
- Children and Families Act (2014)
- Schools SEN Information Report Regulations 2014 and the Special Educational Needs and Disability Regulations (2014)
- Working Together to Safeguard Children (DfE 2015)
- SEND Code (2015)
- Teachers Standards 2012
- Supporting Pupils with Medical Conditions in School (DFE 2017)
- Early Years Foundation Stage Framework (July 2023)
- The government's upcoming SEND White Paper (expected Autumn 2025)

Aims and Objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child
- to ensure that the special educational needs of children are identified, assessed and provided for by the Class Teacher/ Early Years Practitioners (EYPs), Learning Support Assistant (LSA), Teaching Assistants (TAs) and Head of Learning Support (LS), Joanne Curtis
- to make clear the expectations of all partners in the process
- to identify the roles and responsibilities of staff in providing for children's special educational needs
- to enable all children to have full access to all elements of the school curriculum
- to ensure that parents are able to play their part in supporting their child's education.

We provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise because of a child having special educational needs. Teachers, Tas, LSA and EYPs take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. The SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. The flow diagram below illustrates this process.



Educational Inclusion

We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language, English and Maths
- planning to develop children's understanding through a wide range of experiences
- planning for children's full participation in learning and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Admissions

Aldenham Prep is an independent school that has an academically selective admissions policy and we welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of the school. Treating every child as an individual is important to us, and we welcome pupils with special educational needs and disabilities, providing that our Learning Support Department can provide them with the support that they require.

Special Educational Needs

The 2014 Code of Practice states:

A child has SEND if they have

- *a learning difficulty which calls for special educational provision to be made for him/her*
- *a significant greater difficulty in learning than the majority of others the same age*
- *or, has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age.*

The SEN Code of Practice (2014) describes areas of need falling into four broad categories these are:

- Communication
- Cognition and learning

- Social, mental and emotional health
- Sensory and/or physical.

Some children's needs may fall into several of the areas of need. It is the Head of LS who will assess where the majority of the child's needs fall and therefore how best to address their barrier/s to learning.

Other factors

There are many factors which may influence progress and attainment which do not constitute a special educational need. These can include disability, attendance and punctuality, English as an Additional Language (EAL), to name but a few.

Coordination of SEND Provision

The progress of every child is the responsibility of the Class Teacher including those with SEND. They will be supported by the Head of LS, who is responsible for coordinating provision for SEND and all duties outlined in the SEND Code of Practice. In addition to the day-to-day management of our SEND policy, her duties include:

- Liaising with, advising and supporting teachers and support staff about children with SEND;
- Coordinating provision for children with SEND;
- Liaising with parents of children with SEND;
- Identifying, assessing, monitoring and record keeping for children with SEND;
- Liaising with external professionals, including Educational Psychologists, Speech and Language Therapists and Occupational Therapists;
- Informing the Headmistress, who reports to the Governing Body, of all developments;
- Organising in-service training for staff, ensuring awareness of new initiatives and developments;
- Identifying and organising resources required to support SEND provision;
- Coordinating the Annual Review meetings for children with an Education, Health and Care Plan (EHCP);
- Ensuring continuity of provision for children with SEND by liaising with preschools and secondary schools; and,
- Attending relevant SEND courses, meetings and conferences.

Identification of children with SEND

At Aldenham Prep, we have developed a whole school approach to SEND. This involves identifying individual needs as early as possible and working closely with parents. Information leading to the identification of children's SEND may come from a number of sources. These include:

- Pre-school- liaison with pre-schools or nurseries and information provided by parents
- In school staff observations, attainment scores, Foundation Stage Profile, reports from external agencies, reports from previous schools, standardised screening and assessment tools
- Parents

Staff can raise concerns about a child with the Head of LS at any time. Based on the school's observations of the whole child, assessment data and following a discussion between the Class Teacher and the Head of LS, the child may need one or both of the following:

- Differentiated curriculum support in class
- SEN support

Parents are always consulted and will be informed of the provision in place according to the pupil's needs and their individual barriers to learning.

Stages on the Learning Support Register

Monitor

If a child is identified with a barrier to learning they will be monitored and receive additional in school support to assist with overcoming or adapting to their barrier.

SEND Support

Special educational needs are met by quality first teaching, in class support and withdrawal intervention programmes, individually or in small groups. If further support is required, a reasonable adjustment can be made to the curriculum and one-to-one or small group specialist Maths and English support can be made available. Support from one or more outside professionals may be sought with parents' consent e.g., Educational Psychologists, Speech and Language Therapists etc.

Education, Health and Care Plan (EHCP)

If the School, in agreement with parents, feel that the child has exceptional needs and is not making sufficient progress, despite interventions in place, then they may request the Local Authority to undertake a statutory assessment. Once granted, this assessment may or may not lead to the Local Authority issuing an EHCP.

Children who are classed by the Local Authority as having exceptional needs will be issued with an EHCP which outlines all of the child's special educational needs and any special provision necessary to meet those needs. The EHCP will have medium term objectives that the child would be expected to achieve and progress against. These objectives will be reviewed in an Annual Review meeting.

Assessment and Review of Children with SEND

The Head and Head of LS meet weekly to discuss key issues and children of concern. The Head of LS regularly meets with all Class Teacher, Tas, LSA and EYPs to monitor progress of pupils with SEND. Children receiving one-to-one Learning Support will have individual targets. Parents of children with SEND are regularly involved in discussions through termly reviews of individual targets, whether they have been met and subsequent steps to be taken.

In some cases, an assessment by an Educational Psychologist may be required and parents are fully involved in this process. The Educational Psychologist will advise the school and parents on how best to meet the child's needs. Children with an EHCP have a formal annual review which parents and all external agencies are invited to attend.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions need appropriate support to ensure full access to the curriculum, including school trips and physical education. These pupils will not need Special Educational Needs Support unless their medical needs affect their learning. Please also refer to the Medical Conditions at School Policy.

Partnership with Parents/Carers

At Aldenham Prep, we wish to work closely with parents/carers in a spirit of mutual support, encouragement and consultation. We value the information and knowledge parents can offer us about their child and notify parents from the earliest stages when a concern has been identified. We encourage active participation of parents/carers by providing guidance on how learning can be supported at home through workshops and parent consultations. Class Teachers have an 'open door' policy and are available at a mutually agreed time to discuss concerns. The Head of LS is also available to deal with concerns and provide advice.

Data Security Data on children with SEND is securely stored in the Learning Support Department. Documents are stored in line with our Data Protection Policy.

Reviewing the Policy

This SEND policy will be reviewed annually. This is a working document, detailing a co-produced policy in the spirit of current reform.

Signed: J Curtis September 2026

Aldenham Prep SEND Information Report

How does the school know if children need extra help and what should parents/carers do if they think their child may have special educational needs?

The staff at Aldenham build close, supportive relationships with all our children. The attainment and progress of all pupils is monitored closely through high quality teaching in the classroom, and the curriculum is planned to meet individual needs. Early identification is vital. The Class Teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. Children who are making slower than expected progress and require additional support to attain age related expectations are identified and the school works in partnership with parents to establish differentiated provision to meet the needs of the child. This may take the form of adapted planning within the classroom, working within a small group of children for some activities, one to one support from a TA/EYP/LSA or intervention strategies, which are monitored by our Head of LS. If there is an indicator of a specific learning difficulty or more complex need the child will be recorded as having special educational needs (SEN). Communication between home and school is crucial throughout the process and parents are informed and involved throughout. Parents who are concerned about the progress their child is making or about SEN issues should talk to their child's Class Teacher.

How will school staff support my child?

If a child has been identified as making less than expected progress or is not meeting age-appropriate expectations, the first response is high quality teaching targeted at their areas of weakness. If progress continues to be less than expected, it may be necessary for the Class Teacher to organise additional support or targeted intervention. This support could be extra group or individual support. Different teaching resources may be used. This will usually take place within the classroom as part of the lesson to maximise the impact. Interventions can range from a short daily session to longer less frequent sessions a week depending on the need of the child. It is the Class Teacher's responsibility to provide for children with SEND in his/her class and to follow the school's procedures for identifying, assessing and making provision to meet those needs. Where the interventions involve teaching away from the main class the Class Teacher still retains responsibility for the child and works closely with support staff to plan and assess the impact of the interventions and how they can be linked back to classroom teaching. The Head of LS provides advice, monitoring and links with outside agencies.

How will I know how my child is doing?

High expectations of each child in their class coupled with skilled differentiation usually ensures that children are making at least expected progress and frequently higher than expected progress. However, some children still require additional support alongside this. Where a child requires additional support, parents are informed, and targeted intervention is put in place. This support is monitored closely by both Class Teachers and Head of LS and regularly modified. Most interventions take place over one or two terms and progress is reported back to parents at parent consultations or more regularly if needed. Aldenham Prep has an 'open door' policy and encourages ongoing communication to ensure effective partnership.

How will the learning and development provision be matched to my child's needs?

The teacher's detailed assessment and experience of the child, along with advice and guidance from the Head of LS, will shape the planned provision. Their previous progress and attainment, development in comparison with their peers, the views and experiences of parents and the pupils' own views are also important factors as appropriate support is developed. This ensures that any barriers to learning are identified, and effective provision suited to a child's specific needs is implemented.

What support will there be for my child's overall well-being?

All staff are here to provide support for children's social, emotional and mental health needs. The Class Teacher and support staff are skilled in implementing effective behaviour strategies and working closely together with parents and children to ensure strategies are consistent with those at home. The school has a consistent behaviour and discipline policy across the school which is published on the school portal and website. The school adheres to the statutory guidance 'Supporting Pupils with Medical Conditions in School' (DFE 2017) and all medication is kept in a secure place and is only administered by designated people. Individual health care plans are written for children with medical conditions and shared with all staff that work with the child including lunch time staff.

What training have the staff, supporting children with SEND, had or are having?

The Head of LS has a Level 7 Diploma in Teaching and Assessing Learners with Specific Learning Difficulties. All staff support children with SEND and are trained in Safeguarding and First Aid. There are specially trained paediatric first aiders within Prep, Pre-Prep and the Foundation Stage along with three designated members of staff responsible for safeguarding concerns. All staff benefit from regular CPD (Continuing Professional Development) both in school and via external providers to ensure they have an up to date working knowledge of SEND issues and current legislation. All support staff working to support specific needs are led by the school's Head of LS who provides in-house training and support.

How will you help me to support my child's learning?

Parent Consultation Evenings with Class Teachers and Head of LS are held twice a year to keep parents fully informed of their child's progress and a report is written for each child in the Christmas and Summer Terms. Parents are involved in reviews where extra support has been put in place and their views are sought at each opportunity to help support their child's learning. Children are given activities to complete at home regularly so that parents are able to see what their children are able to achieve independently and support them with their learning if necessary. Curriculum booklets are shared each term by Class Teachers so that parents are informed which topics will be covered and a meeting is held for all parents at the beginning of each new year group.

At Aldenham Prep, RULER has been implemented to integrate the teaching of emotional intelligence into daily life. RULER teaches five key emotional intelligence skills:

- **R**ecognising emotions in oneself and others
- **U**nderstanding the causes and consequences of emotions
- **L**abelling emotions appropriately
- **E**xpressing emotions appropriately
- **R**egulating emotions effectively

RULER integrates these skills into the academic curriculum and provides opportunities for pupils and all the key adults involved in their education- teachers, support staff and family members- to learn and apply these skills.

How will I be involved in discussions about and planning for my child's education?

There are formal occasions such as Parent Consultation Evenings where parents are involved in discussions about their child's education and targets. However, we have an 'open door' policy where parents are usually able to speak to a Class Teacher before or after school to pass on a message/ piece of information or a meeting is planned where a longer discussion may be needed. Parents can telephone to arrange for a teacher to call them back or email via the school office. Parents are represented on the Suggestions Committee and there is also a very active parents' association in school, Aldenham School Parents Association (ASPA). Parents of children with SEND are regularly involved in discussions through termly reviews of individual targets for those receiving one-to-one specialist support, whether they have been met and subsequent steps to be taken.

How will my child be included in activities outside the classroom including school trips?

For all school trips a risk assessment is undertaken to ensure that each child is kept safe. All children with SEND are included on all school trips and when appropriate additional staff are deployed. Parents are consulted to ensure full participation and active engagement of all children.

How accessible is the school environment?

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary. The building is wheelchair accessible and has disabled changing and toilet facilities. Specialised equipment is provided where appropriate for children with SEND, needs and advice are sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.

Who can I contact for further information?

The school has a part-time Head of LS who can be contacted via the School Office or email (prep@aldenham.com) and is available to meet with parents if you have any concerns about your child. You may feel it is more appropriate to speak to your child's Class Teacher with any initial queries.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We recognise that transitions can be difficult for all children to manage but can be a particular challenge for those with SEND. We take steps to ensure that any transition is as smooth as possible. If your child is transferring to us from another school, we will arrange to meet with you and communicate with the previous school to gather as much information as possible.

When the children are moving classes within the school, information will be passed on to the Class Teacher in advance and a planning meeting will take place with the new teacher. At the start of the new term, the Head of LS will meet with the Class Teacher to ensure they have all necessary information.

Transition activities take place between every year group, but particularly between Reception and Year 1, Year 2 and Year 3 and then Year 6 and Year 7.

When your child is ready to move into secondary school, we will liaise with the Head of LS at your chosen school to ensure that your child's specific needs are known.

How is the decision made about how much support my child will receive?

The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views, their own views and consultation with their Class Teacher. This support is reviewed regularly with amendments being made to the programme of support. Interventions typically last between 1 and 2 terms with the emphasis being on early identification and targeted effective support to minimise any long-term need for additional support.

If further support is required, a reasonable adjustment can be made to the curriculum and small group or one-to-one specialist Maths and English support can be made available. The nature of this support will be dependent on the child's individual needs. With parental consent, a child would be withdrawn for a certain amount of time each week, to work on a one-to-one basis. Short-term targets would be drawn up in agreement with the Class Teacher, parents, the child and Head of LS and in consultation with other professionals involved in the support of that child. Individual targets will employ a finely graded, small-steps approach to ensure that children experience success.

It will also indicate the planned outcomes, teaching strategies used and the date for the targets to be reviewed. In most cases this review will take place once a term.

If the review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in the Prep School by external support services. External support services will provide information for the child's new targets to be implemented in the child's normal classroom setting or on a one-to-one basis. The school has an open and flexible approach, working in tandem with specialist schools and with other professionals who are welcomed into the school. The school does as much as possible to work in conjunction with the parents as to the provision for their children.

If the child continues to demonstrate significant cause for concern, a request for an Educational Psychologist assessment will be made. A range of written evidence about the child will support the request. We seek a range of advice before making an application for an Education, Health and Care Plan assessment in order to gain an EHC Plan which will outline long term objectives and strategies on behalf of all services. There are strict criteria for this and they only apply to a very small percentage of children.

Signed: J Curits

Date: September 2026

SEND Policy

Document History

Date:	Pages:	Amendments:	Reason:	Name:
Christmas Term 2015 Policy created				Lisa Evans
Christmas Term 2016 Policy reviewed				Lisa Evans
20/11/17	1	Early Years Foundation Stage Statutory Framework (DfE 2014) Working Together to Safeguard Children (DfE 2015) Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)	reference made to additional guidance and documents	Lisa Evans
Christmas Term 2018 Policy reviewed				Lisa Evans
17/10/19	1	SEND Code (2015) Teachers Standards (2012) Early Years Foundation (DfE 2017) Statutory Guidance on Supporting Pupils at School with Medical Conditions (DfE 2017)	reference made to additional guidance and documents	Lisa Evans
17/10/19	5	regularly meets	change in timetable	Lisa Evans

14/9/20	1-9	Class Teacher/ Nursery Teacher/EYPs	restructuring of the Nursery	Lisa Evans
14/9/20	SEND Information Report 6,7,8 & 9	Class Teacher/ Nursery Teacher/EYPs	restructuring of the Nursery	Lisa Evans
11/11/21	1	Early Years Foundation Stage Framework (2021)	reference made to updated Framework	Lisa Evans
11/11/21	7 & 8	RULER information	RULER recently introduced	Lisa Evans
17/8/23	4	For which there will be an additional charge deleted	Parents are no longer charged for 1-1 LS lessons	Lisa Evans
17/8/23	9	For which there will be an additional charge deleted	Parents are no longer charged for 1-1 LS lessons	Lisa Evans
2/8/24	4	or small group specialist Maths and English support can be made available.	Additional group support is now being provided by Head of LS and Specialist Teacher.	Lisa Evans
2/8/24	7	three designated members of staff responsible for safeguarding concerns.	An additional member of staff has received training	Lisa Evans
2/8/24	8	or those receiving one-to-one specialist support	Only children receiving one-to-one support will have individual targets.	Lisa Evans
2/8/24	9	small group or one-to-one specialist Maths and English support can be made available. The nature of this support will be dependent on the child's individual needs.	Additional group support is now being provided by Head of LS and Specialist Teacher.	Lisa Evans
08/08/25	1	The government's upcoming SEND White Paper (expected Autumn 2025) and ongoing reforms, including the £760 million Transformation Fund for 2026–27 and 2027–28.	Additional guidance documents to be released.	Jo Curtis
17/06/26	1,4,6	Inclusion of LSA. A new role starting September 2026	Additional support	Jo Curtis