



P6 – Enrichment Policy

Policy Owner: Deputy Head Academic

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1. Aims

St Dunstan’s Education Group (‘the Group’) aims to ensure that parents / carers in contract with the Group understand our approach to Enrichment and SEND support at Rosemead Preparatory School and Nursery.

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, whether or not they have a SEND diagnosis, 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.

We aim to:

- Facilitate early identification of any pupil with special educational, or individual, needs.
- Provide appropriate levels of intervention for individual children’s level of need.
- Provide pastoral care for all children, supporting them to develop self confidence and resilience.
- 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.
- Regularly review children’s individual progress; Personal Education Plans (PEPs) for children with a diagnosis who receive individual support sessions, are reviewed twice a year with parents and children (and outside professionals when applicable).
- Work in partnership with parents and outside agencies where applicable.
- Support staff and provide appropriate INSET and / or professional development opportunities.

2. Legislation

This policy is based on the expectations laid out by the Independent Schools Inspectorate (ISI) and references the Independent Schools Standards and Regulations (ISSRs). Complaints relating to Early

Years Foundation Stage (EYFS) provision can also be directed to Ofsted and by doing so operate on different timelines to the ones outlined in this policy.

This policy 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 2024, the ISI Handbook for the Inspection of Schools commentary on the Regulatory Requirements, September 2024, the Equality Act, 2010 and the Education Act 1996.

This policy should be read alongside the Equity, Diversity and Inclusion policy, the Assessment policy, the Admissions policy, the Pastoral Care and Personal Development policy, and the Safeguarding policy to ensure a consistent approach to pupils with or with potential additional needs.

3. Roles and responsibilities

3.1 St Dunstan's Education Group

The governing body has ultimate responsibility for the management and control of its schools, but delegates day-to-day oversight to the Head of St Dunstan's Education Group (Head of the Group), who turn line manages the Heads of each school, specifically the Head of Rosemead Preparatory School and Nursery, the Head of St Dunstan's Junior School and the Head of St Dunstan's Senior School. This policy reflects that structure.

The governing body has a duty to:

- Review this policy annually and ensure it adheres to the ISSR regulations, the SEND CoP and the Equality Act 2010

3.2 The Head of Rosemead Preparatory School and Nursery

The Head of Rosemead Preparatory School and Nursery is responsible for overseeing the implementation of the Enrichment Policy. This involves:

- Ensuring that all staff are aware of the policy and are properly trained to support children's needs
- Ensuring the the school complies with legal obligations relating to SEND and that children with SEND are not discriminated against
- Ensuring that the Enrichment department is well resources and adequately monitored

3.3 The Role of the SENDCO

The SENDCO of Rosemead Preparatory School and Nursery is responsible for overseeing the SEND and Enrichment department. This involves:

- 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.

3.4 The Role of Enrichment Department Teachers

Enrichment department teachers at Rosemead Preparatory School and Nursery work to support SEND children and those being supported by the Enrichment department. They will:

- Work under the guidance of, and report to, the SENCO.
- Support 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.
- Become 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.
- Contribute to the progress, welfare and records of all children who are receiving support from the Enrichment Department.
- Monitor 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.

3.4 The Role of Staff

Staff are responsible for the day-to-day teaching and pastoral care of SEND, more able and EAL children. Staff will:

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

3.5 The Role of Pupils

At Rosemead Preparatory School and Nursery pupils may be supported by the enrichment department in small groups, 1:1 sessions and in class support. Pupils are encouraged to:

- Engage productively with small groups or 1:1 sessions
- Complete any work set to the best of their ability
- Transfer skills and strategies learnt to different contexts including whole class lessons
- Share any concerns or worries they may have with a trusted adult

3.6 The Role of Parents/Carers

Parent/carers at Rosemead Preparatory School and Nursery are responsible for supporting the school's Enrichment Policy. Pupils and parents /carers will:

- Engage with enrichment lessons, 1:1 support lessons and the assess, plan, do and review process
- Liaise with teachers and enrichment staff to ensure a joined up approach
- Share, in a timely manner, external information and reports relating to their child
- Communicating with the school about any concerns or updates.

4. Policy content

4.1 Introduction

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.

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.

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 is not progressing as expected or 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 significantly behind expected levels, or receives an external diagnosis of a specific learning difficulty, 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. Our aim is that children become independent, resilient learners.

4.2 Definition of Terms

4.2.1 '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.

4.2.2 'Special Educational Provision':

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)

4.2.3 ‘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. While 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 disability or health problems. See our Disability Policy and Accessibility Plan for more details.

4.2.4 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.

4.3 Enrichment overview

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 enrichment teachers working across both sites. The Enrichment Department supports children with a diagnosed SEND who require some 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 SEND 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 SEND 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. ASC, speech and language difficulties
- Gross or fine motor difficulties, or Developmental Coordination Disorder (DCD/Dyspraxia)
- Sensory processing difficulties
- 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
- Being a looked after child, or a child with a challenging home life.

4.4 1:1 Learning Support Assistants at Rosemead Preparatory school and Nursery

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.

4.4 Enrichment support cycle

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.

4.4.1 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.

4.4.2 Record of concern

When a teacher has considered concerns that a child has additional needs, a 'record of concern' form is completed which details the specific concern, parental contact and strategies already implemented in class.

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.

4.4.3 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 SENDCO, 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.

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.

4.4.4 Outside professionals.

Where the advice of outside professionals is recommended, this recommendation will be made by the SENDCO 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 SENDCO maintains an up to date list of external specialist assessors and will remain the main point of contact at school.

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

4.4.5 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.

4.5 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.

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.

4.5.1 Informal and formal Assessments.

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

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.

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, and will inform practice. This will be reflected in the child's PEP.

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.

5. Monitoring

This policy will be reviewed by the SENDCO and Senior Leadership Team annually.

6. Links with other policies

- Individual Pupil Need
- Special Education Needs and Disabilities (SEND) Learning Support