

Jack & Jill Family of Schools: Special Educational Needs and Disability (S.E.N.D.) Policy

Applies to:

- Jack & Jill School
- Nightingale House Pre-Preparatory School
- Clarence House Preparatory School

Relevant Legislation and Guidance:

- Early Years Foundation Stage (EYFS) Statutory Framework 2024
- Education (Independent School Standards) (England) Regulations 2019
- Behaviour in Schools (September 2022)
- Children and Families Act 2014
- SEND Code of Practice: 0-25 years (January 2015)
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans
- The Children Act 1989
- Equality Act 2010
- Special Needs and Disability Act 2001
- Education Act 1996

Related Policies and Documents:

- Anti-Bullying Policy
- Behaviour Policy
- Safeguarding Policy
- Curriculum Policy
- E.A.L Policy
- Admissions Policy
- SEND Register
- SEND Referral Form
- Individual Education Plan (IEP)
- One Page Profile

Who is this policy for?

- Staff and volunteers
- Parents
- External agencies

Available from:

- School Website
- SharePoint

Monitoring and Review:

This policy is reviewed annually. It is the responsibility of the Principal to ensure the

procedures listed are applied accurately and fairly.

References:

- “Parents” refers to parents, guardians, and carers.
- “Family” refers to the School’s Management Information System.
- “Staff” includes employees, volunteers, peripatetic staff, external providers (Springboard Swimmers) or specialist staff provided by an external provider.
- The “School” refers to the Jack & Jill Family of Schools (Jack and Jill School Twickenham, Nightingale House Pre-Preparatory School, and Clarence House Preparatory School.)
- “EYFS” refers to The Early Years Foundation Stage which is the curriculum for children from birth to age 5, including the Reception year group.
- “Strategic Leadership Team” refers to the team managing the School, currently including the Deputy Principal, C.H.P.S. Head Teacher, N.H.P.P.S. Lead Teacher, Jack and Jill Nursery and Pre-school Lead Teachers and Digital Learning Lead.
- “SEND” refers to Special Educational Needs and Disabilities.
- “SENDCo” refers to the Special Educational Needs and Disability Coordinator.
- “LA” refers to the Learning Support Assistant.
- “IEP” refers to the Individual Education Plan.
- “DSL” refers to the Designated Safeguarding Lead.
- “EHCP” refers to the Education, Health, and Care Plan.

Reviewer: Inge Midl (SENDCo 2025)

Effective: May 2025

Next review: May 2026

Proprietor’s Signature: *Kevin Papinuk*

The Jack & Jill Family of Schools is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils achieve their potential.

The Jack & Jill Family of Schools promotes equality of opportunity and anti-discriminatory practice. We ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender, or ability. We promote the principles of fairness and justice for all through the education that we provide in our School.

Policy

Introduction

This policy clarifies the approach that the School takes to meeting the needs of children with SEND and supporting them to maximise their attainment.

Definition of Special Educational Needs and Disabilities (SEND)

We consider a child as having SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them because they:

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

Needs can be categorised into four key areas, as outlined in the *SEND Code of Practice 2015*:

1. **Communication and Interaction:** e.g., speech and language difficulties, autistic spectrum disorder
2. **Cognition and Learning:** e.g., dyslexia, dyspraxia, dyscalculia, or general learning difficulties
3. **Social, Emotional, and Mental Health Difficulties:** e.g., children/young people who are withdrawn or isolated, hyperactive and lack concentration, (where this is the main presenting needs)
4. **Sensory and/or physical needs:** e.g., visual impairment, deafness, milder hearing impairment, physical difficulties (*Code of Practice 6.28-6.35*)

A child will not be regarded as having a learning difficulty solely because their home language is different from that in which they are taught. In this instance, we will establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN (*Code of Practice 6.24*) and in these instances we may recommend that some children, whose first language at home is not English, receive support in English as an additional language (see our *E.A.L. policy*).

Jack & Jill Family of Schools recognises that many children will have additional needs at some time during their educational career, which may not be deemed to be ongoing and may only be short term; we also recognise that some children will have long-term additional needs. We believe that by implementing this policy their needs may be appropriately supported for them to maximise their attainment.

Aims and Objectives

The Jack & Jill Family of Schools aims:

- To provide a broad, balanced and suitably adapted curriculum, relevant to the child's needs, through all staff sharing responsibility for SEND.
- To familiarise and respond to the changing needs of children with SEND.
- To ensure access to a challenging, relevant, and adapted curriculum for all children through the provision of appropriate resources and support.
- To implement an approach to the early identification and assessment of children with

additional special educational needs.

- To provide support and advice for all staff working with children who have special educational needs.
- To promote sensitivity and responsiveness to SEND throughout the School.
- To provide effective communication with the parents regarding their child's progress and attainment, and to familiarise and encourage the vital role played by parents in supporting their child's education.
- Where necessary, to work in cooperative and productive partnership with outside agencies, to ensure there is a multi-professional approach to meeting the needs of all learners with SEND.
- To stimulate and maintain curiosity, interest, and enjoyment for children with SEND in their own education, setting themselves aspirational personal targets, and ensuring that they are involved, where practicable, in decisions affecting their future SEND provision.

Equal Access

All teaching and non-teaching staff are responsible for ensuring that all children, irrespective of age, disability; gender; race, religion or belief, or sexual orientation, have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum at the School.

All teachers should be aware of the individual and differing needs of the children and have access to individual records on Family and SharePoint (such as the SEND Register, IEPs, and One Page Profiles) and adapt curriculum plans and resources accordingly, to ensure they have accounted for their needs.

Admissions policy for SEND

Please see the Schools' *Admissions Policy*.

The Roles and Responsibilities of the Principal

The Principal has overall responsibility for the management of SEND provision.

The Roles and Responsibilities of the Deputy Principal and the Head of Clarence House Preparatory School

On a day-to-day basis, the Principal's responsibility for overall management of SEND provision is delegated to the SENDCo, Deputy Principal and the Head of Clarence House Preparatory School.

The Roles and Responsibilities of the SENDCo

The SENDCo works across the Family of Schools.

The SENDCo will take a strategic overview of all forms of support designed to ensure that children with special educational needs maximise their attainment.

The SENDCo is responsible for:

- The implementation of the *SEND policy* and the monitoring of its effectiveness.

- Ensuring that SEND records are maintained.
- Assessment and screening of children.
- Coordinating SEND provision.
- Purchasing and organising SEND resources.
- Overseeing the writing of IEPs, in collaboration with other staff and specialists.
- Where appropriate, teaching children with SEND.
- Liaising with outside agencies to support children with additional support strategies.
- Liaising with colleagues and advising on adaptations of the curriculum.
- Liaising with parents; providing feedback and involving them in implementing a joint learning approach at home and at school.
- Supporting and liaising with any Learning Support Assistants.
- Ensuring that provision is made for Access Arrangements for exams, such as Extra Time or Supervised Rest Breaks, including for external 7+ and 11+ examinations.
- The use of laptops or scribes (where such action has been recommended by a relevant report/expert/agency).
- Ensuring that there is support for those who are learning to touch-type or need assistance with handwriting.
- Ensuring there is additional reading support for weaker readers.
- In the event of a child applying for statutory assessment, the SENDCo will collate all the necessary paperwork required by the local education authority (LEA). If the child has an EHCP the SENDCo is responsible for coordinating the provision and organising the ongoing reviews.
- Their own professional development, e.g., keeping up to date with knowledge of the Government's changing policies regarding SEND, as well as attending relevant courses.

The current SENDCo is Inge Midl, and she can be contacted by email at I.midl@jfos.uk.

The Role of Staff

All teachers have a key role in ensuring that children's needs are identified and met. They are responsible for the progress, development, and attainment of all SEND children in their classes, including access to support from teaching assistants or any other specialist staff (*0-25 SEND Code of Practice*, Sections 6.36, 6.52, 6.54).

Learning Assistants are a valuable part of the support for children with SEND and there is most impact on teaching and learning when teaching assistants clearly understand their role and know exactly what they need to do to help children make progress. At the Family of Schools, we strive to ensure that there is effective communication between Teachers and TA's.

As required, Jack & Jill Family of Schools will provide specialised training for staff in meeting the needs of children with IEP and EHC Plans.

The Role of Parents

We will ensure that all parents are fully informed of any SEND their child may have.

Partnership with parents plays a key role in promoting a culture of co-operation. This is important in enabling children with SEND. to maximise their attainment.

Parents hold key information and have a critical role to play in their child's education. They have knowledge and experience to contribute to the shared view of a child's needs. We actively seek to work with parents and value the contribution they make.

Parents may be expected to:

- Recognise and fulfill their responsibilities playing an active and valued role in their child's education by supporting their child's SEND needs.
- Alert the school to any concerns they have about their child's learning or provision.
- Fulfill their parental obligations to their child. This will usually be done through:
 - Parent consultations/meetings (informal or formal)
 - Individual Education Plan reviews
 - EHC plan reviews.

Parents/carers may expect to:

- Be informed by the school of their child's placement within the J & J Family of Schools SEND Profile of Need.
- Be informed what support their child is receiving.
- Be informed of their child's progress via parent-teacher meetings, school reports, exam results and more informal communications such as email or direct conversation.
- Be involved in formulating / reviewing their child's targets for their Individual Education Plan.
- Have the opportunity to make their views known about how their child is educated during Individual Education Plan review meetings, at parent/teacher consultation evenings or via direct communication with the child's class teacher or SENDCo.

Pupil Voice

For children with SEND, we aim to involve the child in understanding their learning challenges and what is needed to overcome them, and to teach them about the importance of a growth mindset and grit.

We also encourage students with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary. Therefore, as part of the student's SEND provision the school listens to the views of the child.

Parental Concerns regarding SEND

If any parent has concerns or wishes to make a complaint regarding their child's Special Educational Needs, then the parent should follow the procedure outlined in our *Complaints Policy*.

Record Keeping

SEND records, including IEPs and EHC plans, are maintained securely on SharePoint.

The SENDCo maintains a SEND Register, accessible via SharePoint. This register is a working document that is updated regularly and kept as an Excel file.

In addition, the SENDCo maintains:

- Records of Individual Education Plans (IEPs).
- Records of Interventions.
- Records of One Page Profiles.
- Records of EHCP's.
- Records of IEP and EHCP Review meetings.

Monitoring and Review

Children on the SEND Register will have their progress monitored within the targets of their group or individually. This is over and above the school-wide progress tracking.

The Schools' Annual Pupil Progress and Achievement Report (A.P.P.A.R.) will include analysis of the attainment and progress of SEND children. The A.P.P.A.R., formative assessment and termly summative assessments will serve as the basis for planning programmes of action (alongside other factors – please see list below in procedures). The Strategic Leadership Team will consider the progress of children who have special education needs and/or disabilities in relation to the progress of children with similar starting points. The expectation is that the identification of special educational needs leads to additional or different arrangements being made, and a consequent improvement in attainment.

Review of this policy will take into account:

- Any legislative changes.
- The progress and attainment of children with SEND at the school.
- The success of the school at including children with SEND.
- Any recommendations from external inspections.

Procedures

The Jack & Jill Family of Schools follows the Graduated Approach as outlined in the *SEND Code of Practice (2014)*:

1. Assess
2. Plan
3. Do
4. Review

Identification and provision are determined through the Jack and Jill Family of Schools SEND Profile of Need. Provision is broken down into four broad categories:

1. **Universal Support:** Support and access to services that enable all children and their families to be healthy, stay safe, enjoy life, and achieve their full potential.
2. **School SEND Support:** In line with the *Code of Practice*, the majority of children with SEND will have their needs met through school provision which is adapted to meet individual need e.g. evidence-based interventions.
3. **Specialist SEND Support:** Where a child continues to make less than expected progress, despite at least two terms of evidence-based support and interventions

highlighted in School SEND Support, the School SENDCo, with parents' permission, will consider making referrals and seeking specialist support from multi-agency professionals e.g. education psychologists, speech and language therapists, etc.

4. **Statutory Assessment:** Where, despite relevant and purposeful action has been taken to identify, assess and meet the SEND of the child, the child has not made expected progress with the involvement of multi-agency professionals, the parents can consider requesting a statutory assessment.

1. Assess

Assessment allows the child to show what they know, understand, and can do, and it identifies specific learning difficulties. SEND needs are identified through a range of indicators:

Indicator	
External Identification	Reports from third-parties or parents, which may include reports shared during the admissions process.
Attainment	Analysis of student attainment, including summative and formative assessment data.
Behaviour.	Analysis of student behaviour.
Concerns raised by Staff	Member of staff completing SEND Referral Form (see Appendix One).
Concerns raised by the Learner	A consideration of any difficulties the child feels they are experiencing.
Concerns raised by Parents or Outside Agencies	Concerns raised by parents or outside agencies, including doctors, educational psychologists, occupational therapists and speech and language reports.

Once the appropriate assessments have taken place, a decision will be made whether a child has SEND needs in one or more of the four 'broad areas of need':

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory or Physical Needs.

Children on Level 2, 3 or 4 of the SEND Support Framework are placed on the Jack & Jill Family of Schools SEND. Register. The Register is a working document that is updated termly with consultation between the SENDCo. and Class teachers.

2. Plan

We define SEND provision as '*educational provision, which is additional to, or different from, the educational provision made generally for children of the same age.*' (1993 Education Act, section 156).

Where a child is identified as having SEND, action will be taken to remove or reduce the barriers to learning. SEND provision may take a number of forms, depending on the identified individual needs of the children, using the School's SEND One Page Profile document (see Appendix Three).

The School may consult outside agencies at any point, e.g., speech and language or occupational therapy.

Parents are advised to involve the School if specialist provision is sought privately.

If the class teacher identifies an area of need, in-class interventions will be set up for the child, and the teacher will complete an in-class intervention monitoring tool.

Individual Education Plans

If a child is deemed to be in Stages 3 or 4 against the SEND Support Framework, support and targets will then be detailed within an Individual Education Plan (IEP). One page (see Appendix Two).

The IEP will include:

- Child's name
- Class
- Child's strengths
- Areas to be developed
- SMART targets (Specific, Measurable, Achievable, Realistic and Timely)
- Provision, e.g., additional support or interventions
- Access arrangements
- The child's view
- Parent / Carer involvement
- Evaluation / Future action

This information will also be summarised on a One Page Profile (see Appendix Three)

3. Do

Within this stage of the cycle, the planned support will be implemented with support where necessary from the SENDCo. Formative assessment will be used throughout this stage to assess how the child is responding to the support.

4. Review

IEP progress is reviewed on a termly basis. This meeting will be attended by:

- Parents
- Class Teacher and / or SENDCo
- External agencies (if deemed appropriate)
- Where appropriate, the child.

The meeting will review progress, set new targets, discuss the support that will be provided to help the child achieve the targets and identify the responsibility of the parent, child, and school.

The revised IEP will be made available to all staff working with the child securely via SharePoint and the child's 'One Page Profile' will also be updated accordingly. The parents will receive a hard copy of all the documentation.

Reviews draw on evidence such as the teacher's assessment and experience of the child, information on child behaviour and their social development, and the views of parents and children. As noted above, children on the SEND register will have their progress monitored within the targets of their group or individually. This is over and above the school-wide progress tracking.

The child will move through the waves of support as per the guidance on the School's SEND Profile of Need.

Education, Health, and Care Plan (EHCP)

Any child with an Education Health and Care Plan (EHCP) will have the recommendations within the plan followed. Additionally, an Annual Review will be held between the Deputy Principal, SENDCo, parents, teacher, Local Authority representative and any other specialists to assess progress and current needs to ensure their welfare and the continued successful provision of their education.

Exam Access Arrangements for External Entrance Examinations

We ask preparatory/senior schools to make reasonable adjustments as recommended by a specialist report, e.g., Educational Psychologist report. In practice, preparatory schools and senior schools make their own decisions about reasonable adjustments for examinations at 7+ or 11+ in accordance with their school guidelines.

Exam Access Arrangements Internal Entrance Examinations

Available access arrangements we provide for internal assessments include:

- Extra time
- Supervised rest breaks
- Use of a scribe or reader
- Use of a word processor
- Large print texts.

APPENDIX 1: SEND REFERRAL FORM

SEND REFERRAL FORM



Name of Pupil:	Year Group/ Class:	Date of Birth:
Any existing SEND? (Give details about area of need.)	For completed by:	Date:

Main area of concern	Tick if applicable
Communication and interaction	
Cognition and learning	
Social, mental, and emotional health	
Sensory and/or physical	

Main concerns (please detail):

Briefly describe how the child presents and how they are having difficulty accessing the curriculum:

Briefly describe what reasonable adjustments you have currently made in the classroom to support them (i.e., differentiation, how you have adapted the planning, curriculum etc.

Please detail any other relevant information about the child:

Please detail any conversations you have held with outside agencies:

Action to be taken by SENDCo

Appendix 2: Individual Education Plan (IEP)

School:

Individual Education Plan (IEP)


Code:

Name: Date of Birth: Class Teacher: Parent/Carer:				
IEP Start Date: Review Date: SENDCo:				
Strengths: Areas to be developed:				
SMART Target	Strategies	Provision	Success Criteria	Achieved/Comments
1.	•			
2.	•			
3.	•			
4.	•			
Parent/ carer involvement •		Child view: •		Additional Info: •
Evaluation and future action:				

APPENDIX 3: ONE PAGE PROFILE

My One Page Profile



My Name: My Class:		
How to help me: •		Additional Info: •
Exam Access Arrangements: •		
My Strengths: •	My likes •	My dislikes: •
My IEP Targets: 1. 2. 3.		

Reviewed : DD/MM/YY
Reviewed by: Mrs XXX

Next Review Date: DD/MM/YY