



# Chesham Preparatory School

## **POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) AND INCLUSION**

Note: This policy applies to the Early Years Foundation Stage as well as to the whole school.

### **Introduction**

Chesham Prep aim to create a vibrant, inclusive environment that encourages every pupil to fulfil their potential both inside and outside of the classroom.

A child or young person is defined as having special educational needs and disability (SEND) if they have a learning difficulty or disability that calls for specific, special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age;  
or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.  
(SEND Code of Practice, 2014)

### **Aim**

At Chesham Preparatory School we aim to raise the aspirations of and expectations for all pupils. Teaching is inclusive, enabling pupils to make the best progress and to access and benefit from our broad and balanced curriculum. We have high expectations of all members of the school community. We believe that all children and staff should be equally valued. We strive to eliminate prejudice and discrimination and to develop an environment where all children can make a positive contribution and feel safe.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, ethnicity, attainment, gender, impairment, religion or background. We treat all children as individuals and respond to learners in ways that take account of their varied life experiences and needs.

### **Objectives**

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs and disability.
- To provide a Special Educational Needs Co-ordinator (SENCo) who will head up the team of Learning Support Assistants (LSAs) and coordinate their work within the SEND and Inclusion Policy.
- To provide support and advice for all staff working with children with special educational needs in identification and implementation of the ADPR (Assess Plan Do Review) cycle.

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (Jan 2015) and has been written with reference to the following guidance and documents:

- Special educational needs and disability code of practice: 0 to 25 years statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities. (January 2015)
- Equality Act 2010: advice for schools DfE (Feb 2013)
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report) Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Keeping children safe in education 2021 - Statutory guidance for schools and colleges (September 2021)
- Safeguarding Policy (CPS 2021)
- Teachers Standards 2012

#### Linked policies and documents

- Admissions Policy and Procedure
- Local Offer for pupils with SEND (see Appendix)
- 3-Year Accessibility Plan
- Administration of Medicines Policy
- Anti-bullying Policy
- Behaviour, Discipline and Exclusions Policy
- Complaints Policy and Procedure
- Curriculum Policy
- Equal Opportunities Policy
- Restraint Policy and Guidelines
- Transition Policy
- Health and Safety policy
- PSHE policy
- SMSC policy

A copy of these policies will be made available to all parents and prospective parents of pupils at the School on request.

The School operates a “whole pupil, whole school” approach to the management of and provision of support for pupils with SEND, believing that “every teacher is a teacher of every child or young person, including those with SEND.”

#### Key Staff

SENCo	Mrs Jayne Wright	<a href="mailto:jwright@cheshamprep.co.uk">jwright@cheshamprep.co.uk</a>	01494 782619 Ext 231
Deputy Head	Mr James Bateson	<a href="mailto:jamesbateson@cheshamprep.co.uk">jamesbateson@cheshamprep.co.uk</a>	01494 782619 Ext 235
Director of Studies	Miss Jane Balgobin	<a href="mailto:jbalgobin@cheshamprep.co.uk">jbalgobin@cheshamprep.co.uk</a>	01494 782619 Ext 227

#### Identifying special educational needs and disability

There are four categories of SEND:

1. Communication and interaction (e.g. speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum).

2. Cognition and learning (including children who demonstrate features of moderate, severe or profound difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia).
3. Social, mental and emotional health (this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration).
4. Sensory and/or physical needs (children with sensory, multisensory and physical difficulties).

(Please refer to our Buckinghamshire and Hertfordshire Local Offer for pupils with SEND for more details.)

<https://www.buckscc.gov.uk/services/care-for-children-and-families/local-offer-for-send/>

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

The School identifies the needs of the pupils by considering the needs of the whole child, not just the special educational needs of the child. The Code of Practice explains that there are other barriers to learning which may impact on progress and attainment but are not necessarily SEND; these include:

- Disability (physical or mental impairment) which has a long term and substantial adverse effect on the ability to carry out normal day-to-day activities (Equality Act 2010). The Code of Practice outlines the “reasonable adjustment “ duty for schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Behaviour (concerns relating to a child or young person's behaviour should be described as an underlying response to need)
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman

### **Quality first teaching - A graduated approach to SEND support**

We believe that “every teacher is a teacher of pupils with special educational needs.” Thus, all teachers are responsible for the progress and development of all pupils in their class. High quality, well differentiated teaching for individual pupils is the first step in responding to pupils who may have SEND.

Pupils are assessed on entry, building on information from previous settings where appropriate.

Class/subject teachers and the Director of Studies oversee regular assessments of progress for all pupils. These help to identify pupils not making the expected progress. The first response to such progress should be high quality teaching targeted at their areas of weakness (e.g. academic, social etc.). Additional intervention and support cannot compensate for a lack of good quality teaching.

The School’s system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

Based on the School’s observations and assessment and following a discussion between the class/subject/form teacher, SENCo and parent, the child may be identified as having SEND. We then take action to remove barriers to learning and put effective special educational provision in place. The pupil will then be placed on the Inclusion List. This SEND support is part of a four-part cycle, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach (assess-plan-do-review).

- **Assess**

This involves clearly analysing the pupil's needs using teachers' assessment, experience of working with the pupil, details of previous progress and attainment, INCAS and CAT assessments, formal and informal assessments in the EYFS, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Regular reviews ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform ongoing assessment and targets. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

- ❖ **Plan**

Planning will involve consultation between the teacher, the SENCo and the parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of the pupil's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This information is recorded on individual pupil passports and provision maps for each class. All staff are expected to refer to these documents to inform their planning and teaching.

- **Do**

The class and/or subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with any teaching assistants, learning support staff or specialist staff involved to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo and Learning Support Department.

- **Review**

Reviews of a child's progress will be made regularly (at least termly). The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class/form/subject teacher, in conjunction with the Learning Support Department, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments to targets/interventions, in consultation with parents and the pupil.

The success of the School's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Senior Management Team and SENCo
- Analysis of pupil tracking data
- Meetings of parents and staff, formal and informal
- Pupil views collected during the Pupil Passport meeting

### **Managing pupils' needs on the Inclusion List**

The inclusion list contains the name of the pupil with a SEND issue. It includes:

- A record of their professional assessment report.
- Any interventions undertaken
- Recommended examination considerations

Pupils on the Inclusion List will have a pupil passport, which details important information about the child including:

**Pupil Passport (generated through a meeting with the child):**

- Pupil photo with their: Likes/Dislikes/Important Hobbies & Activities/Favourite Activities/Favourite Lessons/ Important People in my Life/I find it difficult to.../I would like you to know that...
- The pupil's views on their areas of strengths and weaknesses
  - How they can help themselves
  - Ways they think staff can help them

**Learning Plans (generated on Edukey where a pupil is taken for a one to one support session):**

- SMART (Specific, Measurable, Appropriate, Realistic, Timed) targets created by the class teacher in liaison with the child's allocated LSA. This is agreed with parents, relevant staff and wherever appropriate, pupils.
- Parent views on the Learning plan and Pupil Passport documents are sought (on the school's Edukey system)

More general information about the child (nature of barrier to learning, specific arrangements required, medical conditions, learning support group or individual sessions, medical conditions, English as an additional language, disability, more able) is also recorded on the provision map for the child's class.

- All staff are expected to refer to the provision maps and pupil passports of children they teach to inform their planning and teaching.
- Both forms are confidential.
- Pupil passports and provision maps are designed to be working documents that are updated to reflect the current needs of the child.
- Formal review meetings of pupil passports will take place three times a year, when parents and pupils will be involved in reviewing progress and setting new outcomes.
- Class teachers (Nursery to Year 4), form, English and Maths set teachers (Senior School) are responsible for maintaining and updating the passports and provision maps with guidance from the Learning Support Department.
- The SENCo reviews all passports and provision maps to ensure consistency, appropriateness and quality of outcomes.

(Please refer to our Local Offer for pupils with SEND for more details.)

**Specialist support**

The School has highly trained staff in the Learning Support Department with many years' experience working with children with specific learning difficulties, physical and sensory issues and counselling needs.

Should a pupil make less than expected progress, despite school-based support and interventions, advice is sought from specialist agencies. The School has regular visits by:

- Speech and Language therapists
- Clinical and Educational psychologists
- Play therapists
- Specialist teachers from the Autism Teaching Company
- Additional support can be provided by Optometrists, Buckinghamshire Advisory Services and Hertfordshire Advisory Services

Decisions to involve external specialists are taken in discussion with parents.

### **Referral for an Education, Health and Care Plan**

When a child has not made the expected progress, despite staff having taken two cycles of APDR cycle, and taking relevant and purposeful action to identify, assess and overcome barriers to learning, parents or staff can request an Education, Health and Care (EHC) Plan (details on the Buckinghamshire County Council website).

Following statutory assessment, an EHC Plan will be provided by Buckinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The School and the child's parents will be involved developing and producing the plan.

EHC plans will be reviewed at least annually with the 'Annual Review' meeting taking place.

### **Criteria for exiting the Inclusion List**

If it is felt that a pupil is making sustainable progress they may be taken off the Inclusion List. If this is the case then the views of teaching staff, SENCo, pupil and parents will be taken into account, as well as any other professionals involved. If it is agreed to take the pupil off the Inclusion List then all records will be kept until the pupil leaves the School. The pupil will continue to be monitored through regular assessments and meetings. If it is felt that the pupil requires additional support, then the procedures set out in this policy will be followed.

### **Supporting pupils and families**

Class teachers, form teachers and subject teachers (in partnership with the Learning Support Department) are responsible for ensuring that pupils are able to access assessments carried out in their class. If a pupil's needs mean that they are unable to achieve their true potential in assessments, the SENCo will liaise with specialist professionals to assess the pupil's eligibility for access arrangements.

### **Supporting pupils at school with medical conditions**

The School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children may be disabled and where this is the case the School will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have an EHC Plan that brings together health and social care needs, as well as their special educational provision.

### **Roles and responsibilities**

Provision for SEND is a matter for the School as a whole. It is each teacher's responsibility to provide for pupils with SEND within the classroom and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual pupil's needs and for following the School's procedures for identifying, assessing and making provision to meet those needs. The board of governors, in consultation with the Headmaster, has a legal responsibility for determining the policy and provision for pupils with SEND.

Role of the Governor with responsibility for SEND:

- One member of the School's governing body has particular responsibility for monitoring and reporting on the quality of SEND provision throughout the School.
- The SEND governor will attend the educational and pastoral committee and full governors' committee meetings, reporting on initiatives within the Learning Support Department, matters pertaining to SEND staffing, training and relevant specifics of the Inclusion List.
- The SEND governor will meet termly with the School SENCo and Deputy Head to monitor effective performance and best practice within the Department.
- The SEND governor will keep himself/herself aware of regulatory compliance for SEND to support the School's own policy and practice for SEND and Inclusion.

#### Role of the Headmaster:

- Management of all aspects of the School's work, including provision for pupils with SEND.
- The deployment of all special needs staff within the School.
- Ensuring, through effective delegation to the SENCo and Deputy Head, the effective implementation of the School's policy for SEND and Inclusion throughout the School.
- Liaise with the School's governor with responsibility for SEND to ensure the effective monitoring and reporting of SEND provision to the governing body.

#### Role of the SENCo:

- Oversee the day-to-day implementation of the policy into effective provision and practice.
- Ensure that an agreed, consistent approach is adopted.
- Assist staff to identify pupils with SEND and liaise between them, parents and outside agencies.
- Carry out detailed assessments and observations of pupils with SEND.
- Provide guidance for staff in devising strategies, setting SMART targets, reviewing pupil passports and provision maps at least once a term.
- Advise on appropriate resources for pupils with SEND and the effective use of materials and personnel in the classroom.
- Liaise closely with parents of pupils with SEND, alongside teachers, so that they are aware of strategies used and are involved as partners in the process.
- Maintain the School's Inclusion List and SEND records.
- Organise and lead termly pupil progress meetings.
- Assist in the monitoring and evaluation of progress of pupils with SEND.
- Manage Learning Support staff.
- Liaise with SENCos in other schools to ensure a smooth transition into and out of the School.

#### Role of class/form/subject teacher:

- Ensure high quality teaching for all pupils including those with SEND.
- Assess a pupil's needs and plan appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the pupil, parents and SENCo).
- Make themselves aware of this policy and procedures for identifying, monitoring and supporting pupils with SEND.
- Attend and contribute to pupil progress meetings.

#### Role of Learning Support teaching staff:

Learning Support Assistant staff and Teaching Assistants work as part of a team with the SENCo and the teachers supporting the pupils' individual needs and ensuring the inclusion of pupils with SEND within the class. They play an important role in implementing the pupil passport targets and monitoring progress.

- Be fully aware of the School's SEND and Inclusion policy.
- Use the School's procedure for giving feedback to teachers about a pupil's progress.

#### **Storing and managing information**

Documents relating to pupils on the Inclusion List will be stored in pupil files in the Learning Support Department in filing in locked filing cabinets and on Edukey. Where appropriate, SEND records will be passed onto a child's next school when he or she leaves the School. Pupils' individual SEND records will be kept on file until the child is eighteen, or passed on to their receiving school.

#### **Accessibility - statutory responsibilities**

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase, over time, the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and local authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

**Complaints**

The School has a policy and procedure for complaints that applies equally to all complaints about SEND provision. Details of these are available on the school website.

**Bullying**

The school wants all pupils to feel welcome and included in the community. The School has a robust policy and practice in place for a school-wide approach to anti-bullying, which applies equally to bullying of pupils with SEND. See the Anti-bullying policy for further details.

Details are available on the school website.

**Policy reviewed: September 2021**

**Next review: September 2022**

**Person responsible: The SENCo**





## FAQs by parents of SEND pupils

### 1. **What are the admission arrangements for pupils with SEND?**

- Chesham Preparatory School is an inclusive school and welcomes applications from children and families of all backgrounds.
- Parents of children with SEND are encouraged to make applications and these will be subject to the same assessment criteria as all prospective pupils.
- All prospective pupils are invited to attend assessment days with specific academic assessment for children in Year 3 upwards. Years 1 and 2 have informal assessments and taster days prior to starting at the School; there are less formal taster days for children of Nursery and Reception age.
- The School will offer places based on availability and whether it feels that any prospective pupil will be able to “access and benefit from” the school curriculum.
- Children may be asked to come back for additional assessments with the Learning Support Department if their initial assessments indicate they may have SEND or if parents indicate their child may have additional needs. This allows staff to determine how the child can best “access and benefit from” the curriculum at the School.

### 2. **How inclusive will Chesham Preparatory School be for my child?**

- The provision for all children with SEND is the responsibility of the whole school and aims to level the playing field using quality first teaching approaches and interventions, where appropriate.
- Teachers are responsible for every pupil in their class/set.
- We recognise the need to work in partnership with parents and value the contribution parents make to their child’s education.
- Children are consulted about their views on their special educational needs in their pupil passport meeting.
- All children have access to a challenging curriculum that is broad, balanced, relevant and differentiated, regardless of their background.

### 3. **How does the School know if pupils need extra help and what should I do if I think my child may have SEND?**

- Children entering EYFS have a practice visit and parents are encouraged to share any concerns they may have with the staff.
- Information is sought from previous schools as children transfer to the School.
- Assessments carried out before a child starts at the School may also highlight barriers to learning.
- If a parent has any concerns about their child’s learning they are encouraged to share these with the class teacher, subject teacher or form teacher who will then liaise with the SENCo to discuss the next steps. Direct contact with the SENCo is also encouraged.
- Members of staff raise any concerns about pupil’s barriers to learning or progress to the SENCo and Deputy Head and plans are made to meet any needs identified.
- Parents/carers may request a meeting to see a teacher or the SENCo at any time to discuss concerns. This may be face to face, by email or by telephone.
- Following a screening or lesson observation by the SENCo, the school may recommend to parents a fuller assessment from an Educational Psychologist (dyslexia/dyscalculia ...) or Paediatrician assessment (sensory processing/ADHD/ASC...)

**4. How will the School support my child?**

- Pupils' needs are carefully assessed and monitored. Support is given to overcome any barriers to learning and to ensure that access to the curriculum is at the appropriate level of challenge for each child.
- Support may include additional resources such as NESSY programme or Spelling Bee, modified work differentiated by the teacher and small group in class or intervention support from an LSA or TA or SALT/OT professional.
- The teacher/SENCo will keep parents informed via a letter home or as part of a meeting.
- Most support happens in the class (quality first teaching), sometimes with the support of a TA (Nursery to Year 2 have a full time TA in class and in year 3 a TA in the mornings) or in year 4 and above with an LSA for targeted lesson support.

**5. How will I know how my child is doing?**

- Where appropriate each child with SEND has a Pupil Passport and where they have a one to one LSA support session, a Learning Plan with personal "SMART" (Specific, Measurable, Appropriate, Realistic, Timed).
- These targets that are set with the teacher and LSA. The pupils are consulted with each Pupil Passport formation and review, and pupils are provided with appropriate support from the Learning Support Department. This is a working document shared with parents and is used by all staff who work with the child to ensure needs are fully met and progress made.
- The pupil passport and where appropriate, the Learning Plan is reviewed each term and shared with the parents using the Edukey platform.
- Staff and parents have meetings/reports from external agencies where appropriate.
- All children receive reports in the autumn and summer terms. Years 3-8 also receive effort and attainment grades in the spring term. LSA's complete reports where there is a one to one intervention.
- Staff and parents may have regular informal meetings/conversations as appropriate.

**6. How will the learning and development provision be matched to my child's needs?**

- The progress of **all** pupils is closely monitored and assessed regularly and a range of support is closely matched to the needs of individual pupils.
- The School prides itself on its high quality teaching.
- Lessons are differentiated where necessary to match children's needs.
- Children are set by ability in Maths (from Year 4 – 8) and English (from Year 5 to 8).
- Appropriate deployment of Learning Support staff within the classroom and outside the classroom where appropriate.
- Intervention groups for targeted pupils (e.g. Chilled at Chesham, Focus/Star Group, Move-to-Learn, handwriting intervention and spelling interventions).
- Personalised targets on pupil Learning Plans.
- Relevant information about a child's needs and barriers to learning recorded on class/form provision maps.
- Specialist equipment such as exam reader pens and laptops for children with dyslexia, special cushions for children with sensory issues, a variety of writing resources for children with dyspraxia/developmental disorders or dysgraphia.
- Regular guidance from external specialists.

**7. What support will there be for my child's overall mental health and wellbeing?**

- The School is a caring, nurturing environment reflecting the school motto "Each for All and All for Each."
- Two school counsellors are available to all pupils.
- School council.
- A range of extra-curricular activities including sessions on organisation, communication and confidence-building.
- Staff briefings twice a week to discuss pastoral issues.

- On-site School Nurse and procedures for administering medicine.
- Regular PSHE lessons using the Jigsaw PSHE programme.
- Mental health and wellbeing needs are met using school counselling, external referrals to CAMHs and via 'Chilled at Chesham' and Focus/Star intervention groups.
- Worry boxes are available around the school for pupils to write concerns.

**8. What specialist services are available at, or accessed by, the School?**

- The School has highly skilled staff, who maintain and practise an inclusive approach to teaching and learning.
- The Learning Support Department staff have experience working with children with dyslexia, specific learning difficulties, dyscalculia, dyspraxia/DCD, sensory issues and co-ordination issues, Autism and ADHD, and social and emotional issues.
- The SENCo is on the National Award for Special Educational Needs Coordination programme.
- The School has a School Nurse as well as highly qualified first aiders.
- The School has regular visits and liaises extensively with speech and language therapists (based in school on Tuesday mornings), occupational therapists, clinical and educational psychologists.
- The School liaises with and has visits from the Herts and Bucks Advisory team, SALT, OTs, play therapists, Autism specialists and optometrists.

**9. How will the School help me to support my child's learning?**

- We will work in partnership with you throughout your child's time at the School. We strongly believe that children benefit from a close, equal working partnership between parents and staff.
- Staff are available for informal chats, at parent evenings, additional meetings, by email or for telephone conversations.

**10. How will I be involved in discussions about and planning for my child's education?**

- We discuss any concerns we have about a pupil's wellbeing and progress.
- Planned support using LSAs supporting pupil's physical or emotional needs will be discussed with parents.
- Parents' views are vital to the review of their children's pupil passports and learning plans. Meetings take place termly, but parents are encouraged to discuss any concerns or issues as they occur.
- Additional one-to-one meetings are held with the SENCo/Learning Support staff and these can be requested by parents at any time.

**11. How will my child be included in activities outside the classroom including school trips?**

- All children are included in school trips and activities.
- Staff plan in advance any additional resources or personnel requirements needed to make trips/activities accessible to all.
- Parents are involved at every stage and the aim is for every child to fully participate in the full life of the School, including residential trips, sports, music, drama etc.

**12. How accessible is the school environment?**

- We have a lift to make the upstairs corridor accessible for pupils, staff and parents with mobility issues.
- The School has disability toilets.
- Many resources and adaptations are made to the learning environment to improve access to the curriculum for children with disabilities and/or learning difficulties.

**13. Who can I contact for further information?**

- Please contact the Headmaster, Mr Beale or Deputy Head, Mr Bateson on 01494 782619.
- Please contact the SENCo, Mrs Wright on 01494 782619 or email at [jwright@cheshamprep.co.uk](mailto:jwright@cheshamprep.co.uk).

**14. How will the School prepare and support my child to join the School, transfer to a new school or the next stage of education and life?**

- Detailed planning meetings are held for any pupil joining or leaving us with additional needs.
- Children have transition days when they meet their new teacher and class before joining the School.
- Within the School children have transition days with their new teachers and support staff.
- We work closely with SENCos at other schools to promote a smooth transition for children as they join and move on from the School.

**15. How are the School's resources allocated and matched to children's special educational needs?**

- We match support to need, the SENCo monitors and evaluates this regularly with the Deputy Head.

**16. Who do I contact if I am not happy about the support for my child is getting?**

- If you have concerns about the support your child is receiving, please contact your child's teacher.
- If after speaking to the teacher you feel that this has not resolved the issue then contact the SENCo ([jwright@cheshamprep.co.uk](mailto:jwright@cheshamprep.co.uk)) or the Deputy Head ([jamesbateson@cheshamprep.co.uk](mailto:jamesbateson@cheshamprep.co.uk)).
- If you still feel matters have not been resolved, please contact the Headmaster, Mr Beale on 01494 782619.
- If you feel your concern has not been dealt with at an informal level, the School has a complaints procedure which is made available to all parents and is on the school website ([www.cheshamprep.co.uk](http://www.cheshamprep.co.uk)).