

SPECIAL EDUCATIONAL NEEDS POLICY

(including EYFS)



Blundell's

PREPARATORY SCHOOL



Special Educational Needs and Disabilities (SEND) Policy (including EYFS)

**This policy complies with the statutory requirements laid out in the
SEND Code of Practice 0-25 (published 2014, updated 2020)**

SENDCo: Mrs Sue Clark
sjc@blundells.org

SLT: Mr Andy Southgate (Headmaster)
prephm@blundells.org

Governor: Dr Andy Smith
c/o bursar@blundells.org

Date Reviewed: 20th May 2026

Next Review: 20th May 2027

Policy Review Amendments

Date of Amendment	Amendment
17/02/20	General EYFS, KS1 and 2 Assessment Information Amended
17/02/20	Some 1:1 assessments removed due to the addition of the Dyslexic Screener
14/02/22	Key Stage 2, 1 and Early Years Foundation Assessment Information amended
03/10/22	Updated SENDCO and Governor
27/02/23	Updated the Aim and broad areas page 3, Assessment Years 1 & 2 page 5, Provision for Pupils and Exiting page 8
16/03/23	Updated SEN to SEND, changed students to pupils, added Subject Coordinator. Defined SEND & SENDCo.
24/03/23	Range of Assessments used for all pupils: EYFS information amended
14/02/25	Full SEND policy reviewed and updated.
20/05/26	5. SEND roles and responsibilities updated. 10.a Autism Spectrum Disorder amended to Autism Spectrum Condition (ASC). 38 & 39. Learning Success Intervention Plan (LSIP) amended to Learning Success Plan (LSP). 41. SEND IEP (Individual Education Plan) amended to ISP (Individual Support Plan) 50. SEND policy to be read in conjunction with the Accessibility Policy.



Special Educational Needs and Disabilities (SEND) Policy (including EYFS)

Our Philosophy

1. Blundell's Prep and Pre-Prep (the "school") is committed to securing the best educational outcome for every child, regardless of any barriers to learning. As a community, we work together to provide a broad and balanced curriculum that is continually reviewed to make learning accessible to **all** of our pupils.

Our Aim

2. Our aim is to support pupils with Special Educational Needs and Disabilities (SEND) to raise their aspirations and their achievements. We use a pupil-centred planning and delivery cycle, that includes the views of parents, to ensure that the evidenced-based approaches we employ are an effective and positive experience.
3. Using whole school and individual assessment and monitoring, we can celebrate the strengths of our pupils and support their identified needs. We have high aspirations and expectations for our pupils with SEND. Early identification of pupils requiring SEND provision is essential.
4. Our whole school approach to SEND provision means that all members of staff share equal responsibility for the progress of pupils.

SEND Roles and Responsibilities

5. Those with Key roles and Responsibilities with regard to the SEND provision at the School are as follows:
 - a. **Special Educational Needs & Disabilities Co-Ordinator (SENDCo):**
Mrs Sue Clark
sjc@blundells.org
 - b. **Member of SLT with Responsibility for SEND:**
Mr Andy Southgate (Headmaster)
prephm@blundells.org
 - c. **Designated Safeguarding Lead (DSL):**
Mr Simon Howkins
sph@blundells.org
 - d. **Prep School office:**
Responsible for meeting the medical needs of SEND pupils.
Prep@blundells.org
 - e. **The Bursar and the Estates Team:**
The Bursar leads the physical accessibility strategy. The Estates team maintains the physical environment, carries out access audits and works with the Bursar to plan and implement building improvements.

bursar@blundells.org

f. **The Governing Body:**

The Governing Body are ultimately responsible for ensuring the implementation and annual review of this policy. They receive termly updates and review the policy annually. They also review the Accessibility Plan and Policy annually, outlining how the school will increase access for pupils with disabilities.

Governor with Responsibility for SEND is **Dr Andy Smith**: a.smith@blundells.org

g. **All Staff:**

All staff have a responsibility to promote inclusion, implement reasonable adjustments in their classrooms and activities, and raise concerns where they identify barriers to access. Teaching staff are responsible and accountable for the progress and development of pupils in their class, including those who access additional support. They must have high expectations for the progress of all pupils, provide inclusive teaching, adapt their approach to meet individual needs and communicate effectively with the SENDCo and parents.

h. **Parents & Pupils:**

Parents are asked and expected to work in partnership with the school, providing relevant information about their child's needs and participating in review meetings. Pupils are encouraged to contribute to planning and evaluating their own support so that their views inform decisions about their learning.

Identifying SEND at Blundell's Prep and Pre-Prep

6. We have a clear and consistent approach to the recognition and response to SEND which follows the guidance in the SEND Code of Practice: 0-25 years (2014)

7. The SEND Code of Practice (2014) states that:

A pupil has SEND 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.

8. Underachievement is not a SEND, and we have a clear process to address the needs of pupils whom we feel are, or are at risk of, underachievement, in the form of our At Watch register.

9. The SEND Code of Practice states that:

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as SEND.

10. There are four broad areas of SEND as detailed in the SEND Code of Practice:

a. Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in social interactions. The profile for every child with SLCN is different. Communication and Interaction needs can include: SLCN, and Autism Spectrum Condition (ASC) (including Asperger Syndrome)

b. Cognition and Learning

Learning difficulties cover a wide range of needs. Children with specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (coordination) and dysgraphia (writing).

c. Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. Social, Emotional and Mental Health Difficulties can include ADD, ADHD, Attachment Disorder and Anxiety.

d. Sensory and/or Physical Needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities. Sensory and/or physical needs can include visual impairment (VI), hearing impairment (HI – including Deaf and hearing impairment), Multi-Sensory impairment (MSI) and Physical disability (PD).

11. These give an overview of the areas of need that should be met within the school setting; however, pupils may well have needs in more than one area.
12. Assessment at Blundell's Prep and Pre-Prep considers the needs of the 'whole child' not just their presenting SEND.
13. The following, whilst not being SEND, may well impact on progress and attainment and will therefore be considered:
 - a. Attendance and punctuality
 - b. Health and welfare
 - c. English as a Second Language (EAL)
 - d. Being a Looked After Child (LAC)

The Graduated Approach to SEND Support at Blundell's Prep and Pre-Prep

Admissions

14. The Blundell's Prep Admission Policy sets out details about admission to the school. Blundell's Prep and Pre-Prep welcomes pupils with SEND needs, provided we can reasonably offer any support that may be required, and that our school site can accommodate the pupil's needs. We strive to ensure a safe and inclusive environment within which our SEND pupils can improve outcomes.
15. Blundell's Prep and Pre-Prep does not unlawfully discriminate in any way regarding entry and our policy is to apply our admission criteria to all potential pupils.
16. We require parents of children with SEND needs to discuss their child's needs with the School at the outset of the admissions process so that we can consider and make – to the extent reasonable – appropriate provision. This is so that the School can assess their child's needs and consult with parents about any adjustments which can reasonably be made. The School needs to ensure that their child will be able to meaningfully access the education offered and that we are able to ensure their health and safety, and the health and safety of others.
17. Parents are required to provide with the Registration Form, full details of all relevant information about their child, including any reports (including any dyslexia diagnostic assessment reports, educational psychologist reports, medical reports or assessments or other relevant expert third party reports), materials or information about their child's needs (educational, health or otherwise). This may include any final or draft EHC needs assessments (or applications for a needs assessment) or final or draft EHC Plans (or applications for an EHC Plan).
18. Where parents of a prospective pupil feel their child requires adjustments, parents should raise these with the School at the outset.

19. There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's special educational needs and/or disability if, despite reasonable adjustments, we feel that a prospective pupil is not going to be able to meaningfully access the education offered, or that their health and safety or those of other pupils or staff may be put at risk, or where the School cannot reasonably accommodate the adjustments required or reasonably provide the nature or level of the support required. This decision is made at the School's discretion.
20. The School requires parents to be pro-active in updating the School as to any changes which mean that the information provided during the application process is out of date or incomplete.
21. In the event your child has an EHC needs assessment or EHCP (whether at the application stage, draft or final form) it is important that these (and the applicable supporting documentation, e.g. educational psychologist reports or other expert assessments) are shared promptly with the School and that the School is kept up to date with respect to any relevant decisions of the Local Authority or changes in provision.

Initial Response

22. Pupils enter Blundell's Preparatory at a variety of points: N1 - Year 6. At Year 3, a significant number of our pupils transfer from the Pre-Prep to Prep, therefore, we have an established system of information transfer involving SENDCo visits in Year 2, regular teacher/Head of Pre-Prep liaison and a 'moving up' meeting between Year 2 and Year 3 with significant others present. Regular meetings take place with our Senior School SENDCo to ensure a smooth transition between Year 6 to Year 7.
23. For pupils joining us from outside of our setting we always seek to gain any previous reports or SEND information from parents prior to entry. In some cases, where SEND has already been identified, the SENDCo will meet with the potential parents as part of their school visit and Learning Success assessments may occur.
24. Pupil performance is constantly monitored by teaching staff. Twice termly across the Prep school, Progress reports and Progress updates are completed for pupils. Early Learning Goals are monitored throughout a child's time in the Foundation Stage. A pupil's performance is managed through regular assessment in English and Mathematics in the Pre-Prep. In addition to this, GLA (Whole School Years 1-6) testing is undertaken in the summer term, with results being available to all staff. STAR Reading Tests on Accelerated Reader are also monitored.
25. Teaching staff are responsible and accountable for the progress and development of pupils in their class, including those who access additional support. High quality teaching, differentiated for individual pupils, is our first step in responding to pupils who have or may have SEND. If a concern remains, the pupil will be referred to the SENDCo, placed At Watch and in class support will be monitored through provision maps. The At Watch list and SEND registers are available to all staff.
26. Pupils and parents are welcome to speak to the SENDCo directly with concerns. These concerns will be discussed with the pupil's form teacher and subject teacher.

When and how do we assess?

27. When a child is identified as requiring an initial assessment, the SENDCo/Learning Success department will undertake a range of standardised/diagnostic tests to establish their strengths and areas of need. This information will be used alongside background information to establish if SEND is indicated.

28. As part of the SENDCo's assessment, parents will be contacted and asked to provide any previous reports or information alongside their view of their child's educational progress.
29. Background information held at school on the pupil will be gathered. This may include:
 - a. Assessment test scores
 - b. Previous school reports
 - c. Check lists
 - d. Anecdotal comment from all teachers/parents
 - e. Observations
30. An initial assessment session for a pupil may include:
 - a. standardised reading & spelling assessment
 - b. diagnostic assessments
 - c. reading aloud (fluency and accuracy)
 - d. writing assessment
31. It could also include:
 - a. reading comprehension assessment
 - b. phonological processing assessment
 - c. memory assessment
 - d. receptive/expressive/listening assessment
 - e. concentration profile
 - f. processing Speed
 - g. Dyslexia and/or Dyscalculia screeners
32. Throughout the process information is gathered from, and shared with, the pupil's teachers. A decision will be made whether to identify the pupil as being appropriate to place on the Learning Success list.
33. Parents will be invited to a meeting, to discuss the next steps in support.
34. The SENDCo may advise that an external assessment should be undertaken, in consultation with parents.
35. This may involve:
 - a. Educational Psychologists
 - b. Speech and Language Therapist
 - c. Occupational Therapist
 - d. Other external agencies
 - e. Referral through the SPA (Single Point of Access) through CFHD (Children Family and Health Devon), having followed Devon's graduated response
 - f. Play Therapist
36. The following criteria will need to be met in order for a Blundell's pupil to be identified as having SEND:
 - a. Pupil has significantly greater difficulty in learning than the majority of children their age; or
 - b. Pupil has a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age; or

- c. Pupils require provision, which is additional to, or otherwise different from educational provision made generally for children of their age.

Provision for Pupils with SEND

37. Once a pupil has been identified as having SEND and this has been discussed with the pupil and their parents, one-to-one Learning Success specialist teaching support may be available (at an additional cost), to a maximum of two x one-hour sessions.
38. A Learning Success Plan (LSP) is drawn up for each pupil receiving Learning Success support, following the 'Assess, Plan, Do, Review' process, as outlined in **Appendix 1**.
39. Learning Success Plans are reviewed each term and discussed with parents at Parent Consultation meetings with the pupil's Learning Success teacher.
40. This process is monitored by the SENDCo in conjunction with the pupil's teachers.
41. All Priority Pupils on the SEND register have a SEND ISP (Individual Support Plan) (PREP) or an Individual Behaviour Support Plan (Pre-Prep) drawn up by the SENDCo and/or teachers, to reflect the support plan in place. These include pupil voice and reflect in-class interventions and targets, strengths and areas of need, and recommendations and accommodations to support SEND needs. In-House pupils may also have a detailed SEND ISP.

Monitoring and Evaluation of SEND

42. Pupils with SEND will be closely monitored due to the SEND cycle of 'Assess, Plan, Do, Review'.
43. The SENDCo will provide feedback to the headmaster throughout the year.
44. Learning Success staff will maintain their own assessment tracking on the pupils they work with. These will feed into regular reviews.
45. Where the level of support is set to change, the SENDCo will give parents, pupils and staff the opportunity to comment on any changes.

Arrangements for Examinations

46. Where recommendations for accommodations have been suggested in external reports, pupils with SEND will be considered for arrangements indicated. This is to allow the pupil time to establish what their normal way of working could look like. On moving to Senior school, accommodations will be made in line with JCQ Regulations.
47. Recommended accommodations are made aware to all teaching staff. Additionally, all teaching staff are asked to make appropriate arrangements when timed tasks or tests take place in class. Teachers may read the test aloud to pupils in class tests and exams if needed.
48. Learning Success teachers will support pupils to develop key boarding skills, to use speech-to-text and read aloud functions on a laptop and explore using a reader-pen, where appropriate.

Supporting Pupils with Medical Conditions

49. Blundell's Prep and Pre-Prep recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Accessibility

50. The school has an Accessibility Policy which is available on the School website. This SEND Policy should be read alongside our the 3 Year Accessibility Policy and Plan. In line with Schedule 10 of the Equality Act 2010, the plan sets out short, medium and longterm strategies to increase access for disabled pupils.

Exiting the SEND cycle

51. A pupil will exit the SEND cycle as a result of a review meeting with parents and/or members of staff and Learning Success teachers at the end of a term or the end of the 'Assess, Plan, Do, Review' cycle, if sustained progress in closing the gap with their peers is evident.
52. It is the responsibility of the SENDCo to gather and collate the evidence to demonstrate sustained and/or accelerated progress at the review meeting.

Training and Resources

53. Quality first teaching is provided as part of the day-to-day curriculum at Blundell's Prep and Pre-Prep.
54. The provision of small group and individual SEND support is usually paid for termly in arrears by parents. The cost is made clear to parents when a consent form is completed.
55. A budget is designated to the SENDCo at the start of each academic year to purchase resources.
56. All Learning Success staff are encouraged to attend external courses and undertake further SEND training. Each term, part of a staff INSET session will be delivered by the SENDCo on an aspect of SEND within the school. The SENDCo and other members of the Learning Success Department are available each break time for staff to approach and seek advice or raise early concerns.

Storing and Managing Information

57. Information on SEND is handled in accordance with the School's Data Protection Policy which is available on the School website.

Complaints

58. Complaints regarding the SEND provision should in the first instance be raised with the SENDCo. Any complaint will be dealt with according to the school Complaints Policy that can be found on the School website.

Policy Review

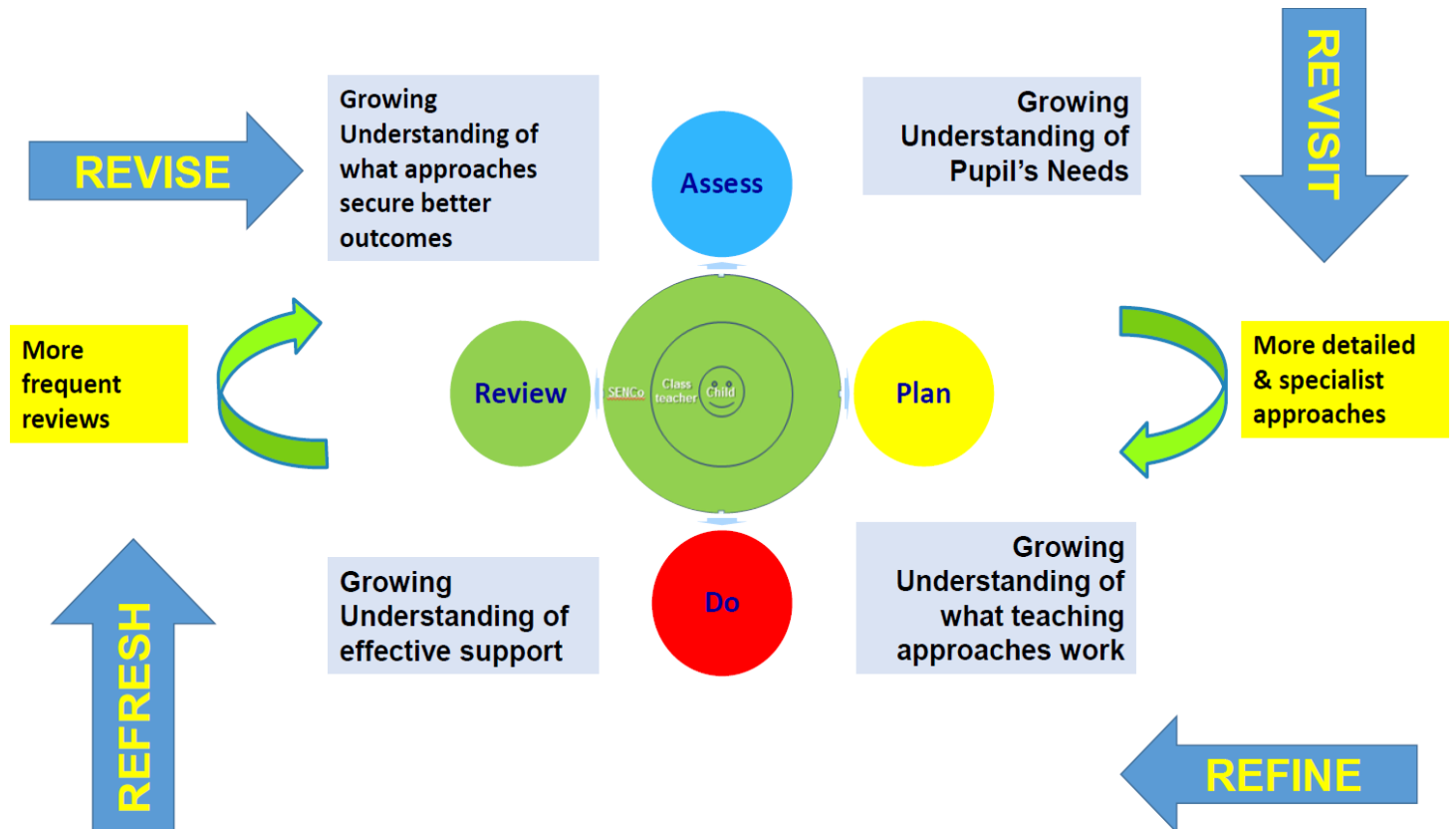
59. This policy will be reviewed annually each year by the SENDCo. Changes will take account of any updated legislation as well as any change in the school's provision for pupils with SEND.

Bullying

60. We are alert to the fact that pupils with SEND can be at greater risk of being bullied than other pupils, on the basis of their educational needs or disabilities. Bullying and unkindness, whether physical or emotional, are both entirely unacceptable at Blundell's Prep and Pre-Prep and are treated in accordance with the Anti-Bullying Policy.

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Appendix One: Assess, Plan, Do, Review



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