



ALPHA PREPARATORY SCHOOL ACADEMIC ENHANCEMENT POLICY (SEND, LEARNING SUPPORT and EAL)

This policy reflects the SEND practice of the whole school, including Early Years Foundation Stage.

Introduction

One of the principle aims of Alpha Preparatory School is to prepare its pupils for the competitive exams required for entrance to the wide range of senior schools available in this area. We understand that a child's ability to learn may be hampered by difficulties with cognition and learning, communication and interaction, or derive from a physical, medical, social, emotional or mental health difficulty. Bearing these aspects in mind, the objectives of the Academic Enhancement Department are therefore:

- to provide timely, effective and flexible support for children who, from time to time, find that they need extra help to keep up with the pace and content of the curriculum;
- to ensure that children with specific learning difficulties are diagnosed accurately, and in good time and that an effective teaching programme is put in place to meet individual need;
- to ensure that all children have equal access to all areas of the curriculum by removing as many barriers to learning as possible, within the scope of the building (see the Accessibility Plan); and
- to work closely with any external agencies who, from time to time, may become involved with a child in order to ensure that there is an efficient, multi- professional approach to meeting the needs of vulnerable learners.
- to take note of the Joint Council for Qualifications (JCQ) guidelines.

To this end, the school's learning support policy aims to be in line with the Special Educational Needs and Disability Act (2001), the Equality Act (2010) with reference to gender equality, and the Children and Families Act (2014) which sets out schools' responsibilities for pupils with SEN and disabilities. Also including the Special Educational Needs Code of Practice 0-25 Years 2014 (updated January 2015), Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan (March 2023) and applies to all phases of the school including the Early Years Foundation Stage (EYFS). This policy has due regard to KCSIE (2024) and guidance provided by the Equality and Human Rights Commission, as to its implementation in school. The Special Educational Needs and Disability provisions in the Children and Families Act (2014), which sets out schools' responsibilities for education, health and care (EHC) plans, SENDCOs and the SEN information report.

Changes to the arrangements for Special Educational Needs came into force from September 2014 with the implementation of provisions from the Children and Families Act (2014) and the SEN and Disability Code of Practice, 0-25 Years (2014). For independent schools much remains as before. The definition of SEND remains the same and schools can still request statutory assessment from LAs when this appears necessary. Where a Local Authority (LA) concludes that a child with an EHC plan should be placed into an independent school and names the school in the EHC plan, the LA retains legal and financial responsibility for ensuring that the provision specified in the child's EHC plan is made. This will include paying the fees charged by the independent school. The day to day practical responsibility of making provision rests with the school.

If an LA is satisfied that the provision set out in an EHC plan can be made more economically in the state sector, it may decline to name an independent school in an EHC plan. This does not prevent parents from making their own arrangements to pay for a place at an independent school of their choice, so long as the LA is satisfied that the arrangements are suitable. From September 2014, LAs have discretion to make payments to assist parents to make their chosen independent school suitable. This practice was previously common but not underpinned by law. It is not necessary for a school to obtain the consent of the DfE to accept a pupil with an EHC plan.

The EHC plans of all pupils in this category, whether placed by parents or the LA, must be reviewed annually and, if the school is named in the EHC plan, the provision specified in the EHC plan must be made (including the full National Curriculum, if this is specified). It is the responsibility of the LA and not the school to review the EHC plan, but it is good practice for the school to check that the review takes place, and the school must co-operate with the LA in the review process.

As a general principle, many of the requirements of the SEND code 2014 do not have direct application to independent schools other than the requirement to provide suitably for pupils with EHC plans. However, it is good practice for schools to (i) provide, for example, individual education plans (IEPs, at Alpha these are referred to as AEPs (Academic Enhancement Plans)) or otherwise record the progress of and support for any pupils with significant learning difficulties or disabilities, and (ii) ensure that their admissions, discipline and other procedures (for example, arrangements for school trips or examinations) take account of pupils' needs. The SEND Code 2014 also contains advice and guidance concerning Equality Act duties, which will be useful to independent schools.

The exception to the general principle is that independent early years providers that are funded by an LA and any independent specialist schools which choose to be approved under section 41 of the Children and Families Act 2014 (Section 41 schools) are obliged to have regard to the SEND Code 2014.

What is Special Educational Needs?

A child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them beyond Quality First Teaching. Children have a learning difficulty if they:

- a. Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b. Have a disability, which prevents or hinders them from making use of the educational facilities provided for others of the same age at Alpha Preparatory School.

Special educational provision is education that is additional to, or different from, that which is made generally for other children or young people of the same age by Alpha Preparatory School.

Aims

Our aims in addressing Special Educational Needs are that:

- all varieties of SEND must be addressed
- all children, including those with SEND will reach their full potential
- special educational needs are identified early
- children are considered as having special needs if they are considerably below or above the average in any area
- children having this provision achieve greater results, confidence and enjoyment in their school work and school life
- maximum access to the mainstream broad and balanced curriculum
- the knowledge, views and experiences of parents are considered vital; partnership leads to early identification of SEND
- the wishes of SEND children themselves should be taken into account in decisions where appropriate
- time limits should be set for assessments, statements and reviews

- there is a need for co-operation between all agencies involved in the teaching and learning of any child
- there is co-operation between specialist teachers (including therapists), relevant educational psychologists and class teachers to enable the child to transfer what they have learned in the specialist lessons to their mainstream class work.

Staffing and Training

The link governor for Learning Support is Ms K Brookes. Responsibility for the day to day implementation of the policy is delegated by the governing body and the Headmaster, Mr Fahy, to our Deputy Head, Miss Trott, who is a suitably qualified and experienced teacher. The Learning Support Team is boosted by our Teaching Assistants and a range of teaching staff.

We recognise that not all children who have a physical or medical need will, as a result, have a learning need. Our school Welfare Officer, Mrs Patel, will lead and advise all members of staff on the treatment and support of children, whose needs have a physical or medical origin and she will liaise with Miss Trott with regard to any learning needs arising.

Similarly, our team of mentors (led by Mrs Vallabh, Head of Social Emotional and Mental Health) will lead and advise all members of staff with regard to those children who have a need deriving from a social, emotional or mental health difficulty and will liaise with Miss Trott with regard to any learning needs arising.

We recognise that much of the responsibility for the early identification and remediation of learning difficulties lies with the class teacher through Quality First Teaching. As a result we seek to ensure that all our staff (teachers and teaching assistants) have a high level of expertise with regard to teaching and learning and are well-placed to meet pupil need in the first instance. The learning support aspect of this will be organised and led by Miss Trott in consultation with other members of the Senior Leadership Team.

The Role of the SENDCO

The role of the Special Educational Needs and Disabilities Coordinator (SENDCO) is performed by the Deputy Head, Miss J Trott, who is responsible for:

- working with the Headmaster and SEND Governor to determine the strategic development of the Academic Enhancement policy (SEND policy) and provision in the school
- work with the Headmaster and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments, gender equality and access arrangements
- the day to day operation of the school's Academic Enhancement policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- maintaining the Academic Enhancement Register and overseeing the Academic Enhancement records of pupils with SEND
- providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- liaising with the staff responsible for teaching children with SEND and advising fellow teachers and teaching assistants, arranging training as appropriate and required
- liaising with Mrs Tipton in relation to children receiving Wellbeing intervention.
- coordinating the provision for children with SEND
- advising on the graduated approach to providing SEN support

- liaising with external agencies including the local authority, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, etc.
- teaching or coordinating the teaching of small groups to assist with class differentiation
- monitoring the provision of SEND and advising the Headmaster on action needed
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- keeping up to date with developments in the ways of identifying and providing for children with SEND and disseminating information to colleagues as appropriate
- liaising with the potential next providers of education to ensure pupils and parents are informed about options and a smooth transition is planned

The Role of the SEND Governor- Ms K Brookes

The SEND Governor will:

- help to raise awareness of SEND issues at governing board meetings
- monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- work with the Headmaster and Deputy Head to determine the strategic development of the SEND policy and provision in the school

The Role of the Headmaster- Mr P Fahy

The Headmaster will:

- work with the Deputy Head and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- have overall responsibility for the provision and progress of learners with SEN and/or a disability

The Role of the Class Teachers

Each Class Teacher is responsible for:

- the progress and development of every pupil in their class
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- working with the Deputy Head to review each pupil's progress and development and decide on any changes to provision
- ensuring they follow this SEND policy

Teaching Assistants

- teaching assistants play an important role in supporting SEND children and helping with differentiation in the classroom
- teaching assistants may support small groups, work 1:1 with pupils and alongside other professionals where needed. Relevant training will be provided to ensure support is effective.

Assessment Management (Mr P Kanvar, the Assistant Head Academic) is responsible for:

- creating yearly information containing all past and current scores for all children
- tallying all assessment information to monitor children's progress and look for school trends
- analysing these results.

Principals of the Teaching and Learning of Children with Special Educational Needs

This policy reinforces principals in the Education Act of 2011 and the Equality Act of 2010. This policy will reflect the alterations.

Addressing Special Educational Needs is critical because:

- it is important that every person is able to communicate ideas and interact with people as far as much as they are able
- it is important that every person develops an appreciation for other individual's strengths and weaknesses
- the skills of literacy and numeracy, and indeed all other areas where children may have learning difficulties, are widely used in society, both in everyday situations and in the world of work
- literacy skills enable individuals to tackle intellectual challenges and to have enjoyment in all areas of their lives
- it is important to help and support all children to reach their full potential. Remedied SEND can cause damage in terms of self-confidence, self-esteem and in achieving independence

The broad areas of SEND that are provided for:

Our school currently provides additional and/or different provisions for a range of needs, including:

- **communication and interaction**, for examples, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties, selective mutism
- **cognition and learning**, for example, dyslexia, dyspraxia, developmental coordination disorder (DCD), working memory and processing, hypermobility,
- **social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD), ADD
- **sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties
- **moderate/severe/profound and multiple learning difficulties**

Recognition, Identification, Monitoring and Teaching of Children with Special Educational Needs

The Special Educational Needs Code of Practice for the school has various means of identifying children who have SEND. All members of staff are part of the on-going process for recognising the possibility of various types of learning difficulty and although the results of tests and assessments can be useful in the identification process they are not used in isolation. We will follow the graduated approach and the four part cycle of assess, plan, do, review.

The class teacher will work with the Deputy Head to carry out a clear analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil
- their previous progress and attainment and behavior
- other teacher's assessments, where relevant
- the individual's development in comparison to their peers and national data
- the view and experience of the parents
- the pupil's own view
- advice from external support services, if relevant.

The assessments will be reviewed regularly.

Class teachers will make regular assessments of progress for all pupils and complete the Implications For Teaching and Learning document to identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline,
- fails to match or better the child's previous rate of progress

- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, e.g. social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When pupils are identified, the teacher will complete an Identification of Needs document which is submitted to the Deputy Head and may have implications on the AE Register, ability groups or AE groups (booster and extension).

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The effectiveness of our provision for pupils identified as having Special Educational Needs is carried out in a combination of any of the following ways:

- teacher / classroom observation
- check lists
- completion of an Identification of Needs forms
- reports
- examples of pupil work – monitored and gathered by the class teacher and subject coordinators
- scrutiny of planning
- informal feedback from all staff
- pupil interview
- parental feedback
- pupil tracking through data and the Implications For Teaching and learning document
- assessments- 4+, Baseline, GL Assessments, NFER's
- specialist assessment in school e.g. GL Dyslexia and GL Dyscalculia assessments, WRIT.
- movement on the Academic Enhancement Register
- use and review of an Academic Enhancement Plan

These are undertaken by individual class teachers, the Deputy Head and the Senior Leadership Team. The monitoring of the effectiveness of our provision for pupils identified as having special educational needs is carried out in the same way. Along with:

- reviewing pupils' individual progress towards their goals each term
- reviewing the impact of interventions each half term
- using pupil questionnaires
- monitoring by the Deputy Head
- using provision maps to measure progress
- holding annual reviews with pupils with EHC plans.

Year by Year Assessments

Throughout the EYFS a variety of assessments are carried out which are designed to identify the children's underlying abilities and progress and on entry to Reception all children are assessed using BASELINE, the assessment tool from CEM. This, combined with teachers' knowledge and experience, will enable us to identify those children who need to be monitored and who may need support which is additional to, or different from, that required by the majority of the class. If a child is experiencing difficulties, the parents will be advised and consulted at the earliest opportunity and we will seek to work closely with them in order to help their child catch up.

If a child is still causing concern in Year One, a test of underlying ability and a computerised test of phonological awareness and auditory and visual memory will be performed by the Deputy Head. This will enable the class teacher and the child's parents to have a better understanding of what might be causing any difficulties and to target support in the correct way. If the source of the child's difficulties has a physical, medical, social, emotional or mental health origin then we will seek to refer to, and liaise with, external agencies as appropriate.

In Year Two (or early in Year Three), if Quality First Teaching and interventions have not resulted in adequate progress, a child will have a full diagnostic assessment by the Deputy Head or, as above, will be referred to external agencies as appropriate. This assessment could be repeated at a later date (perhaps Year Four or Year Five) if deemed appropriate and to be relevant for 11+ examination process.

The progress of all children in the school will be regularly tracked and monitored in a variety of ways (e.g. observations, spelling and reading ages, standardised assessments). The results will be discussed and compared with achievement in the classroom. This is part of an ongoing process to identify children who potentially require additional support.

Provision

The provision offered by the Academic Enhancement Department is in two strands. The first is general support for the EYFS and Key Stage One classes, aimed at providing all children at Alpha the best possible start to their school career. This support is directed by the class teacher and is intended to be as flexible and as helpful as possible.

The second strand of provision is aimed at children who are identified as having a learning difficulty and who need additional support to achieve in line with their ability.

This graduated support is at three levels:

Level One - Universal

All learners will have access to Quality First Teaching which includes carefully differentiated activities or approaches which are part of good practice with regard to teaching and learning. The system of Plan, Do, Review will enable class teachers, in consultation with the Deputy Head, to identify those children who are in need of Targeted Support.

Level Two - Targeted

Pupils will be offered Targeted Support when it is clear that their needs require intervention which is additional to, or different from, the well-differentiated curriculum offered to all pupils. It is likely that this will be agreed by the class teacher and Deputy Head as a result of analysis of tracking data, classroom-based assessments, monitoring (cycles of planning, action and review) and/or following up on parental concerns.

Targeted Support could take a variety of forms depending upon the need within a particular class. For example, it could be offered on a group or (less often) individual basis. It may entail withdrawal for tuition or support within the classroom. The overriding principle of Targeted Support is flexibility in terms of timing, duration, content and pupils supported. The objective is to provide the support

needed when it is needed and for as long as it is needed. This may be for just two sessions in order to grasp a particular concept or may, perhaps, last longer in order to improve attainment in a particular curriculum area.

Analysis of tracking data, classroom-based assessments, monitoring and parental feedback will determine whether a child continues to receive Targeted Support or moves up or down a level.

Level Three - Specialist

This level of support will be offered if a child's difficulties have not been effectively remediated by Targeted Support. In practice, this will tend to be children who have a specific learning difficulty which requires more specialist levels of support which are not met through Targeted Support. The child will be withdrawn from lessons or may have a session before school or during assembly. We will always seek to ensure that a child's access to, and enjoyment of, the curriculum is not unduly compromised by withdrawal.

Specialist support could also be triggered by the existence of an Education Health and Care Plan (EHC plan). This will be put in place by a local authority and we will endeavour to comply with all local arrangements and procedures for its implementation and for Annual Review. We will seek to work closely with external agencies where appropriate and will take, and act upon, advice given, within the capacity of the school (see the Accessibility Plan). Academic Enhancement Plans will be based on outside agency reports, teacher and parent observations and will be reviewed half-termly with a copy being given to all parties.

Referral to Appropriate Therapist for Assessment

Alpha Preparatory School uses a range of specialists which are held by the Deputy Head and are available on request.

Please consult with the class teacher and Deputy Head before seeking a referral.

The London Children's Practice offer a whole range of support and assessment for a range of learning difficulties	0207 467 9520	http://www.londonchildrenspractice.com/
Local authority's local offer		http://harrowlocaloffer.co.uk/
Family Advice Skills for success at school and harmony in the home Noel Janis-Norton	020 7794 0321	http://calmerparenting.co.uk/
The London Children's Practice Offer a whole range of support and assessment for a range of learning difficulties	0207 467 9520	http://www.londonchildrenspractice.com/
Early Interventions Services Gavin Baker Harrow Early Help Early Intervention Services Harrow council Station Road HA1 2XY	020 8736 6958	caf@harrow.gov.uk

Northwick Park Hospital	0208 8643232	
Paediatric Physiotherapist Lee Medical Practice Blair House Denham Green Lane Denham Buckinghamshire UB9 5LQ	01895 835144	office@leemedical.co.uk www.dyspraxia-dcd.co.uk
Occupational Therapist (Children's Therapy) Paediatric Therapy Department: Chaucer Unit, Level 3, Northwick Park Hospital. Watford Road, Harrow HA1 3UJ The service is provided by London North West Healthcare NHS Trust (LNWHT).	0208 869 3010	
Amanda Martell Company Director & Occupational Therapist AMOTivate Ltd Occupational Therapy Consultancy	07947 868 241	Amanda.martell@amotivate.onmicrosoft.com
Nicole Potter	0798 628 1858	addressKiln45@hotmail.com
Wendy Seeds, Kite Studios, Priory Mews 2b Bassein Park Road, London W12 9RY (Children's Therapy)	07792 330514	info@childrenstherapylondon.com www.westlondonchildrensot.com
Speech and Language Therapist Melanie Abba (Children's Therapy) Paediatric Therapy Department: Chaucer Unit, Level 3, Northwick Park Hospital. Watford Road, Harrow HA1 3UJ The service is provided by London North West Healthcare NHS Trust (LNWHT).	0208 869 3010	
Ruth Jacobs, Children's	01328 730 782	ruth@ruthjacobs.wanadoo.co.uk

Therapy Ltd 1a Queripel House, Duke of York's Square, London SW3 4LY	07979 841 866	uk
Geraldine Wootton	0208 505 8706	
Maria Luscombe (Head of paediatric therapies) Northwick Park Hospital Women's and children's services	0208 869 3010	lnwh-tr.harrowcommunitypaedsmedicalandtherapies@nhs.net
Behavioural Optometrists Alexander Kobrin Optometrists 177 Darkes Lane Potters Bar Hertfordshire EN6 1BW	01707 652322	www.alexanderkobrin.com
Ottica Procida 312 Ballards Lane Finchley London N12 0EY	0208 455 2327	www.otticaprocida.com
Dyslexia information https://www.bdadyslexia.org.uk/dyslexia	07747618947	carolinecohenep@gmail.com
Harrow Child and Adolescent Mental Health Service Learning Disabilities Team Ash Tree clinic 322 -326 Northolt Road South Harrow HA2 8EQ	020 8886 1825 07563 955808 020 8869 4500	laura@laurarogers.co.uk joannalamont@hotmail.com ashtreeclinic@nhs.net
Educational Psychologists Caroline Cohen (Educational Psychologist)	07747 618947	carolinecohenep.com
Laura Rogers (assessor of specific learning difficulties)	020 8886 1825	laura@laurarogers.co.uk
Joanna Lamont, 24 Ulleswater Road, Southgate, London, N14 7BS	07563 955808	joannalamont@hotmail.com
Association of Child Psychologists in Private Practice		www.achippp.org.uk

Katherine Sharkey	0797 622 4240	katherine.sharkey@ntlworld.com
Dirk Flower and Associates	01923 282750	http://www.flowerassociates.co.uk
Kevin Mackelworth	07578 576 598	http://www.kevinmackelworth.co.uk/
Peter Kendall	020 7637 3177	http://www.childconsultants.com/
Dr. Helen Likierman	020 7229 0671	
Joanna Lamont	0208 886 1825	joannalamont@hotmail.com
Valerie Muter	020 8883 9052	
Peter Gilchrist	01494 562704	
Anthony Glassberg	020 8530 3392	
Sara Taylor	0207 485 4805	
Dr Rebecca Dougall Chartered Educational Psychologist W BSc, MSc, DEdPsy HCPC CF Psychology Group Ltd. Pinero House, 115A Harley Street, London, W1G 6AR T	020 7101 3751	www.cfpsychology.co.uk

Academic Enhancement Register

This system of Universal, Targeted and Specialist Support will continue throughout the school. It is intended that children will move between levels of support as found necessary through regular analysis of tracking data, monitoring progress in class and consultation with both the parents and the child.

Any child in receipt of Targeted or Specialist Support will be placed on the Academic Enhancement Register (SEND register). If they subsequently no longer need that level of support, they will be removed from the register but they will be noted in the Monitor list. It is believed that any child who has caused concern at any point should remain on this Monitor List so that we are always aware of their history and of the possibility of their requiring support at a later date. They will not, however, appear on the Academic Enhancement Register until, or unless, they return to Targeted or Specialist Support.

The Academic Enhancement Register will note the reasons for the support given, what type of support has been received, how long the support lasts and whether any diagnostic reports exist.

During the Covid-19 Pandemic, children on the Academic Enhancement register were targeted by their class teacher through online learning with the children on Wave 3 intervention being supported

as part of small online groups. From the commencement of the Autumn term 2020, Wave 3 children were supported by the Deputy Head on a socially distanced, 1:1 basis, with the use of PPE where appropriate. All other children were supported in class under the advisement of the Deputy Head.

Resources and Facilities

A room in the school is allocated specifically for Academic Enhancement as we are conscious of the necessity to create a welcoming environment which children feel comfortable to visit. The department is well-resourced and enhanced by regular investment in books, equipment and software. In addition, we recognise that it is important that children have the resources that they may need to obviate the effects of their learning difficulties. To this end we ensure that we provide any auxiliary aids which may reasonably be expected.

SEND Resources Include :

- SEND catalogues, journals and reference books
- Speech, Language and Listening materials
- Visual perception difficulties and handwriting, tracking exercises, overlays, visual time tables, larger font, cutting skills activities, peg board and pegs
- Comprehension and inference skills materials
- Sequential thinking – stories, picture cards
- Writing skills –writing frameworks
- Phonics and spelling – Phonics Books, board games, reading books (e.g. Dandelion Readers, Big Cat), magnetic letters and board,
- Maths/dyscalculia – multi-sensory resources and workbooks, ‘Unicorn Maths’ board games, Base Ten, Cuisenaire rods, multiplication tables games,
- Assessment details and materials e.g. GL assessments
- Able children –a range of other G and T resources

Academic Enhancement files

At Alpha Preparatory School, SEND children have Academic Enhancement files located in the Academic Enhancement Room, in a locked filing cabinet and electronically on the system. Each file contains the following:

- Academic Enhancement Plan-This is a one/two-page sheet containing each child’s learning objectives, activities to support the learning objectives, and resources that will be used throughout the term along with how the child should be supported in the classroom and at home. A copy of each AEP is given to the Headmaster, class teacher and teachers who work closely with them e.g. sports, Spanish, English and maths teachers, at the beginning of each term.
- Tests results-This section contains all standardised tests information and reports on that child (WISC IV, Educational Psychologists reports, Speech Assessments, Reading Analysis, etc.)
- Correspondence with parents- A summary of all meetings and/or correspondence with parents.
- Reports- Expression of concern forms, Academic Enhancement reports and class termly reports.

Electronic copies are also kept.

Each child also has a box file of 1:1 work which has been carried out, or a summary of an activity which has occurred practically, or within the classroom environment.

Involvement of Parents and Pupils

At Alpha, we believe that it is in the best interests of a child that a close and positive partnership is established between the school and parents. This is particularly true if that child is experiencing learning difficulties. Parents will be advised of any concerns with regard to their child's learning as soon as possible and the class teacher will liaise closely with them on a regular basis. Parents will be informed and consulted at every stage of the learning support process and any significant actions will only be taken with their full knowledge and permission. A half-termly or termly meeting will be arranged to discuss the Academic Enhancement Plan (AEP), with Miss Trott. Indeed, the process will only work if both school and parents co-operate closely in the best interests of the child.

Early discussions with the pupil and parents when identifying whether they need special educational provision will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

All meetings will be minuted and added to the pupils Academic Enhancement file and a copy of the child's AEP will be given to parents. They will be made aware of when and how much SEND support is received.

It is clearly understood that a child learns best when their opinions are sought and taken seriously. To this end the child will be consulted and informed at all stages of the learning support process in a way that is fitting to their age.

Encouraging pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after school clubs.

All (Y6) pupils are encouraged to go on our residential visit to the Isle of Wight.

All (Y5 and Y6) pupils are encouraged to go on our residential Music Tour abroad e.g. to France, Malta.

All children in appropriate year groups are encouraged to attend the Young Voices concert e.g. in Manchester, Wembley.

All pupils are encouraged to take part in sports day, class assemblies, school plays, special workshops and day visits.

All Year 6 Prefects are encouraged to lead tours of prospective parents.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Support for improving emotional and social development.

We provide support for pupils to improve their emotional and social development in the following ways:

- pupils with SEND are encouraged to be part of the school council
- pupils with SEND are also encouraged to be part of clubs to promote teamwork, building friendships and self-esteem etc
- pupils are encouraged to talk to one of the Schools Mentor Team to ensure their mental health is looked after.

We have a zero tolerance to bullying. Also see the schools Anti Bullying policy.

Wellbeing Statement

At Alpha Preparatory School we aim to promote positive mental health and wellbeing for our whole school community, including staff and parents, and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful in order to prevent problems before they arise.

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued.
- Children have a sense of belonging and feel safe.
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

All staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff will look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need. All staff understand about possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

To support children with their wellbeing and mental health we undertake weekly wellbeing sessions from Nursery to Year 6, which help to give the children a deeper understanding of themselves, their emotions and their physical and mental wellbeing led by Mrs Vallabh our Head of SEMH. There are also resilience training, PSHE sessions discussing how situations make us feel and how to deal with those emotions, small group work, 1:1 art and Lego therapy and mentoring sessions and drop in sessions for Year 5 and Year 6. Children are encouraged to talk to someone they trust within school about any issues that are upsetting them or causing them concern and children who have been identified as a cause for concern are within the Mental Wellbeing section of the Academic Enhancement Register. Marvellous Monday and Terrific Tuesday are a drop-in slot for the whole school to attend, to participate in a positive activity. For the staff, they are able to attend Terrific Tuesday or Wonderful Wednesday Wellbeing sessions after school which involve a positive activity and a chat. The staff also have access to a confidential counselling service, the details of which are in the staffroom. For parents, should they wish to reach out, they can email Mrs Vallabh on wellbeing@alpha.harrow.sch.uk and she will either reply via email or call to help in any way she can.

The computing curriculum also provides pupils with the skills to remain safe and happy when working online. This includes e-safety awareness, an understanding what to do if they are bullied or if they have a negative experience whilst online. The school also has an anti-bullying policy and e-safety policy. This is supported and reiterated by the Digital Leaders.

Termly surveys are carried out and shared via the staff shared system, our reporting platform, which

ensures every child is screened based on their emotional response to various school situations. Those who are identified through the screening, may attend weekly/ fortnightly sessions with a school mentor. Concerns about changes in children's behaviour are also shared on our school reporting systems.

Strategies for Ensuring Progress and Continuity

Informally

A main theme of the SEND ideology at Alpha Preparatory School is to build bridges between specialist teachers, peripatetic staff, therapists, class teachers and parents through on-going dialogue and regular discussions.

Formally

Class teachers work closely with the Deputy Head to give updated information on SEND children throughout the year (graphs, reports, etc.) including viewing class work and observations on progress. The Deputy Head also gives feedback after sessions or assessments to keep the class teacher fully informed. Children can be raised in the Monday staff meeting, and a termly staff meeting is used to discuss the AE provision and ensure consistency of approach and standards.

Links with Secondary Schools

- The school recognises the importance of developing strong, positive links with other schools, resulting in the correct choice of school for pupils to move on to.
- Parents are helped and supported by the Headmaster to choose the most suitable school for their child, based on their specific needs.
- Information will be handed over to the school and support with a transition where appropriate.

Health and Safety

- Health and safety issues in SEND include that equipment used by any individual is within their capability and will not endanger themselves or anyone else.

Children with English as an Additional Language (EAL)

At Alpha Preparatory School, all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievement, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences. Many of our children have particular requirements with regards to learning and assessment, and these are linked to their progress in learning English as an additional language. Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English. Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfillment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school. The aim of this policy is therefore to help to ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 2000.

EAL - Teaching and Learning

In Alpha Preparatory School, including EYFS, teachers use various methods to help children who are learning English as an additional language:

Developing their spoken and written English by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- ensuring that vocabulary work covers the technical as well as the everyday meanings;
- covering not just key words, but also metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes;
- providing them with a range of reading materials, to exemplify the different ways in which English is used;
- giving them appropriate opportunities for talking, and using talking to support writing;
- encouraging them to relate one language to another;
- using multicultural and some multilingual texts across all areas of the curriculum.

Ensuring their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages;
- providing support through ICT, video and audio materials, dictionaries and translators.

EAL - Assessment for Learning

We recognise that EAL learners can make rapid progress in acquiring English but being fully competent in the use of formal language can take up to ten years. The language needs of all EAL pupils are judged on arrival at the school using the Home Language Questionnaire form, completed by parents. Additional support is given where necessary. Other assessments comply with the procedures used for all other pupils in the school, e.g. Individual targets and assessments.

Parents will be advised by the Headmaster or Deputy Head (following consultation with class teachers), that their child should receive English as an additional language tuition depending on their level and experience of English.

Also see the schools EAL policy.

Gifted and Talented Provision

If a child is achieving noticeably higher than their classmates, they are eligible for specific extension lessons as well as the regular differentiation within the classroom.

School Philosophy and Aims:

The general ethos of the school is one which believes in creating opportunities for talents to flourish and there are many activities, open to all which facilitate this provision.

The school aims to provide for children identified as gifted and talented:

- within the classroom
- in small extension groups (or on some occasions one to one lessons)
- in the numerous extracurricular clubs available.
- Support and mentored when applying for scholarships.

The children are provided for in terms of their emotional, social and intellectual development.

Identification, Definition and Provision

Any child identified by their class teacher and / or test scores to be performing well above the average of their class will be considered for group work or individual lessons to enrich their learning experience following consultation between the Deputy Head and the Headmaster.

Within the classroom environment all teachers hold responsibility for providing challenging and relevant work for the more able. This may take the form of compacting the curriculum, providing more challenging material (including access to websites such as 'nrich' and 'NACE') or moving out of their chronological age group (either entirely or for certain lessons). How these children are extended is outlined in the Gifted and Talented section of the AE register.

More able children throughout both key stages will be encouraged to employ the higher order thinking skills of analysis, synthesis and evaluation throughout the curriculum.

Assessment is in line with that outlined in the Academic Enhancement policy, with the addition that the more able children will be encouraged to develop self-assessment and task evaluation profiles to monitor their own learning.

Also see the schools Gifted and Talented policy.

Complaints About SEND Provision

Complaints about SEND provision in our school should be made first to the class teacher and to the Deputy Head in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- exclusions
- provision of education and associated services
- making reasonable adjustments, including the provision of auxiliary aids and services.

Monitoring Arrangements

This policy and information report will be reviewed by Miss J Trott, the Deputy Head, annually. It will also be updated if any changes to the information are made during the year.

The Academic Enhancement policy will be approved by the Governor responsible for SEND and the Governing Body Ms K Brookes.