WREKIN
PREP

SPECIAL EDUCATIONAL

NEEDS AND DISABILITY POLICY

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY DOCUMENT 2026

This policy also applies to E.Y.F.S

S.E.N.D.C.o.
Aimee Williams

Approved by the Governors' Committee on _____

This Policy for Special Educational Needs and Disability was devised by the Headteacher and the Special Educational Needs and Disabilities Co-ordinator in consultation with colleagues in the school.

Date of Next Review: September 2027

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School aims:

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1.Special Educational Needs and Disability Provision

Key Statement

S.E.N.D.C.o Aimee Williams; a member of the SLT

Wrekin Prep School provides a 'broad based' quality education for children from four to eleven years of age. It is a co-educational school with an ethos of developing the full potential of each pupil, whilst ensuring they present themselves as well balanced, self-motivated individuals with an enthusiasm for work and the ability to develop their skills and talents in all areas of the curriculum. The school is committed to offering a curriculum that can meet the individual needs of all pupils, including those with Special Educational Needs and Disabilities (SENDA). This policy therefore seeks to inform teaching and learning throughout the school as well as ensure that provision is made for pupils with SENDA. Provision for pupils is a matter for Governors, the Head Teacher, the Head of Learning Support, and all members of the teaching staff. The school is committed to a fully inclusive approach to SENDA. Pupils leave Wrekin Prep as happy, confident individuals having achieved all of which they are capable.

Good provision for children with S.E.N.D. does not mean a sympathetic acceptance of low achievement. It means tough minded determination to show these children are capable of excellence.

Wrekin Prep has always believed this and strives to make this applicable in all areas of the curriculum.

This policy incorporates the Early Years Foundation Stage Special Educational Needs.

The school aims to comply with the current legislative framework, including the Disability Discrimination Act (DDA) 1995, the Equality Act 2010, the Children and Families Act 2014, to comply with the SENDA Code of Practice 0-25 years, September 2014 and most recently the updated Early Years Foundation Stage Framework (updated September 2025) and KCSIE 2026.

Aims

The aims of this policy are:

- To implement good practice in compliance with current legislation.
- To anticipate and meet the needs of those pupils identified as having SEND.
- To ensure that no pupil is discriminated against, in any area of school life, on the basis of SEND.
- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable all children to have full access to all elements of the school curriculum.
- To ensure that parents are able to play their part in supporting their child's education and that the child is involved in the process.
- To ensure that all pupils' records include information relating to their SEND, their interventions that have been provided and their outcomes.
- To provide inset training for staff.
- To provide support for teachers so that they are able to make their best endeavours to make reasonable adjustments for the needs of all SEND children.

Early Years Foundation Stage

Children and adults supporting them within the EYFS at Wrekin Prep must have regard to the SEND Code of Practice 2014. This means:

- The setting should plan for the four areas of need, communication and interaction, cognition and learning, social emotional and mental health, sensory and physical needs.
- They should have a clear approach to identifying and responding to SEN.
- In addition to the two specific points in EYFS for formal assessment, there should be monitoring and review of progress.
- When a child is below expected levels, a method is outlined in the Code 2014 for gathering information and seeking 'help'. The cycle of action; assess, plan, do, review should be used.

Guidelines are given for seeking external help and decisions to involve external specialists should be taken in discussion with parents.

- Review core teaching and wider policies so all early years staff are meeting requirements of the SEND 2014 and identify and deliver any training needed.
- Continue to put all concerned at the centre of decision making and keeping parents/carers informed.

Principles and objectives:

Children have a learning difficulty if they:

a) Have a significantly greater difficulty in learning than the majority of children of the same age, starting from the same base line,

b) Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age.

c) Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, Wrekin Prep does employ a designated member of the Learning Support Department to assist those children who join us from another country and are unable to initially use English to access the curriculum. There is a separate policy document for this area (E.A.L).

Looked After Children

The Deputy Designated Safeguarding Lead is also the Designated Teacher for Looked After Children. This is Aimee Williams who will liaise closely with the Designated Safeguarding Lead and the Safeguarding team to ensure that the implications of a child being both looked after and having SEND are fully understood by the relevant school staff.

The Designated Teacher for Looked After Children will also liaise with the Virtual School Head as well as social workers to ensure that the needs of the looked-after child are met through the Care Plan and its associated Personal Education Plan (PEP).

If an Education, Health and Care (EHC) Plan is also required for a looked-after child because of his or her SEND then discussions will be held with all the relevant professionals, including the Designated Safeguarding Lead, to ensure that the Care Plan and the EHC Plan are dovetailed to meet the needs of the child.

Definition of a Disability

A person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The school aims to ensure accessibility, by making reasonable adjustments.

Special Education Provision means:

▪ Provision of education for children of four to eleven years of age, which is additional to, or otherwise different from, the educational provision made generally for children of their age at Wrekin Prep.
▪ We endeavour to monitor and take action with all children who are progressing significantly more slowly than their peers or more slowly than may be expected as specified in the Code of Practice and our own concerns. We also endeavour to monitor children who may appear 'gifted' or more able than their peers.
▪ We work closely with parents and carers to listen to their views, to enable us to build on children's previous experience, skills, knowledge and understanding.
▪ Children with SEND are speedily and appropriately identified and have the opportunity to study a broad, balanced, relevant and differentiated curriculum which is sympathetic to their needs, abilities and aspirations.
▪ We carry out observations and assessments on all children to enable us to identify any areas of difficulty. These are shared explicitly with parents prior to administrating any tests, their clear purpose and possible outcomes and following the administration, the results of any tests.
▪ All practitioners are teachers of children with SEND and differentiate according to the needs. In order to meet the child's needs an adaptation/modification may be made in presentation, content and context to complete a task. A multi-sensory approach is used whenever appropriate which takes into account different learning needs. Staff and children know which children receive such support, but the atmosphere is one of understanding and encouragement.
▪ All children with SEND are on a Special Needs tracking document with hyperlinks to individual files where their external agency reports are kept.
▪ We try to meet the physical, emotional and intellectual needs of all children. They are given the support they need and deserve, whilst maintaining their level of self-esteem and ensure the curriculum areas show a personal success in line with that of a child's ability. It is our aim to ensure that each child remains well motivated and given opportunity to develop and demonstrate the strengths he/she has.
▪ Parents are encouraged to discuss any concerns with the class teacher and the SENDCo (A. Williams).
▪ Parents will be consulted at every stage of the process of identifying and supporting a child with SEND.

The ethos of the needs of teaching children with SEND at Wrekin Prep is based and thrives on:-

- Positive attitude from all members of staff.
- Partnership with teachers, which encourages pupils to become active learners, helping to plan, build and evaluate their own learning programme wherever possible.
- A climate of warmth and support in which self-confidence and self-esteem can grow.
- Partnership between home and school.
- Extra support to allow access to all areas of the school curriculum.

Admissions at Wrekin Prep

Wrekin Prep's Admissions Policy sets out details about admission to the School.

▪ We welcome all children to visit Wrekin Prep to establish if both parents, and we as a school, feel we can offer provision to cater for their needs. However, we advise parents with children with SEND to discuss requirements with the school as early as possible into the admissions procedure and to ensure they make full disclosure with regards to any additional support they may have received from external agencies.

Wrekin Prep makes every effort to work within the requirements of the Equality Act 2010 (and subsequent revisions) and the SEN and Disability Act 2001 (SENDA) All children with SEND play a full part in the daily life of the school.

Special attention is paid in cases where there are identified needs. Each case is considered on its merits and relevant reports should be provided where necessary. Children may sometimes be admitted on the proviso that they receive additional learning support.

Parents of a child who has any disability or special educational needs must provide the School with full written details when applying for a place, or subsequently before accepting the offer of a place. The School needs this information so that, in the case of a child with particular needs or developing needs, those needs can be assessed and parents can be consulted about the adjustments that can reasonably be made to cater adequately for the child's needs, both during the admissions process and if an offer of a place is made.

Whilst every effort would be made to support 'developing needs' at Wrekin Prep - if we were no longer able to meet a child's needs, Wrekin Prep staff will ensure parents as partners are involved in all relevant discussions.

Management of SEND at Wrekin Prep School:

▪ Parents and Carers will be kept informed of any additional provision being given to their child, and will be invited to attend and contribute to any meetings.

▪ Children who make slower progress will be given differentiated learning opportunities to help them progress. There will be regular and frequent monitoring, which will involve the parents/carers and the children working in partnership with the school.

▪ Differentiation within class may be by:

> Task - Groups complete a different activity but all activities are designed to show competence in the curriculum area, e.g. one group may draw a strip cartoon to show they understand a sequence of events, another may talk it through with an adult, whilst a third may make a written report.

> Resources – Some children are given additional or different equipment to complete a task, e.g. a pencil grip.

> Teacher focus – The teacher gives a varied amount of support to individuals to enable them to complete an activity.

> Organisation/grouping – Children are grouped or paired to ensure that one child's strength compensates for another's lack of confidence so that they may both show competence in the desired skill, e.g. a good reader is paired with a less fluent reader so that together they can complete a reading task.

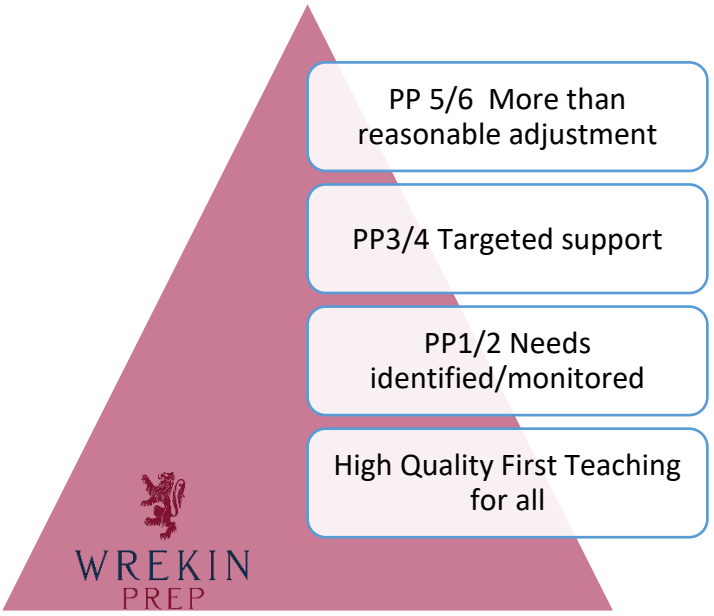
▪ All children will receive a broad and balanced curriculum, relevant to his or her needs.

▪ We aim to recognise strengths as well as weaknesses and involve all children in the activities.
▪ We endeavour to give the appropriate enrichment programme to extend all children, including the more-able and gifted children in our care.
▪ Early identification, assessment and intervention are recognised as the key to meeting the needs of individual children. This is shared explicitly with parents prior to delivering any interventions for SEND, their clear purpose and possible outcomes and following the intervention, the results.

Provision points at Wrekin Prep:

- At Wrekin Prep we operate a system based on 'Provision points' within each year group. .
- The 'Provision points' model provides a visualisation of the differentiated tiers of support different children may receive at Wrekin Prep, based upon their individual needs.
- As every child is unique, so too will be their assigned 'provision points' and resulting support.
- The layered provision points model will be used to ensure children at Wrekin Prep and those new to Wrekin Prep are able to have their needs met effectively.
- Provision points will be assigned based on evidence gathered and shared openly by all stakeholders alongside knowledge of the individual child and their needs observed in school.

- The provision points model looks as follows:
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- Provision points (PP) will be assigned regardless of where a child is within their Graduated Response. This is the assimilation of evidence from both school and external agencies based on regular cycles of Assess, Plan, Do, Review.
- Diagnoses are not necessarily required for PP and as already stated, individual children and their needs will have appropriate PPs attributed to them. Therefore, two children presenting with Autistic tendencies may have a PP of 2, or PP of 5, depending on the needs they present with and resulting support required.
- If a child has a PP of 1 or 2, they may be presenting with needs that can be met effectively within the classroom but the child may be building a graduated response through Assess, Plan, Do, Review cycles (APDRs). Typical learning needs presented within PP 1 and 2 may (but not restricted to) include Dyslexia, Dyscalculia, Speech and language needs, sensory including dietary and auditory needs and glasses use.
- If a child has a PP of 3 or 4, then they may be presenting with more complex needs that benefit from a blended provision model of in and out of class intervention programs as needed. These intervention programs will be directly linked to latest data entry points, with all personal progress being recorded on the child's APDR and informing the next APDR plan.
- If a child has a PP of 5 or 6, then they may have significant need/s requiring more than reasonable adjustments. This is inclusive of, but not limited to any child in

receipt of an Education and Health Care Plan (EHCP). Children with PP of 5 or 6 may have complex behavioural choices as signs of distress. Staff will seek to understand and accommodate through significant support where possible. Children with a PP of 5 or 6 may have additional adult support at specific times of the day. Children on PPs 5 or 6 may already be in receipt of an EHCP, have started the EHCNA process (Education Health Care Needs Assessment) or require other individualised documentation, including but again not restricted to APDR, Pupil safety plan, Care plan.

- Children can move between provision points as and when needed to reflect their educational experience and attainment.
- Provision Points are put into place to ensure that children's needs across a year group can be met and supported by the staff that we have in place (with additional adults if required and where these are funded by an ECHP).

Education Health and Care Plans (EHCP)

- The majority of children with SEN or disabilities will have their needs met as set out in the points above.
- However, some children may require an Education, Health and Care (EHCNA) Needs Assessment in order for the Local Authority to decide whether it is necessary for it to make provision in accordance with an Education Health and Care Plan (EHCP). The purpose of an EHC Plan is to make special educational provision to meet the SEND needs of the child, and to secure the best possible outcomes for them across education, health and social care.
- The SENDCO will liaise with colleagues to implement the targets set to achieve the outcomes set out in an EHC Plan devised for a child by the Local Authority.
- The SENDCO will liaise with colleagues to review the child's progress, suggest new interim targets and, where appropriate, propose new outcomes as part of the Local Authority's Annual EHC Plan Review. The Review meeting will be undertaken in partnership with the child (if appropriate) and their parents. EHC Plan Reviews may be more frequent than annually for children aged under 5. Regular monitoring of the child's progress and development will also be undertaken. The SENCO will liaise with the Local Authority to ensure this review takes place.

The role of the SENDCo:

▪ The SENDCo (Special Educational Needs and Disabilities Co-ordinator) is Aimee Williams, who is responsible for ensuring there is liaison with parents, other professionals in respect of children with SEND, concerning advice, teaching, testing and assessing, as well as supporting all staff and ensuring that appropriate IEPs (Individual Education Plans now renamed Assess, Plan, Do Review ADPR'S) are in place if required. The SENDCo will collect and collate essential information about children with SEN, and record and update as necessary.

▪ Working with the Headteacher and Senior Leadership Team to ensure that inclusion is an integral part of our school ethos.

▪ Overseeing the day-to-day implementation of the school's SEND policy.

▪ Liaison is ensured by written and verbal communication.
▪ All staff are responsible for children with SEND but additional teachers in the Learning Support Department include Mrs Zoe Clennell (EAL) and Mr Stefan Lowes (Higher Level Teaching Assistant).
▪ Carry out assessments during the summer term on Daisy Chain children moving through to Wrekin Prep. Children coming from other settings will be assessed during 'Changeover Morning'. These assessments are shared explicitly with parents, their clear purpose and possible outcomes and following the administration, the results of any assessments.
▪ Carry out a computer assessment on specific Reception children during the summer term agreed by Head of Lower School, Mrs A Hartland-Griffiths, to determine if there are any specific difficulties and define certain strengths and weaknesses. These assessments are discussed with the Parents prior to administrating in the Summer term of Reception, their clear purpose and possible outcomes and following the administration, the results of any tests.
▪ Maintain the SEND register and carry out a full annual assessment on each child.
▪ Ensure that the school's SEND policy is regularly updated.
▪ Contribute to the continuing professional development of all staff.
▪ Be available for pupils who need assistance and guidance in all curriculum areas.
▪ Be available at all times and adopt an open door policy for parents who have concerns about their child.
▪ The SENDCo can call on support and guidance on procedures and intervention for children with SEN from outside agencies if necessary. These include Telford & Wrekin, Education Psychological Services, Sensory Impaired Service and Behaviour Support Service, as well as a range of private independent agencies.

The Role of the Governing Body

● Governors are responsible for overseeing School self-review and liaise with the Head and SENDCo concerning the School's general policy and approach to meeting SEND.
● SEND provision is part of the school's development plan.

Specialist Expertise and Equipment:

▪ There are three learning support rooms that are well equipped. One of these rooms has been updated as of September 2023 to become a Pastoral and wellbeing room.

2. Identification, Assessment and Review

Resources:

▪ A proportion of our school budget is allocated for resources for Learning Support, which includes identified materials for use to support children who need additional or differentiated activities. These include classroom items such as left handed pencils, pencil grips, chair bands, visual overlays.

▪ Our school budget also covers the cost of individual screeners. These include the Reception COPS screener (administered in the Summer term a child turns five). We can also screen for Dyslexia and Dyscalculia separately. These can be administered from the time a child turns seven, but standard procedure at Wrekin Prep is to screen from Year Three in line with children's competent I.C.T skills. The Dyslexia and Dyscalculia screeners can be repeated annually if needed. The need to conduct any of these screeners is shared explicitly with parents prior to administration, their clear purpose and possible outcomes and following the administration, the results of any screeners and subsequent next steps.

▪ Where individual child specific materials are required, such as an intervention text book, or online licence subscription, then these charges are made payable to the Parents. Consent is always sought from the parents before any purchase is made and any personalised provision started.

▪ Where referrals for individual assessments involving External Professionals are involved, consent is always obtained from Parents and any attached costs explained. Some referrals may be free of cost- this includes NHS Speech and Language, NHS Occupational Therapy and CAHMS Shropshire, Telford and Wrekin. Other referrals such as individual Dyslexia diagnostic assessments or observation from an Educational Psychologist will be chargeable to the parents as the referral may lead to a diagnostic report specific to an individual. Again, all costings and who is responsible for payment is sought from Parents when consent is obtained to send the initial referral form.

▪ The Learning Support Department is well equipped to assist children who may need additional in school support as well as having a range of up to date Testing and Assessment materials, to be administered by the SENDCo Aimee Williams.

Identification:

▪ We are committed to the early identification of children who may have SEND, and early intervention to support those needs. We are fully committed to the notion proposed by the DfE following their Green paper of 'Right support at the right time'.

Observation and Assessment:

▪ More detailed observations are made in a variety of contexts as well as careful monitoring.

▪ Assessments can be carried out at any time if requested by A Williams, if a member of staff or parent feels there is cause for concern. Any concerns are shared explicitly with parents prior to administrating any tests for SEND, their clear purpose and possible outcomes and following the administration, the results of any tests.

▪ At the end of Reception, the SENDCo carries out an assessment on mutually agreed children with Head of Early Years Mrs A Hartland-Griffiths using the CoPS (Computer Profiling Screening). This provides a comprehensive report, which highlights strengths and provides any indications with regards to weaker areas. This is shared with parents and next steps are discussed and agreed.

▪ All children receiving learning support undertake additional annual assessments during the summer term as appropriate.

<u>The Code of Practice</u>

The stages of the old Code of Practice will now be replaced by a single school stage called SEND Support. It will be based on early identification of needs, early help and SEND support. The work will be done with other services as needed, in an integrated

way using the Common Assessment Framework. This work will be centred on children, parents and school and their aspirations and desired outcomes.
Class and subject teachers need to be at the heart of this approach. The four stages are to be:
ASSESS: PLAN: DO: REVIEW.
The graduated approach is at the heart of whole school practice at Wrekin Prep, as we are continually assessing, planning, implementing and reviewing. This process enables school to continually reflect on their approaches to meeting a child's needs and necessitates that school plans for enhanced opportunities to engage with parents and pupils themselves in a growing understanding and awareness of needs that enable good progress and good outcomes.
The graduated approach will only secure good outcomes for pupils with SEND if those that teach have the highest aspirations for them and if those that lead and manage provision demonstrate an ambitious plan of action to enable this to happen.

ASSESS

A whole school approach that can identify where a child is not making adequate progress by:

- Teachers assessment and knowledge of the pupil/pupil progress, attainment and behaviour
- Individuals progress in comparison with their peers
- The views of parents and pupils
- Standardised tests/Screening assessments/Use of outside agencies where thought necessary- in agreement with a child's parents.

PLAN

Once a need for SEND Support has been identified the CODE is clear that class teaching should be differentiated. All staff should be aware of a child's needs and with SENDCo assistance can put relevant structures in place. No two pupils' targets are the same and therefore it is the level of pedagogical discussion and reflection that is important, along with the willingness to seek further advice if needed.
The Code stresses the need to ensure clear and expected outcomes link directly to the provision.

DO

The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all pupils, including those with identified SEN, even when receiving support. The imperative is that teachers work closely with TA's or specialist staff to plan and assess the impact of targeted intervention.

REVIEW

The SEND Code of Practice states that the progress towards meeting planned outcomes should be tracked and reviewed regularly, at least termly. Are they on track to meet their end of year target? The SENDCo will be called on to ensure that a real student voice is heard and there is a personalised approach.

When a child is identified at Wrekin Prep a Learning Support record is started for that child. The cause for concern is recorded along with any strategies and targets, which may be implemented to help the child. This is done with the full involvement of the SENDCo and the parents. The information is shared with the child, and reviewed each term. An Individual Education Plan (IEP now named APDR) is drawn up at this stage to monitor the child's progress. Parents will be informed and the concerns will be shared.
Pupils progress will be tracked and teacher response to ILPs/Provision Maps/APDRs to inform future planning.
Sufficient progress may result in the pupil being taken off the SEN register, but staff remain vigilant when tracking future progress.
A pupil may need to be given individual help from the Learning Support department as appropriate. The child may be given two, three or four intervention sessions a week, either on a one to one basis or in a small group. Teachers, parents and the SENDCo will meet regularly.
▪ If adequate progress is not made after a substantial period of intervention, the SENDCo in consultation with parents/carers, may conclude that further advice is needed. This may be a referral to an outside agency. Consent is always sought from the parents.
▪ An Individual Learning Plan/Provision Map/APDR is required and continually kept under review. This will be updated and amended if outside agencies are involved.

The SEND Policy:
▪ The SEND Policy is subject to a regular cycle of monitoring, evaluation and review. As changes are made in personnel, expertise etc. the policy will be updated.
▪ The SEND Policy should be read in conjunction with Equal Opportunities and Behaviour Policies and the new 2014 Code of Practice 0-25 years.
▪ The SENDCo ensures that all appropriate records are kept and available when needed.

Curriculum Entitlement:
▪ All information gathered is used to support planning in order to aid progress.
▪ The graduated response recognises that there is a continuum of needs.
▪ Support is offered to children identified with SEND and reflects the level of need.

Evaluation Procedures
▪ The Senior Leadership team will, on an annual basis, consider and report on the effectiveness of the procedures and policy, and consider any amendments if necessary.
▪ The broad principles and objectives set out in the Policy lay the foundation for the criteria by which we evaluate the success of the SEND Policy.
▪ We continually review and report on areas of the Policy such as:

(i) the numbers of children identified as having SEND and their progress,
(ii) levels of parental involvement,
(iii) materials and equipment used,
(iv) resource allocation,
(v) liaison with other professionals and other educational establishments
(vi) details of staff training and development
(vii) (vii) SEND priorities for the year.

Procedures for Concerns:

▪ We endeavour to do our best for all children, but if there are concerns we encourage those concerned to approach the child's class teacher, then the SENDCo, then Head of Lower School, Head of Upper School or Deputy Head (depending on the age of the child) and finally The Head.

3.Staffing Policies

Professional development for staff:

▪ Staff are involved with training both in and outside of school.

▪ We have regular staff meetings where children with SEND and/or any issues are discussed. These are related to specific concerns, ensuring staff are kept up to date with new information and legislation. The SENDCo attends both Lower School and Upper School staff meetings.

▪ The SENDCo attends relevant training within the local authority and beyond privately and disseminates the details to all the staff as is appropriate. All staff can access training relevant for their professional development.

Support Services:

▪ We believe that effective action for children with SEND depends on close co-operation between the school and other professionals.

Partnership with Parents

▪ Wrekin Prep is committed to involving parents/carers whenever it is possible.

▪ Parents/ carers are notified as soon there are concerns about their child. There is always a willingness to listen to issues that parents wish to discuss with us.

▪ We share information with parents in informal conversations and individual meetings.

▪ Parents are invited to review meetings to discuss progress and appropriate intervention strategies.

Appendices

Appendix (i)

▪ Currently there are 39 children on the SEN register (as of September 1st 2026).

▪ The name of the school's SENDCo is Mrs Aimee Williams

Appendix (ii)

The Support Services available to the setting are:

- Speech and Language Therapy (SALT).
- Occupational Therapy (OT).
- The Learning Support Advisory Teacher (LSAT).
- Education Psychology Service (EPS).
- Behaviour Support Service (BSAT).
- Schools' Multicultural Development Service (SMDS) which can provide advice, cultural resources and interpreters (if necessary).
- Sensory Inclusion Service (SIS).
- Children's Information Service (CIS).

- Virtual Schools for Children in Care (CIC) or Previously Looked After Children (LAC).
- Private Play Therapy

Appendix (iii)

The Parent Partnership supports parents of children who have SEND and are located at Meeting Point House (01952 292268)

Staff and Parents/ Carers are also regularly signposted to the Telford and Wrekin Local offer at regular points throughout the year and can be found at https://www.telfordsend.org.uk/site/index.php

Appendix (iv)

Resources for identifying and supporting SEN:

- E.Y.F.S. assessment in Daisy Chain prior to moving to Reception and EYFS assessment on those children from other settings when they come to school for 'Changeover morning'.
- CoPS computer profiling System administered at the end of Reception
- Dyslexia Infant Screening test.
- Full assessment of a child if thought necessary.
- Curriculum Guidance for Early Years Foundation Stage (QCA)

Updated September 2026 and will be reviewed in September 2027 or before if appropriate.