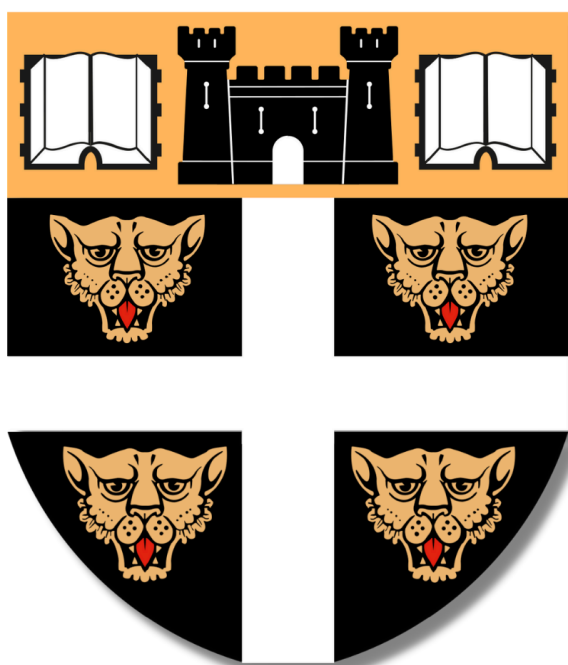


Special Educational Needs & Disability Policy (Prep School)

Dover College



Owner:	Deputy Head Prep & PS SEN Teacher	Date: August 2025
Approved By:	CS-M	Date: August 2025
Review Frequency	Annual	
Last reviewed on:	August 2025	
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POLICY STATEMENT

We believe that all children should be equally valued in school and prejudice and discrimination should be eliminated. We strive to develop an environment where all children can flourish and feel safe, which is supportive of all learners and their emotional well-being. Dover College adopts a 'whole school approach' to special educational needs and disability (SEND). The school is committed to:

- providing all pupils with the opportunity to achieve their potential both academically and in terms of personal development through a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life
- ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes

We believe all children should be responsibly included in the social and curricular life of the school to gain the highest levels of achievement and enjoyment. We see our school as a community where we involve pupils themselves, parents and others in developing a partnership of support. Dover College will use its best endeavours to meet obligations placed upon mainstream schools under the Special Educational Needs and Disability Code of Practice (DfE, 2015) and offer a graduated response to special educational needs.

This policy should be read in conjunction with the following school policies –

- Admissions Policy
- Accessibility Policy
- Equal Opportunities & Diversity Policy
- Medical Conditions Policy
- Safeguarding Policy

DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEN)

The Special Educational Needs and Disability Code of Practice (DfE, 2015) states that –

- a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,

Or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

DEFINITION OF DISABILITY

Many children and young people who have special educational needs may have a disability as defined in the Equality Act (2010) that is

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have special educational needs, but there is a significant overlap between disabled children and young people and those with special educational needs. Where a disabled child or young person requires special educational provision they will also be covered by the special educational needs definition.

DEFINITION OF SPECIAL EDUCATIONAL PROVISION

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

AIMS

The purpose of education is the same for all children, but the help individual children will need will be different. Dover College accepts and values each other and their differences, and will use its best endeavours to ensure that the school is accessible and that no pupil will be discriminated against.

We aim for:

- all pupils to have access to a broad and balanced curriculum, tailoring the academic program as individually as possible
- all pupils to identify and address barriers to learning to support progression and good mental health and wellbeing
- all pupils with SEND to be able to access the curriculum by providing differentiated teaching and learning opportunities, extra support or additional resources and make reasonable adjustments where appropriate
- safeguarding procedures to be in place to ensure that all pupils will be protected from harm and neglect

OBJECTIVES

- to identify from the earliest possible stage, assess and plan provisions to meet individual learning needs and well-being of pupils experiencing difficulties in their learning
- to monitor, record and report on the progress of pupils with difficulties in their learning
- to coordinate the efficient use of resources and ensure all who are involved with pupils with difficulties learning, receive training in procedures for identifying their needs, supporting and teaching them
- to encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school
- to involve pupils and parents/carers in the identification and review of targets, actions and outcomes for individual pupils experiencing difficulties in learning
- to help every pupil realise their potential and optimise their self-esteem by promoting access to a balanced, broad and relevant curriculum which is differentiated to meet their individual needs
- to encourage and support pupils to participate in all decision-making processes that occur in their education
- to support all staff in identifying pupils with special educational needs and to take responsibility for recognising and addressing their barriers to learning
- to make relevant information available to staff in support of their curriculum planning regarding pupils' learning difficulties and disabilities
- to provide a regular INSET programme to Individual Needs staff and mainstream teaching staff
- to involve parents/carers of pupils who have special educational needs and/or disability in the development of policy and provision
- to work in close partnership, where appropriate, with outside agencies to support the needs and provision for pupils who have special educational needs and/or disability
- to inform parents/carers of pupils who have special educational needs and/or disability about the school's and local authorities 'Local Offers'
- to develop strong links with the school's governing body and so involve them in the development and monitoring of the special needs provision in the school
- to develop and sustain strong links with relevant schools, organisations and outside agencies

INCLUSION OF PUPILS WITH SEND

Dover College aims to be as inclusive as possible in the context of its financial, buildings and site constrictions. We follow advice from a range of sources, including that provided as a result of both internal and external assessments, on how to adapt the curriculum and the learning environment for pupils with SEND.

All clubs, trips and activities offered to pupils at Dover College are available to pupils with special educational needs, including those with mental health, emotional or social difficulties. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. The school pays heed to the Equality Act and considers accessibility to the curriculum, site and extracurricular activities on an individual basis.

ACCESSIBILITY

Dover College has some facilities off the main site, including sports. The main site has buildings at three different levels, some of which are historic and listed buildings. Further information can be found in the Dover College Accessibility Policy. We are continuously improving facilities as resources become available, in line with the requirement to make reasonable adaptations to meet the needs of pupils with disabilities and facilitate access for adults with disabilities (Equality Act, 2010). However, the school has limited financial resources to make any adjustments with a significant cost; therefore, parents must be aware of the physical limitations of the site and the school's ability to implement adjustments.

FACILITIES AND RESOURCES FOR PUPILS WITH SEND

- The Individual Needs Department is the base where individual and small group programmes for literacy or maths, are delivered by the Teacher of Individual Needs Prep, on a withdrawal basis alongside classroom observations and in-class support where needed. Pupils have access to ICT and specialist software for literacy and numeracy, differentiated resources, e.g. dyslexia-friendly reading material, coloured overlays, maths manipulatives and materials, e.g. coloured photocopying paper where required.
- Dover College does not provide Teaching Assistants for mainstream classes.
- The effectiveness of resources is monitored and evaluated by the class teachers, the Teacher of Individual Needs Prep, the Deputy Head Prep School and the Senior Leadership Team (SLT). Feedback from pupils and parents/carers is sought, encouraged and welcomed.

WELL- BEING HUB

- The Prep School Wellbeing Hub is a carefully designed space that supports pupils in developing self-regulation skills and emotional resilience. It features a range of calming and sensory-friendly resources, including comfortable seating, beanbags, wobble seats, egg chairs with a safe space tent, a wigwam den with cushions and blankets, low-level lamps and lighting, gym balls, fidgets, and a calming book corner. Additional features such as a fish tank, guinea pigs, a LEGO wall, and LED strip lights create an inviting and therapeutic environment. Pupils are encouraged to access this space when they need time to regulate their emotions, with the goal of

returning to class ready to engage positively in their learning. A golden retriever puppy also plays a vital role in the wellbeing provision, helping children to calm down, regulate their emotions, and talk about their feelings in a safe and supportive setting. The presence of the dog has proven particularly beneficial for pupils who are school refusers, offering comfort and encouragement that helps them to attend school more consistently. Pupils are encouraged to access this space when they need time to regulate, with the aim of returning to class ready to engage positively in their learning.

Responsibility for the Coordination of the SEND Provision

The Governors, in cooperation with the Headmaster, are responsible for the general SEND policy and approach, for establishing appropriate staffing and funding, for maintaining monitoring oversight, reviewing policy and reporting to parents annually. The governors have appointed Mrs Claire Myers as the link governor for SEND

The Headmaster, Mr. Simon Fisher, has strategic responsibility for overseeing SEND provision and keeping the governors fully informed. With the Senior Leadership Team Teacher of Individual Needs Prep, the Headmaster is responsible for monitoring and evaluating the success of the policy and ensuring necessary revisions are undertaken. The Headmaster, in collaboration with the governing body and SLT makes funding decisions, in the light of the School Development Plan.

The Deputy Head of the Prep School, Mrs Tracey Mills is responsible for the day-to-day running of the Prep School and is the line manager for the Teacher of IN Prep. She is DDSL and works in close collaboration with Mrs Julie Green who is the Designated Safeguarding Lead and oversees all safeguarding in the School.

The Deputy Head also works collaboratively with the Head of Teaching and Learning Sarah Harris who oversees all academic matters in the Prep School.

The Teacher of Individual Needs, Mrs Lucy Hodkinson is responsible for:

- the implementation of the Prep School SEND Policy
- liaising and advising staff on SEND matters
- liaising with parents (in conjunction with class teachers) and external agencies
- coordinating provision for pupils with SEND and delivering targeted interventions as appropriate
- appropriate use of learning plans, e.g. pupil passports, SEN Support Plan
- overseeing the records of all children with SEND
- contributing to the in-service training of staff
- managing the Individual Needs Prep Departmental budget

Lucy Hodkinson holds QTS and joined Dover College Prep School in April 2022 in the role of Teacher of Individual Needs and SENCo.

The Teacher of Individual Needs participates in a programme of ongoing CPD and attends relevant events to maintain an up-to-date understanding of legislation, and local provision and shares good practice. She holds Level 7 CCET and is a member of the British Psychological Society. Lucy Hodkinson is currently undertaking The Postgraduate Certificate in Specialist Assessment for a Specific Learning Disability: Dyslexia.

The Teacher of Individual needs supports pupils with -

- dyslexia
- literacy difficulties
- maths difficulties
- attention and social skills

ROLES AND RESPONSIBILITIES OF STAFF, PUPILS AND PARENTS

All members of the school community work towards the school's aims through a shared commitment to inclusive partnership and developing school procedures for SEND identification, provision and review.

Teachers have direct responsibility for the well-being and progress of pupils in their classes. Where subject teachers are concerned about a pupil's progress and have identified gaps in skills or knowledge, they will use Quality First Teaching to support and where they feel further support is needed they will meet with the SENCo. Weekly meetings are held to discuss and identify pupils potentially requiring additional support and to arrange early intervention where appropriate. Outside of this time, the SENCo is available for discussions with staff on an ad hoc basis. Discussions include possible strategies and resources that can be applied or used and, where it is felt that such pupils require further assessment and/or individual support, parents/carers will be contacted to discuss future action with the SENCo and class teacher..

Pupils are encouraged to be fully involved in all aspects of their learning and progress participate in regular reviews of their support and voice their opinions. Pupils are active participants through involvement in identifying strengths and weaknesses, and supporting and sharing their views.

Parents/Carers play a key role in enabling pupils to reach their potential. They are expected to inform the school of any relevant essential information pertaining to their child's special educational needs or any factors that could affect this.

ADMISSION ARRANGEMENTS

Applications for a place at Dover College for all pupils will be considered on an individual basis.

This section should be read in conjunction with –

- Admissions Policy
- Accessibility Policy
- Equal Opportunities and Diversity Policy
- Medical Conditions Policy
- Dover College Prospectus
- Dover College Admissions Form
- Terms and Conditions
- Statement of fees

There is a requirement for parents/carers to declare any known special or additional educational need their child has, in order to facilitate impartial consideration of the level and nature of additional provision required on entry to school. The provision of this information is not prejudicial to the admissions procedure.

Where there is an Education and Health Care Plan (EHCP), all information will be considered by the Headmaster, Teacher of IN Prep and other appropriate staff, and a decision made as to whether Dover College is able to meet the statutory provision and deliver interventions specified within the EHCP.

Whilst having due regard to the Equality Act (2010) and the requirement to make reasonable adjustments, Dover College has limited financial resources to make any adjustments with a significant cost. Our geographical location, historic listed buildings, split-level and off-site facilities are additional factors, which have to be taken into account when considering reasonable adjustments.

In order to make an informed decision, before an offer of a place is made, we collect information about the pupil's history, which will be reviewed by the SENCo and Deputy Head Prep and fed back to admissions and/or the Headmaster. This may include:

- a special educational needs/disability questionnaire to be completed by parents/carers
- copies of school reports and individual, educational or support plans
- copies of Educational Psychologists, Specialist Teachers, professional or diagnostic reports
- reports from outside agencies or educational support services which may have been involved with the pupil

An invitation for the prospective pupil to attend 1 or more Taster Day(s) may be made and an invitation for parents/carers to a meeting with the Headmaster and/or IN Staff to ascertain the level of support required.

Once an offer of a place has been made and a pupil joins Dover College the pupil will be added to the Individual Needs Tracking and Monitoring system.

INDIVIDUAL NEEDS TRACKING AND MONITORING SYSTEM

Pupils identified as having SEND or needing additional support are added to the INTraM (Individual Needs Tracking and Monitoring) system. A passport is made in conjunction with parents and the pupil. This document is a one-page document that highlights key strengths and areas of need with suggestions of how the individual is supported. This is always available to school staff who teach an individual via the Dover College Google Drive. A profile is created to both inform staff and monitor progress. The profile records a pupil's strengths and specific difficulties and provides information about pupil and parental views, pupil needs, additional advice and recommended support strategies. It is available to all relevant staff for their reference on the school's intranet and is updated on a regular basis by IN staff.

At this point, a level of support will be added in accordance with Dover College's Graduated Response.

IDENTIFICATION AND ASSESSMENT OF PUPILS' NEEDS

At Dover College, we monitor the progress of all pupils across the academic year to review their academic progress. Where there are concerns regarding progress, even if a special educational need has not been identified, the teacher will put in place support to enable the pupil to narrow gaps in learning and will inform and liaise with the Teacher of IN Prep.

We use a range of formal and informal assessments to screen all the pupils at various points:

1. Summative assessment is conducted twice per year;
Prep 1 and 2: Maths, reading and spelling.
Prep 3-6: Maths, reading, spelling, punctuation and grammar.
Writing is assessed termly by teachers and moderation is carried out by Prep School teachers. It is judged as emerging, expected or exceeding based on syntax, tone, structure, spelling, grammar, punctuation and handwriting.
Each teacher is responsible for the learning and development of all pupils within the class and for the early identification of those who may have special educational needs. Teachers use pupil assessment data as well as their own observations and professional judgement to aid the process. Inset is provided to aid staff in the understanding and identification of SEND.
2. The Prep School tracking system, Insight Tracking, is used to monitor the progress of all pupils and the progress of SEND pupils compared with peers.
3. Referrals and concerns raised by teachers, parents or pupils themselves are recorded, discussed and investigated accordingly.

DOVER COLLEGE'S GRADUATED RESPONSE

Our procedures are designed to offer a graduated response to special educational needs in line with the Special Educational Needs and Disability Code of Practice (2015)

Pupils with SEND are educated in the mainstream context along with their peers and their access to the curriculum is individualised where appropriate in line with our graduated response and the pupils' needs. Small group and individual literacy and numeracy withdrawal support is provided by the Individual Needs Teacher where a need is identified.

The school seeks to ensure a broad and balanced curriculum and to maximise the benefits of interventions, teaching strategies and groupings while minimising the loss of curriculum breadth.

Plans for any intervention or alternative curriculum are based on the Code of Practice recommended cycle; assessment, planning, implementation and review to maximise academic opportunity and success.

Therefore the individualised support we provide for pupils is very varied but as a broad outline may include the following graduated responses—

WHOLE SCHOOL RESPONSE

All teachers are teachers of pupils with special educational needs.

High-quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.

As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

All teachers will have some pupils who at times are not making progress. This may relate directly to an identified or unidentified special educational or additional need.

Alternatively, lack of progress may stem from factors in the way they have been taught, gaps in their learning, long-term absence or illness or English being an additional language (EAL).

All pupils' progress is monitored and tracked by their teachers and whole school systems and is reported to parents at assessment points across the academic year. Additional support for pupils experiencing short-term difficulties is provided by the class teacher and IN Prep Teacher and the effects on their access to the curriculum and progress is monitored by implementing the four-part cycle of Assess, Plan, Do, Review. Observations, suggestions for differentiation, in-class support strategies and resources may be made by staff as well as the IN Prep Teacher.

Weekly meetings are held where staff can raise any concerns regarding pupils with the IN Teacher.

IN-CLASS SUPPORT

If teachers' concerns persist, with parental /carer's permission, the SENCo may observe in class or undertake a more formal assessment of pupils' literacy and numeracy skills. The IN Prep Teacher will offer support and expertise to help resolve difficulties and promote positive solutions for pupils experiencing barriers to their learning. They employ a range of strategies to achieve this including –

- identification & assessment of barriers to learning
- designing individual learning programmes
- advising and working with colleagues (academic & pastoral)
- liaising with external agencies
- communicating with parents

This consultation may result in:

- additional suggestions for classroom teaching and support strategies
- additional suggestions for behavioural /pastoral support
- Provision of differentiated materials e.g. coloured photocopying paper/large squared maths books
- Provision of differentiated resources, e.g. dyslexia-friendly reading material, coloured overlays, maths manipulatives
- personalised support plans for individual pupils
- a recommendation for referrals to outside agencies

GROUP SUPPORT

Some pupils with or without an identified special educational need may require more specialist additional short-term support to be provided by the IN Prep Teacher.

The aims are to -

- address specific barriers to learning
- learn techniques and strategies to relieve stress and anxiety and build confidence
- improve these pupils' ability to become independent learners

Learning support may be provided by –

- Occasional lessons to address a specific issue
- Short blocks of lessons to address specific issues, including organisational difficulties, learning skills, focus and confidence issues.
- Individualised Curriculum
- On-going small group support

INDIVIDUAL SUPPORT

If following normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments that will help us to address these needs better. Parents will be actively supported to contribute to assessment, planning and review.

The IN Department has been developed to ensure that we provide each child with the opportunity to fulfil his or her potential, by creating a secure and sensitive environment for effective learning. We aim to develop a positive attitude towards learning by providing support to develop pupils' academic and metacognitive skills, self-esteem and confidence. To achieve this, the pupils and parents work with staff to develop individual programmes to develop skills and strengths and address areas of difficulty. A range of assessments is used to aid the tracking of pupil progress.

For some pupils with Special Educational Needs (SEN), this will mean the withdrawal from some curriculum subjects on a rotational basis, to deliver small group, 1:1 or paired literacy or numeracy programmes. Support takes place (following agreement with the parents/carers) through a system of withdrawal from the timetable for the required number of periods a week. Pupils will not be withdrawn from English or mathematics (unless by arrangement for specific mathematics or literacy support) and pupils' withdrawal timetables will be changed during the year to ensure that no one subject suffers unnecessarily.

A Personalised Action Plan (PAP) or Support Plan will be drawn up for pupils receiving SEN Support.

Withdrawal, 1:1 lessons with IN staff is a chargeable provision (see current Statement of Fees)

SEN CATEGORIES

The SEN Code of Practice recognises four broad areas of SEN. These are –

- Communication and interaction (Speech, Language and Communication Needs, and Autistic Spectrum Disorder)
- Cognition and learning (general learning and specific learning difficulties)
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

COMMUNICATION AND INTERACTION

At Dover College, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching e.g. PSHE and indirectly with every conversation adults have with pupils throughout the day.

COGNITION AND LEARNING

The IN Prep Teacher may, in consultation with parents and class teachers, use a range of assessment tools to try to investigate a pupil's barrier to learning.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, added to a pupil profile, reviewed regularly, and refined/revised if necessary in liaison with the pupil, parents and staff. Parents' views are elicited using a feedback sheet, telephone, email communication, or at a meeting with IN staff. At this point, we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil, which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it), we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs. When any change in the identification of SEN is made parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

SOCIAL, EMOTIONAL AND MENTAL HEALTH

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

Social, emotional and mental health support is primarily the responsibility of the Prep School Deputy Head. The Prep School SENCo and Academic Lead becomes involved in this provision where necessary.

For some pupils with the most need in this area, help is available through pastoral systems in place. This may be through the Prep School staff, mentor time with the Prep School Deputy Head or other designated members of staff. It may also require external referrals to Child and Young Persons Mental Health Service (CYPMHS), time-out space in class or within the Prep School for pupils to use when upset or agitated and access to the School Counsellor. This special educational needs provision will be provided wherever possible alongside other children taking account of:

- the wishes of parents/carers
- the pupil's needs
- the resources available to the school
- the efficient education of other pupils in the school

ASSESSMENT ARRANGEMENTS FOR PUBLIC EXAMINATIONS

Where a student is entered for a public examination e.g. the Kent Test class teachers and the SENCo will liaise with parents. These applications will include the difficulties faced by the student and the arrangements usually in place to support them (Normal Way of Working). Parents are responsible for informing the SENCo of their intention so that evidence is ready to submit. Parents will be informed of the decision of applications made by KCC.

The SENCo, Deputy Head Prep and Academic Lead are responsible for the arrangements agreed to be carried out. They will ensure that all the resources, both human and physical, are provided so as not to disadvantage a student. Access arrangements are not 'blanket' arrangements, and may not be applicable in all subjects due to the nature of the pupil's difficulty or the type of assessment undertaken. Therefore, requests for access arrangements must be supported by evidence from teachers and must be part of the pupil's normal way of working. Liaison takes place between the IN Prep Teacher, Academic Lead and Deputy Head Prep during any access application process.

ENGLISH AS AN ADDITIONAL LANGUAGE

Difficulties arising from a difference of language between home and school are dealt with through other school policies and procedures.

Where there are concerns about pupils, who may also have an additional or special educational need, liaison occurs and alternative support strategies/resources may be suggested. Referrals to outside agencies may be made if appropriate, in full consultation and agreement with parents/carers

EDUCATION AND HEALTH CARE PLAN

In very rare circumstances, it may be necessary to consider applying for an Education and Health Care Plan if a pupil has severe, complex and long-term difficulties. Consultation with parents/carers and all involved with supporting the pupil will take place.

RECORDS OF SEND

Assessment results are confidential. This data will only be shared with the pupil, parent/carer and other relevant professionals in the school. Only those with legitimate access should be informed. The data contained within will only be used with respect to the pupil, except that the data may be used anonymously to provide aggregate data across the organisation.

A SEND list is kept of pupils' specific difficulties and is updated on a regular basis by the IN Prep Teacher. Specific information about pupil and parental views, pupil needs, additional advice and recommended support strategies is circulated to all relevant staff and available only for their reference on the school's intranet.

EVALUATING THE SUCCESS OF THE PROVISION

In general terms the effectiveness of the school's SEND policy and provision is evaluated through analysis of whole school tracking and the use of value-added data; performance in end-of-year internal; and the movement of pupils on the SEND list.

In more specific terms, assessments used at the start of intervention form a baseline from which to assess progress made and records are used to inform further identification and intervention. Use is often made of 'hard data' such as standardised reading and spelling tests and 'soft data' such as pupil confidence.

The setting of targets and their review in using PAPs and support plans involves the parent, pupil, teaching SENCO and Class Teacher, with targets shared with academic staff via the school's Intranet. The views of pupils and parents are actively sought. Tracking and monitoring of the academic and metacognitive progress of pupils with SEND also provide qualitative evidence of progress, the dissemination of pupils and parental views and aids staff access to information and support strategies.

IN SERVICE TRAINING (CPD)

IN staff's expertise and knowledge are the keystone of the department and Dover College's commitment to their training needs is built into the annual department development plan. All Prep School Staff are encouraged to partake in training that they feel would further develop their abilities to support their students. The SENCo attends regular courses, conferences and seminars throughout the academic year to update their knowledge and skills for the benefit of pupils with SEND and the staff who support them in school. The information gained is disseminated to staff via INSET Days. The SENCo is involved in the induction of new Prep School staff. Information to support high-quality teaching is accessible to relevant staff via the school Intranet.

WORKING WITH PARENTS

The Prep School SENCo attends Parents Evenings, where all parents of pupils at Dover College are invited to discuss the progress of their child formally. The SENCo will also produce a written report twice a year. In addition, meetings are held outside of these times when needed. We believe early and continued communication is essential.

In general terms, parents/carers are informed about SEND through discussions on entry, or as the need is identified, class teachers and the Prep School SENCO. We operate an 'open door' policy, which means that parents/carers have access to the SENCo in person, by telephone or by email.

In most cases, concerns about a pupil will be shared initially between the parent and teacher.

Parents/carers, who have the ultimate responsibility for all aspects of their children's lives, are key partners in their children's education.

Parents/carers are urged to make early contact with their child's class teacher, SENCO or the Deputy Head Prep if problems arise.

INVOLVING PUPILS IN THEIR OWN LEARNING

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

IN staff actively seek the views of pupils with SEND about their strengths and weaknesses, learning preferences, styles, choice of targets and support strategies. They aim to teach strategies which enable pupils to become independent learners; adopt skills for life; and develop self-esteem, confidence and a positive self-concept. Pupils review their progress and set new targets collaboratively with IN staff and in an age-appropriate manner. Success is celebrated immediately by verbal praise or rewards using the whole school system.

Central to the Department's ethos is the importance of the development of self-efficacy -

'A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain a strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression.' Albert Bandura

ARRANGEMENTS FOR SUPPORTING PUPILS WITH SEND IN TRANSFERRING BETWEEN PHASES OF EDUCATION OR IN PREPARING FOR ADULTHOOD

At Dover College, we work closely with the educational settings used by the pupils before they transfer to us to seek the information that will make the transfer as seamless as possible. Parents should have provided copies of school reports, IEPs or provision plans, assessments and outside agency reports before an offer of a place has been made. IN staff may visit the feeder school (or vice versa) to discuss required support strategies to support the transfer of school, and additional and in-class support strategies.

If pupils are transferring from the Prep School, their future support needs are discussed and lessons transferred during the summer term.

We also contribute information to a pupil's onward destination by providing information to the next setting when requested, passing on information about the pupil's educational history and completing other transfer documentation as required.

PROCEDURE AND PROCESS IF DOVER COLLEGE PREP SCHOOL CAN NO LONGER MEET NEEDS

1. Collect and Document Evidence

a. Observations:

- Record consistent and detailed observations of pupils, focusing on incidents that indicate harm to themselves, others, or disruption to the learning environment.

b. Assessments:

- Conduct both informal and/or formal assessments and observations (teacher notes, classwork).
- Use the "Assess-Plan-Do-Review" model to evaluate the effectiveness of interventions and support strategies.

c. Incident Logs:

- Document incidents thoroughly on My Concern the safeguarding system.
- Record all actions taken to prevent recurrence (e.g., reasonable adjustments).

d. Reasonable Adjustments:

- Detail any additional support provided, such as (where possible): short-term 1:1 support, adjustments to the curriculum, visual timetables, class timetables, individual task boards, now and next boards, lessons or environmental changes e.g. standing desks, safe spaces.

e. Communication Logs:

- Maintain records of verbal conversations, emails, meetings, and notes in contact books

2. Monitor and Evaluate Support Strategies

a. Assess Impact:

- Regularly review the impact of interventions on the child and the wider school community.
- Involve relevant professionals, such as SEND specialists, referrals for ASC or ADHD, Speech and Language Therapists (SALT), Early Help.

b. Review Inclusion:

- Evaluate whether inclusion is detrimental to the educational, mental wellbeing or physical safety of the child, their peers, or staff.

3. Communicate Concerns with Parents

a. Initial Discussion:

- Arrange a meeting with parents as early as possible when concerns arise.
- Use a calm, empathetic tone to outline the observed challenges and interventions implemented so far.
- Pupils strengths and interests highlighted within discussion. Where possible how these can be used to support difficulties.

b. Ongoing Updates:

- Keep parents informed throughout the process via regular updates (email, verbal meetings, contact books).
- Share evidence and explain the assess-plan-do-review cycle outcomes.

c. Formal Meeting:

- If it becomes clear that the school can no longer meet the child's needs. Following an internal meeting with class teacher, SENCO, Deputy Head Prep, and/or Headteacher. If the outcome of this meeting is that the child's needs can no longer be met the Chair of Governors is to be informed.
- A meeting arranged with all relevant stakeholders, such as the parents, class teacher, SENCO, Deputy and/or Headteacher.

4. Formal Decision-Making

a. Preparation for the Meeting:

- Compile all paperwork, including incident logs, communication records, and intervention plans.

b. During the Meeting:

- Explain the school's position, referencing examples and the impact on the child, staff and others.
- Discuss alternative options, where more specialist support is available, e.g. a school within a specialist unit or referrals to alternative educational settings.

c. Parental Input:

- Ensure parents have the opportunity to voice concerns and ask questions.
- Offer emotional support and reassurance that the child's needs remain the priority.

5. Follow-Up Actions

a. Onward planning support for parents:

- Support parents in exploring alternative educational provisions.

b. Documentation:

- Provide a written summary of the meeting, including the rationale for the decision and agreed next steps.

c. Transition Support:

- Work collaboratively with parents and the receiving school to ensure a smooth transition for the child on parents request
- Collate and send all files, paperwork on the child to the receiving school along with a transfer of information telephone call between SENCOs to ensure a smooth transition.

6. Review Policies and Practices

Following agreed actions, review the school's policies, practices, and reasonable adjustments to ensure lessons are learned/ reflections made and that the process is as supportive and thorough as possible.

LOCAL OFFER

Dover College currently supports a range of mild to moderate special educational needs, including dyslexia, dyspraxia, maths difficulties, dyscalculia, speech, language and communication difficulties and mild attention difficulties.

Provision for the Gifted and Talented cohort is the responsibility of the SENCo.

The local authority's local offer is published on -

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

Parents without internet access are welcome to make an appointment with the Head of IN for support to gain the information they require.

LINKS TO SUPPORT SERVICES, AGENCIES AND VOLUNTARY ORGANISATIONS

Outside agencies' involvement may be sought to supplement the professional work of the school. This is discussed fully with parents/carers and permission is obtained before referrals are made. Costs of these assessments (if applicable) and any subsequent charges as a result of outside agency involvement are the responsibility of the parent. They may also be involved in more informal consultative roles. Advice may be sought from:

- School Medical Centre
- School Counsellor
- Speech and Language Therapist
- GP
- Occupational Therapist
- Educational Psychologist
- Child and Adolescent Mental Health Service
- Social Services via Deputy Head (Pastoral)
- Local Inclusion Forum Team (LIFT) and Specialist Teaching Services
- Membership of professional networks e.g. NASEN, DBA, PATOSS, BPS

COMPLAINTS PROCEDURE

In the event of a complaint, parents are advised initially to consult the class teacher and/or Academic Leads. If informal discussion does not resolve the issue, parents may discuss the matter with the Deputy Head Prep School or Headmaster who may:

- arrange a joint meeting with the complainant
- undertake further investigations
- seek the involvement of external agencies, such as the Kent Parent Partnership Service
- take action to address the complaint
- decide that the complaint does not warrant any action, and advise complainants of further action they can take.