



# Beachborough School

## **POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES AND INCLUSION (SEND)**

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Policy Lead: Head of Learning Success

Checked by: Senior Leadership Team

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## 1. School Context:

Beachborough School is a non-selective independent day school, with flexi-boarding, catering for children aged 2.5 to 13 years, taught in our EYFS, Pre-Prep and Prep departments.

The school employs a full time SENCo, known as the Head of Learning Success.

The role of Early Years SENCo (EYSENCo) is fulfilled by a member of EYFS teaching staff. The EYSENCo oversees SEND provision for Nursery, Kindergarten and Reception pupils. This role is combined with a class teaching commitment.

As of September 2023, staffing for the Learning Success Department also includes two full-time Learning Success Assistants (LSAs), five part-time LSAs, three part-time Specialist Support Assistants who are responsible for the support of pupils with high needs, for whom the school receives additional funding e.g., through Education Health & Care (EHC) Plans, High Needs Block (HNBf) or the US Embassy and one part time SEN administrator.

## 2. Definitions

In line with the Children and Families Act 2014 (Section 20), the following definitions are applied at Beachborough:

- A child or young person has *special educational needs* if he or she has 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—
  - a) has a significantly greater difficulty in learning than the majority of others of the same age, or
  - b) 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 a *learning difficulty or disability* if he or she is likely to fall within (a) or (b) when of compulsory school age (or would be likely if no special educational provision were made).
- A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

In line with The Equality Act 2010 (6:1) the following definition of *disability* is applied at Beachborough:

- A person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
  - a) 'Substantial' is more than minor or trivial, e.g., it takes much longer than it usually would to complete a daily task like getting dressed.
  - b) 'Long-term' means 12 months or more, e.g., a breathing condition that develops as a result of a lung infection.
  - c) The following are excluded conditions under the Equality Act 2010: addiction to/dependency on alcohol, nicotine, or any other substance; hayfever (except where it aggravates the effect of another condition); tendency to set fires; tendency to steal; tendency to physical or sexual abuse of other persons; exhibitionism and voyeurism.

*Special Educational Provision*, for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age in—

- a) mainstream schools in England,
- b) maintained nursery schools in England,
- c) mainstream post-16 institutions in England, or
- d) places in England at which relevant early years education is provided.

The SEND Code of Practice 2014 identifies the following categories of SEND:

- Communication and Interaction – e.g. ASD, language delay
- Cognition and Learning – e.g. moderate learning difficulties, dyslexia
- Social, Emotional and Mental Health – e.g. attachment disorder, ADHD
- Physical and Sensory – e.g. visual impairment, cerebral palsy

A child may have needs which span more than one category. Some children with disabilities may be able to access the curriculum and learn effectively without additional provision, therefore are deemed as not having SEN. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN.

### **3. Principles and Objectives**

#### **Whole School Ethos**

Our guiding principle is one of inclusion and every child is entitled to have their needs identified and barriers addressed. We recognise that all teachers are teachers of children with SEND and that all children are entitled to access a broad and balanced curriculum.

As an inclusive school, we believe that every child is unique and brings their own strengths, experiences, and qualities. We aim to meet the needs of all children, including our children with special educational needs and disabilities, through a rich and varied academic and social curriculum.

All pupils at Beachborough work within mainstream classes with access to a wide-ranging curriculum. High Quality Teaching is a priority, with classwork and prep being differentiated to enable all pupils to experience success, regardless of ability.

The school strives to develop an inclusive curriculum. This will include the choice of appropriate teaching methods and learning environments. As a result, opportunities for success will be built into the curriculum, to nurture positive attitudes and inspire confidence in pupils with regard to their own abilities.

The aims of our SEND policy and practice in this school are:

to provide curriculum access for all.

to seek to identify pupils with SEND as early as possible, through information gathering at point of entry to the school, and through prompt communication amongst staff and with parents when concerns arise.

to meet individual needs through a wide range of provision.

to attain high levels of satisfaction and participation from pupils, parent, and carers.

to carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.

to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.

to ensure that, wherever possible, pupils are taught in their own class group, and that withdrawal is kept to a minimum.

to work in co-operative and productive partnership with outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners when pupils' needs cannot be met through the school's own resources and/or expertise.

to "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others".

## **Admission Arrangements**

In line with the Equalities Act 2010, no child will be discriminated against on entry into the school as a result of their individual needs, so long as the school is able to meet a child's needs from within existing resources. Pupils are required to be able to access an age-appropriate curriculum, mostly independently and with minimal support. If a child has a disability, reasonable adjustments will be made. Detailed arrangements for admission are explained in the school's admission policy. The school values each child and endeavours to meet the needs of all its pupils through inclusive practice. The school's registration form, completed upon entry, requires parents to advise the school as to any known SEND (current or historic) or existing concerns about development or academic progress. Liaison with other agencies and schools provides continuity as necessary.

### **4. Access arrangements (assessments and exams)**

During their time at Beachborough, pupils will be periodically required to complete assessments and exams. Where appropriate, access arrangements for pupils with SEND may be considered, at the school's discretion. Requests relating to access arrangements should be made to the Head of Learning Success. Beachborough uses the current JCQ guidelines when deciding whether access arrangements are appropriate. In the prep school, a pupil's intended senior school will also influence decision making; if the intended senior school does not allow access arrangements for admissions exams, the pupil may not be offered these access arrangements for school-based assessments/exams at Beachborough.

### **5. Allocation of resources for pupils with SEND**

It is the responsibility of the Head of Learning Success to allocate staffing (Learning Success Assistants) and existing resources to individual pupils and class groups. It is also the responsibility of the Head of Learning Success to acquire resources, as required, from within the department's budget. Such decisions will be made in consultation with colleagues in relation to the needs of pupils that they teach with identified SEND.

### **6. Identification, assessment, and provision**

Beachborough adopts, as recommended in the SEN Code of Practice (2014), a graduated response to SEND. This support takes the form of a four-part cycle:

- Assess
- Plan
- Do
- Review

## Graduated Approach to Support and Assessment for Pupils

Wave 4 EHC Plan	<b>Highly Specialist:</b>  Where a child or young person's needs are highly complex and require a bespoke
	<b>Specialist:</b> Children with long-term complex needs who are educated in mainstream settings and are supported by relevant outside specialist services through consultation, advice, or intervention as appropriate.
Wave 3 SEND Support	<b>Targeted:</b> Interventions and child specific approaches in place and reviewed through an Individual Pupil Plan. Some additional support provided in class during lessons and access to Learning Success sessions too. Class teacher in receipt of advice and support from the SENCO. Possible involvement of professionals from outside the school through consultation, assessment, and training.
Wave 1 and Wave 2 All Pupils	<b>Universal targeted:</b> High Quality teaching plus some personalised learning. Class teacher in receipt of advice and support from the SENCO, HOD, Phase Leader, or Senior Leadership. Evidence based interventions provided in small groups. Some additional support may be provided during lessons.
	<b>Universal:</b> High Quality teaching. Differentiation and adaptive teaching. Good to outstanding learning for all in an engaging and inclusive environment.

### **Universal targeted provision**

This includes High Quality Teaching and careful differentiation to support learning for children who need their progress accelerated but who do not necessarily have a special need. These pupils have been recognised through the school's tracking system as not making the expected progress for their age group or through concerns raised by parents and by their class or subject teacher. If progress is not seen the class or subject teacher will then fill out a 'Wave 1 form' to share with the HOD/Phase Leader. The school is committed to early identification of needs.

The class or subject teacher may also discuss the pupil with the SENCO who can give advice on how the teacher can help the pupil further. Their barriers to learning and possible supportive actions will be discussed with Heads of Department/Phase Leaders and the Head of the Manor House and Head of the Boardman at Attainment and Progress meetings. The pupil will receive support in class by the teacher planning and teaching focused differentiated activities, trying new strategies, and providing the necessary practical materials to access the work that has been set. If it is appropriate to the

pupil's need, they might also receive support through the various interventions that the school provides. Interventions may be run by Learning Success Assistants or Teaching Assistants and are monitored regularly. Parents are informed that their pupil is receiving support and their pupil's progress is discussed at termly APDR meetings and at teacher consultation meetings.

The SENCO may carry out baseline assessments to determine a pupil's specific educational needs and will also, where necessary and depending on the specific needs of the pupil, seek the advice of outside agencies.

### **Difficulties that do not meet the threshold for a SEN**

Some pupils may be experiencing temporary difficulties which are being supported by an outside agency, but these issues are not a barrier to learning nor hinders them using 'educational facilities available to their aged peers'. This means provision for them in school sits best within 'Wave 2 - Universal Targeted' and they may be provided with some fixed-term input within school. Examples include children prescribed speech therapy or a physio programme. In such instances high quality teaching is likely to be a key part of supporting the pupil though the school may also agree to allocate some time to support a set programme. The school will need to ensure that a pupil is not discriminated against because of such a difficulty and monitor them to check that this difficulty is not worsening and becoming a barrier to learning or access to our facilities.

### **Targeted SEND support**

At targeted support pupils will be offered additional **SEN support** when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014. This decision to add a pupil to the SEND register is based on concerns, underpinned by evidence, that despite receiving differentiated learning opportunities, a child or young person makes little or no progress over a sustained period of time. The evidence may be from an outside professional assessment.

Under-achieving pupils and pupils with EAL will not be placed on the SEND register for these reasons alone.

### **Specialist support: Education Health and Care Plan (EHCP)**

On very rare occasions, where a pupil has a significant, severe, and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan. Where the school can provide adequate evidence, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the local offer.

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND register and, in addition to this, will have an Annual Review of their plan.



### **Individual Pupil Plans (IPP)**

For pupils at SEN Support level (Wave 3) the school will produce Individual Pupil Plans (previously known as Provision Maps) as part of the required 'Assess, Plan, Do, Review' process. These are the principles underlying these plans:

- These are a planning, teaching, and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs.
- These will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of their IPP”.
- These will be based on informed assessment and will include the input of outside agencies when relevant.
- IPPs will be reviewed by class teachers/tutors in consultation with the SENCO and parents/carers.

### **7. Arrangements for consideration of complaints**

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class or subject teacher and SENCO. If the matter is unresolved, the advice of the SEND governor may be sought, and complaints can be put in writing to the Headteacher. Our school Complaints Policy found on our website.

### **8. Continuing professional development and INSET**

Beachborough aims to keep all staff up to date with relevant training and developments in teaching practice relating to the needs of pupils with SEND. When a need for specialist training is identified, support from outside agencies may be sought. The Learning Success Department and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues.

The Head of Learning Success attends relevant SEND courses and conferences and disseminates relevant information to school staff. At Beachborough, we recognise the need to train all our staff on SEN issues in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.

The Head of Learning Success, in collaboration with the Head of the Manor House and Head of the Boardman, is charged with the responsibility of organising and/or delivering staff INSET where training needs are identified.

## **9. Links with other schools**

The school makes additional arrangements for pupils with SEND when they transfer to secondary/senior school, ensuring that the pupils' needs are known to the receiving SEND co-ordinator.

It is vital that the transition to secondary/senior education is as smooth as possible, and the Head of Learning Success is happy to meet with relevant staff and parents whenever necessary.

Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings.

## **10. Links with other services**

Beachborough invites and seeks advice and support from Outside Agencies in the identification and assessment of, and provision for SEND.

## **11. Working in partnership with parents**

At Beachborough we believe that a close working relationship with parents is vital in ensuring pupils continuing social and academic progress. If an assessment or referral indicates that a pupil has additional learning needs, the parents will always be consulted with regards to future provision. Where specific advice, guidance and support may be required, the Head of Learning Success may also signpost parents to outside agencies or the local authority.

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents.
- giving parents and carers opportunities to play an active and valued role in their child's education.
- making parents and carers feel welcome via coffee meetings and an 'open door' ethos.
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- instilling confidence that the school will listen and act appropriately.
- focusing on the child's strengths as well as areas of additional need.
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- keeping parents and carers informed and giving support during assessment and any related decision-making process.

**This policy applies across the whole school including Boarding and EYFS and will be reviewed and updated regularly. Linked Policies and read in conjunction with: Behaviour, Safeguarding, Boarding, Anti-bullying, Equal Opportunities, Missing Children in Education, Boarding & Staff Code of Conduct.**

