



BURGESS HILL
— GIRLS —

Prep School Educational Needs & Disabilities (SEND) Policy

2 e (ii)

Responsible for Initiating Review of Policy	SLT (Head of Prep. School)
Committee to Review	SLT (SENCOs)
Last Review Date	March 2026
Review Period	Two years, or as required.
Approved by (Committee and Date)	Prep School SLT March 2026
Approved by Board of Governors	JEC Spring term 2026
Effective Date of Policy	March 2026
Next Review Date	March 2027
Related Policies	2e Whole School SEND Policy Statement 2f SEND Policy – Senior School and Sixth Form 2h SEND Policy EYFS 2a Curriculum Policy Statement – Senior School and Sixth Form 2a(i) Curriculum Policy Statement – Prep School and EYFS 4c External Examination Policy 17b Accessibility Policy 17b(i) Accessibility Plan Additional learning Support – process and charges

1.0 Preparatory School

- A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making high quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (Code of Practice, 2014)
- Special educational need falls into 4 broad areas:
 - Communication and interaction.
 - Cognition and learning.
 - Social, mental and emotional health.
 - Sensory or physical.
- All teachers are teachers of SEN and are responsible for the progress and development of pupils in their class. (Code of Practice, 2014)
- The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.
- For some children slower progress will not mean there is a Special Educational Need. This may be due to a reason unrelated to SEN such as a gap in their learning.
- Concerns around a child's progress or attainment are firstly noted to the SENCo. In the first instance the SENCo will observe the child in class and make recommendations for teaching strategies and modifications that may support the child in accessing learning.
- The SENCo will then meet with the class teacher following a period of six weeks of consistent use of these strategies in order to evaluate the progress made by the child.
- If satisfactory progress is being made and the current strategies are deemed successful these will continue to be used in class and no additional support beyond this is put in place.
- If the strategies are not resulting in progress then further support may be recommended in the form of specific subject intervention or a referral to our Dyslexia specialist (At an additional cost, depending on availability).
- At this juncture, the child and the parents will both be informed and involved to ensure maximum understanding of the child's areas of strength and difficulty and, where appropriate, class teachers and the SENCo should seek parental involvement to reinforce or contribute to progress at home. A short note of these early discussions is added to the child's records. The effectiveness of any intervention will be shared with the SENCO and the parents termly and a date should be fixed for this.
- Where a child has had a diagnostic assessment, or has been referred to our Dyslexia Specialist, the child will be added to the SEN register. A One Page Profile (OPP) is completed. This document is completed by the class teacher in discussion with the child. A record is made of the child's strengths and the things that are important to them. This ensures the pupils voice is heard throughout their period of support.

- The OPP also includes a 'Ways you can support me' section. Here the teacher will identify any strategies used successfully in class and any further specific support given. This is also shared with the child who may have their own input in identifying strategies that support their learning. This is also shared with parents and while formally updated on a termly basis is considered a working document that can be revised and updated as necessary.
- The teacher responsible (Preparatory School class teacher) will ensure that all staff who work with the child are made aware of their needs and all OPPs are stored centrally in order for all staff working with the child to have access to the information.
- Consideration should include those needed to make successful transitions between phases of education. Preparatory School will engage with Senior school and other Secondary Schools as necessary to help plan for these transitions. OPPs transition with the child. EYFS liaises with Preparatory School SENCO and then liaise with the Senior School SENCO. A formal handover between the Preparatory School and Senior School happens in the Summer term but dialogue about the child may begin before this and continue after the transition has been made.
- In deciding whether to make special educational provision, the class teacher and SENCO in the Preparatory School, should consider all of the information gathered from within the school about the child's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.
- This SEND support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach. (Practitioners are directed to the SEND Code of Practice 2014)

1.1 EAL Children

- Identifying and assessing SEND for children whose first language is not English requires particular care. Teachers should look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from a SEND or disability. Difficulties related solely to limitations in English as an additional language are not SEND.

1.2 Behavioural Support

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or social, emotional and mental health issues. Short term mentoring facilitated by a member of the Prep school staff may be appropriate to support a child. This is discussed with parents and reviewed after 6 sessions.

1.3 Involving Specialists

- School may involve specialists at any point to advise them on early identification of SEN and effective

support and interventions. School will always involve a specialist where a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The child's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

- In some cases, outside professionals from health or social services may already be involved with the child.

1.4 Requesting an Education, Health and Care assessment

- SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support.

This policy guides specific provision in the Preparatory School and should be read in conjunction with the SEND – Whole School Statement. It is prepared in accordance with the requirements of the Equality Act 2010, The Children and Families Act 2014 and updated to include best practice promoted by the SEND Code 2015. Changes to the national arrangements for Special Educational Needs took place between September 2014 and April 2018 with the implementation of provisions from the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015)