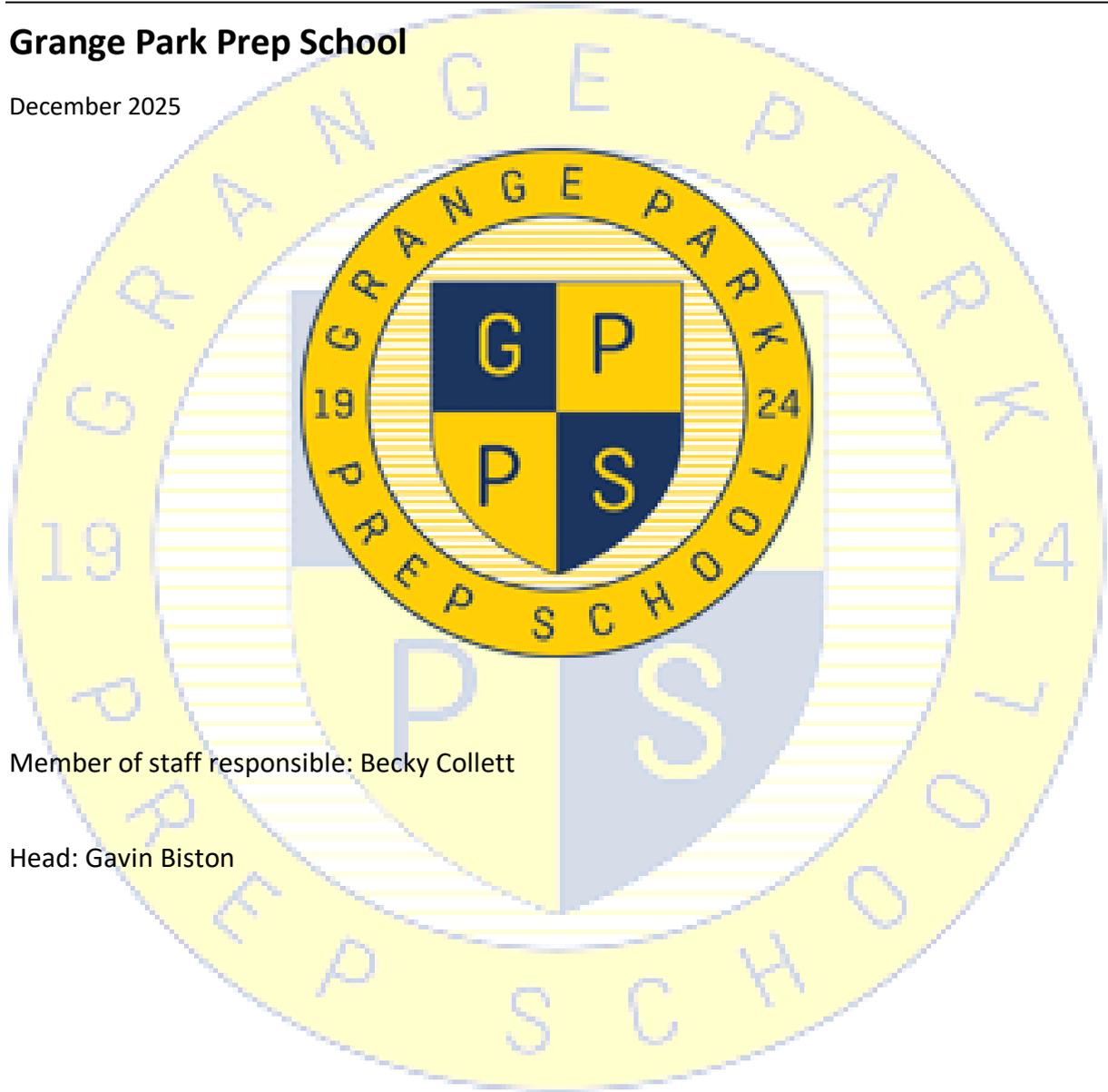


# Special Educational Needs and Learning Difficulties (SEND) Policy

---

**Grange Park Prep School**

December 2025

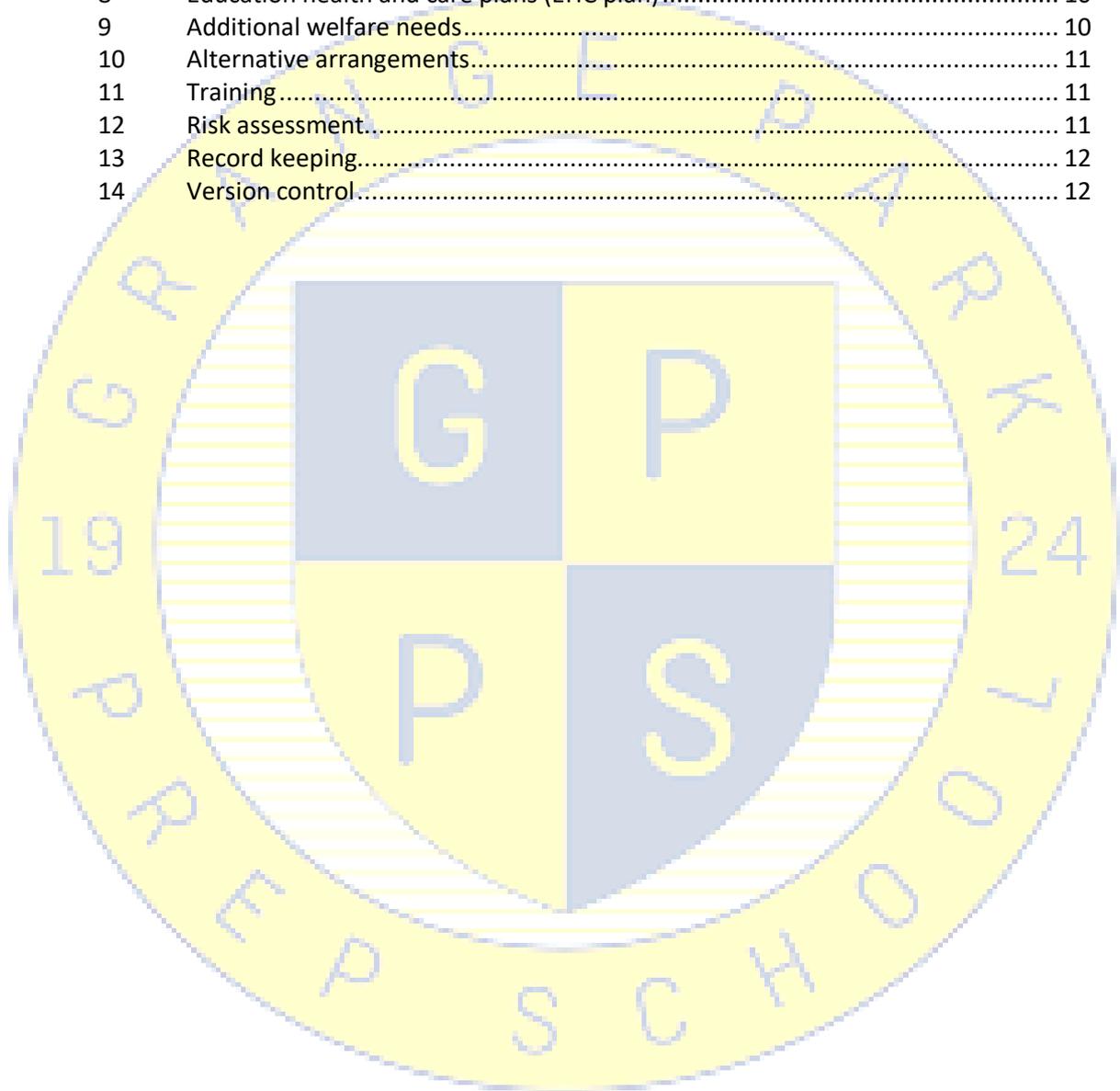


Member of staff responsible: Becky Collett

Head: Gavin Biston

## Contents

1	Aims.....	3
2	Scope and application .....	3
3	Regulatory framework.....	3
4	Publication and availability .....	4
5	Definitions.....	4
6	Responsibility statement and allocation of tasks.....	5
7	Procedures .....	6
8	Education health and care plans (EHC plan).....	10
9	Additional welfare needs.....	10
10	Alternative arrangements.....	11
11	Training.....	11
12	Risk assessment.....	11
13	Record keeping.....	12
14	Version control.....	12



## 1 Aims

- 1.1 This is the policy on special educational needs and learning difficulties of Grange Park Prep School
- 1.2 The aims of this policy are as follows:
  - 1.2.1 to promote good practice in the detection and management of additional needs or more widely known as special educational needs (**SEN**);
  - 1.2.2 to explain the support the School can provide for children who have learning difficulties and the co-operation needed from parents;
  - 1.2.3 to actively promote the well-being of pupils.

## 2 Scope and application

- 2.1 This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**)

## 3 Regulatory framework

- 3.1 This policy has been prepared to meet the School's responsibilities under:
  - 3.1.1 Education (Independent School Standards) Regulations 2014;
  - 3.1.2 *Statutory framework for the Early Years Foundation Stage (September 2025)*
  - 3.1.3 Education and Skills Act 2008;
  - 3.1.4 Childcare Act 2006;
  - 3.1.5 Data Protection Act 2018 and General Data Protection Regulation (GDPR);
  - 3.1.6 Equality Act 2010; and
  - 3.1.7 Children and Families Act 2014.
- 3.2 This policy has regard to the following guidance and advice:
  - 3.2.1 **Special educational needs and disability code of practice: 0 to 25 years (DfE and Department for Health, January 2015) (Code of Practice)**
- 3.3 The following School policies, procedures and resource materials are relevant to this policy:
  - 3.3.1 equal opportunities policy;
  - 3.3.2 safeguarding and child protection policy and procedures;
  - 3.3.3 risk assessment policy for pupil welfare;
  - 3.3.4 anti-bullying policy;
  - 3.3.5 English as an additional language policy;
  - 3.3.6 admissions policy;

## 4 Publication and availability

- 4.1 This policy is published on the School website.
- 4.2 This policy is available in hard copy on request.
- 4.3 A copy of the policy is available for inspection from the school office during the School day.
- 4.4 This policy can be made available in large print or other accessible format if required.

## 5 Definitions

### 5.1 Where the following words or phrases are used in this policy:

5.1.1 References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website.

5.1.2 References to a Individual Education Plan (IEP) are references to a plan or programme designed for children with SEN to help them to get the most out of their education. **An IEP** outlines specific targets, strategies, and support services to help the student achieve goals related to their learning, social, or communication skills that are different from or additional to those provided to their classmates.

5.1.3 References to a One Page Profile are references to a simple summary of an individual's strengths, what is important to them, and how they prefer to be supported. It is a person-centered tool used to ensure that those who support a person—like teachers, social workers, or family members—have a clear, easy-to-understand snapshot of the person's character, needs, and gifts.

5.1.4 References to **Provision mapping** are references to provision maps used by the School as an efficient way of showing all the provision that the School makes which is additional to and different from that which is offered through the School's curriculum. The use of provision maps can help the Special Educational Needs Co-ordinator (**SENCO**) to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention

### 5.2 "Special educational needs" and "learning difficulty"

5.2.1 Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

5.2.2 Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) has a learning difficulty such as dyslexia, ASD, speech and language and/or social and emotional difficulties;
- (c) are under five and fall within the definition at (a) or (b) above or are likely to do so do when of compulsory school age if special educational provision is not made for the child.

5.2.3 When identifying the needs of a pupil with SEND, we refer to the four broad areas of need as detailed in the Code of Practice (2015, p.97). These are as follows:

- (a) Communication and Interaction - this includes children with Speech, Language and Communication Needs (SLCN) and those who fall on the Autistic Spectrum (ASD).
- (b) Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- (c) Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties, e.g. anxiety, depression. Other children may have features of hyperactivity, concentration difficulties and/or impulsive behaviours or attachment disorder.
- (d) Sensory and/or Physical - this includes children with sensory impairment, visual impairment, hearing impairment or multisensory impairments and physical difficulties which may require ongoing support and specialist equipment

5.2.4 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. However, children for whom English is an additional language will be provided with appropriate support. Please see the School's EAL policy (English as an additional language).

5.2.5 A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen.

5.2.6 The expression "learning difficulty" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing or who have an autistic spectrum disorder.

5.2.7 Learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability.

## 6 Responsibility statement and allocation of tasks

6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.

6.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Becky Collett	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Becky Collett	As required, and at least annually
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Becky Collett	As required, and at least annually
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Becky Collett	As required, and at least annually
Formal review	Proprietor (ILG)	As required, and at least every 2 years

### 6.3 The School's SENCO has responsibility for:

- 6.3.1 ensuring liaison with parents and other professionals in respect of a child's special educational needs;
- 6.3.2 advising and supporting other staff in the School;
- 6.3.3 ensuring that appropriate Individual Education Plans/One Page Profiles/ Provision mapping is in place and effectively implemented;
- 6.3.4 ensuring that relevant background information about individual children with special education needs is collected, recorded and updated;
- 6.3.5 undertaking any other appropriate duties in accordance with the Code of Practice.

## 7 Procedures

- 7.1 The School is a mainstream independent school with high academic standards. Even so, we may carry out screening tests on individual pupils, in order to detect signs of learning difficulties, such as using the Dyslexia/Dyscalculia Screening tests.
- 7.2 The School's approach to the detection and management of learning difficulties will be guided by the Code of Practice. In general, the School's approach will be cautious so as not unnecessarily to run the risk of a child being labelled "dyslexic" when a later assessment might result in a different explanation for the difficulty.

7.3 In line with the SEND Code of Practice (2015), we take a graduated approach to SEND support, following the Assess, Plan, Do, Review cycle:

(a) Assess.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. This includes raising their concerns with the school's Inclusion Lead.

It is the responsibility of class teachers, under the Teachers' Standards 2012 and the SEND Code of Practice 2015, to put in place strategies that will support and accelerate the progress and development of SEN/D pupils in their class. Differentiation and class-based strategies come under the category of quality first teaching and are the first steps in responding to pupils with additional needs. If the professional opinion of the class teacher and Inclusion Lead is that a child's needs are more complex or not responding to quality first teaching strategies, then the child is placed higher up the concern ladder into the category 'SEN Support'. At this stage, all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, is brought together to form a profile of the child and plan appropriate support.

The process of assessment will involve:

1. carrying out a clear analysis of the pupil's needs drawing on teacher assessment and experience of the pupil
2. take into account their previous progress and attainment
3. consider the pupil's development in comparison to their peers and national data
4. consider the views of parents, the pupil's own views and, if relevant, advice from external support

We take seriously any concerns raised by a parent. These are recorded and compared to the school's own assessment and information on how the pupil is developing.

Academic progress is cause for concern if it:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Additionally, where a pupil is not making progress with their wider development due to social and/or emotional difficulties, SEND provision would be considered to enable the child or young person to make a successful transition to adult life.

Plan

Where it is decided to provide a pupil with SEN support, the parents are notified. The teacher and the Inclusion Lead should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or social/emotional skills. Support and intervention provided is then selected to match the outcomes identified for the pupil. Where necessary,

plans will outline parental involvement to contribute to progress at home. All teachers and support staff who work with the pupil are made aware of their needs, intended outcomes and the support and/or strategies that are required.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Inclusion Lead supports the class teacher in the further assessment of the child's particular strengths and weaknesses and advising on the most effective form of support.

Review

7.4 The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed regularly. The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. The teacher, working with the Inclusion Lead, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education and Health Care Plan (EHCP), the Local Authority, in cooperation with the school, must formally review that plan, through the Annual Review cycle, as a minimum every twelve months.

#### 7.5 **Formal Assessment**

7.5.1 If screening results indicate that a pupil may have a learning difficulty which ought to be assessed without delay, we will ask the pupil's parents to agree to the pupil being formally assessed by an educational psychologist, or relevant external professional. The School will ask the parents to agree to follow his / her recommendations unless there are persuasive reasons to the contrary.

7.5.2 The parents may consult an educational psychologist retained by the School, or one of their own choice. The cost in either case must be borne by the parents.

#### 7.6 **Learning support**

7.6.1 If the screening test results indicate that a pupil may have a learning difficulty but the circumstances are not such as to indicate an immediate formal assessment or a course of additional specialist teaching is required, the School may offer additional support and work on targets set on IEP.

7.6.2 Learning support of this kind will be provided at no additional cost.

7.6.3 The pupil's progress and needs will be monitored and, if necessary, the School will recommend a formal assessment if the learning support does not appear to be meeting the pupil's needs.

7.6.4 **Specific targets set each term will form the basis of withdrawal support.**

#### 7.7 **Examinations**

7.7.1 Pupils who have been diagnosed as having a learning difficulty may be eligible for extra time and / or other "access arrangements" to complete entranced exams to senior schools

7.7.2 Parents are asked to liaise with their child's class teacher with respect to this.

## 7.8 Information sharing and parent involvement

7.8.1 Parents are asked to provide the School with a copy of any report or recommendations which have been made in relation to special educational needs at their child's previous school or elsewhere. Confidential information of this kind will only be shared within the School on a "need to know" basis.

7.8.2 The School will do all that is reasonable to report and consult with parents about their child's learning difficulties and to ensure that teachers are given any necessary information about a child's learning difficulties and that teaching practices are appropriate.

7.8.3 Parents should notify the School immediately if their child's progress or behaviour causes concern so that the School can devise and agree a strategy with the parents.

7.8.4 Parents bear the overall responsibility for taking decisions about the management of their child's learning difficulties. A parent who would prefer to have a formal assessment instead of additional specialist teaching or learning support should make arrangements accordingly with the School or outside, as appropriate. In these circumstances parents must ensure that the School is given copies of all advice and reports received.

## 7.9 Individual Education Plans and One Page Profiles

7.9.1 The Inclusion Lead will ensure that an appropriate Individual Education Plan (IEP), or One Page Profile is in place where required.

7.9.2 The IEP will be agreed with the parents at Pupil Progress Review Meetings and, if appropriate, the pupil and will include:

- (a) the adjustments, interventions and support required to meet the outcomes identified for the pupil;
- (b) the expected impact on the pupil's progress, development or behaviour, as appropriate; and
- (c) clear dates for review.

7.9.3 In carrying out the review, the Inclusion Lead/ Class Teacher will consider:

- (a) the effectiveness of the support and interventions and their impact on the pupil's progress;
- (b) the views of relevant teaching staff, the parents and, if appropriate, the pupil; and
- (c) any changes that are required to the support and outcomes set out for the pupil.

7.9.4 The IEP allows for the pupil's input to generate self-awareness and ownership of targets and achievements. It is phase-specific and will include:

- (a) the short term targets for the pupil;
- (b) the planned outcomes; and
- (c) the date for the plan to be reviewed.

The strategies within the IEP will, wherever possible, be implemented within the pupil's normal classroom setting.

## 8 Education health and care plans (EHC plan)

8.1 Parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

8.2 Where a prospective pupil has an EHC plan, the School will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the EHC plan can be delivered by the School. The School will co-operate with the local authority to ensure that relevant reviews of EHC plans are carried out as required.

8.3 Any additional services that are needed to meet the requirements of the EHC plan will need to be charged to the local authority if the authority is responsible for the fees and our school is named in Section I of the EHC plan. In all other circumstances charges will be made directly to parents unless the additional services can be considered to be a "reasonable adjustment" for which no charge will be made, in accordance with the provisions of the Equality Act 2010.

## 9 Additional welfare needs

9.1 The School recognises that pupils with special educational needs or learning difficulties may be at risk of being bullied. The School's anti-bullying policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

9.2 If parents are concerned about their child's welfare they can approach the pupil's form teacher to discuss their concerns in private at any time.

9.3 Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:

- 9.3.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;
- 9.3.2 pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and
- 9.3.3 there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

9.4 Any safeguarding concerns will be dealt with in accordance with the procedures set out in the School's safeguarding and child protection policy and procedures.

9.5 **Disability**

9.5.1 The School recognises that some pupils with special education needs or learning difficulties may also have a disability.

9.5.2 The School will make all reasonable adjustments in order to afford opportunity to disabled pupils. However if, despite such adjustments, the School is unable to provide adequately for the pupil's needs, the School may decline to offer a place to a pupil or request that parents withdraw their child from the School (see 10 below).

10 **Alternative arrangements**

10.1 We reserve the right, following consultation with you, to ask or require you to withdraw your child from the School if, in our opinion after **making all reasonable adjustments and exhausting appropriate strategies**:

10.1.1 your child is in need of a formal assessment, additional specialist teaching, learning support or medication to which you do not consent; and / or

10.1.2 your child's learning difficulties require a level of support or medication which, in the professional judgment of the Head and/or Inclusion Lead the School is unable to provide, manage or arrange;

10.1.3 your child has special educational needs that make it unlikely he / she will be able to benefit sufficiently from the mainstream education and facilities which we provide.

10.2 In any of these circumstances we will do what is reasonable to help you to find an alternative placement which will provide your child with the necessary level of teaching and support.

10.3 Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of your child will be credited to your account.

11 **Training**

11.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

11.2 The level and frequency of training depends on role of the individual member of staff.

11.3 The School maintains written records of all staff training.

12 **Risk assessment**

12.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

12.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

12.3 The Head and Proprietor has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.

12.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to our School Inclusion Lead who have/has been properly trained in, and tasked with, carrying out the particular assessment.

**13 Record keeping**

13.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

13.2 **The records** created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's Data Protection Policy.

13.3 All records are passed onto senior schools when a child leaves Grange Park Preparatory School. We liaise with senior schools to ensure that smooth transition and appropriate provision is in place in readiness.

**14 Version control**

Date of adoption of this policy	December 2025
Date of last review of this policy	December 2025
Date for next review of this policy	September 2026
Policy owner (SMT)	Becky Collett
Policy owner (Proprietor)	ILG