



WELLESLEY PREP SCHOOL

Special Educational Needs and Disability Policy and Information Report

Our special Educational Needs Co-Ordinator (SENCo) is Julia Harker

Date Reviewed Sept 2025

Wellesley Code of Conduct

We encourage each other. We try our hardest.

We are truthful, fair and well-mannered. We value kindness above all else

SEND

Wellesley Prep School is committed to meeting the special educational needs of our pupils, ensuring that they make progress. Wellesley Prep School believes every child is entitled to have an equal right to a full and rounded education, and that early identification and support of SEND is key to achieving this goal. This support and provision will comply with the SEND Code of Practice (Jan 2015).

Wellesley Prep School is not academically selective and welcomes children who can make the most of the opportunities offered. Admission is at the discretion of the Headteacher.

Definitions

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him/her'.

SEND Code of Practice (Jan 2015)

Children have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than most children, of the same age
- Have a disability which prevents or hinders them from making use of the educational facilities at Wellesley

At Wellesley, children are also considered to have special educational needs if they are more able than their peers and hence also require educational support beyond the classroom. (see Gifted and Talented Register).

The four areas of need

- **Communication and interaction:** children with speech, language and communication difficulties or who may be neuro-diverse e.g. on the autistic spectrum.
- **Cognition and learning:** children who learn at a slower pace than their peers or have Specific Learning difficulties (SpLDs), i.e. dyslexia, dyscalculia, ADHD, dysgraphia Developmental Co-ordination Disorder (DCD).
- **Social, emotional, and mental health difficulties:** Children with emotional

and behavioural difficulties- EBD.

- **Sensory and or physical needs:** Hearing Impairment (HI), Visual Impairment (VI), multisensory impairment (MSI), physical disability (PD).

Wellesley SEND objectives

Aim to follow our learning support pathway which reflects the graduated approach: ASSESS PLAN DO REVIEW

- To deliver Quality First Teaching throughout the school.
- To identify barriers to learning, at the earliest possible opportunity, through a combination of any of the following: class teacher; baseline assessment and/or parental concerns.
- To involve the learning support department/SENCo and complete a school monitoring form.
- To gather evidence and implement strategies in class.
- To involve parents in the feedback about class strategies and decide on further action e.g. In-house or external assessments.
- Preparing an Individual Education Plan (IEP) with personalised targets which will be reviewed at least twice a year.
- To seek the child's views as part of the IEP process.
- To communicate to parents regularly about updates or changes and progress, including whether an Education Health Care Application needs to be applied for from the Local Authority.
- To remain flexible regarding coming on or off the SEND register.
- To promote staff training and keep abreast of the latest SEND guidance.
- To make use of established external support agencies and develop new links.

Partnership with parents and children.

Wellesley aims to have a positive, open, and informative relationship with all our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (held twice a year) or during informal meetings to discuss the child's progress. It should not come as a surprise to a parent that their child is being identified as having SEND.

Nursery-Year 3

Contact with parents/carers is made daily, and appointments to speak privately can be made with teachers. In addition, there are at least two parents' evenings, termly grade cards, and an annual written report. If a child has an IEP, the learning support department will share these separately when requested.

Year 4- Year 8

Contact with parents is usually via email as and when required, as there is less opportunity for daily interaction. Appointments can be made with class tutors or

subject teachers, as necessary. There are two parents' evenings a year, termly grade cards and an annual report. If a child has an IEP, these will be shared by the Learning Support Department when requested.

SEND Department	
Name: Julia Harker School SENCo Role: SENCo and specialist teacher The SENCo will oversee all year groups Nursery-Year 8. Expertise: English B.ED Hons and specialist teacher of children with specific learning difficulties (OCR level 5) Offers one to one and group lessons, Focus: Years 6-8 EHC applications, plans, reviews and transitions.	Name: Mary-Lou Robson Role: Expert LSA (SEND CPD) Focus: In-class support of named children and EHCP experience. School ELSA
Name: Katie Lloyd Role: Specialist Teacher Expertise: One to one specialist teacher of children with specific learning difficulties (OCR level 5) Focus: Pre-Prep and Year 3 School ELSA	Name: Caroline Thomas Role: Expert LSA (BA Hons and OCR level 3) Focus: In-class support of named children and EHCP experience
Name: Sally Sciarretta Role: Specialist Teacher (BA Hons PGCE) Expertise: one to one and small group teaching. Focus: Years 4 and 5	Name: Charlotte Blomfield Role: Director of Studies (B.Sc Hons PGCE) One to one Maths specialist teacher.
Name: Rupert Armstrong Role: Sports Teacher and Physiotherapist. Perceptual Movement: development of balance, coordination and core strength.	Name: Johanna McNair-Scott (B.Sc.) Role: Maths Teacher and teacher of Verbal and Non-Verbal Reasoning One to one Maths teacher
All staff support the LS department, and several participate in providing one to one support.	

Staff Expertise and Development
The role of the SENCo is to co-ordinate SEND provision throughout the school. Several of the team are qualified to conduct in-house assessments should this be desired by parents. There is an additional cost for this (see appendix 7). The Learning Support Team. The Learning Support Team are constantly engaged with staff to ensure

accommodations are made for pupils with SEND. This is done by any of the following:

- daily staff briefings,
- classroom observations,
- monitoring forms,
- sharing of IEPs (Individual Education Plans)
- external assessment summaries
- providing teachers with classroom strategies and resources.
- Updating SEND register notes twice a year.

The Learning Support Team strives to maintain good relationships with all staff. The team promotes and supports further training for any staff who require this. Through up to date training, the team has a range of expertise that is continually evolving to meet the needs of Wellesley pupils.

The role of staff.

Every teacher is a teacher of SEND and able to differentiate the curriculum to the needs of their pupils. Staff will attend inset training, read relevant specialist reports/summaries, and be involved and deliver their input to relevant IEP targets.

External Services used:

- Occupational Therapists
- Speech and Language therapists (SaLT)
- Behavioral Optometrist
- Educational Psychologists
- Dyslexia Research Trust in Reading and Helen Arkell Centre
- Local Authorities: Hampshire, Wiltshire and Wokingham
- Specialist Assessors
- CAMHS -local mental health service
- Local GPs

Parental Partnership

Wellesley recognises that the Code of Practice 2015 promotes positive parent partnership. Parents attend meetings about their child's SEND and are given support with assessment and EHCP application processes.

The department has an open-door policy allowing parents to meet with us at any stage of the term.

Children with Individual Education Plans have targets, and these are evaluated twice yearly. Progress against these targets is reported to parents as required and formally as part of the child's end of year report.

Complaints Procedure

The complaints procedure for SEND follows the same protocol as the school's other complaints procedure. If a SEND complaint should arise parents should contact:

- The class teacher/tutor

- The SENCo
- The Head Teacher
- The SEND Governor (if any of the above are unable to deal with the complaint).

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice (Jan 2015)

The Governor with responsibility for SEND is Jim Massey who can be contacted via the school office.

Local Offer

The Local Offer enables parents/carers to find and access available services in their area. The Local Offer includes information about education, health, social care, preparation for adulthood, leisure services, and access to impartial advice or support.

More information is available from the website e.g.

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds>

The school currently works with Hampshire, Wokingham, and Wilshire LEAs.

Other policies SEND is interlinked to:

- All school policies
- Wellbeing Policy
- Gifted and Talented Policy
- EAL (English as Additional Language) Policy
- Behaviour and anti-Bullying Policy

Equal Opportunities

In all areas of school life, Wellesley is committed to providing equal opportunities for all, regardless of race, sex, faith, age, culture or disability. We promote self and mutual respect and a caring, non-judgmental attitude throughout the school.

Costs

- There are additional charges for one to one lessons and one to one classroom support (see appendix 1 for current costs)
- There is an additional fee for in-house assessments.
- External assessments and private tuition are the parents' financial

responsibility.

- There is an expectation for parents to provide any additional resources needed to support their child.

Appendix I

Additional Costs and Provision for SEND at Wellesley Prep School

The Wellington Estate, Head Teacher, and Governing Body introduced additional costs for SEND in September 2022. The aim was to enable the school to better meet the needs of some of its pupils with SEND by helping to fund an increase in support staff and provision. There is a designated Learning Hub with several rooms for the teaching of one to one and small group lessons. The existence of the Hub ensures that these lessons take place in a quiet, well-resourced space with a specialist teacher.

Additional Costs for year 25/26

- A One-to-one lesson of 30 minutes duration with a specialist teacher costs £32.50 (including VAT). The number of lessons per term is pre-agreed by the school and charged in advance by Wellington Estate.
- An hour of support from a Learning Support Assistant/Aid in the classroom costs £18 per hour (including VAT)
- An In-House screening for specific learning difficulties from a teacher with OCR level 5 training: £140 (including VAT)

There are no additional costs for small group support lessons or interventions.

Appendix 2

The Educational Health Care Plan process at Wellesley Prep School

When would this occur?

There is sometimes a need for the school or parent to request additional SEND provision for a child. In such cases, it may be appropriate to make an Education Health Care Plan application to the Local Authority where the child resides. Such action is taken in partnership with parents when the child has any of

the following:

- Persistent and often diagnosed difficulties which mean their needs are not being completely met by the usual measures outlined in the SEND policy.
- Learning is at a level significantly below that of their peers.
- They have significant difficulty accessing the complete curriculum on offer at Wellesley.

What happens next?

- Classroom-based evidence is collected from teachers and shared with the SEND team and parents over an agreed timeframe.
- Any IEP targets are reviewed by the SEND team and relevant teachers.
- Any external/specialist reports arranged by parents are shared with the school ready for submitting.
- A K3 form is completed by the SENCo with data about attendance and academic performance. A parental signature is required.
- The EHC application form is submitted.

What happens after the Education Health Care Application? (EHCA)

- There is a statutory time of 20 weeks for the EHCA to be processed by the Local Authority.
- During these 20 weeks, the school will be contacted by an Educational Psychologist. They will arrange a meeting with the child and parents at school. Afterwards, they will offer their independent feedback to the relevant Local Authority.
- The Local Authority will decide whether to award an EHCP.
- Final decisions can be appealed by parents, and a mediator will be assigned by the relevant LA.

Receiving an Education Health Care Plan (EHCP)

- School and parents are notified if an EHCA has been successful
- A draft Education Health Care Plan or EHCP is produced by the LA
- The school are required to confirm that they can meet the statutory needs of the child and deliver the proposed EHCP
- A final draft of the EHCP is confirmed and shared with the parents and school and a financial amount awarded to the school
- A Case Worker is assigned to co-ordinate the case and liaise between the LA, school, parents and child for statutory obligations such as annual reviews

- All communication between the interested parties (school, family, and LA) should take place via the method requested by the LA e.g. via a hub dashboard or secure email.

What happens once an EHCP has been awarded?

- The school implements the EHC Plan.
- The school hosts an annual review to which interested parties are invited. The purpose of the review is to see how the child is progressing towards his/her over-arching outcomes as set in the plan.
- A Phase Transfer Review is held when the child transitions to another phase of education e.g. Prep to Secondary school.

The Annual Review Process for a child on an EHCP

- An annual review of the EHCP must be done by the school where the child is in attendance.
- Six weeks before meeting, the SENCo invites all relevant parties to meet for the annual review (Head teacher, class tutor, learning support assistant, case worker, parents and child (if deemed old enough to contribute his/her views in person))
- Outside agencies who have worked with the child e.g. SaLT, OT submit reports ahead of the annual review
- At the meeting, the SENCo acts as Chairperson and everyone's voice is heard and pre-submitted reports are discussed. The EHCP targets are reviewed, and new targets are suggested
- A decision to request continuation of a plan or a change to the current provision is made.
- The annual review is completed when it is signed by parents, child (if present), the Head teacher and SENCo
- The SENCo publishes and shares the annual review document with parents, LA Case Worker, and Head teacher. Hampshire LA states this is to be done using their hub dashboard. Other Local Authorities such as Wokingham and Wiltshire have different systems in place.
- The process is repeated annually- it should be started half a term ahead of the actual review date.

How many children have an EHCP at Wellesley or have begun the EHCP application process?

- At Wellesley there are currently two children with Education Health Care Plans: One of whom secured their Education Health Care Plans prior to joining Wellesley and one who applied whilst at Wellesley and was successful on the second attempt.
- Of applications submitted in the past two years: two have been successful.
- There are no current applications for Education Health Care Plans

Learning Support Pathway at Wellesley Prep

Identification and initial assessment

Parent and teacher observations coupled with analysis of school data lead to a child being identified as needing potential learning support.

Any concern should be passed on to the Learning Support Department.



Monitoring

A Monitoring Form is completed by the form teacher and shared with relevant staff and the LS team. The child is then monitored for learning difficulties and placed on the Monitoring Register.



Communication and planning

Learning Support Team communicates with parents about possible next steps.

Evidence which has been gathered about the child is shared and a plan made to either monitor for longer and go ahead with an intervention or the implementation of in-class strategies before further investigation/assessment. It may be decided that an internal assessment or an external assessment is required.



Further Action

Internal or external assessment leading to report, diagnosis and plan for accommodations and possible access arrangements. After discussion with parents, the SEND team produce a summary of the report and teachers are made aware of any adjustments, strategies and access arrangements. The child is added to the SEND register. An Individual Education Plan with specific targets may be created and specialist teaching may be delivered.



Educational Health Care Plan

If more support is required an application may be made for an Educational Health Care Plan (EHCP)

