ROSEMEAD PREPARATORY SCHOOL & NURSERY
DULWICH

PART OF
ST DUNSTAN'S EDUCATION GROUP

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Policy owner	Deputy Head Enrichment / SENDCo
ISSR reference	3b SEND, EAL, more able pupils
Date of review	Spring 2026
Approved by	Education Committee – Spring 2026
Date of next review	Spring 2027

Version Control Information

Reason for Amendment	Role	Date	Main Changes
Annual review	SENDCO / Acting Deputy Head Academic	Lent 2025	New template Policy Main Changes
Annual review	SENDCO / Acting Deputy Head Academic	Lent 2026	Policy Main Changes
Summer review	SENDCO / Deputy Head Enrichment	Summer 2026	Policy Main Changes

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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' or learning support 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 SEND 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 are reviewed twice a year with parents / carers 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 School Standards (ISS). Complaints relating to Early Years Foundation Stage (EYFS) provision can also be directed to Ofsted in accordance with the EYFS Statutory Framework (September 2025); such complaints may operate on different timelines to those outlined in this policy.

This policy is written with regard to:

- The Special Educational Needs and Disability Code of Practice (2015);
- The ISI Handbook for the Inspection of Schools: Framework 2023 (updated September 2025);
- The ISI Commentary on the Regulatory Requirements (September 2025);
- Keeping Children Safe in Education (KCSIE) 2026;
- 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 the potential for, additional needs.

3. Roles and responsibilities

3.1 St Dunstan's Education Group

The St Dunstan's Education Group Board has ultimate responsibility for the management and control of its schools, but delegates day-to-day oversight to the Chief Executive Officer (CEO) who turn line manages the Heads of each school. This policy reflects that structure.

The Group Board has a duty to:

- Review this policy annually and ensure it adheres to the ISS 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/Learning Support Policy. This involves:

- Ensuring that all staff are aware of the policy and are properly trained to support children's needs
- Ensuring 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 resourced 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 / carers 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 SENDCO is responsible for its provision, where reasonable.
- Reporting regularly to the Head regarding issues relating to the Enrichment Department.
- Access Arrangements: The SENDCO is responsible for supporting parents / carers 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 Staff

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 SENDCo.
- Support the SENDCo 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 SENDCo 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 / carers, and the SENDCo.
- 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 SENDCo, 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 SENDCo.
- 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 SEND (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. Enrichment

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 ensures 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 / carers 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 SENDCo 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 or external professionals to develop their English Language skills.

4.3 Enrichment / Learning Support overview

Rosemead is a selective preparatory school. We have a small number of pupils with an Education, Health and Care Plan (EHCP), 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 staff working across all year groups. The Enrichment Department supports children with a diagnosed SEND who may benefit from weekly small group support and/or 1:1 support sessions to fulfil their personal potential, within possible limitations (see note above regarding 'Reasonable Adjustment'). This support is at the discretion of the school and may not always be recommended.

The Enrichment Department also supports children who do not have a SEND but who are not making expected progress, and children who may benefit from stretch and challenge, by providing small group and in class support.

At Rosemead, we value close partnerships with parents and carers, 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. Autism, 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 Support Assistants at Rosemead Prep School

Rosemead Prep School is not in a position to be able to fund 1:1 Support Assistants. 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 high level of additional support, and when agreed by parents / carers that they are happy to fund it, we do operate a system where we have Support Assistants s in place to support individual children's learning and / or physical needs. We do have a relatively small number of children with EHCPs where funding for additional support is provided by the Local Authority. We cannot provide any top up funding should this be required. We are able to facilitate the recruitment process for both parent and LA funded additional support.

The SENDCo is responsible for coordinating 1:1 Support Assistants, working under class teachers.

1:1 Support Assistants work in targeted ways and are responsible for maintaining regular communication and progress updates between parents / carers, class teachers and members of the Enrichment team. All written communications should be shared with the SENDCo and class teacher.

1:1 Support Assistants 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 attainment 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 SENDCo.

4.4.3 Group or 1:1 additional support.

Children's progress and attainment is monitored closely throughout their time at Rosemead. Where a child is identified as potentially underperforming for their ability in a particular subject or topic, the Enrichment team may recommend a small group, aimed at boosting confidence and skills. This recommendation is made in liaison with class teachers. If there is a more significant concern and overall attainment or attainment in specific subjects falls significantly outside the expected range a child may have special educational needs.

As we have an intake of external children in Year 3, it is our usual practice to start Enrichment groups in the Spring term of Year 3 to allow settling in time. For children with more significant need this support may start earlier. We also usually end support for Year 6 children after the Autumn term to support development of independence in preparation for senior school.

In the case of a suspected additional need, parents / carers will be encouraged to meet with the class teacher and the SENDCo, to discuss provision. In the case of a diagnosed need, 1:1 support sessions may be offered where appropriate and 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.

For children who have a formal diagnosis but in class support and quality first teaching is sufficient to support progress, the PEP will consist of a one-page pupil profile. This will detail strengths, difficulties, strategies and resources that may be beneficial to the individual child. For children who benefit from additional 1:1 support sessions, the PEP will consist of more detailed targets that will be reviewed twice a year at minimum. 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 / carers 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 / carers.

The SENDCo maintains an up-to-date list of external specialist assessors and will remain the main point of contact at school. It is advised that professionals from this recommended list is used for any external assessment, however the SENDCO welcomes a conversation with families should they choose an alternative route for assessment.

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. Our usual method for this is overview notes on our pupil management system (ISAMS). This allows for all relevant members of staff to have access to pertinent information. Separate SEND and EAL register are also maintained by the SENDCo and accessible to all staff.

If the school refers a child for a statutory assessment, the SENDCo will provide the local authority with a record of 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 / carers 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, A member of the Enrichment team will participate in the assessment process. Parents / carers will be encouraged to meet with the SENDCo 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 SENDCo 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 / carers can be introduced. Parents / carers are required to pay the outside professional directly for such services. In such cases, specialist reports will be discussed with the parents/ carers, SENDCo and teacher/s, and will inform practice.

Details of children with diagnosed with SEN are kept on a regularly reviewed SEND register. Those receiving support but without a diagnosis are noted on an individual pupil's Cohort Assessment Data and are closely monitored. In addition, details of reports, needs, input and progress are kept in children's individual files.

4.5.2 Access arrangements and consideration of external professional recommendations

The school values input from external specialists and works collaboratively with health, social care, and educational professionals. While all recommendations from external specialists are carefully reviewed, the school retains final discretion over how interventions and strategies are implemented within the classroom setting.

Recommendations may not always be adopted in full, or as originally specified, where:

- **Practicality & Feasibility:** The proposed measure is unreasonable in terms of resourcing, scheduling, or operational implementation within a mainstream environment.
- **Impact on Others:** The recommended provision would significantly compromise or be detrimental to the education, safety, or well-being of other pupils.
- **Pedagogical Judgment:** In the professional judgment of the class teacher, SENDCo, or senior leadership, the recommendation is deemed unsuitable, ineffective, or not beneficial within the context of the specific classroom environment

In such instances, the SENDCo and relevant staff will work to identify appropriate, evidence-informed alternatives that meet the student's underlying needs while supporting effective classroom delivery.

We will apply any recommendations for exam access arrangements in accordance to JCQ regulations and maintain close links with senior schools to discuss access arrangments.

5. Monitoring

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

6. Links with other policies

- EAL
- Equity, Diversity and Inclusion policy
- Assessment policy
- Admissions policy
- Pastoral Care and Personal Development policy
- Safeguarding and child protection policy