Beachborough School

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

Updated: September 2026

Date of next Review: September 2027

Policy Lead: Head of Learning Success

Checked by: Senior Leadership Team

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 SENDCo, known as the Head of Learning Success and a Deputy SENDCo for 10 hours a week.

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

As of September 2026, staffing for the Learning Success Department also includes one full-time Learning Success Assistants (LSA), six part-time LSAs, two Pastoral Support Assistants (PSAs), four part-time 1:1 Learning Support Assistants who are responsible for the support of pupils with high needs, for whom the school receives additional funding through Education Health & Care (EHC) Plans or the American equivalent, and two part time SEN administrators.

Principles and Objectives

At Beachborough, we believe in inclusion for all. Every child deserves to have their needs identified and supported, and we are committed to removing barriers to learning. We recognise that all teachers are teachers of children with SEND, and every pupil is entitled to access a broad and balanced curriculum.

We aim to foster high aspirations and expectations for pupils with special educational needs and disabilities (SEND), helping them reach their full potential, build confidence, lead fulfilling lives, and transition smoothly to their senior schools.

As an inclusive school, we value each child's unique strengths, experiences, and qualities. We support all pupils, including those with SEND, through a rich and varied academic and social curriculum.

Our whole-school approach to learning support includes a tiered programme offering:

- In-class adaptations
- Small-group interventions
- One-to-one support

These are fully integrated into the wider curriculum to ensure consistency and inclusion.

All pupils work within mainstream classes and benefit from High-Quality Teaching. Lessons and prep are scaffolded to ensure every child can experience success, regardless of ability.

While disabled access is limited in some areas of the site, the school is actively working to improve accessibility through its development programme. Accessibility is considered in all refurbishment and new build projects, as outlined in the School Accessibility Plan. In line with the Equality Act 2010, the school recognises its anticipatory duty to plan ahead for the needs of disabled pupils. We proactively consider potential barriers and make reasonable adjustments in advance, rather than reacting to individual cases. Furthermore, our Accessibility Plan outlines a three-year strategy for improving access to the curriculum, physical environment, and information. This plan is reviewed annually and is closely linked to our SEND policy.

Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health, and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report.

We recognise that pupils with SEND may face increased safeguarding risks. Our safeguarding procedures explicitly address these vulnerabilities, and staff are trained to identify and respond to concerns with sensitivity and vigilance.

SEND is an integral part of our wider Equality, Diversity and Inclusion strategy. We celebrate neurodiversity and promote an inclusive culture where all pupils feel valued and supported.

Definitions

A pupil is considered to have Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability that requires special educational provision.

A learning difficulty or disability means the pupil:

- Has significantly greater difficulty in learning than most others of the same age, or
- Has a disability that prevents or hinders them from accessing the facilities typically available to their peers in mainstream schools.

Special educational provision refers to educational or training support that is **additional to, or different from,** what is usually provided for pupils of the same age in mainstream settings.

Definition of Disability (Equality Act 2010, Section 6:1)

A person is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to carry out everyday activities.

- Substantial means more than minor or trivial – for example, taking much longer than usual to complete a daily task like getting dressed.
- Long-term means the condition has lasted, or is expected to last, 12 months or more – for example, a breathing condition that develops after a lung infection.

Categories of Special Educational Need

The SEND Code of Practice (2014) recognises four broad areas of need:

- **Communication and Interaction,** (this includes students with Speech, language and communication needs and students with Autistic Spectrum Condition)
- **Cognition and Learning**, (this includes students with Moderate Learning Difficulties, Severe Learning Difficulties, Profound and Multiple Learning Difficulties and Specific learning difficulties)
- **Social, Emotional and Mental Health difficulties** (SEMH)
- **Sensory and/or Physical needs,** (this includes students with Visual Impairment, Hearing Impairment, Multi-Sensory Impairment and Physical Difficulties)

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

ASSESS – Early Assessment

Admission Arrangements

In line with the Equality Act 2010, no child will be discriminated against when applying to the school due to their individual needs, provided those needs can be met using the school's existing resources. Pupils must be able to access an age-appropriate curriculum, mostly independently and with minimal support.

If a child has a disability, the school will make reasonable adjustments to support their access to learning. Full details of our admissions process can be found in the school's Admissions Policy.

We value every child and are committed to meeting their needs through inclusive practice. As part of the admissions process, parents are asked to share any known SEND (current or historic), or concerns about their child's development or academic progress, via the school's registration form.

Support for pupils with SEND is provided at no additional cost to parents. Where external services are recommended (e.g. SALT, OT, counselling), these are discussed transparently with families, including any associated costs, ensuring clarity around what is covered by reasonable adjustments.

Summative Assessments

Throughout their time in the Boardman, pupils complete a range of assessments to help monitor progress and identify any learning needs. These include the Cambridge Primary Insight (CPI) test, as well as PIRA (Progress in Reading), PUMA (Progress in Maths), and GaPS (Grammar, Punctuation and Spelling), which are taken in the autumn, spring, and summer terms.

From Form V onwards, pupils sit the CAT4 (Cognitive Abilities Test) in the autumn term, replacing the CPI.

These assessments, alongside regular formative assessment, help staff identify pupils who may be experiencing difficulties within the curriculum. If concerns arise, staff will inform parents and may recommend further screening. Where appropriate, additional testing will be carried out by the Learning Success Team.

The Head of Learning Success maintains a register of all screened pupils, their outcomes, and any agreed next steps. SEND records are managed in accordance with the Data Protection Act 2018 and GDPR. Confidentiality is maintained at all times, and data is securely stored and accessed only by authorised personnel.

Initial Referrals

When a parent or teacher has concerns about a pupil's academic progress or pastoral wellbeing, the pupil is initially referred to the Phase Leader or Head of Department. They will gather feedback from relevant staff and liaise with the class teacher to build a picture of the pupil's needs.

Where appropriate, the Head of Learning Success or Deputy SENDCo may observe the pupil and carry out an initial assessment. Based on this, they may recommend classroom strategies to support the pupil or seek parental permission to conduct further screening.

During this monitoring stage, a Wave One form will be completed and shared with parents. This outlines key strategies being used to support the pupil and track progress.

PLAN - Planning provision

Whole School

The Head of Learning Success and Deputy SENDCo, in collaboration with the Head of the Boardman, Deputy Head Curriculum, and Deputy Head Pastoral, regularly review school tracking data to monitor the progress of pupils with SEND and to identify any pupils who may require additional support.

If a pupil is found to be experiencing academic or pastoral difficulties, actions are identified to address their needs. Where appropriate, the pupil is placed on one of the Waves of Provision. This decision is made by the school, in consultation with parents, and is based on the pupil's individual circumstances.

Placement within a Wave of Provision is informed by a range of evidence, including assessment data (e.g. CPI, CAT4, PIRA, PUMA, GaPS, SDQ) and feedback from Class Teachers, Tutors, and Heads of Department. When additional support is recommended, parents are contacted and proposed actions are discussed before a support strategy is agreed.

The Head of Learning Success and Deputy SENDCo oversee and monitor the implementation of all Waves of Provision to ensure pupils receive appropriate and effective support.

Individual

The Head of Learning Success and Deputy SENDCo work closely with class teachers, tutors, and subject teachers to identify appropriate classroom support strategies for pupils with SEND. These strategies are shared with all staff who teach the pupil to ensure consistency across subjects.

For pupils on Wave 3, an Individual Pupil Profile (IPP) is created. This includes details of any formal diagnosis, the pupil's strengths and difficulties, recommended classroom strategies, and any exam access arrangements. In the EYFS, a Play Plan is used instead of an IPP.

Pupils also contribute to a 'This is Me' (TiM) plan, where they reflect on what they enjoy, what they find challenging, how school can support them, and which strategies work best for them in lessons.

For pupils on Wave 2, a Wave 2 Plan is completed to outline targeted support.

All staff have access to SEND information for the pupils they teach. IPPs and Play Plans are reviewed termly, with the teacher or LSA leading the provision evaluating its impact. Historic provisions are recorded, allowing the Head of Learning Success to build a detailed picture of each pupil's needs and inform future support decisions.

DO - Implementing Support

Types of Support Available

Teachers are responsible for the progress and development of all pupils in their class and receive appropriate training and support to meet individual needs.

While the school offers a tiered programme of support for pupils with SEND, high-quality, differentiated teaching is always the first step in meeting their needs.

If a pupil requires support beyond what is typically provided in the classroom and meets the relevant criteria, additional SEND support will be put in place. This support is offered at no extra cost to parents. The school determines the appropriate Wave of Provision in consultation with parents, based on the pupil's individual circumstances.

Support may include:

- Small group or 1:1 sessions in place of a language lesson
- Additional input from external agencies
- Drop-in sessions with a member of the Learning Success Team
- Planned sessions with an external agency

A small number of pupils may require an Education, Health and Care Plan (EHCP) due to more complex or severe needs. These are reviewed annually in line with the SEND Code of Practice.

Graduated Approach to Support and Assessment for Pupils

Wave One: Universal Support:

At Beachborough, all pupils benefit from High Quality Teaching and carefully scaffolded tasks designed to support learning. For some pupils, additional monitoring may be needed at Wave One, and a Wave One form is completed to track their progress.

These pupils receive targeted support within the classroom, with teachers planning and delivering focused, scaffolded activities. Teachers may trial new strategies and provide practical resources to help pupils access the curriculum effectively.

Wave Two – Universal Targeted Support

Wave 2 support includes high-quality teaching and carefully planned scaffolding to accelerate progress or address pastoral needs for pupils who do not have a diagnosed special educational need but are not making expected progress. These pupils are identified through the school's tracking systems or concerns raised by parents and teachers.

If progress remains limited, the class or subject teacher completes a Wave 2 form outlining the pupil's difficulties and proposed next steps. This is shared with the Head of Department (HOD) or Phase Leader. The school prioritises early identification of needs.

Teachers may also consult with the SENDCO or Deputy SENDCO for further advice. The pupil's barriers to learning and possible support strategies are discussed during Attainment and Progress meetings with relevant staff, including HODs/Phase Leaders, the Head of Boardman, Deputy Head Curriculum, and Deputy Head Pastoral.

Support is delivered in class through:

- Scaffolded activities
- New teaching strategies
- Practical resources tailored to the pupil's needs

Where appropriate, the school also offers Wave 2 support lessons, which reinforce classroom learning in collaboration with the class or subject teacher. These lessons are tailored to individual needs and delivered by Boardman Learning Assistants or teaching staff. Interventions typically run for half a term but may vary. Progress is monitored by the Head of Learning Success, Phase Leaders, Head of Boardman, and Deputy Heads. The goal is for pupils to return to the full curriculum wherever possible.

Some pupils may have temporary or specific difficulties supported by external agencies (e.g. speech and language therapy or short-term occupational therapy). These challenges do not prevent access to learning or school facilities, so support remains within Wave 2 provision. In such cases, high-quality teaching remains central, though the school may allocate time to support specific programmes. The school ensures no pupil is disadvantaged due to these difficulties and monitors their impact closely.

Wave Three: Targeted SEND Support – K

When a pupil does not make expected progress at Wave 2, or when the school determines that a more intensive approach is appropriate, they may be offered Targeted SEND Support (K). This involves individualised intervention programmes designed for pupils with identified special educational needs (SEND).

A pupil is placed on the SEND register when it is evident that their needs require support that is additional to or different from the well-differentiated curriculum provided to all pupils. This aligns with the definition of SEND in the SEN Code of Practice (2014).

This decision is based on evidence-based concerns, such as:

- Limited or no progress over a sustained period, despite scaffolded learning
- Needs requiring direct support from the Learning Success team
- Assessments or recommendations from external professionals

It is important to note that pupils who are underachieving or those with English as an Additional Language (EAL) are not placed on the SEND register for these reasons alone.

Wave Three: Targeted SEND Support – Q

Some pupils may have a formal diagnosis from a professional body but do not currently experience barriers to learning or difficulties accessing the same educational opportunities as their peers. These pupils are placed on Wave 3Q – Monitoring.

The school ensures that no pupil is discriminated against due to their diagnosis and closely monitors their progress to ensure that their needs do not develop into barriers to learning or access. This proactive approach allows the school to respond quickly if additional support becomes necessary.

Wave Four - Specialist support: Education Health and Care Plan (EHCP)

In rare cases, where a pupil has significant, severe, and sustained needs, the school may initiate a multi-disciplinary assessment involving health and social care professionals to determine whether an Education, Health and Care Plan (EHCP) is required.

If the school can provide sufficient evidence—aligned with the Local Authority's success criteria and SEND Descriptors—an application for an EHCP will be submitted. This process is guided by the Local Offer and the statutory framework.

Pupils with an EHCP will receive all the support available to those on the SEND register, along with additional provisions outlined in their plan. Their progress and needs are reviewed annually through a formal Annual Review process. We are committed to capturing and incorporating pupil voice in all statutory EHCP reviews. Pupils are actively encouraged to share their views, wishes, and feelings, which are formally recorded as part of the review process.

Adaptations to Meet the Needs of All Pupils

At Beachborough, we are committed to ensuring that all pupils can access the curriculum and wider school life. We make the following adaptations to support pupils with SEND:

- **Staff Awareness:** All staff are fully informed of the individual needs of pupils in their classes.
- **High-Quality, Adaptive Teaching**: Lessons are planned to ensure that all pupils can access the curriculum through appropriate adaptions.
- **Specialist Resources:** Where needed, pupils are provided with tailored resources such as laptops, reading pens, coloured overlays, or paper, wobble stools, fidget toys and visual timetables.
- **Reasonable Adjustments:** We make reasonable adjustments to ensure all pupils can access every aspect of the curriculum. All extra-curricular activities and school trips are inclusive—no pupil is excluded due to their SEND or disability. (See the school's Accessibility Plan for further details.)
- **Social, Emotional and Mental Health (SEMH) Support:** Pupils with SEMH needs are supported by a range of staff, including Tutors, Head of Year, Pastoral Team, Medical Team, the Designated Safeguarding Leads (DSLs), the school nurture and wellbeing practitioner, and the SENDCo and Deputy SENDCo.
- **Access Arrangements for Exams:** Where necessary, pupils are granted appropriate access arrangements, in line with JCQ regulations.

Pastoral Needs of pupils with SEND

Beachborough is committed to safeguarding the emotional wellbeing of all pupils, including those with SEND. When pupils have specific pastoral needs in the classroom, support strategies are shared with class teachers by the Deputy Head Pastoral and the Nurture and Wellbeing Practitioner.

Upon admission, tutors and class teachers are briefed on the needs of any pupils with SEND. The SENDCo, Deputy SENDCo, Deputy Head Pastoral and the Nurture and Wellbeing Practitioner work closely with staff to ensure that the wider pastoral needs of these pupils are met.

In both the Pre-Prep and Prep School, pupils receive weekly PSHE lessons, following the curriculum guidelines set by the PSHE Association. Pupils are encouraged to seek support whenever pastoral needs arise.

Additionally, two Pastoral Support Assistants (PSAs) play a key role in promoting emotional wellbeing and personal development. They:

- Provide a listening ear
- Support pupils with social and emotional challenges
- Collaborate with staff and families to ensure every child feels safe, supported, and ready to learn

In-service training for teachers

Beachborough is committed to keeping all staff up to date with best practices and developments in teaching pupils with SEND. When specialist training needs are identified, the school may seek support from external agencies to ensure staff are equipped to meet specific needs.

The Learning Success Department and Senior Leadership Team carefully evaluate the relevance of training opportunities to ensure they meet the needs of staff working with pupils with SEND.

The school offers a comprehensive SEND CPD (Continuing Professional Development) programme, which includes:

- Formal INSET days
- Workshops
- Weekly SEND Spotlight sessions with tutors/class teachers and the Head of Learning Success, focused on support strategies for Wave 3 pupils
- A fortnightly Wellbeing and SEND Clinic open to all staff for additional guidance and support

Regular meetings are held between the SENDCo/Deputy SENDCo and Phase Leaders/Heads of Year to discuss pupils with SEND and share effective strategies.

The Head of Learning Success and Deputy SENDCo also attend relevant SEND courses and conferences and disseminate key information to staff.

Beachborough recognises the importance of ongoing staff training in SEND as part of its school development plan and annual CPD schedule, ensuring all staff are empowered to support pupil achievement effectively. All staff receive regular CPD on inclusive teaching and reasonable adjustments under the Equality Act 2010. Training includes understanding specific learning needs and implementing strategies to support pupils effectively.

REVIEW – monitoring progress

Beachborough does not operate a separate reporting system for pupils with SEND. Instead, their progress is reported to parents through the whole school reporting system, ensuring consistency and inclusivity.

The school uses a robust individual progress tracking system, which includes pupils with SEND. This allows for detailed monitoring of academic and personal development.

Assessing and reviewing students' progress towards outcomes

To understand a pupil's needs, the class or subject teacher works closely with the SENDCO, Deputy SENDCo and Deputy Heads to carry out a thorough analysis, drawing on:

- Teacher assessments and experience
- Previous progress, attainment, and behaviour
- Input from other teachers (where relevant)
- Comparisons with peers and national benchmarks
- Parent views and experiences
- The pupil's own perspective
- Advice from external professionals (if applicable)

The SEND Governor supports oversight of SEND provision through termly visits with the SENDCO and reports findings to the main governing body, helping to ensure accountability and continuous improvement.

Parental involvement

At Beachborough, we believe that a strong partnership with parents is essential to supporting the academic and social progress of all pupils, including those with SEND.

If an assessment or referral indicates that a pupil has additional learning needs, parents are always consulted regarding future provision. Where appropriate, the Head of Learning Success may also signpost families to external agencies or the Local Authority for further advice and support.

The progress of pupils with SEND is reviewed regularly with parents through termly APDR (Assess, Plan, Do, Review) meetings. The school also works closely with parents when determining the most appropriate Wave of Provision for their child, ensuring decisions are made collaboratively and transparently.

In addition, the school hosts regular 'Link' meetings, offering parents the opportunity to:

- Meet informally with the Learning Success team
- Share concerns or ask questions
- Hear from guest speakers
- Connect with other parents of children supported by the department

Arrangements for consideration of complaints

Should students or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher/ tutor in the first instance. Anyone who feels unable to talk to the tutor, or is not satisfied with the tutor's comments, should ask for an appointment to meet with the Head of Learning Success. If a parent wishes to pursue a complaint, they should do so using the School Complaints procedures.

Links with external organisations

Beachborough invites and seeks advice and support from Outside Agencies in the identification and assessment of, and provision for SEND. We work with a number of external agencies and are happy to work in conjunction with them in order to utilise their expertise in the support of our students.

Other schools

Beachborough is committed to ensuring a smooth and well-supported transition for pupils with SEND as they move on to a new school. secondary or senior school. The school makes additional arrangements to ensure that the receiving school's SENDCo is fully informed of each pupil's needs.

The Head of Learning Success is available to meet with relevant staff and parents to support this process and ensure continuity of provision.

For pupils with an Education, Health and Care Plan (EHCP), transition arrangements and next-phase destinations are discussed as part of their Annual Review meetings, in line with statutory guidance.

School SENDCo

Louise Dowson

Head of Learning Success

l.dowson@beachborough.com

This policy applies across the whole school including Boarding and EYFS and will be reviewed and updated regularly. Linked Policies are listed below and this policy should be read in conjunction with:

- Equality, Diversity and Inclusion Policy
- Safeguarding Policy
- Admissions Policy
- Curriculum Policy
- Accessibility Policy
- Missing Children in Education
- Boarding Policy
- Anti-Harassment and bullying Policy
- Behaviour Policy
- Attendance Policy