



*inspirans flammam
posteritatis*

**ROSEMEAD
PREPARATORY
SCHOOL & NURSERY**
DULWICH

**P6 - ENRICHMENT POLICY
Inclusive of SEND**

(INCLUDING EYFS)

1 Introduction:

- 1.1 Rosemead Preparatory School and Nursery is committed to providing equal access for all children admitted to the school to the broad and balanced curriculum that we offer. We recognise each child as a unique individual. We aim to identify and provide appropriate support to children who are not progressing as expected, those who have learning difficulties that represent barriers to their learning, or extension opportunities for those who display exceptional potential. Our aim is to enable all children to develop the confidence, motivation and self-reliance to achieve their full academic potential.
- 1.2 The Enrichment department tracks each child's progress through the school; fostering development in the four key areas of communication and interaction, cognition and learning, social, emotional and mental health, and sensory and / or physical need to ensure that they are well prepared for their next steps.
- 1.3 As a selective, academic school we are aware that sometimes a child's learning profile may exhibit discrepancies between skills (for instance, between verbal and performance abilities) which can affect learning, confidence, organisation and achievement. This policy details how Rosemead Prep School will do our best to ensure that the necessary Enrichment provision is made for any child who has individual or specific educational needs, as far as available resources and reasonable adjustments will allow; whether those needs are of a short or long term nature. It details how children's individual needs are made known to all who are likely to teach or interact with them, and how Rosemead aims to work in partnership with parents and the child themselves. Where a child appears to be behind expected levels, the cycle outlined in this policy of action: assess/plan/do/review, is used to create a graduated response to needs, in accordance with the methodology outlined in the SEND Code 2015 for gathering information and seeking "Early help" (see Working Together), if appropriate.
- 1.4 Our aim is that children become independent, resilient learners.

This document was developed through a process of consultation with all teaching staff. It is written with regard to the Special Educational Needs and Disability Code of Practice (SEND CoP; DfES) January 2015, The ISI Handbook for the Inspection of schools Inspection Framework, September 2021, the ISI Handbook for the Inspection of Schools commentary on the Regulatory Requirements, September 2021, and the Equality Act, 2010.

Further updates of this policy may be introduced during this academic year as our practice evolves as a result of continuous review and reflection of the effectiveness of our provision.

All policies are reviewed annually by the Headteacher, the Senior Leadership Team, subject Co-ordinators, all teaching staff and Governors.

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2 Aims and Rationale: Educational Inclusion at Rosemead.

- 2.1 The range of adjustments made and support deployed at Rosemead will be based on individual need following considered assessment carried out internally and/or by external agencies. 'Enrichment' at Rosemead is designed to promote pupils working towards becoming independent and resilient learners who are able to achieve their personal potential. This is achieved through a continuous cycle of '**Assess, Plan, Do, Review**' of all children's progress and needs. Within the funding available, Rosemead will endeavour to identify and provide, through 'Reasonable Adjustments', allowing all children to join in the activities of the school so far as is reasonably practical and compatible with the efficient education of other children, in accordance with the SEN Code of Practice January 2015.

2.2 Aims and Objectives

- To facilitate early identification of any pupil with special educational, or individual, needs.
- To provide appropriate levels of intervention for individual children's level of need.
- To provide pastoral care for all children, supporting them to develop self confidence and resilience.
- To ensure that appropriate records are maintained and shared with all relevant school staff, so that they are aware of individual children's needs in the classroom, and in the wider school environment.
- To regularly review children's individual progress; Personal Education Plans (PEPs), are reviewed twice a year with parents and children (and outside professionals when applicable).
- To work in partnership with parents and outside agencies where applicable.
- To support staff and provide appropriate INSET and / or professional development opportunities.

3 Definition of Terms.

3.1 'Special Educational Needs':

According to the SEND CoP, January 2015, a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

3.2 'Special Educational Provision':

(a) *For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in their area.*

(Section 312, The Education Act 1996)

3.3 'Disability':

An individual is defined as disabled if they have *"a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."* (Equality Act 2010).

Children may have a disability and / or SEN, depending on the extent of their needs.

No children are treated less favourably for a reason related to his or her disability. Whilst Rosemead will attempt to make 'reasonable adjustments' to our curriculum, learning opportunities or environment, we recognize that some parts of our building prevent full access to disabled pupils. Our first aid co-ordinator and SENCO are readily available to support pupils with physical disabilities or health problems. See our Disability Policy and Accessibility Plan for more details.

3.4 EAL

Children must 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. (Special Educational Needs Code of Practice, DfES, 2015). At Rosemead, EAL children may, however, receive language support from the Enrichment Department to develop their English Language skills. See EAL policy.

3.5 'Enrichment' at Rosemead

Rosemead is a broadly selective preparatory school. We have a relatively small number of pupils with an Education, Health and Care Plan, and do not purport to provide specialist provision of the intensity and breadth that is offered by more specialist independent schools.

However, our Enrichment Department has a dedicated team of five members of staff, working across both sites. The Enrichment Department supports children who require individual provision to access the full curriculum and fulfil their personal potential, within possible limitations (see note above regarding 'Reasonable Adjustment').

The Enrichment Department also supports children who do not have a SEN but who are not making expected progress, by providing small group and in class support.

At Rosemead, we value close partnerships with parents, supporting children holistically to develop confidence, independence, and realise their strengths to overcome weaknesses.

Children may have SEN either throughout or at any time during their school career, and may receive support in one or many areas of the curriculum. Difficulties may include:

- specific learning difficulties such as dyslexia, dyscalculia etc
- emotional, behavioural and social difficulties, e.g. ADHD
- communication and interaction difficulties, e.g. ASD, speech and language difficulties
- gross or fine motor difficulties, or dyspraxia
- sensory processing or concentration difficulties

Our Enrichment Department also supports children when other issues, not covered by SEN, impact on progress and attainment. These may include:

- Extension required beyond usual class differentiation
- Continued lack of expected progress
- Disability (Disability alone does not constitute SEN)
- Poor attendance / punctuality
- Poor health / emotional welfare
- EAL (see note below)
- Being a looked after child, or a child with a challenging home life.

Enrichment provision is based on an '**Assess, Plan, Do, Review**' approach.

4 **Responsibility:**

Throughout the school, the continuous cycle of assessing, planning, teaching and reviewing identifies and takes account of the wide range of children's abilities, aptitudes and interests. The majority of children will learn and progress within these arrangements. Those whose overall attainments or attainment in specific subjects falls significantly outside the expected range may have special educational needs.

Provision for children with special educational needs is therefore a matter for the school as a whole.

4.1 Enrichment Flow Chart. The enrichment flow chart provides a clear pathway for noticing, recording, monitoring and supporting additional needs. The flow chart has five flexible, escalating levels of intervention. Teachers and staff follow the flow chart to assess when to refer a child to the enrichment team.

4.2 Record of concern. When a teacher has considered concerns that a child has additional needs, a 'record of concern' form is completed and handed to Enrichment Team staff.

The child will be monitored further and a course of action will be agreed. This may involve in-class adaptations, and / or additional support from the Enrichment team. Going forward, all records and meeting notes pertaining to that child should then be shared with the SENCo and recorded on 3Sys.

4.3 Group or 1:1 additional support. If additional support is to be given, it is the responsibility of the class teacher to notify parents. Parents will then be encouraged to meet with the class teacher and the SENCO, to discuss provision. In the case of 1:1 support, a Personal Education plan (PEP) will be drawn up in collaboration with the Enrichment Department, class or subject teacher, the child and their parents. The PEP will detail the child's termly targets and strategies for achieving those targets. The timing of individual lessons and groups is carefully considered in consultation with class teachers. Wherever possible children do not miss core curriculum lessons.

Parents are not required to pay for learning support lessons provided by Rosemead.

4.4 Parental and child involvement. We value the opportunity to work in close partnership with parents in supporting all children to achieve their potential. PEPs are reviewed at the end of the Autumn and Summer terms with parents, staff and the child, so that a joint learning approach can be implemented at home and school. If decided that it would be beneficial for a child to use a personal laptop or Chromebook in school, children are expected to learn to touch-type at an appropriate speed and accuracy rate before doing so.

4.5 Outside professionals. Where the advice of outside professionals is recommended, this recommendation will be made by the SENCO and class teacher following a period of informal assessment and reflection. The school is not in a position to be able to afford to fund such assessments. When it has been agreed that this would be beneficial, they will be funded by the parents. Decisions to involve external specialists should be taken in discussion with parents and parents are informed if their child is receiving SEN support.

The SENCO will remain the main point of contact at school.

We are always keen to foster close ongoing relationships with outside professionals.

4.5 Record keeping. It is the responsibility of Enrichment team and all teachers to ensure that records are kept and available as needed.

If the school refers a child for a statutory assessment, the SENCO will provide the local authority with a record of their work with the child including the arrangements they have already made.

5 Assessment:

Assessment at Rosemead is a continual process of gathering information about what children know, understand and can do, to inform 'Plan, Assess, Do, Review'. (See also Assessment Policy).

We understand that children develop at different rates, therefore identification of children with a Specific Educational Need involves consideration of different sources of evidence over time.

5.1 Before a child joins the school, parents are requested to pass on all information from previous schools/nurseries, and outside agencies, where applicable. If the child has been identified as having a SEN, the SENCO will participate in the assessment process. Parents will be encouraged to meet with the SENCO prior to the child joining Rosemead, to assess adjustments to provision that will be required for the child to meet his/her special needs. When appropriate, the SENCO may visit the child's present school to gather information prior to the child joining Rosemead.

5.2 Informal Assessment. Children undergo informal assessment on a daily basis through classroom and incidental observations.

5.3 Formal Assessments. Results from formal assessments are scrutinised for any unexpected results or signs of particular strengths or weaknesses in a child beyond that of their peers. We are also aware that there are sometimes students whose learning profiles may indicate wide discrepancies between cognitive potential and performance, or between verbal and non-verbal performance.

5.4 We recognise that there is a continuum of special educational needs and in some cases will recommend that specialist expertise is sought to advise on the difficulties that a child may be experiencing. (See 4.5) Rosemead maintains links with various outside agencies, including

educational psychologists, occupational therapists, and speech and language therapists, to whom parents can be introduced. Parents are required to pay the outside professional directly for such services. In such cases, specialist reports will be discussed with the parents, SENCO and teacher/s, will be recorded on 3Sys, and will inform practice. This will be reflected in the child's PEP.

- 5.5** Details of children with diagnosed with SEN are kept on a regularly reviewed 'Enrichment list of diagnosed pupils. Those receiving support but without a diagnosis are noted on an individual pupil's Cohort Assessment Data. In addition, details of reports, needs, input and progress are kept in children's individual files.

6 Plan / Provision:

The SENCO is available to support all staff and parents in planning the differentiation for children with individual Needs, Learning difficulties or disabilities.

This action may include:

- Different teaching styles, learning materials, special equipment or environmental adaptations.
- Regular group or individual enrichment sessions; timed as far as possible to avoid core curriculum lessons, or lesson that are of particular interest to the child. Parents are not asked to pay for Enrichment lessons provided by Rosemead. These may be offered to children with a diagnosis, or those who have been identified as individuals who would benefit from such support.
- If it is agreed that it would be beneficial for a child to use a laptop or Chromebook for 'writing' tasks in school, the child is expected to learn to touch-type. Rosemead can pass on details of tutors who have supported children to establish successful, accurate typing skills. This outside agency support is funded by parents. Children will then be supported to use their laptop or Chromebook in school.
- When appropriate, consultation with outside agencies and support services for one-off or regular assessment, support or advice regarding strategies, targets and / or resources is recommended. The cost of such support is the responsibility of the parents.

7 Do: Roles and Responsibilities:

7.1 The role of the SENCO

The responsibilities of the Head of Enrichment (SENCO) include:

- Keeping up to date with relevant legislation, research and current good practice
- Updating policies, procedures and resources
- Managing the Enrichment budget annually
- Overseeing the identification, referral and assessment of children with additional needs
- Managing Enrichment Department staff
- Overseeing the tracking, monitoring and appropriate sharing of records
- Liaising with and advising colleagues, increasing awareness of the needs of potentially more able, SEN or children with disabilities and contributing to the in-service training of staff
- Working with parents and facilitating inter-agency collaboration
- Leading evaluation of PEPs and setting up new targets. Overseeing Enrichment department report writing.
- Leading Annual Reviews of Education, Health and Care plans.
- Monitoring the impact of policy and provision.
- When specific equipment or resources have been recommended as part of an assessment procedure for a particular child, the SENCO is responsible for its provision, where reasonable.
- Reporting on a weekly basis to the Head regarding issues relating to the Enrichment Department.
- Access Arrangements: The SENCO is responsible for supporting parents with examination access requirements for secondary school examination, and then for supplying information to new schools when children transfer.

8.2 Class teachers and subject teachers are responsible for:

- Being involved in the development of school policies related to Enrichment and Inclusion.
- Planning and delivering a suitably differentiated curriculum to allow high ability children, or those with specific learning difficulties/disabilities to experience appropriate challenges across the curriculum. Guiding in class support where required.
- Identifying children who require support from the Enrichment department, seeking support or advice from the SENCO, and notifying parents.
- Monitoring children's work and progress; encouraging children to get involved in their own self assessment procedures.
- Maintaining communication and working effectively with parents. Ensuring that all relevant documents and records are shared with SENCO.
- Communicating with Enrichment Department staff with regard to children's ongoing progress, target setting and evaluation, and ensuring that all staff who teach children in their class with SEN are aware of the adjustments and individual strategies required.

8.4 Enrichment Department Teachers and Assistants are responsible for:

- Working under the guidance of, and reporting to, the SENCO.
- Supporting the SENCO regarding liaising with class teachers and other staff, maintaining records helping them to work effectively with children and parents. Sharing all communications regarding work with children, with the SENCO and with the child's class teacher.
- Becoming familiar with a range of strategies for identifying and providing for different types of ability and need, and keeping up to date with related issues.
- Contributing to the progress, welfare and records of all children who are receiving support from the Enrichment Department.
- Monitoring the progress, welfare and records of all children who they are working with. Termly reviews of PEPs, working with the child's teachers and parents, and the SENCO.
- Enrichment department report writing for all children who they are working with.

8.5 Learning Support Assistants are responsible for:

- Rosemead Prep School is not in a position to be able to fund 1:1 Learning Support Assistants (LSAs). We aim to cater for the breadth of children's needs through in class differentiation and adjustments, and support offered through our Enrichment department.
- Where it has been identified that a child could potentially benefit from this additional level of support, and when agreed by parents that they are happy to fund it, we do operate a system where we have LSAs in place to support individual children's learning and / or physical needs.
- The SENCO is responsible for coordinating 1:1 LSAs, working under class teachers.
- 1:1 LSAs work in targeted ways and are responsible for maintaining regular communication and progress updates between parents, class teachers and members of the Enrichment team. All written communications should be shared with the SENCO and class teacher.
- 1:1 LSAs are important contributors when evaluating and writing targets for reports and PEPs for the child/ren that they are working with.

9 Children with an EHC Plan:

Children with a Statement of Special Educational Needs have targets set on an IEP, informed by outside professionals where applicable. An annual review of their EHC plan is conducted in conjunction with any external agencies such as LEA and support services.

9.1 Transition for children with an EHC plan. At the annual review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the same timescales as other parents. The SENCO of the receiving school is welcome to attend the final annual

review of children with EHC plans, to allow the receiving school to plan appropriate provision to start at the beginning of the new school year and enable the child and the parents to be reassured that an effective and supportive transfer will occur.

10 Review / Evaluation of Provision and monitoring of child progress.

The progress of each child is tracked through the formal and informal assessment undertaken by all children throughout the year. All children's academic performance and cognitive potential is closely monitored throughout their time at Rosemead, informing the ongoing assessment and monitoring of provision.

PEPs are reviewed twice a year with input from the Enrichment Department, from teachers, parents, children, and where applicable, other school staff and outside agencies.

11 Complaints:

In the event that parents are concerned or have a complaint about the provision being made for their child, this should be taken up with the SENCO.

If the complaint or situation is not resolved, it should then be referred to the Head or Head of Pre Prep.

12 Enrichment and the Governing Body:

The governing body has a link governor for SEND and inclusion, who will be up to date and knowledgeable about the school's Enrichment provision, including how funding, equipment and personnel resources are deployed.

13 Related Policies and Documents:

13.1 Policies:

- Equal Opportunities (Education)
- Personal Portable Devices Policy
- Accessibility Plan
- Safeguarding
- Assessment
- Admissions
- Exclusions

13.2 Legislative and National Policy Framework:

- DfE (2018) Working Together to Safeguard Children
 - DfE (2015) Revised Special Educational Needs Code of Practice
 - DfE (2014) Special Educational Needs and Disability Act
 - DfE (2010) Equality Act
 - DfE (2002) Education Act
 - DfE (1996) Education Act
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- ISI Handbook for the Inspection of Schools, Regulatory Requirements, September 2021

14 Contact Details:

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