



# Beachborough School

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

**Updated: September 2024**

**Date of next Review: September 2025**

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 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 2024, staffing for the Learning Success Department also includes two full-time Learning Success Assistants (LSAs), five part-time LSAs, one Pastoral Support Assistant (PSA), 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, and two part time SEN administrators.

## **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. The school is committed to fostering high aspirations and expectations for young people with special educational needs and disabilities (SEND), aiming to deliver an education that empowers them to reach their full potential, develop confidence, lead fulfilling lives, and smoothly transition to their senior schools.

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.

The school is dedicated to helping pupils with SEND reach their full potential by implementing a whole-school approach to learning support. This approach includes a tiered programme that offers in-class adaptations, small-group interventions, and one-on-one support, all of which are integrated with the broader school curriculum.

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

Whilst disabled access around the school site is limited in some areas, the school is committed to improving disabled access within its development programme and consideration is given to this in all refurbishment and new build projects. Further detail of this can be found in the School Accessibility Plan.

This policy has been informed by the following legislation and regulations:

The Children and Families Act 2014

The Equality Act 2010

The Special Educational Needs and Disability Regulations 2014

## **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 – Assessment of SEND**

### **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.

### **Screening**

PP1- FIII - During their time in the Boardman, pupils sit the Cambridge Primary Insights test in the Spring term and PIRA (Progress in Reading Assessment), PUMA (Progress in Maths), and GaPS (Grammar and Punctuation and Spelling test) in the Autumn and Summer terms. From Form IV, they sit the Cognitive Ability Test (CAT4) test in the Spring Term to replace the CPI test. These assessments, help identify whether a pupil may have a specific learning difficulty. If concerns arise, staff will notify parents and decide whether to conduct further screening, recommending additional testing by a specialist assessor if necessary. The Head of Learning Success keeps a register of screened pupils, their outcomes, and the next steps.

## **Referrals**

When parents and/or teachers suspect that a pupil has SEND, the pupil is referred initially to the Phase Leader or Head of Department. The Phase Leader or Head of Department will liaise with the relevant teacher and collect feedback from staff. The Head of Learning Success may also observe the child where possible, make an initial assessment and will either recommend classroom support strategies to address a potential need or seek parental permission to carry out further screening tests with the pupil as above, or using any other appropriate screening method. A Wave One form will be completed and shared with parents outlining key strategies to support the child during this monitoring stage.

## **PLAN - Planning provision**

### **Whole School**

The Head of Learning Success alongside the Head of the Boardman and Manor House, review school tracking data to monitor the progress of all pupils with SEND in relation to all other pupils, and to screen for pupils with SEND. Actions to address need are identified and, if necessary, a pupil is allocated to one of the Waves of Provision outlined below. The decision as to which Wave of Provision a pupil is placed on is taken by the school, in consultation with parents, and depends on each pupil's individual circumstances.

The decision to place a child on a Wave of Provision is based on a range of criteria including any SEND or pastoral needs, CPI, CAT4, PIRA, PUMA, GaPS data and feedback from Class Teachers, Tutors and Heads of Department. Where the school identifies that a pupil needs additional support, parents are contacted by tutors/subject teachers or class teachers and proposed actions are discussed before a support strategy is agreed through consultation with parents, tutor/class teacher, subject teachers, Head of Year / Phase Leaders and the pupil involved. The Head of Learning Success oversees and monitors the implementation of these Waves of Provision.

### **Individual**

The Head of Learning Success alongside the class teacher/tutor/subject teacher identifies individual classroom support strategies for pupils with SEND and communicates them to all teachers who teach that child. An Individual Pupil Plan (IPP) is created for each individual pupil on Wave 3 which gives details of any formal diagnosis, their strengths, difficulties, classroom support strategies and exam access arrangements. The pupils' views are also included in a separate 'This is Me' (TiM) plan. Pupils are asked to reflect on what they are good at, what they find difficult, how school can help them as well as the best strategies staff should use in lessons. For children on Wave 2, a Wave 2 Plan is completed.

All staff are able to view the SEND and EAL information for the pupils they teach. A pupil's IPP Plan is reviewed on a termly basis. The teacher or LSA leading the provision is able to review the impact of

this. Historic provisions are recorded allowing the Head of Learning Success to build up a detailed history of need. This will be used to help inform what support is appropriate for an individual pupil.

## **DO - Implementing Support**

### **Types of support available**

The school has a tiered programme of support for SEND pupils comprising in-class adjustments and support, small-group intervention, and 1:1 support, which is aligned with the wider school curriculum. The school does not make any additional charge for this support. Day-to-day support for pupils with SEND is delivered through High Quality Teaching and where necessary the use of additional resources in the classroom and through the school's tutoring/class teacher system. Some SEND students who do not make satisfactory progress may reduce their curriculum and have additional support from the Learning Success Department. The decision as to which Wave of Provision a pupil is placed on is taken by the school, and the school liaises closely with parents at the planning stage of this support, as detailed above.

## **Graduated Approach to Support and Assessment for Pupils**

### **Wave One: Universal Support:**

This includes High Quality Teaching and careful scaffolding of work to support learning for all children at Beachborough. Some children may be being monitored on Wave One and a Wave One form will be completed. The pupil will receive support in class by the teacher planning and teaching focused scaffolded activities, trying new strategies, and providing the necessary practical materials to access the work that has been set.

### **Wave Two – Universal Targeted**

This includes High Quality Teaching and careful scaffolding 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 2 form' to share with the HOD/Phase Leader outlining key areas of difficulty and the next steps to be taken. 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 scaffolded 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/ Boardman Learning Assistants or class/subject teachers 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.

Some pupils may be experiencing temporary difficulties or specific difficulties which are being supported by an outside agency, but these issues are not a barrier to learning nor hinder 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.

The school runs a programme of support lessons for pupils who need support at Wave Two. These support lessons consolidate work completed in class in collaboration with the subject or class teacher. These lessons are taught by either Learning Support Assistants, Boardman Learning Assistants or class/subject teachers and are more tailored to the individual needs of pupils. Interventions run for between half a term and an academic year depending on the nature of support required. The effect of intervention and progress made is monitored by the Head of Learning Success together with the Phase Leaders / Head of Boardman and/or Manor House. The aim is for pupils to revert to the full curriculum wherever possible.

### Wave Three: Targeted SEND support - K

Where anticipated progress is not made at Wave Two, or where the school views that it is more appropriate for a particular pupil, the school runs intensive individual intervention programmes for pupils with SEND. At targeted SEND support K, 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







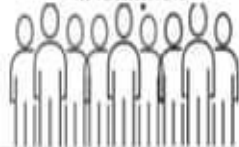



on concerns, underpinned by evidence, that despite receiving scaffolded learning opportunities, a child or young person makes little or no progress over a sustained period of time or they have needs requiring additional support from the Learning Success team. The evidence may be from an outside professional assessment.

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

### Wave Three: Targeted SEND support - Q

Some children who have been identified as having specific difficulties by a professional body, but whose issues are not a barrier to learning nor hinder them using 'educational facilities available to their aged peers' will be placed on Wave 3 Q - monitoring. The school will ensure that a pupil is not discriminated against because of their diagnosis and monitor them to check that this difficulty is not worsening and becoming a barrier to learning or their ability to access our facilities.

## The SEND Graduated Response

			 LA panel considers evidence and makes decision on whether to offer an EHCP. If issued, it is reviewed annually or before, as required
	  Assess, Plan, Do, Review plan (APDR) Reviewed Termly Advice from professionals is followed	  Assess, Plan, Do, Review plan (APDR) Reviewed Termly Advice from professionals is followed	Highly specialist support Support from external professionals & a request made for an Education, Health and Care Needs Assessment (EHNCA) via Local Authority
	 Assess, Plan, Do, Review plan (APDR) Reviewed Termly	Specialist support Support from external professionals	Specialist support Support from external professionals
	Targeted support Additional and different support to Universal	Targeted support Additional and different support to Universal	Targeted support Additional and different support to Universal
Universal support Quality First Teaching All Children 	Universal support Quality First Teaching Some children 	Universal support Quality First Teaching A few children 	Universal support Quality First Teaching Very few children 
	SEN Support	SEN Support	Education, Health and Care Plan (EHCP)



## Wave Four - 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

Wave 4 EHC Plan	<b>Specialist Support:</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 K:</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.
All  Wave 2 Pupils  Wave 1 and Wave 2	<b>Universal targeted:</b> High Quality teaching plus some personalised learning. Class teacher in receipt of advice and support from the HOD, Phase Leader, SENDCo or Senior Leadership. Evidence based interventions provided in small groups or 1:1. Some additional support may be provided during lessons.
	<b>Universal:</b> High Quality teaching. Scaffolded and adaptive teaching. Good to outstanding learning for all in an engaging and inclusive environment.

## Examinations and tests

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. Pupils who have an educational psychologist's or school-acknowledged specialist teacher's report that meets the Joint Council for Qualifications (JCQ) requirements for access arrangements may receive access arrangements such as extra time in external and internal examinations and tests. The Head of Learning Success maintains a record of access arrangements awarded and evidence obtained in the SEND register.

## Pastoral Needs of pupils with SEND

The school is committed to safeguarding the emotional well-being of all of its pupils, including those with SEND. Where pupils have specific pastoral needs in the classroom, support strategies are communicated to class teachers through the Nurture and Wellbeing Practitioner. On admission to the school, tutors and class teachers are briefed on the needs of any of their pupils with SEND and the Nurture and Wellbeing Practitioner works closely with the staff team to ensure the wider pastoral needs of pupils with SEND are met. In the Prep school, weekly PSHE lessons are taught. The current curriculum follows the guidelines laid out by the PSHE association. The school also has a Therapy Dog called Arnie to support pupils with any pastoral needs. Where pastoral needs arise, all pupils are encouraged to seek support.

## In-service training for teachers

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 school runs a SEND CPD (continuing professional development) programme comprising formal INSET (IN-Service Training Day) and workshops. In addition, weekly SEND Spotlight sessions are held with tutors/class teachers and the Head of Learning Success to discuss support strategies for Wave 3 children. A wellbeing and SEND clinic is also available every fortnight for any member of staff that wishes to seek further support. The SENDCo meets with phase leaders and Heads of Year on a regular basis to discuss the SEN children that they work with.

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.

## **REVIEW – monitoring progress**

### **Progress tracking and reporting**

The school has chosen not to implement a separate reporting system for students with SEND. Progress of students with SEND is reported to parents through the whole school reporting system. The school has a robust individual progress tracking and reporting system in place which is also used to track the progress of individual students with SEND. At whole-school level, the Head of the Boardman and Head of the Manor House reviews school tracking data with the Head of Year / Heads of Department to monitor the average grades of all pupils on the SEND register in relation to all other pupils, and to screen for pupils with SEND. The SEND Governor monitors whole school SEND provision through termly visits with the SENDCo and reports to the main governing body.

### **Parental involvement**

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. Progress of students with SEND is reported regularly to parents through termly APDR review meetings. The school liaises closely with parents throughout the process of deciding which Wave of Provision should be put in place for each pupil as detailed above. Regular 'Link' meetings are also held where parents and the Learning Success team meet informally to discuss any concerns, listen to guest speakers and meet with other parents who have children in the department.

### **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.

### **Links with external organisations**

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

### **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.

*School SENDCo*

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**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.**