



Special Educational Needs and Disability (SEN/D) Policy

Prospect School's Special Educational Needs and Disability (SEN/D) Policy

According to the Special educational needs and disability code of practice: 0 to 25 years, January 2015:

"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." (6.15 p94)

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- Accessibility Plan
- Behaviour for Learning Policy

- Curriculum Policy
- Equality Duty and Objectives
- Safeguarding Policy
- Supporting Students with Medicine/Medical Needs Policy

1. Aims and objectives of Prospect School in relation to SEN/D provision.

- To ensure that every student at Prospect School, regardless of any SEN/D is able to 'Aspire, Believe, Achieve'
- To create an ethos and educational environment that is person-centred and has the views and needs of the child/young person at its heart along with their parents/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with special educational needs/disabilities (SEN/D) which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the current Code of Practice (2015) in stating that 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from support staff' (p99, para 6.36).
- To fully adopt the graduated approach to ensure that all children/young people with special educational needs and/or disabilities are identified early, assessed and catered for within the school with high expectations for the best possible progress.
- To work within a 'person-centred approach' fostering and promoting effective collaboration with children/young people, parents / carers and outside agencies;
- To encourage and engage the participation of the child / young person and parents/carers in the decision making, the planning and the review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEN/D Governor in providing an appropriate education for children/ young people with special educational needs and/or disabilities.
- To be proactive in enabling full access for children/young people with SEN/D to all manageable aspects of the school curriculum and wider school life and activities, thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.

2. How children/young people with SEN/D are identified at Prospect School.

- I. Prospect School reflects what the Code of Practice states (p95, para 6.19) in that if, after receiving high quality differentiated teaching, a student continues to make **less than expected** progress, they should be assessed for SEN/D.

- II. A young person may also need to be assessed for SEN/D if their difficulties pertain to areas other than attainment, for example social needs.
- III. We are alert to emerging difficulties, which may not have been evident at an earlier age. These concerns may be expressed by parents/carers, teachers and support staff or the children/young people themselves. Equally, it is not assumed that attainment in line with chronological age means that there are no learning difficulties.
- IV. The four broad areas identified within the SEN Code of Practice 2014 (p87-98) are:
 - **Communication and Interaction (C&I)**
 - **Cognition and Learning (C&L)**
 - **Social, Emotional and Mental Health Difficulties (SEMH)**
 - **Sensory and/or Physical Needs (SPN)**and the children/young people are identified largely within these areas. In turn, these areas exemplify the general range of need for which Prospect School is usually able to offer support.
- V. The purpose of identification is to work out what action the school needs to take, not to fit a child/young person into a category. Prospect School identifies the needs of children/young people by considering the needs of the whole person not just their special educational needs.
- VI. The ability to identify SEN/D and adapt teaching in response to the diverse needs of students is a core requirement of the teachers' standards (July 2011). Teachers are guided and supported in this by the SENCo through CPD and staff briefings.
- VII. Although the SENCo has overall responsibility for the identification of students with SEN/D at Prospect, it is recognised that other members of the teaching and pastoral/support staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of Prospect School.
- VIII. Early identification of children/young people with SEN/D is a crucial factor in overcoming barriers to learning. The SENCo makes use of appropriate data to identify students who may be of concern.
- IX. At Prospect School, we also use a number of indicators to identify children/young people who may have SEN/D such as:
 - Liaison with feeder schools on transfer.
 - Information from previous schools and other services.
 - Parental concerns.
 - Teacher or support staff concerns.
 - Tracking individual pupil progress over time.
 - Standardised tests carried out by the SENCo, Educational Psychologist and other external professionals as appropriate

3. What is not SEN/D but may impact on progress and attainment may include:

- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium or pupil premium plus.
- Looked After Children (LAC)
- Being a child/young person of servicemen/women
- English as an Additional Language (EAL)

4. How Prospect School teaches children/young people with Special Educational Needs/Disabilities

- I. High Quality Differentiated Teaching is a priority for all students at Prospect School including those with SEN/D.
- II. Where a student is identified as having SEN/D, action is taken to remove barriers to learning and to put effective special educational provision in place.
 - i. The provision available will vary according to the needs of the student and may take the form of additional strategies within the classroom informed by a Pupil Passport, which will be available to teachers via the Provision Map module in Class Charts.
 - ii. Some students may need to receive additional support in the form of 1-2-1 or small group interventions and where this is the case, every care will be taken to minimise disruption to their normally timetabled lessons.
 - iii. While it is acknowledged that the best place for learning is within the classroom, some students, for example those with difficulties such as ASD/C or SEMH, may also require some flexibility with their timetable and the use of a 'time out card' or a safe space. Where this is the case, support staff will work with students and liaise with class teachers to ensure that the students are able to access appropriate learning opportunities outside of the classroom. Where such arrangements are in place, they will be regularly reviewed in conjunction with teaching staff, parents and the children themselves.
- III. The SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's/young person's needs and of what supports the student in making good progress and securing good outcomes. This cycle is known as the graduated approach (**Assess, Plan, Do and Review**).
- IV. In the case of students who have been identified as having Moderate Learning Difficulties (MLD) or students who continue to struggle to access mainstream learning, in spite of High-Quality Differentiated Teaching and appropriate interventions, an Alternative Curriculum is available.

- i. This broadly consists of smaller 'nurture' group teaching in core subjects and access to the Wider Key Skills curriculum in lieu of some of the more academic (EBacc) subjects.
- ii. While it is envisaged that most students who pursue this alternative curriculum will access the programme in its entirety, Prospect School will consider the needs of the individual student and, if appropriate, some students may only need to access part of this provision.
- iii. Although most students who access the alternative curriculum would do so for the whole of KS3 and KS4, some students may be capable of returning to mainstream education and this will be reviewed by teaching staff, along with the SENCo, in collaboration with parents and the children themselves, using appropriate data to inform any planning and changes to the provision. Nevertheless, Prospect School places equal value on both academic and vocational learning and ensures that no student is disadvantaged by following an Alternative Curriculum.

5. How Prospect School adapts the curriculum and the learning environment for children/young people with special educational needs.

- Prospect School is proactive in removing barriers to learning and providing a range of interventions where possible, dependent on need.
- At Prospect School, we increase and promote access for disabled students to all aspects of school life where it is appropriate to do so. All students follow the full National Curriculum where possible and adaptations are made for individual students as necessary.
- Prospect School strives to improve the delivery of information to students with SEND and their parents/carers when appropriate. This will include planning to make written information that is normally provided by Prospect School to our students available in different formats. Examples might include handouts, timetables, textbooks and information about school events. The information will take account of young person's disabilities and be made available within a reasonable time frame.
- For students with Visual or Hearing Impairments, the school liaises with the Sensory Consortium and provides adaptations and resources according to their recommendations.

6. How Prospect School assesses and reviews the progress of children/young people with special educational needs/disabilities.

- **ASSESS:-**In assessing a child/young person, Prospect School will carry out an analysis of needs which draws on a range of assessments and experiences of the child/young person and their previous progress and attainment. The child's/young person's own views are sought as are those of external support services if involved. The school liaises fully with any outside agencies who may

be conducting the assessments. Any concerns by parents/carers are actively listened to and recorded.

- **PLAN:** - We recognise that we **must** formally notify parents/carers if their child/young person is being provided with SEN/D support. In the case of many interventions, this will be done by email or letter in the first instance, and meetings with tutors and teaching staff throughout the year will serve as an opportunity to review provision that is in place. However in some cases the SENCo will request a meeting with parents prior to certain interventions and all parents are able to arrange to meet with the SENCo if they so wish.
- **DO:** - The SENCo advises on the effective implementation of support and in further assessments. The class teacher remains responsible for working with the student during lessons and where interventions involve group or one to one teaching away from lessons, the class teacher remains responsible for ensuring the students are able to make up for any learning they might miss. The SENCo has responsibility for coordinating interventions within the school and for assessing their effectiveness.
- **REVIEW:** - Reviews are carried out at an agreed time. Some students have an Education, Health and Care Plan (EHCP). These must be reviewed by the Local Authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCo's role. When we review, we evaluate the impact and quality of the support and take into account the views of the parents/carers and child/young person. This feeds back into the analysis of needs. The SENCo will revise the support in the light of the child's/young person's progress and development and any changes to support and outcomes will be made in consultation with the parent/carer and child/young person. We strive to give clear information to parents/carers about the impact of the support and interventions provided, enabling them to be involved in planning the next steps.

In transition to another setting, information to be passed on will be shared with parents/carers and children/young people and this may involve others being present at review

7. How Prospect School manages the needs of children/young people who qualify for SEN/D support.

- In most cases the child's/young person's needs are effectively met within school. The way this is done is outlined in the school's SEN Information Report which is published and can be seen on the school's website ([link to be inserted here](#))
- Where a student continues to make less than expected progress, despite evidence-based support matched with interventions addressing areas of need, it may be necessary to involve specialists from outside agencies. Parents/carers will always be informed and involved in the decision to procure

the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases if a student is deemed to be at risk without the support, but any such decisions would be taken at a multi-agency level).

- Where assessment indicates that support from specialist services is required, Prospect School strives to ensure that the student receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used at Prospect School include the Educational Psychology Service, the Speech and Language Therapy Service, the Sensory Consortium, The Mental Health in Schools Team (MHST), Primary Mental Health Support, Education Welfare, Youth Workers and the school nurse. Other services may be accessed over time as available and the school has been able to accommodate services such as CAMHS and Occupational Therapy, though such cases are rare.
- Where, despite the Prospect School having taken relevant and purposeful action to identify, assess and meet the need of the child/young person, they have not made expected progress, the school or parents can consider requesting an Education, Health and Care needs assessment from the local authority. In applying for this the school presents evidence of the action taken as part of SEN Support. Assessment requests should normally be made in conjunction with the school, however in cases where we do not feel that this is an appropriate step, parents are entitled to make such requests independently of the school.
- The Local SEN/D Offer from Reading Borough can be found [here](#).

8. How Prospect School works with parents/carers in planning for provision and reviewing progress and how we support parents/carers in accessing information.

- We recognise that the impact of SEN/D support can be strengthened by increasing parent's/carer's engagement in the approaches and teaching strategies that are being used. We also welcome and value the essential information on the impact of SEN/D support that parents/carers can provide along with particular knowledge of their child/young person and any changes in needs which they can identify.
- Where a student is receiving SEN/D support we endeavour to speak to parents/carers regularly to set clear outcomes and review progress towards the same, discussing the activities and support that will help achieve the outcomes and identifying the responsibilities of the parent, the child/young person and Prospect School.
- At all stages of the SEN/D process we keep parents/ carers fully informed and involved. Meetings with tutors and teaching staff are scheduled through the course of the academic year to share the progress of the child/young person with parents/ carers and to take account of their views. It is hoped that this will assist in supporting the child/young person to reach their full potential.

Parents/ carers are encouraged to make a full and active contribution to their child's/young person's education.

- When a parent/carer has concerns about their child/young person, they are entitled to request a meeting with relevant staff and they may wish to request the attendance of the SENCo at such meetings, which we would fully support.

9. What support Prospect School offers for improving the emotional, mental and social development of children/young people with special educational needs.

Prospect School recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- becoming withdrawn or isolated
- displaying high levels of anxiety
- changes in behaviour
- displaying challenging, disruptive or disturbing behaviour

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have diagnosed conditions such as:

- Autism Spectrum Disorder/Condition (ASD/C)
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect.

The school provides support for children's/young people's emotional, mental and social development in the following ways:

- Form tutors
- The Student Services Team
- Emotional Literacy Support Assistants (ELSAs)

We are also able to make referral to the following services for further advice or support:

- Mental Health in Schools Team (MHST)
- Youth Support Services (for students aged 13 and above)
- Educational Psychology Services
- Primary Mental Health
- CAMHs referrals

10. How senior leaders and governors at Prospect School monitor and evaluate the impact of the school's SEN/D provision.

The SEN/D Governor promotes the development of SEN/D provision by:

- Championing inclusion and promoting a greater understanding of issues related to SEN/D by the Governing Body;
- Being familiar with key legislation and policy;
- Meeting regularly with the SENCo;
- Ensuring they have an understanding of the role of the SENCo and how pupils are supported;
- Developing an awareness of the types of SEN/D present within the school cohort;
- Reporting regularly to the Governing Body;
- Understanding how funding received for SEN/D is allocated by the school;
- Reviewing and monitoring the effectiveness of the SEN/D Policy.

The SEN/D Governor will also liaise with the SENCo in relation to the SEN/D Information report.

In evaluating the effectiveness of this policy, Prospect School will consider the views of:

- Reports presented by the Head teacher, SENCo and Link SEN/D Governor
- Parents/carers
- Students
- Outside Agencies

Student's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEN/D policy and this will be analysed carefully through:

- Consideration of each student's success in meeting outcomes.
- Use of standardised tests including standardised scores for reading, spelling and numeracy
- An analysis of external tests including Y6 SATs, GCSEs or equivalent qualifications
- The school's tracking systems and teacher assessments
- Evidence generated from Annual Review meetings.
- Reports provided by outside agencies including Ofsted.

11. How SEN/D is funded at Prospect School.

The notional SEN budget is for school leaders to use in ways considered most appropriate in improving outcomes for students. The SENCo along with other key staff in the school has a key role in determining how this budget is used, for example to provide interventions and targeted support.

Prospect School allocates SEN/D funding in the following ways:

- Learning Mentors to lead small group and individual interventions for numeracy, literacy, emotional wellbeing and social skills.
- Training for all staff so that they can meet students' needs more effectively.
- Specialist books, materials and equipment;
- Full access to all areas of the school.
- Purchasing and maintenance of ICT and electronic equipment

12. How Prospect School supports children/young people with medical conditions.

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support students with medical conditions. Individual Healthcare Plans will normally specify the type and level of support required to meet the medical needs of such students. Where children and young people also have SEN/D, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance *'Supporting pupils at school with medical conditions.'* (p94, para 6.11)

Further information can be found in our 'Supporting Students with Medical Conditions' Policy

13. How Prospect School approaches its statutory duties in terms of increasing its accessibility over time.

Students at Prospect School have equal access to a broad and balanced curriculum differentiated to enable everyone to participate effectively. This helps to promote self-esteem and confidence which in turn supports students making relevant progress which is then closely monitored.

Teachers use a wide range of strategies to meet children's/young people's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

The Equality Act 2010 states that education providers must make 'reasonable adjustments' to ensure that disabled students are not discriminated against. Making reasonable adjustments might include:

- changes to practices or procedures
- changes to physical features where it is reasonable to do so
- changes to how learners are assessed
- providing extra support and aids (such as specialist equipment)

Relevant information is shared with parents/ carers of children/young people on the SEN/D Register and/or with an Education Health and Care Plan (EHC Plan). They receive details on the agencies involved with their child's/young person's education and are signposted according to their child's/young person's needs. Key information is also shared within the school as necessary to ensure teachers are up to date with developments.

14. How Prospect School handles complaints from parents/ carers of children/young people with about SEN/D provision.

Any complaints should first be raised with the SENCo, then if necessary with the Senior Leadership Team and finally, if unresolved, with the SEN/D Governor. All complaints follow the school's complaints procedure.

Managing parental complaints related to SEN/D (any of the following may apply)

- Meetings with the parents/ carers are arranged, perhaps involving a mediator such as the 'Information, Advice and Support Service' (IASS)
- Discussions should take place with the SENCo
- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the student has made.
- Any behaviour plans should ensure strategies are included and shared with parents/ carers.

15. Responsibilities

We acknowledge that the SENCo shares responsibility with the rest of the staff within the school and the governing body in meeting the needs of SEN/D students.

The role of the SENCo

STRATEGIC PURPOSE & LEADERSHIP ROLE:

- To contribute to the school's policy for raising achievement, especially for SEN/D students.
- To co-ordinate and provide appropriate learning opportunities for students with special educational needs.
- To ensure the effective implementation and operation of the school's policy.
- To lead and advise curriculum leaders and their teams in the development of appropriate strategies, methods and resources for differentiation.
- To liaise with, and manage the contribution of, external agencies, providers and workers.
- To contribute to the development of the School Improvement and Development Plan (SIDP)

MAIN DUTIES:

- To maintain the SEN/D register and to update the records on all students with identified special needs.
- To ensure effective communications with parents and contribute to in-service training for teachers and support staff.
- To monitor and evaluate SEN/D provision and ensure strategies are adopted to ensure high quality teaching and learning.
- To ensure appropriate provision for linguistically diverse students.
- To attend courses and meetings and disseminate information to staff.
- To assist teachers by providing bespoke Pupil Passports and/or appropriate strategies for SEN/D students.
- To manage SEN resources in accordance with the Prospect School policy

This policy will be reviewed in September 2021

Appendix 1: List of Acronyms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD/C	Autistic Spectrum Disorder/Condition*
C&I	Communication and Interaction
C&L	Cognition and Learning
CAMHS	Child and Adolescent Mental Health Service
CPD	Continuing Professional Development
EAL	English as an Additional Language
EBacc	English Baccalaureate
EHCP	Education and Health Care Plan
ELSA	Emotional Literacy Support Assistant
EPS	Educational Psychology Service
EWO	Education Welfare Service
IASS	Information, Advice and Support Services
IHP	Individual Healthcare Plan
LAC	Looked After Child
MHST	Mental Health Support Team
MLD	Moderate Learning Difficulty
OT	Occupational Therapy
PMHS	Primary Mental Health Service
SC	Sensory Consortium
SEMH	Social, Emotional and Mental Health**
SEnCo	Special Educational Needs Co-ordinator
SEN/D	Special Educational Needs/Disabilities
SIDP	School Improvement and Development Plan
SLTS	Speech and Language Therapy Service
SPN	Sensory and/or Physical Needs
VI	Visually Impaired

* Guidance from the National Autistic Society suggests that terminology should be guided by the individual. Whilst professionals tend to use ASD, individuals will have different preferences e.g. 'person with autism'; 'ASC'; 'Aspie'; 'Neuro a/typical'

** Previously BESD/EBD (Behavioural, Emotional and Social Difficulties or Emotional and Behavioural Difficulties)

Appendix 2: Information for Staff (this can be found in the staff handbook)

Special Educational Needs at Prospect School

Our SENCo is James Birk, who is based in C Block.

Information on which students are SEN/D is available via SIMS and Class Charts. Students who are considered SEND will be denoted by the letters 'E' or 'K'. Students classified as 'E' have an Education Health and Care Plan (EHCP) and students denoted by 'K' are considered to be 'SEN support'.

Detailed information pertaining to SEN/D students is available by clicking the SEN tab on their individual profile on Class Charts. This area will include information specific to the student in the form of a Pupil Passport along with any interventions they are currently receiving. There are also some helpful generic strategies on supporting a range of different SEND in a drop-down box under the heading 'SEN Strategies'.

At Prospect School we believe that High Quality Differentiated Teaching is a priority for all students in the school including those with SEN/D.

Where a student is identified as having SEN/D, action is taken to remove barriers to learning and to put effective special educational provision in place.

- i. The provision available will vary according to the needs of the student and may take the form of additional strategies within the classroom informed by a Pupil Passport, which will be available to teachers via Class Charts.
- ii. Some students may need to receive additional support in the form of 1-2-1 or small group interventions
- iii. While it is acknowledged that the best place for learning is within the classroom, some children, for example those with difficulties such as ASD or SEMH, may also require some flexibility with their timetable and the use of a 'time out card' or a safe space. This arrangement should be clearly indicated on their Pupil Passport.

Marking Policy Guidelines for students with SEN/D

Teachers should be mindful of a student's needs when marking work, for example it may be helpful to only mark for one item at a time for students with a Specific Learning Difficulty (SpLD) eg:

- Spelling OR
- Content OR
- Presentation

Special Educational Needs and Disability (SEN/D)

It is also advisable to consider alternative measures when considering the progress of SEN/D students and verbal contributions to lessons, as well as 1-2-1 conversations can be as useful, particularly for students who may find written work more challenging.

Further information can be found in the SEN/D Policy and Prospect's SEN/D Information Report [\(link to be inserted here\)](#)

Appendix 3 – Prospect School's Information Report

School Name: Prospect School

Address: Cockney Hill, Reading, RG30 4EX

Telephone: 0118 9590466

Email: enquiries@prospect.reading.sch.uk

Website: <http://www.prospect.reading.sch.uk>

Ofsted link: <https://reports.ofsted.gov.uk/provider/23/136876>

Head teacher: Mr D Littlemore

SENCo:

Name: J Birk

Contact: jbirk@prospect.reading.sch.uk

Date of latest Accessibility Plan:

Date completed: March 2019

By whom:

Name: C Brown, M Sampson, J Birk

Role: Business Manager, Chair of Governors, SENCo



Government Legislation requires all schools to publish the SEN Information Report / Local Offer (clause 65 of the Children's Act). This report is co-produced by the Headteacher, Governor's and parents. It is a lengthy document and its aim is to outline the provision that the school provides for children with SEND.

***School to provide a general statement about what the school provides in box below**

General Statement –

Prospect School is committed to achieving positive outcomes for all its students, including those with Special Educational Needs or Disabilities (SEN/D). We believe SEND is the responsibility of all teachers and offer high quality differentiated lessons to all of our students. We also offer a number of interventions that can support students with a range of Special Educational Needs and we work closely with external partners to ensure that every child has the opportunity to make progress during their time with us.

Regulations			School Response
1	The kinds of special educational needs for which provision is made at the school	<p>Do you have children with SEND in your school?</p> <p>What kinds of SEND do those children have?</p>	<p>As one of the largest mainstream schools in the local area, we have students with a range of special educational needs, which broadly fall into the following categories:</p> <ul style="list-style-type: none"> • Cognition and Learning • Communication and Interaction • Social, Emotional and Mental Health • Physical and Sensory
2	Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEND	<p>How do you know if a pupil has SEN?</p> <p>How will I know if my child is receiving SEN support?</p>	<p>There are a number of methods for identifying SEN at Prospect School. First and foremost, we make a concerted effort to liaise with our feeder Primary Schools to ensure we are fully prepared for every new student who joins our school. If, upon joining the school, SEN has not been previously identified, then we would expect, through our rigorous base-line testing, that we would be able to identify unrecognised learning difficulties.</p> <p>Our experienced teaching staff are also able to recognise when a student is experiencing difficulties that may fall under the umbrella of SEND and are quick to alert the SENCo when such concerns arise.</p>

			<p>Our SENCo is always happy to meet with parents who have concerns that their child is not making the progress they should be.</p> <p>We have a range of Psychometric tests available to identify learning needs and, where appropriate, a referral can also be made to external professionals such as our allocated Educational Psychologist or Speech and Language Therapist to further explore concerns.</p>
3.	Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans	Where can I find information about the school SEN Policy?	The SEND Policy is available on the school website
3a.	How the school evaluates the effectiveness of its provision for such schools	<p>How do you make sure that the SEN provision is helping pupils make better progress?</p> <p>How do you check other outcomes for children with SEND, such as independence and well-being?</p>	<p>Students are assessed at the outset of any intervention and again at the conclusion to ensure that progress has been made.</p> <p>Regular review meetings are held with parents of SEND students and both in terms of Annual reviews of students with EHCPs and statutory meetings with parents of students on the SEND register.</p>

			The SENCo is line-managed by the Deputy Head and regularly monitored by the SEND governor.
3b.	The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	<p>How do you check and review the progress made by pupils with SEN?</p> <p>How will I find out about the progress my child is making?</p> <p>How will I be involved in those reviews? Who else will be there?</p>	<p>Progress reports are issued 3 times a year to parents of all students and there is an opportunity to discuss progress with teachers at parents evening.</p> <p>The SENCo regularly meets with parents of students with SEND</p> <p>When review meetings are held for students, parents will be invited and given appropriate notice. Other professionals may attend as appropriate and parents will be made aware of this in advance.</p>
3c	The school's approach to teaching pupils with SEND	<p>How do your teachers help pupils with learning difficulties or disabilities to learn?</p> <p>How can I find out more about what my child is learning at the moment?</p>	<p>All teachers deliver high-quality differentiated lessons.</p> <p>Information regarding the content being covered by any subject is made available as part of the normal reporting schedule and parents are able to contact class teachers directly as appropriate.</p> <p>Parents can also support the learning of students by accessing Show My Homework.</p>
3d	How the school adapts the	How have you made the school buildings and site	The school buildings are routinely maintained to a

	curriculum and learning environment for pupils with SEND	<p>safe and welcoming for pupils with SEN or disabilities?</p> <p>How will the curriculum be matched to my child's needs?</p>	<p>high standard and the school accessibility plan is regularly reviewed and updated.</p> <p>Prospect School offers a balanced and differentiated curriculum, with mixed ability teaching in the majority of subjects at Key Stage 3 and a range of options to suit a variety of learners and learning styles at Key Stage 4</p>
3e	Additional support for learning that is available to pupils with SEND	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school's resources allocated and matched to children's special educational needs?</p> <p>How will I know if my child is getting extra support?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>The school offers a large number of interventions for SEND students to support with a range of difficulties.</p> <p>Provision is matched to a student's individual needs and parents are routinely informed when support is made available to young people.</p> <p>Additional support is allocated to students who are likely to benefit and, when an intervention is likely to require a student to miss lessons, every effort is made to ensure that there is minimal disruption to their normal learning opportunities.</p>
3f	Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum	<p>What social and extra-curricular activities are available for students with SEND?</p>	<p>All of the numerous social and extra-curricular activities are available to students with SEND and a number of SEND student regularly represent the</p>

		<p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>school in sporting and artistic endeavours.</p> <p>SEND students are encouraged to participate in school trips.</p> <p>Information regarding clubs and activities will be communicated to parents via the school website, the school newsletter and via direct communication in some cases.</p>
3g	Support that is available for improving the emotional and social development of pupils with SEND	<p>What support will there be for my child's overall well-being?</p>	<p>As well as a strong pastoral programme, we offer specific interventions such as ELSA for students who may need it.</p> <p>When parents offer their consent, Prospect School can liaise with Primary Mental Health, the Mental Health Support Team and other external services as appropriate.</p>
4.	In relation to mainstream schools, the name and contact details of the SEN Co-ordinator	<p>Who should I contact if I want to find out more about how the school supports students with SEND?</p> <p>What should I do if I think my child may have a special educational need or disability?</p>	<p>If you wish to know more about SEND at Prospect or believe your child may have a special educational need or disability, then contact the SENCo in the first instance.</p>
5.	Information about the expertise and training of staff in relation to children and	<p>What training have the teachers and other staff who support children and young people with SEND had?</p>	<p>Prospect runs a rigorous Continuous Development Programme for staff which routinely includes training on aspects of SEND</p>

	young people with SEND and how specialist expertise will be secured		All new staff are given SEND training as part of their induction.
6.	Information about how equipment and facilities to support children with SEND will be secured	What happens if my child needs specialist equipment or other facilities?	The school consults with advisory services such as the Sensory Consortium to ensure best practice. Equipment and reasonable adjustments will be made available for students when it is appropriate to do so.
7.	The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	How will I be involved in discussions about and planning for my child's education? How will you help me to support my child's learning?	Communication with parents is an important part of meeting the needs of any child and more so of students with SEND. Parents are actively encouraged to meet with teachers, tutors, Heads of House and the SENCo throughout the year and can make an appointment to meet with an appropriate member of staff whenever the need arises.
8.	The arrangements for consulting young people with SEN about, and involving them in their education	How will my child be involved in his/her own learning and decisions made about his/her education?	Student voice is at the centre of all provision made for SEND students and every child has the opportunity to discuss additional support.
9.	Any arrangements made by the	Who can I contact for further information?	In the first instance, please contact the school SENCo.

	governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.	Who can I contact if I am not happy about the SEN provision made for my child?	
10.	How the governing body involves other bodies including health and social care, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils	Who else provides services in school for children with SEN or disabilities? How can my family get support from these services?	The school liaises with a number of services, including: <ul style="list-style-type: none"> • Educational Psychologist • Speech and Language Therapist • Primary Mental Health Worker • Sensory Consortium • CAMHS • Mental Health Support Team <p>The SENCo will be able to advise parents on how best to access these services.</p>
11.	The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32.	Who should I contact to find out about other support for parents and families of children with SEN or disabilities?	The SENCo can provide you with a range of contact details for support services. Alternatively, the Local Authority provide information on services through the Local Offer: www.reading.gov.uk/fis
12.	The school's arrangements for supporting pupils with SEND in transferring	How will you help my child make a successful move into the next class or secondary school or	We liaise with all of our feeder primary schools prior to students joining the school. We operate a robust transition

	between phases of education	other move or transition?	<p>programme for all students, including transition days, summer school and an induction programme for all new year 7 students in the first week of Term 1.</p> <p>Extra transition visits are also arranged for SEND students and additional transition visits are available to anyone who requires them.</p> <p>Our careers advisor can support with next step for post-16 students and transition visits to post-16 provision can be arranged where appropriate.</p>
13.	Information on where the LA's SEN Information Report / Local Offer is published ORDINARILY AVAILABLE statement - Provision the local authority expects to be made available by schools, early years and post-16 providers)	Where can I find out about other services that might be available for our family and my child?	<p>Information on a range of services can be found via Reading's Local Offer at the website below:</p> <p>www.reading.gov.uk/fis</p>
14.	Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include	<p>What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes?</p> <p>How often will these reviews happen?</p>	<p>Review meetings are scheduled regularly, in line with the SEND Code of Practice, and there are regular parents' evenings and reports issued as part of the school's normal reporting cycle.</p>

	<p>the opportunities available to work with parents and young people as part of this assessment and review</p>		<p>Parents are welcome to contact the school with any queries at any point during the academic year.</p>

<p>15</p>	<p>Who can I contact for further information?</p>	<p>Please contact the SENCo – Mr J Birk – in the first instance</p>
	<p>What is the complaints procedure?</p>	<p>The complaints procedure is available on request or through the school website, although we would encourage you to contact the SENCo in the first instance.</p>

<p>Our external partners are</p>
<p>Educational Psychologist</p>
<p>Speech & Language Therapist</p>
<p>Social Care</p>
<p>Sensory Consortium</p>
<p>Primary Mental Health</p>
<p>CAMHS</p>
<p>Mental Health Support Team</p>

In the space below, include any additional provision/resources developed in the year (e.g. physical/environmental/training for staff etc.)

<p>Is there any additional provision you have developed during the year?</p>	<p>As of the 2019/20 academic year we will be extending our successful KS4 alternative curriculum programme to KS3 students.</p> <p>We will also be offering reduced class sizes in core subjects to SEN/D students with appropriately identified learning needs across KS3 and KS4.</p>
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<p>Has the school added a link to the SEN Information Report /Local Offer on the Reading Services Guide and a link to the SEN Information Report on the School's own website?</p>	<p>The Local offer: Information about the support and services offered by Reading Borough Council can be found at:</p> <p>www.reading.gov.uk/fis</p> <p>The school has a SEN policy and SEN Information Report which can be found on the school website</p> <p>http://www.prospect.reading.sch.uk</p>
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