



Special Educational Needs and Disability Policy

Information for Parents: This policy is available on request.

The Ursuline Preparatory School does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

1 Introduction

The Ursuline Preparatory School aims to provide a caring environment within which all pupils can learn and develop to their full potential.

This policy is written with regard to the SEND Code of Practice: 0–25 years (2015), the Children and Families Act 2014, the Equality Act 2010, the Independent School Standards (ISS), and the National Curriculum in England (2014). The school is committed to meeting its statutory duties in full.

Commitment to Inclusion and Equality

The school is committed to ensuring that all pupils, including those with special educational needs and/or disabilities (SEND), have full access to education and are not discriminated against, harassed, or victimised because of their needs or disabilities.

Under the Equality Act 2010, the school recognises its duty to:

- make reasonable adjustments for disabled pupils
- provide auxiliary aids and services where reasonable
- remove barriers to learning and participation
- avoid discrimination arising from disability

The school does not charge parents for reasonable adjustments or for provision required to meet a pupil's SEND. Where parents request additional services beyond the school's legal obligations, these may be offered on a chargeable basis with prior agreement.

Identification and Assessment of SEND

The school uses a graduated approach to identify and assess SEND, following the "Assess–Plan–Do–Review" cycle. Concerns may be raised by teachers, parents, external professionals, or the

pupil themselves. Assessment may include classroom observation, standardised tests, screening tools, and consultation with external agencies where appropriate.

Provision for SEND

Provision is tailored to the individual needs of pupils and may include:

- differentiated teaching
- targeted interventions
- small-group or 1:1 support
- pastoral support
- reasonable adjustments to the environment or curriculum
- liaison with external specialists

Where a pupil has an Education, Health and Care Plan (EHCP), the school delivers the provision specified in Section F and participates in annual reviews.

Working with Parents and Pupils

The school values strong partnerships with parents and carers. Parents are consulted at all stages of SEND identification and provision. Pupils are encouraged to express their views and participate in decisions about their support.

The Head Teacher, Mrs Pauline Wilson, has overall responsibility for the strategic leadership of SEND within the school. She ensures that the SEND policy is implemented effectively, oversees assessment and provision for pupils with SEND, keeps governors informed, and provides parents with a clear and accessible point of contact.

The Special Educational Needs and Disabilities Coordinator (SENCO), Mr Neil Moody, is responsible for the day-to-day operation of the SEND policy. He coordinates provision, advises staff, liaises with parents and external agencies, and oversees the Assess–Plan–Do–Review cycle for pupils with SEND.

This policy should be read in conjunction with the school's policies on:

- Accessibility;
- Admissions;
- Anti-Bullying;

- Curriculum;
- Teaching and Learning;
- Homework and Marking;
- First Aid.
- Health and Safety.
- Safeguarding and Child Protection
- EAL

2. Guiding Principles

- We have high expectations for all pupils and set ambitious, appropriate targets for their progress.
- A special educational need is defined in accordance with the *SEND Code of Practice: 0–25 years (2015)*.
- All pupils are entitled to access the full school curriculum and to participate fully in school life, unless a specific modification or disapplication is set out in an individual pupil's Education, Health and Care Plan (EHCP).
- Supporting pupils with special educational needs and disabilities is a shared responsibility of all staff.
- Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home differs from the language of instruction.
- Any adjustments or special facilities required to support a pupil with SEND will be considered positively and implemented where reasonable, taking into account the needs, education, and welfare of all pupils.

3. Terms

SEND refers to a *Special Educational Need or Disability*. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. At compulsory school age, this means they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

(Definition based on the *SEND Code of Practice: 0–25 years (2015)*, Introduction, paragraphs xiii–xiv.)

AN (Additional Need) refers to a need that does not meet the threshold for SEND but still presents a barrier to learning or wellbeing. This may include social, emotional, behavioural, or contextual needs that require monitoring or short-term support.

Relationship between SEND and AN SEND is a broader legal category that includes needs arising from a learning difficulty or disability requiring special educational provision. Additional Needs (AN) may require support within the school's normal offer but do **not** constitute SEND unless they meet the statutory definition above.

4. Objectives of the Special Educational Needs and Disabilities Policy

- To identify, at the earliest possible opportunity, any barriers to learning or participation for pupils with Additional Needs (AN) or Special Educational Needs and Disabilities (SEND).
- To enable all pupils to participate fully and effectively in lessons and wider school life.
- To make clear the expectations of all those involved in supporting pupils with AN or SEND, including staff, parents, and carers.
- To work in partnership with parents and carers, recognising the vital role they play in supporting their child's wellbeing and learning.
- To value and encourage the contribution of all pupils to the life of the school.
- To ensure that every pupil experiences success in their learning and achieves the highest possible standards.
- To communicate effectively with the Governing Body so they can fulfil their monitoring responsibilities regarding SEND and AN provision.
- To work closely with external agencies, where appropriate, to support the needs of individual pupils.
- To ensure that all staff have access to training, guidance, and advice to support high-quality teaching and learning for all pupils.

The school recognises its duties under the Equality Act 2010, including the requirement to make reasonable adjustments for disabled pupils and to ensure they are not discriminated against, harassed, or victimised because of their needs or disabilities.

Any adjustments or special facilities required to support a pupil with SEND will be considered positively and implemented where reasonable, taking into account the needs, education, and welfare of all pupils.

5. Adjustment for Special Educational Needs and Disability

The school is committed to ensuring that pupils with Special Educational Needs and Disabilities (SEND) can access all aspects of school life. In line with the Equality Act 2010, the school will make reasonable adjustments to remove barriers to learning and participation, and will consider any required adjustments or special facilities positively. Adjustments will be implemented where reasonable, taking into account the needs, education, and welfare of all pupils.

The school's Accessibility Plan, which outlines our ongoing commitment to improving access to the curriculum, the physical environment, and information for pupils with disabilities, is available on the school website.

Where a pupil has an Education, Health and Care Plan (EHCP), the school will provide, and implement effectively, the provision specified in the plan. This will be carried out in close liaison with the Local Authority (LA) and in partnership with parents and carers to ensure that the pupil's needs are met and progress is monitored.

6. The Identification and Assessment of Special Educational Needs

The trigger for intervention is where there is concern, (underpinned by evidence) that a pupil is making little or no progress in spite of receiving quality first teaching including differentiated learning opportunities within the classroom.

The school follows the SEND Code of Practice 2015: 0 to 25 years' graduated approach with regard to the identification,

assessment and review of pupils with special educational needs. The four key actions are:

Assess: the class teacher and SENCO should clearly analyse a pupil's needs before identifying a child as needing SEND support

Plan: parents must be notified by the class teacher, if it is decided that a pupil is to be provided with SEND support

Do: the class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she retains responsibility for that pupil's learning by providing guidance to the SENCO as to what work should be undertaken.

Review: the effectiveness of the support should be reviewed in line with the agreed date. For IEP's (Individual Educational Plans) or One Plans this will take place termly.

7. Additional intervention and support complements and strengthens classroom practice, but it does not replace or compensate for high-quality teaching. High-quality teaching is the first and most important response to meeting the needs of pupils with SEND.

- All pupils receive a differentiated curriculum. Pupils who do not make expected progress are initially identified by class teachers, who raise concerns with the SENCO as part of the school's graduated approach (Assess–Plan–Do–Review). Any member of staff may raise concerns with the class teacher, SENCO, or Head Teacher regarding a pupil with SEND or a pupil experiencing another barrier to learning.
- Parents and carers, along with the pupil, are involved as soon as the school identifies that a barrier to learning may be present.
- The school is committed to the early identification of pupils who may have SEND. Monitoring the progress of all pupils is an ongoing process that enables early identification of those who may require additional or different provision. This includes observations in a range of contexts, careful monitoring of

curriculum access, and gathering information from parents and previous educational settings.

- The school uses a range of assessment information, including relevant family or medical history, Early Years Foundation Stage profiles, baseline assessments, teacher assessments, standardised tests, and diagnostic assessments where appropriate.
- Pupils who do not make expected progress, based on accumulated evidence, will receive targeted support as part of the graduated approach. Where the school uses Individual Education Plans (IEPs) as part of this process, parents and carers are fully involved in the decision and review process.

8. Additional Needs

At this stage an Individual Educational Plan (IEP) or One Plan is drawn up in consultation with the parents/carers and the pupil where appropriate. Occasional advice may be sought from external agencies to inform effective intervention. The format in use allows for close monitoring of progress towards short-term outcomes, agreed with pupils and parents/carers, which are reviewed termly. If a pupil fails to make the expected progress advice may be sought from external agencies which may include social as well as educational services. At this stage a SEND may be identified.

Expected progress can be defined in a number of ways. It may be progress that:

- closes the attainment gap between the child and its peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour.

9. Increasing the level of support

Where a pupil continues to make less than expected progress despite receiving high-quality teaching and targeted support, the school will consider increasing the level of provision as part of the

graduated approach (Assess–Plan–Do–Review). This may include pupils who are working significantly below age-related expectations, or those whose progress is affected by emotional, social, behavioural, sensory, physical, communication, or interaction needs.

- The Class Teacher and SENCO will use the Essex “Ordinarily Available” Inclusive Teaching Framework and Targeted Support Framework to help identify the level of need and the appropriate support required.
- The SENCO and Class Teacher will seek advice from relevant external professionals where appropriate.
- External specialists will provide guidance, assessment information, and recommendations to inform the next steps in provision.
- The Class Teacher and SENCO will ensure that additional or different strategies, informed by specialist advice, are incorporated into the pupil’s support plan.
- The SENCO and Class Teacher will monitor the impact of the support and review progress regularly with parents, carers, and the pupil, adjusting provision as necessary.

10. Education and Health Care Plans

For a very small minority of pupils, progress made through SEND Support interventions may not be adequate or appropriate. Following at least two cycles of the Graduated Approach (*Assess–Plan–Do–Review*), if a pupil continues to make limited progress despite robust, targeted intervention, the SENCO will consult with parents/carers, the Class Teacher, and any involved external professionals. Where appropriate, the school will work in partnership with the family to submit a request for an Education, Health and Care Needs Assessment to Essex County Council.

While the Local Authority (LA) considers the request, the pupil will continue to receive support through the school’s SEND Support provision.

Provisions for Pupils with an Education, Health and Care Plan (EHCP)

Where a pupil has a statutory EHCP, the school will meet its legal duties under the SEND Code of Practice (2015) and the Children and Families Act 2014 by ensuring that:

- **Specified Provision is Delivered:** The school coordinates and delivers the educational provision and reasonable adjustments detailed in Section F of the EHCP.
- **Curriculum Access is Adapted:** The pupil's timetable, learning environment, and curriculum access are structured to accommodate specialist interventions, therapies, and individual support.
- **Short-Term Targets are Implemented:** The SENCO and Class Teacher co-produce regular, measurable targets (e.g., a Learning Plan or One-Page Profile) that break down the EHCP's long-term outcomes into achievable steps.
- **Statutory Annual Reviews are Conducted:** A formal Annual Review is held within 12 months of the EHCP being issued (or the previous review), with invitations extended to parents/carers, the LA SEN Officer, and relevant health, education, or social care professionals.
- **Multi-Agency Liaison is Maintained:** The school maintains ongoing communication with parents/carers and external professionals to ensure a coordinated, holistic approach to the pupil's development.
- **Funding is Reviewed and Deployed Effectively:** The Headteacher and SENCO review the school's Notional SEN Budget and any Element 3 (Top-Up) funding associated with the pupil's EHCP to ensure that required resources, staffing, and specialist provision are appropriately allocated and used effectively.

11. Role of the Class Teacher

In accordance with the *SEND Code of Practice (2015)*, the Class Teacher is responsible and accountable for the progress and development of all pupils in their class, including those who receive additional support. The Class Teacher will:

- **Initiate Early Identification:** Where a pupil is not making expected progress despite high-quality, adaptive teaching, the Class Teacher will complete a school *Cause for Concern* form. This records the universal strategies already implemented, alongside supporting evidence, and is submitted to the SENCO to coordinate next steps.

- **Deliver Adaptive Teaching:** Plan, deliver, and adapt the curriculum to reduce barriers to learning, ensuring that all pupils can access lessons at an appropriate level.
- **Co-Produce Support Plans:** Work collaboratively with the SENCO to determine targeted interventions and, in partnership with parents/carers and the pupil, contribute to the development and review of a personalised support plan (e.g., Learning Plan, IEP, or equivalent).
- **Implement Interventions:** Deliver and monitor the short-term targets and strategies outlined within the pupil's support plan or provision map, ensuring consistency between classroom practice and targeted intervention.
- **Review Pupil Progress:** Work with the SENCO to regularly monitor, evaluate, and update SEND support through the *Assess–Plan–Do–Review* cycle, involving parents/carers and the pupil in the review process.
- **Direct Support Staff:** Brief, supervise, and direct Learning Support Assistants (LSAs), ensuring that any group or 1:1 intervention is clearly linked to classroom learning and contributes to the pupil's progress.

Role of the SENCO

The Special Educational Needs Coordinator (SENCO) at our school is Mr Neil Moody, who can be contacted via the School Office.

In accordance with Chapter 6 of the *SEND Code of Practice (2015)*, the SENCO holds strategic responsibility for the operation of the SEND policy and the coordination of provision for pupils with special educational needs and disabilities. The SENCO will:

- **Oversee Policy Operation:** Manage the day-to-day implementation of this SEND policy and ensure the school meets all statutory requirements for pupils in the EYFS and Primary phases.
- **Coordinate Provision:** Lead and align targeted interventions and support for pupils with SEND across the school, ensuring that provision is evidence-based, effective, and regularly reviewed.
- **Partner with Parents:** Work collaboratively with parents and carers before a pupil is placed on the SEND Support Register,

ensuring they are active participants in the *Assess–Plan–Do–Review* process and in the development and review of personalised support plans (e.g., Learning Plans or IEPs).

- **Liaise with External Agencies:** Act as the main point of contact for external professionals, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, health practitioners, and Essex County Council SEND teams.
- **Advise and Train Staff:** Provide professional guidance, resources, and continuing professional development (CPD) to colleagues to support high-quality adaptive teaching and inclusive practice across the school.
- **Maintain Statutory Records:** Manage and update the SEND Support Register, ensuring accurate information for the DfE School Census and maintaining comprehensive records of pupil progress, provision, and outcomes.
- **Coordinate Assessments:** Oversee school-based specialist assessments and complete the required documentation for external referrals, including requests for Education, Health and Care Needs Assessments (EHCNAs).
- **Co-Produce Learning Targets:** Work with Class Teachers to ensure precise, measurable outcomes are established, recorded, and reviewed through the *Assess–Plan–Do–Review* cycle.
- **Support Transitions:** Oversee transition arrangements for pupils with SEND, ensuring effective information-sharing between year groups and with receiving schools at points of transfer.
- **Ensure Legal Compliance:** Support the school in meeting its duties under the Equality Act 2010, including the requirement to make reasonable adjustments for pupils with disabilities.

Role of the Head Teacher

The Head Teacher is responsible for:

- The day-to-day management of all aspects of the school's work, including provision for pupils with SEND.

- Ensuring the SEND policy is implemented effectively across the school.
- Overseeing the work of the SENCo and ensuring they have sufficient time, training, and resources to carry out their role.
- Keeping the Senior Leadership Team and Governing Body fully informed about SEND issues, pupil progress, and resource implications.
- Ensuring that high-quality teaching is the first step in responding to pupils with SEND.

Role of the Governing Body

The Governing Body is responsible for ensuring that the school meets its duties under the Children and Families Act 2014, the SEND Code of Practice (2015), and the Equality Act 2010, including the duty to make reasonable adjustments for pupils with disabilities. Governors seek to ensure that the needs of all pupils with SEND are met and that provision is adequate, effective, and appropriately resourced.

The Governing Body:

- monitors the implementation and impact of the SEND policy
- ensures that provision for pupils with SEND is aligned with statutory requirements
- reviews the SEND policy annually with the Headteacher and SENCO
- receives regular updates from the Headteacher regarding SEND provision, pupil progress, and resource implications
- ensures that reasonable adjustments are made for pupils with disabilities and that the school's Accessibility Plan is implemented
- works with the Headteacher to secure the necessary provision for any pupil identified as having special educational needs

Support

Teaching Assistants (TAs) and Learning Support Assistants (LSAs) work under the direction of the Headteacher, Class Teachers, and the SENCO. They support the delivery of high-quality teaching and

targeted interventions as part of the school's graduated approach (*Assess–Plan–Do–Review*).

TAs and LSAs work with all pupils, but staffing levels ensure that pupils requiring additional support receive focused time within the classroom. LSAs may support individual pupils or small groups, either within the classroom or through structured sessions outside the classroom. Their work is designed to reinforce learning, develop key skills, and enable Class Teachers to provide targeted teaching for pupils with SEND.

Support staff do not replace the Class Teacher's responsibility for teaching and learning; rather, they enhance provision and help ensure that pupils with SEND can access the curriculum effectively.

Resources for the provision of Special Educational Needs

The school maintains a range of specialist resources to support pupils with SEND. The SENCo advises class teachers on the selection and use of appropriate resources and encourages the development of classroom-based materials that promote independence and accessibility.

Resources are reviewed regularly to ensure they remain effective and appropriate for pupils' needs. ICT is used to provide reinforcement, accessibility tools, and personalised learning opportunities.

In line with the *Equality Act 2010*, the school ensures that reasonable adjustments are made to remove barriers to learning. Further details regarding accessibility arrangements can be found in the school's Accessibility Plan.

12. Admissions arrangements

Pauline Wilson is the named person with responsibility for admissions. All prospective parents meet with the Headteacher to discuss their application and to share relevant information about their child's needs. The school is committed to fair, transparent, and non-discriminatory admissions procedures.

Pupils with Special Educational Needs or Disabilities, including those with an Education, Health and Care Plan (EHCP), follow the same admissions process as all other applicants. No pupil will be refused admission solely on the basis of having SEND or a disability. In line with the *Equality Act 2010*, the school will make

reasonable adjustments to ensure that pupils with disabilities are not placed at a disadvantage during the admissions process.

Where a child has identified SEND or an existing EHCP, the Headteacher and SENCO will meet with parents to discuss the child's needs and the provision required. The school will review relevant reports, assessments, and the EHCP (where applicable) to determine whether it can meet the pupil's needs effectively. The school will work in partnership with parents and, where appropriate, the local authority.

Pre-school children identified with SEND may be allocated a full-time place at the Ursuline Preparatory School (UPS) where this is considered appropriate. Admission is offered when all parties agree that UPS is able to provide suitable and effective provision for the child.

13. Specialisms and special provision

The UPS is not registered as a school offering special provision in any specific area of special educational need.

14. Special facilities

UPS is committed to ensuring that pupils with disabilities can access the school environment, curriculum, and information in line with the Equality Act 2010. The school currently provides:

- a removable ramp for wheelchair access to the ground floor and lower ground floor
- a disabled toilet in the school hall
- a designated disabled parking space in the main school car park

UPS recognises that disability may include a wide range of physical, sensory, learning, and medical needs. The school aims to provide appropriate support and access for pupils across this spectrum. In line with its statutory duties, the school will make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage.

When a pupil enters the school with a disability, or receives a diagnosis during their time at UPS, the school will implement an

action plan to support the pupil's access, wellbeing, and progress. This will include:

- **Consultation with Parents:** The Headteacher and SENCO will meet with parents to discuss the pupil's needs and how these may affect learning, play, and social development. Sensitive information will be shared appropriately and confidentially.
- **Liaison with External Agencies:** With parental consent, the school will consult relevant professionals such as medical practitioners, therapists, or specialist advisory services. Staff training or guidance may be provided where appropriate.
- **Health Care Plans:** Where necessary, the school will work with parents and professionals to create an individual healthcare plan, which will be reviewed regularly.
- **Ongoing Review:** The school will continue to liaise with external agencies and monitor the effectiveness of support and adjustments, making changes as needed.

UPS is committed to improving accessibility over time. Further details of the school's plans to develop the physical environment, curriculum access, and accessible information can be found in the school's Accessibility Plan.

15. Pupils with SEND engage in the activities of the school

Pupils with SEND are not denied access to extra-curricular activities or school trips. In line with the *Equality Act 2010*, the school will make reasonable adjustments to ensure that pupils with disabilities or additional needs can participate fully and safely in all clubs, visits, and enrichment opportunities.

UPS offers a wide range of extra-curricular activities for pupils from the age of five, including early-morning, lunchtime, and after-school clubs. Participation for pupils with SEND is actively encouraged. Where necessary, the school will carry out individual risk assessments and put in place appropriate support, such as additional adult supervision, adapted activities, or medical arrangements, to ensure full inclusion.

No pupil will be discriminated against or excluded from enrichment opportunities on the basis of their special educational needs or disability.

16. Evaluation of SEND practice

The SENCo monitors the movement, progress, and provision of pupils with SEND across the school. This includes tracking outcomes, reviewing interventions, and ensuring that the graduated approach (Assess–Plan–Do–Review) is implemented consistently. The SENCo provides the Headteacher with regular summaries of the impact of the SEND policy on classroom practice, pupil progress, and whole-school provision.

The effectiveness of the SEND policy is evaluated in a range of ways, including:

- Ensuring there is a clear and effective system for the early identification and assessment of pupils with SEND.
- Maintaining accurate and up-to-date records for all pupils on the SEND Support Register.
- Producing well-defined, measurable, and realistic IEPs or One Plans that reflect pupils' needs and aspirations.
- Reviewing pupil progress against the outcomes set in IEPs or One Plans as part of the Assess–Plan–Do–Review cycle.
- Monitoring progress through National Curriculum assessments, teacher assessments, and standardised tests (e.g., QUEST).
- Evaluating the effectiveness of reasonable adjustments made under the Equality Act 2010.
- Gathering and analysing pupil voice to understand their experiences and views of their support.
- Evaluating parental participation and satisfaction during review meetings and through ongoing communication.
- Reporting outcomes and provision updates to the Governing Body to support their monitoring responsibilities.

This monitoring ensures that SEND provision remains effective, responsive, and aligned with statutory requirements.

17. Complaints Procedure

The Ursuline Preparatory School (UPS) is committed to working in partnership with parents and to resolving concerns promptly and effectively. This SEND policy outlines how the school identifies and supports pupils with special educational needs and disabilities. If a

parent has a concern about their child's SEND provision, they should initially contact the Headteacher to discuss the matter.

The school will listen carefully to parental concerns and seek to resolve issues informally wherever possible. If the matter cannot be resolved through informal discussion, parents may follow the school's formal Complaints Procedure, which is available on the school website or from the School Office. SEND-related complaints follow the same staged process as all other complaints in the school.

If a formal complaint is submitted, it will be considered in accordance with the school's Complaints Policy, which includes review by the Governing Body or Proprietor and, where required, an independent panel. The school will ensure that all complaints are handled fairly, transparently, and in line with the *SEND Code of Practice (2015)* and the *Independent School Standards*.

18. Staff training

Staff training in relation to SEND is linked to the School Development Plan and reflects the school's commitment to high-quality, inclusive teaching. All staff receive training to ensure they understand their responsibilities under the *SEND Code of Practice (2015)* and the *Equality Act 2010*, including the duty to make reasonable adjustments for pupils with disabilities.

The SENCo holds a degree in psychology and a postgraduate diploma in the teaching of pupils with specific learning difficulties. The SENCo undertakes regular professional development through courses provided by the local authority and independent training bodies, and disseminates relevant updates to staff.

Teaching Assistants and Special Educational Needs Assistants receive regular guidance, coaching, and training from the SENCo to support them in meeting the needs of pupils with SEND. Training includes the implementation of the graduated approach (Assess–Plan–Do–Review), the use of intervention strategies, and approaches to supporting pupils with a range of needs.

The school provides induction training for new staff to ensure they understand the school's SEND procedures and expectations. The

governing body actively encourages all staff to develop their skills in working with pupils with SEND, and the school makes use of external specialists to deliver training wherever possible.

Training needs are reviewed annually and in response to emerging pupil needs, ensuring that staff expertise remains current and effective.

19. Role Played by Parents

The Ursuline Preparatory School (UPS) values strong partnerships with parents and recognises that parents hold unique knowledge and insight about their child. We work collaboratively with parents at every stage of the SEND process and ensure that their views, wishes, and feelings are central to decision-making.

Parents are actively involved in the *Assess–Plan–Do–Review* cycle and are invited to contribute to the development and review of Individual Education Plans (IEPs), One Plans, or Learning Plans. The school provides clear information about their child's needs, the support in place, and the progress being made.

We encourage parents to share their concerns, aspirations, and expertise, and we welcome their involvement in review meetings and ongoing communication. UPS is committed to ensuring that parents feel listened to, respected, and fully included in their child's education.

Arrangements for ensuring a close working partnership include:

- discussing concerns with parents as soon as staff identify a barrier to learning
- involving parents in the creation and review of IEPs, One Plans, or Learning Plans
- recording and valuing parental views, concerns, and aspirations
- offering parents opportunities to meet with relevant teaching staff, the SENCO, or the Headteacher as needed

20. Transition arrangements

Transition Between Key Stages 2 and 3

The Ursuline Preparatory School (UPS) works in close collaboration with local secondary schools to ensure a smooth and well-supported transition for pupils moving into Key Stage 3. Pupils are encouraged

to attend secondary school Open Evenings and, subsequently, take part in transition visits during their final term in Year 6.

Mrs Wilson delivers an annual **Secondary School Selection Evening** for parents of pupils in Years 4 and 5 during the early Spring Term. This provides an opportunity for parents to receive guidance on the transfer process and to discuss options with Class Teachers. Former pupils are also invited to share their experiences of moving to secondary school.

Transition arrangements include liaison between schools and the transfer of relevant records. For pupils with SEND, the UPS SENCO will contact the SENCO of the receiving secondary school to share information and discuss the pupil's needs. A transition meeting involving parents, both SENCOs, and the pupil can be arranged where the secondary school considers this beneficial.

Transition Between Key Stages 1 and 2

Parents of pupils moving into the Junior Department are invited to attend an induction meeting with the Class Teacher. This meeting provides information about expectations, routines, and curriculum arrangements for Key Stage 2, ensuring parents feel informed and supported during the transition.