



LEARNING ENRICHMENT AND SEND POLICY

January 2025



SEND (SPECIAL EDUCATIONAL NEEDS AND DISABILITIES) POLICY

This policy will be reviewed annually
Policy reviewed: January 2025 by SENDCo & Head Teacher, February 2025 by PPMB and Governors' Education Committee
Next review: January 2026 by SENDCo & Head Teacher

This policy should be read in conjunction with the following School policies/documents:

1. Teaching and Learning
2. Equal Opportunities
3. EAL
4. Able, Gifted and Talented
5. Accessibility Plan
6. Disability and Reasonable Adjustments Policy
7. Admissions Policy
8. Parents Handbook
9. Child protection and safeguarding policy
10. Prevent Duty
11. Privacy Policy
12. Behavioural Management

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LEARNING ENRICHMENT AND SEND POLICY

I. INTRODUCTION – PRINCIPLES AND OBJECTIVES

- 1.1. This policy applies to Wimbledon Common Preparatory School (the school).
- 1.2. The school is committed to the equal treatment of all pupils including those with special educational needs and disabilities (SEND). This policy works towards eliminating disadvantages for pupils with SEND by:
 - using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed to access the school's educational provision;
 - not treating disabled pupils less favourably than their peers;
 - making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education;
 - ensuring that pupils with SEND engage as fully as practicable in all the activities of school alongside pupils who do not have SEND;
 - ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.
- 1.3. The Learning Enrichment (LE) department at the school plays a significant role in supporting all pupils to achieve their learning potential, whether they have a specific learning difficulty or disability.
- 1.4. Support is available for all pupils throughout their time at Wimbledon Common Preparatory School. The need for support may be short-term, typically support with study skills, or long-term for those with a disability or specific learning difficulty.
- 1.5. The LE department focuses on developing our pupils' self-esteem, confidence and motivation as well as their learning skills. We encourage a desire to learn by emphasising greater self-awareness, which allows pupils to develop their own strategies to overcome difficulties in school and in later life.
- 1.6. The LE department also helps staff to develop an understanding of how to meet the needs of all pupils with SEND, including neurodivergent learners, and guides teachers in implementing differentiated teaching to maximise the learning potential of all pupils.
- 1.7. We believe that if all pupils are to achieve their full potential, they must have access to the curriculum and all aspects of school life, wherever this is possible. This includes special arrangements for examinations, where appropriate.
- 1.8. The LE department operates an "open door" policy meaning that staff, parents and any pupil can seek support and advice whenever required.
- 1.9. This policy is intended to address the relevant recommendations of the following:
 - The Education (Independent School Standards) Regulations 2014 (as amended)
 - Special Educational Needs and Disability Code of Practice: 0 to 25 years, January 2015 (last updated September 2024)
 - Equality Act 2010
 - Children and Families Act 2014
 - Equality and Human Rights Commission guidance 'Reasonable adjustments for disabled pupils' 2019
 - Equality and Human Rights Commission guidance 'Technical guidance for schools in England' (last updated July 2024)
 - The Equality Act and School, DfE non statutory advice (May 2014)
 - Statutory framework for the early years' foundation stage, last updated January 2024

- KCSIE (September 2024)

1.10. It also refers to the guidelines outlined in the school's Accessibility policy and Child protection and safeguarding policy.

1.11. This policy is available on WCPS SharePoint and on the school's website and is sent to the chair of the governors' education committee.

2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS

2.1. A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than most children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

2.2. The expression 'learning difficulty' covers a wide variety of conditions and may include those known as an autistic spectrum condition, dyslexia, 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.

2.3. Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The school's support for those children whose first language is not English is set out in the school's *English as an additional language (EAL) policy*.

3. DEFINITION OF DISABILITY

3.1. A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). Long term means that the impairment will have lasted or be likely to last for 12 months or more.

3.2. Not all pupils who have SEN are disabled and not all disabled pupils have SEN but the school recognises that, understandably, there is overlap.

3.2.1 The SEN Code of Practice outlines four broad areas of need which can help with identification:

- Communication and interaction
- Cognition and learning; 3
- Social, Emotional and Mental Health (SEMH) difficulties; and
- Sensory and/or physical needs

4. ROLES AND RESPONSIBILITIES

4.1. The governing body is responsible for determining school policy and provision for pupils with SEN and disabilities (SEND). The governing body committee with specific responsibility for SEND and Learning Enrichment is the Education Committee.

4.2. The role and names of the staff with specific responsibilities within the LE department are:

- Head Teacher – Mr Andrew Forbes
- SENDCo/Learning Enrichment Teacher – Mrs Leanne Bnidar

- 4.3. The head of learning enrichment/SENDCo's responsibilities include:
- keeping up to date with the relevant legislation and statutory guidance and ensuring the school's policies and procedures are reviewed as necessary.
 - having overall day-to-day responsibility for the operation of the SEND policy.
 - coordinating specific provision for pupils with SEND, including those who have an Education, Health, and Care Plan (EHC Plan).
 - ensuring all staff understand their responsibilities to pupils with SEND and the school's approach to identifying and supporting pupils with SEND and providing training to staff as appropriate.
 - ensuring that teachers are given any necessary information relating to a pupil's learning support needs and/or disabilities (if known) so that teaching practices are appropriate.
 - making recommendations to parents as appropriate about further formal assessment of their child or full diagnostic assessments where a pupil has not previously undergone one.
 - keeping parents informed of measures that have been taken by the LE department and ensuring parental insights are considered by the school to support their child's SEND.
 - liaising with the school's medical room staff, external professionals and agencies, as appropriate.
 - ensuring that the school keeps records of all pupils with SEND up to date, including pupils with English as an Additional Language (EAL) and children identified as Able, Gifted and Talented.
 - provision of support during the admissions process: Observed Play Session (OPS)
 - provision of, and contribution to, staff inset training.
 - provision of training for parents via parents' workshops.
 - liaising with the Designated Safeguarding Lead & the Deputy Designated Safeguarding Lead as/when requested.
- 4.4. All teaching staff are responsible and accountable for the progress and development of the pupils in their class, including where pupils receive support from teaching assistants and/or specialist staff. They are responsible for setting suitable learning challenges, responding to the pupils' diverse needs, for overcoming potential barriers to learning and for monitoring progress. All staff are involved in the implementation of the school's Learning Enrichment and SEND policy and are fully aware of the procedures for the identification, assessment and making provisions for our pupils with Learning Enrichment needs.

5. IDENTIFYING PUPILS WITH SEND

- 5.1. The school recognises the importance of early identification of any learning needs, and the risk of learning difficulties and the possible consequences such as loss of self-esteem and frustration in learning. Early identification is a whole school responsibility.
- 5.2. The school's curriculum plan and schemes of work take proper account of the needs of all pupils, including those with SEND. The school regularly reviews pupil progress to help monitor whether pupils are making expected progress. Slow progress and low attainment do not necessarily mean that a pupil has SEND (and should not automatically lead to a pupil being recorded as having SEND).
- 5.3. However, where the school reasonably considers that a pupil may have a learning difficulty, the school will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed.
- 5.4. Identification through staff concern: class and subject teachers make regular assessments of progress for their pupils. Where pupils make less than expected progress given their age and individual circumstances, the first response is to take a graduated approach to personalising learning to target areas of weakness. This information will be shared with parents on an ongoing basis. Where progress continues to be less than expected the class or subject teacher will work with the SENCO to assess the pupil. If concerns from these assessments are substantiated by the pupil's

teacher and subject teachers, the LE department will contact the pupil's parents to share the details of the screening and subsequent evidence-gathering and to discuss next steps to support the pupil.

- 5.5. Informal assessments may also be carried out by the LE department to assess whether individual pupils may benefit from targeted support.
- 5.6. Pupils identified through these processes may consequently be provided with targeted support. Some parents may also be encouraged by the LE department to seek a specialist or educational psychologist assessment for further investigation. Where a pupil has been identified through the assessment process but does not require support, the LE department will monitor to ensure the pupil continues to access the curriculum successfully and make good progress. This may involve placing them on the LE monitoring register to ensure that teaching staff are aware of the need to monitor for support.
- 5.7. If a parent is considering an educational or psychological assessment for their child (for example for social communication difficulties or attention difficulties), it is important that they contact the Learning Enrichment department for advice on the type and nature of assessment required, and on approved specialists who can provide these assessments.

5.8. Early Years

- 5.8.1. Whilst much of the above will also be applicable to our pupils in Reception, we also acknowledge that there will be less data and assessment material for these younger children. To help ensure early identification of SEND, the SENDCo will work closely with staff to establish regular and timely observations of children for which there are concerns. We may require support from external professionals to provide specialist support and strategies through targeted specialist assessments such as an educational psychologist or a speech and language therapist.

6. SUPPORTING PUPILS WITH SEND

6.1. Quality First Teaching

- 6.1.1. The SEND Code of Practice (2015) states that "High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people". Therefore, all of the teachers at the school will monitor the progress of their pupils and implement differentiation where appropriate. In some cases, minor strategies will meet the child's needs without the need for intervention from the SENDCo. The Graduated Approach Arrangements for SEND provision and support are: Assess, Plan, Do, Review. If a teacher has already applied Quality First Teaching and still has a concern about a pupil, the teacher will refer the pupil to the SENDCo and the School's graduated approach will be introduced as follows:

- *Assess:* The school will carry out an analysis of the child's needs so that support can be matched to need. The school may, in consultation with parents, engage external agencies and professionals to help assess the child's needs and advise on any support needed. Any specialist advice received will be discussed with the child's parents.
- *Plan:* Where it is decided to provide SEND support, the teacher and the SENDCo will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded and tracked by the SENDCo on an ISP. During the Plan stage, parents will be invited meet with the SENDCo to discuss and agree to a plan.
- *Do:* Teachers will work closely with the SENDCo to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- *Review:* The effectiveness of any support and its impact on the child's progress will be reviewed regularly, with the planning process set out above repeated. Teachers, working with the SENDCo will revise the impact and quality of the support and interventions considering the pupil's progress and development and will decide upon any changes to the support in consultation with parents (and the pupil if appropriate).

- 6.1.2. When it is agreed that a pupil would benefit from some additional support outside the classroom, the LE teacher will arrange lessons for that pupil. Lessons are scheduled on a rota basis, during assembly time or non-core subjects.
- 6.1.3. Pupils having support from the LE department are encouraged to explore and develop learning strategies and techniques which enable them to fulfil their academic potential and develop independence in their learning.
- 6.1.4. The LE department works in close partnership with pupils, parents, teaching staff, and external specialists where appropriate. This includes:

6.2. Senior Management Team

- 6.2.1. The Head of LE meets half termly with the deputy head of academics to discuss any learning support needs arising from causes for concern that have been raised with the department.
- 6.2.2. The head of LE is also involved in half termly pupil welfare meetings. Other members of this group include the Designated Safeguarding Lead (DSL), the Deputy Safeguarding Lead (DDSL) and the Head Teacher. The purpose of this meeting is to share information about pupils where there are safeguarding and welfare concerns and agree appropriate support and action.

6.3. Teaching Staff

- 6.3.1. Teaching staff should liaise closely with the Deputy Head Pastoral, learning enrichment department and medical team to keep up to date with the SEND, medical, and pastoral needs of pupils.
- 6.3.2. Teaching staff should follow the guidelines given in each pupil's ISP, wherever this is practical. The SEND code of practice states that "*High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.*" and that "*Special educational provision is underpinned by high quality teaching and is compromised by anything less.*"
- 6.3.3. If any teacher feels that a pupil may not be fulfilling their potential, either because of a possible specific learning difficulty or for any other reason, they should refer the pupil to the LE department.
- 6.3.4. The LE department informs and updates teachers on an on-going basis via regular team meetings and the school's shared monitoring documents.
- 6.3.5. A member of the LE department also attends year group meetings periodically to answer questions and provide specialist advice to teachers.
- 6.3.6. For pupils who have adjustments in class, or require ongoing support, an individual pupil profile (ISP) is prepared and made available to all teaching staff via the school's database.

6.4. Parents

- 6.4.1. If a parent has a concern about the academic progress of his or her child, the school encourages the parent to make contact with the teacher to discuss a referral for support from the LE department.
- 6.4.2. The LE teachers maintain regular contact with the parents of pupils receiving support from the LE department as and when appropriate, to discuss progress, evaluate specific targets and to allow parents to share their concerns.
- 6.4.3. The LE department periodically organise events (e.g. external speakers) to increase awareness and understanding of SEND among the parent bodies.

6.5. Pupils

- 6.5.1. All pupils are encouraged to approach the LE department for help and advice in liaison with their teacher via the “open door” policy.
- 6.5.2. It is a principle of the LE department that a pupil is consulted at each stage of the decision-making process, where appropriate.

7. REASONABLE ADJUSTMENTS

- 7.1. For details of the school’s approach to making reasonable adjustments for pupils who are disabled, please see the “Disability and Reasonable Adjustments Policy”.
- 7.2. The LE department provides advice and support to ensure that all reasonable adjustments have been put in place for children with SEND and/or any medical needs during all aspects of the admissions process.
- 7.3. If your child has a disability, it is essential that the school is informed and all supporting documents provided, so that we can ensure that each student has equal and appropriate access to our admission and assessment process with the reasonable adjustments we can provide.
- 7.4. Provided the school has been notified, our Head of EYFS and our SENDCo will contact you, well before the ‘Getting to Know You’ session to discuss and agree on the specific adjustments that may need to be put in place during our assessment phase.

8. PUPILS WITH AN EDUCATION, HEALTH AND CARE PLAN (EHC PLAN)

- 8.1. The needs of the majority of pupils with SEND will be met effectively through the school's SEND support. However, where the pupil has not made expected progress despite the SEND support in place, parents and the school have the right to ask the Local Authority (LA) to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the school before exercising this right. The school will always consult with parents before exercising this right.
- 8.2. If the LA refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability). The school does not have this right of appeal.
- 8.3. Where either a prospective pupil has an EHC Plan, or a current pupil obtains their first EHC Plan, the school will consult with the parents and the LA (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the school. Any additional services that are needed to meet the requirements of the EHC Plan will need to be charged to the LA if the LA is responsible for the fees and the school is named in the EHC Plan. In all other circumstances charges may be made directly to parents, unless the additional services can be considered to be a ‘reasonable adjustment’ where no charge will be made, in accordance with the provisions of the Equality Act 2010.
- 8.4. Where a pupil is in receipt of an EHC Plan, the Head of Learning Enrichment will be assigned as a Key Support Worker, who will also liaise with the local authority and parents regarding support needs. The Key Support Worker will ensure that all required provision, as stated in the EHC Plan, is implemented - including in-class differentiation of class materials, and the provision of any specific equipment that may be required to ensure that all lessons can be accessed successfully.
- 8.5. Where appropriate, teaching staff will be provided with any relevant training on the needs and difficulties of the pupil at the beginning of the academic year, including detailed information on any specific support requirements. Teaching staff will also be able to access a detailed Individual Support Plan (ISP) through the school’s internal systems. The ISP will summarise strengths and difficulties,

identify areas for support, and recommend specific strategies for support in the classroom. In addition to this, regular one to one LE sessions will be scheduled outside of timetabled lessons, as and when required, to provide tailored support appropriate to the needs and difficulties of the pupil.

- 8.6. Further support may also include visits from external specialists to provide more specialised support and advice (such as the Sensory Impairment Team, Speech and Language Therapists, Occupational Therapists, etc.)
- 8.7. The EHC Plan will be reviewed annually in conjunction with the pupil, parents, relevant Local Authority and relevant external professionals/specialists to reflect on achievement and progress. This review will also aim to identify appropriate targets for the future and to ensure that the support remains appropriate and effective in enabling the pupil to achieve the best possible outcomes. The EHC Plan will be stored in the pupil's secure notes. The DSL must be made aware of any EHC Plans or plans to obtain one.

9. MONITORING, REVIEWING AND RECORDING THE PROGRESS OF PUPILS WITH SEND

- 9.1. The school will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an EHC Plan. This will be recorded by way of an Individual Support Plan (ISP). This is drawn up in consultation by a member of the LE department in consultation with the pupil and their parents/carers, and with input from the pupil's teachers. The ISP is made available to all teaching staff via the school's database. The ISP contains key information such as:
 - Recommended teaching strategies
 - The additional or different provision of support in place
 - Involvement of any specialists or professionals
 - Information the pupil would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil and how these affect them
- 9.2. ISPs are reviewed by the LE department termly to ensure that they accurately reflect the needs and abilities of the pupil. The ISP may be amended by a member of the LE department as and when circumstances change (e.g. updated specialist assessments, further evidence of need). This may also be in consultation with the pupil, parent, or the pupil's teachers. Wherever possible, the LE department will seek to incorporate feedback from the pupil within their ISP.

10. FURTHER ASPECTS RELATING TO SEND PROVISION

10.1. Admissions

- 10.1.1. The school does not unlawfully discriminate in any way regarding entry. The school welcomes pupils with disabilities and/or special educational needs (including pupils with an EHCP), provided we can adequately support their needs and that our site can accommodate them. We aim to ensure that all our pupils, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn.
- 10.1.2. Where a prospective pupil is disabled, the school will discuss with parents (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if they become a pupil at the school, to ensure that the prospective pupil is not put at a substantial disadvantage compared to their non-disabled peers.
- 10.1.3. There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's disability. For example, if, despite reasonable adjustments, we feel that a prospective pupil is not going to be able to access the education offered, or that their health

and safety or those of other pupils or staff may be put at risk, we may not be able to offer a place at the school.

10.1.4. By accepting an offer of the place at the school you agree to the school's parent terms and conditions which requires that any medical/disability, or other needs of your child are disclosed in advance of your attendance at the 'Getting to Know You' session. Any failure by you to disclose this information is in breach of our terms and conditions and may result in your child's offer at the school being withdrawn.

10.1.5. The school's *Admissions policy* can be found on the staff SharePoint and is available on the school's website. It applies equally to all prospective pupils and details how the school supports those applicants with SEND.

10.2. Withdrawals or removals

10.2.1. If, in our opinion, the school is unable to meet a child's needs or, in the case of a child with an EHC plan we are unable to meet the provisions of the plan, we reserve the right, following consultation with parents, to request or require the withdrawal or removal of a pupil from the school. In these circumstances, the school will support the parents in finding an alternative placement which will meet the child's needs. Any decision to request withdrawal or require the removal of a pupil will be made as a last resort and in line with the terms of the parent terms and conditions. Fees in lieu of notice will not be chargeable in these circumstances.

10.3. More able pupils

10.3.1. Wimbledon Common Preparatory School is a highly academically selective school. We recognise that some pupils have exceptional academic abilities in some areas which may be linked to their learning differences. The school ensures that strategies are in place to ensure that we provide an enjoyable and sufficiently challenging curriculum for all our pupils. More able pupils should be given the opportunity to study subjects to a greater breadth and depth. We aim to provide opportunities to develop specific skills or talents. For further information on provision for more able pupils, please see the "Able Gifted and Talented".

11. THREE YEAR ACCESSIBILITY PLAN

11.1. In line with its duty under the Equality Act 2010, the school's three-year *Accessibility policy and plan* sets out how the school will:

- increase the extent to which disabled pupils can participate in the school's curriculum.
- improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school; and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

11.2. A copy of the School's *Accessibility policy and plan* is available on request.

12. SAFEGUARDING, MENTAL HEALTH AND WELLBEING FOR PUPILS WITH SEND

12.1. All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum, PSHE, assemblies and the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The school's *Behaviour policies* and *Anti-bullying policy* make clear the seriousness of bullying, victimisation and harassment. Any instances of bullying will be addressed as appropriate, including possible disciplinary action, and recorded.

12.2. The school recognises that pupils with SEND may face additional mental health and safeguarding challenges due to being more prone to peer group isolation and/or bullying than other pupils. There is also an increased risk of poor mental health where underlying learning difficulties are not

identified and subsequently needs are not met successfully in the classroom, which can impact a pupil's self-esteem and motivation.

- 12.3. Furthermore, identifying mental health conditions accurately in pupils with SEND can be challenging due to a range of factors, including:
 - some pupils with SEND may find it difficult express what they are experiencing due to communication difficulties;
 - assumptions that poor mental health relates entirely to a pupil's SEND without considering other potential factors that may be contributing.
- 12.4. Pupils with SEND who also have certain medical or physical health conditions can face additional safeguarding challenges both online and offline.
- 12.5. The *Child protection and safeguarding policy* reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. The head of LE assists the school in addressing these additional challenges through attendance at regular pupil welfare meetings, alongside careful monitoring of pupils with SEND, and the support provided via the class teacher. Extra pastoral support can also be arranged for pupils where appropriate.
- 12.6. Baseline assessments and termly assessments also aims to identify pupils with potential difficulties at the earliest opportunity to ensure they receive appropriate support and therefore minimise the risk of this impacting on mental health. Furthermore, teaching staff undergo training to develop their understanding of SEND to enable them to support individual pupil needs successfully in the classroom. Any safeguarding concerns involving pupils with SEND will therefore require close liaison with the DSL (or a deputy) and the head of LE.

13. SHARING OF SEND INFORMATION

- 13.1. The LE department will liaise and co-operate closely with other schools if pupils leave the school. When a pupil receives some additional support from LE, the SENDCo will closely liaise and co-operate with other schools when the pupil applies to sit an entrance exam to those schools.
- 13.2. Where a pupil leaves the school to attend another school, the DSL should ensure their child protection file (including their SEND information and reports) are transferred to the new school as soon as possible. This should take place within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the pupil arrives.
- 13.3. When receiving the child protection file from a pupil's former school, the DSL should ensure the head of LE and key staff, such as the deputy DSLs, are aware of any SEND information.
- 13.4. Confidential papers, such as educational psychologist reports, will only be transferred with written consent from the parents.

14. STAFF TRAINING

- 14.1. LE participates actively in the induction programme for new staff. All new staff have at least one training session allocated to LE, where they are introduced to the working of the department. Emphasis is given to the importance of security and confidentiality of all SEND information, where this information can be found and how this information should be interpreted to support a pupil's learning in class.
- 14.2. Further training in identifying and supporting SEND and neurodivergent pupils is provided to all teaching staff via Educare on a regular basis.
- 14.3. Training needs are reviewed on an annual basis.

15. PARENTAL RESPONSIBILITY

- 15.1. To ensure that parents and pupils can be given the most appropriate advice and support, it is important that all relevant information and documentation about any identified or suspected special educational need and any history of learning support is shared with the school. Parents must provide the SENDCo and the Head Teacher copies of any reports or recommendations concerning the pupil's special educational needs or disability from previous schools or elsewhere. Parents agree to do this when completing the registration form and accepting the terms and conditions of the parent contract.

16. CONCERNS

- 16.1. The school will listen to any concerns expressed by parents about their child's development and any concerns raised by pupils themselves. Parents should notify the class teacher or Head Teacher, if their child's progress or behaviour gives cause for concern.
- 16.2. The LE department will respond to any difficulties or raised concerns sensitively and endeavour to resolve them informally before it reaches the formal complaints stage. The school's *Complaints policy* is available on our website and sets out how parents can raise a formal complaint if necessary and how the school will handle it. The school can also send parents a copy of the *Complaints policy* on request.

17. REVIEW

- 17.1. The school will review this policy on an annual basis to ensure the needs of pupils with SEND continue to be met.