

## **Sherborne Prep SEN Information Report**

### **1. Introduction**

Our SEN Information Report aims to explain how Sherborne Prep will identify, support and make provision for pupils with special educational needs and disabilities (SEND). At Sherborne Prep, we believe that all our pupils have a right to learn regardless of needs and have the same entitlement as their peers. As a school we wholeheartedly believe in children being children, we encourage inquisitiveness and curiosity, and we live our values, especially kindness.

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEN Coordinators (SENCOs) and the SEN information report.

### **2. The kinds of SEND provided for**

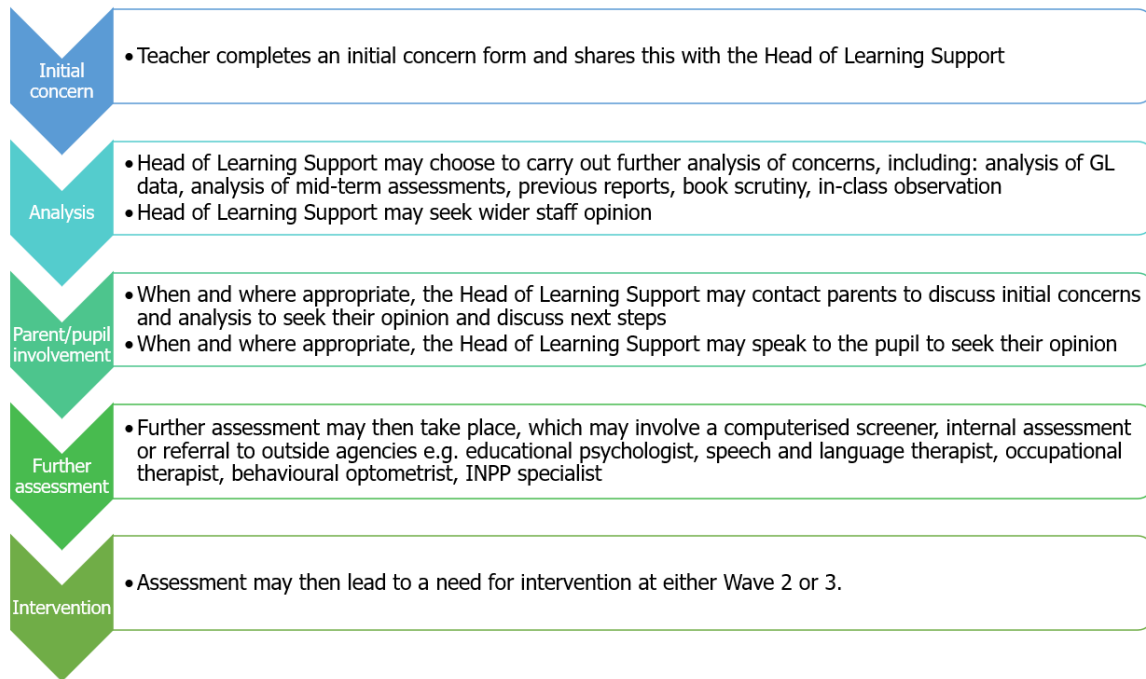
A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them that is additional to or different from the majority of the children of their age. The Learning Support department aims to provide support for a wide range of differences:

- **Cognition and learning:** including dyslexia, dyspraxia, dyscalculia
- **Communication and Interaction:** including autism, speech and language difficulties
- **Social, emotional and mental health difficulties:** including attention deficit disorders (ADHD, ADD), emotional and behavioural difficulties
- **Sensory and/or physical needs:** including visual impairments, hearing impairments, processing difficulties, epilepsy

### **3. Identifying pupils with SEN and assessing their needs**

Concerns regarding a pupil may be raised by a parent or teacher. A parent should speak to their child's class teacher in the first instance if they have any concerns. Teachers may raise concerns to the Head of Learning Support through CPOMS and the referral process below.

### Pupil Concern / Referral structure



All pupils in Years 3-8 are assessed each year using GL assessments, including cognitive ability testing (CATs), Progress in Maths and Progress in English. These are used as a benchmark to identify pupils:

- whose performance is significantly lower than their peer group
- whose attainment is significantly lower than expected, given their ability
- whose scores are failing to match performance from previous years

In addition to this, all pupils in Year 3 are screened for dyslexic traits using the Lucid Rapid screener programme. New pupils in years 4-6 are also screened.

#### 4. The approach to teaching pupils with SEND

- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated, as appropriate, for individual pupils.
- At Sherborne Prep we follow a graduated response through the assess – plan – do – review cycle. This means that once we have identified a need, an agreed programme of intervention is put in place with a review date set.
- Pupils can receive support at three stages or waves. Wave 1 support may include some additional strategies within the classroom. If a pupil continues to not make expected progress, then Wave 2 provision of small group intervention or some in class support may be implemented. Wave 3 provision involves individual learning support lessons with agreed targets and support recorded on a Pupil Profile. The advice of external professionals may also be

requested. In some cases, where the level of need is very high a request for an Education Health and Care Plan (EHCP) assessment will be made to the local authority.

## **5. Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Regular monitoring (half-termly assessment data, feedback from staff, quality of class work, quality of prep)
- LS assessment tracking (termly reading and spelling assessments)
- Baseline assessments
- GL data comparison
- Learning Support Assistant feedback
- Weekly revision activities
- Pupil Profiles and reviews
- EHCP annual reviews
- Pupil Voice questionnaire

## **6. Adaptations to the curriculum and learning environment**

Please see the school's Accessibility Plan for more detailed information. This can be found on the school's website.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access the learning, for example, by grouping, 1:1 work, teaching style, content of the lesson, assistive resources and technology
- Adapting our resources and staffing e.g., Academic Support lessons replace Latin in Years 7 and 8
- Using recommended aids, such as laptops, coloured paper/screens/overlays, visual timetables, larger font
- Differentiating our teaching, for example, giving longer processing time, pre-teaching of key vocabulary, help with scribing, reading instructions aloud

## **7. Additional support for learning**

There are several ways that pupils may receive additional support for learning, including:

- Catch-up clinics
- Enrichment clubs
- In-class support from Learning Support Assistants
- Reading priority list

- Tutor support in form-time
- Small group maths sessions
- Small group English sessions
- Assistive technology group
- FMS (Functional Movement Screening)
- Academic Support (for non-Latinists)
- 1:1 intervention
- Speech and language therapy

## **8. Communication with staff**

Clear communication with staff is essential. This is done through:

- A link on Sharepoint to all key documentation (LS guide for all staff, updated SEND report, assessment summaries, Pupil Profiles)
- iSams (assessment summaries; key points)
- Logging of concerns on CPOMS
- Regular communication with staff – informally and formally
- Insets and staff meetings – presentation of specific children and their needs and/or presentation on a specific learning difficulty

## **9. Staff and training**

The Learning Support department has several qualified staff:

- The Head of Learning Support is a qualified SENCO and has the National Award for Special Educational Needs Coordination.
- An additional qualified teacher delivers individual maths tutoring
- Three Learning Support Assistants work within the classrooms supporting individual children or small groups. Each have developed their skill set and have experience of literacy and maths support, sensory needs and social and emotional wellbeing.
- We have a trained Emotional Literacy Support Assistant (ELSA) who delivers individual and group sessions.

Training on supporting children with specific educational needs is provided to all teaching staff. This includes INSET delivered by the Head of Learning Support and external professionals. Previous training has included dyslexia awareness, supporting sensory needs and emotion coaching language. A bespoke website to help with identifying learning needs and accompanying classroom strategies is also available to teaching staff.

## **10. Communication with parents**

At Sherborne Prep we recognise the value of working alongside parents to support their children. This includes:

- regular communication through emails, phone calls and face to face meetings
- two parent evenings per year
- Pupil Profile review meetings through parent evenings, separately arranged meetings or via email/telephone.

We have an open-door policy and welcome parents at any time to meet with a member of the Learning Support team.

### **11. Communication with pupils**

Unless parents specifically request otherwise, pupils will be informed about their strengths and how the school will help with their challenges. Pupils are encouraged to voice their opinions on how they feel about school and how they want help from the teachers through the Pupil View form and Pupil Profile. It is important that the children feel confident that their views are heard and valued.

### **12. Equipment and facilities**

The Learning Support classroom sits within the Wessex block in the main school building. The classroom is very well-resourced and includes a wide range of literacy and numeracy resources and programmes to support learning. There is also a designated calm area to support those children who may require a quieter environment during the school day. Children are encouraged to visit the Learning Support department during the day if they have any worries or just need to touch base with an adult.

### **13. Working with external parties**

We have a number of visiting professionals who work with our pupils, such as Speech and Language Therapists, Occupational Therapists and Educational Psychologists. We value their expertise and aim to implement their recommendations wherever possible.

### **14. Transferring to a new school**

The Head of Learning Support at Sherborne Prep is in regular communication with the Admissions and Learning Support teams at senior schools. Clear and open communication is constant throughout the year. When a pupil moves onto their senior school, key documentation (with parental permission) is shared with the new school, along with a transfer report containing relevant information such as strengths, challenges, successful strategies and targets.

### **15. Contact details**

For further information regarding Learning Support at Sherborne Prep, please contact Elaine Blake on [elaine.blake@sherborneprep.org](mailto:elaine.blake@sherborneprep.org)