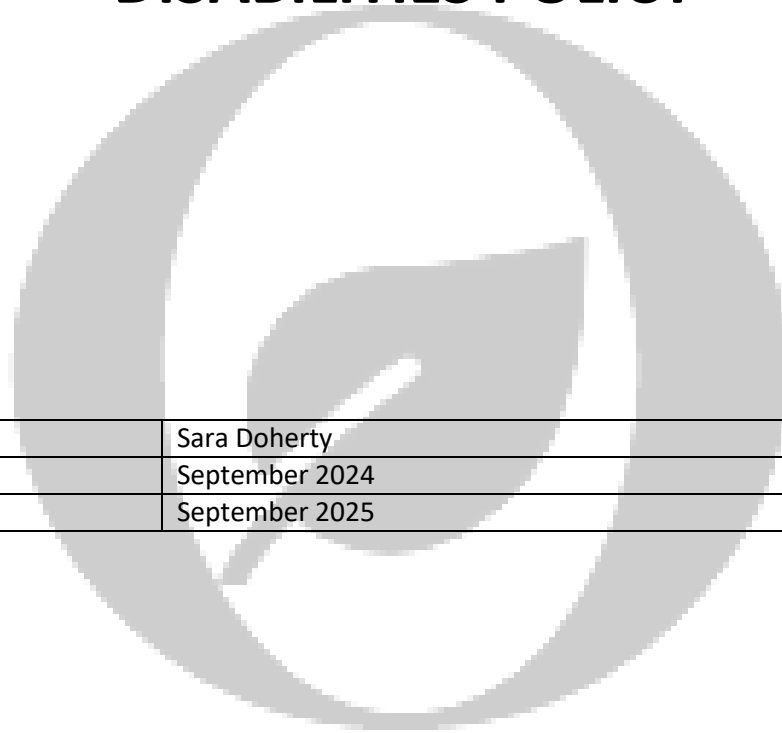


Beech Lodge

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY



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References: SEN and Disability Act 2001 (SENDA)
The Equality Act 2010

This policy is based on the Children and Families Act 2014 and the SEN code of practice plus accompanying regulations 2014. The plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It also draws on guidance set out in the DfE document 'Accessible Schools' issued in 2002

Introduction

Beech Lodge is a specialist independent school for children aged 8 to 18 who require a supportive and nurturing environment to reach their potential.

At Beech Lodge we provide an alternative education for children with social & emotional difficulties such as having experienced adverse childhood experiences, have anxiety, many of whom have specific learning difficulties such as dyslexia and dyscalculia.

Pupils come to us often feeling confused, with low self-esteem and disengaged from schooling. We give them an education that is tailored to their individual needs, enabling and empowering them to understand that 'great minds think differently', to gain confidence in themselves and progress their learning.

Pupils come to school with a variety of needs. Each pupil has a right to have those needs recognised and met. By taking account of those needs and differentiating our resources and practice, we provide an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their level of need.

Pupils have SEN if they have a learning difficulty or disability that requires additional support, that is, more than is normally offered in a classroom.

We are aware of the need for parental involvement in the support of our pupils and seek fully to involve parents and carers in the SEN process and provision.

Philosophy

At Beech Lodge School we believe that the quality education for all children can be defined through developing a culture of inclusion and acceptance, in which all members of the school community are valued equally, treated with respect and provided with equal opportunities. This can be achieved by encouraging the development of inclusive cultures, producing inclusive policies and supporting the development of inclusive values practices.

Pupils, Parents and staff should work together with specialist support agencies and services to remove barriers, which restrict full access to education for all members of the school community. To achieve this, staff, pupils and parents must feel confident that inclusion is beneficial for the development of the child, and equal importance must be given to ensuring that no pupil's education is impaired.

Objectives

The specific objectives of Our SEN policy and information report are as follows:

- To identify the SEN and disabilities of our pupils, and ensure that their needs are met.
- To ensure that parents are informed of their child's special needs and that there is effective communication between parents and school.

- To identify, assess, record and regularly review pupils' progress.
- To use the criteria identified by the Rochford report in order to record and reward pupil progress.
- To ensure that all pupils make the best possible progress and grow in confidence and self-esteem.
- To ensure that pupils with SEN and disabilities have equal opportunities to join in with all the activities of the school.
- To ensure that pupils express their views and are fully involved in decisions which affect their education.
- To promote effective partnerships and successfully liaise with and involve outside agencies to act together jointly in the best interests of the child.

To meet these objectives:

- Pupils at Beech Lodge will have a broad and tailored curriculum
- Teaching will set learning challenges that are suitable and demanding
- Teaching will respond to the learning needs of those being taught
- Progress will be reviewed at least twice a year with class teachers, parents and carers
- Parents and carers will be kept informed at all times.
- Clear and up-to-date records will be kept at every stage.
- The LA has the responsibility to make and amend EHC assessments and draw up EHC plans.
- The LA must work within prescribed time limits to produce an EHC plan (a maximum of 20 weeks).
- An annual review of the EHC plan is arranged for the pupil and targets are updated and monitored.
- We will liaise with and seek advice from external agencies and professionals to ensure pupils receive the right support to enable them, with reasonable adjustment, to be fully included in our school activities and curriculum.

Legislation and guidance

This policy and information report 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 pupils 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 coordinators (SENDCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles of the governing board and staff

The success of the school's SEN policy will be judged against the objectives set out above. Annual success criteria will be reviewed, and the governing board will report annually on the efficacy of the policy and the effectiveness of the provision.

The governing board, in conjunction with the headteacher, has responsibility for the school's general policy and approach to provision for children with SEND, including the allocation of resources. They receive a report on the school's SEND provision at least once a term.

The headteacher is the designated responsible person in overall charge of the management of SEN provision and its funding. The headteacher works closely with the SEN coordinator.

The SEN coordinator is responsible for the day-to-day implementation of the provision and is :

The SENCO is Sara Doherty

Contact details: senco@beechlodgeschool.co.uk

The SEN coordinator is responsible for:

- Providing support in/ out of class for pupils and staff
- Liaising with and advising colleagues.
- Co-ordinating the provision for children with SEN, whether with or without an EHC plan.
- Overseeing the records of pupils with SEN.
- Liaising with parents and carers of children with SEN.
- Dealing with SEN/EHC administration.
- Liaising with and co-ordinating the other external agencies involved with SEN and EHC planning.

- In conjunction with SLT, liaising with and co-ordinating therapeutic arrangements and alternative education provision
- Contributing to the in-service training of staff.

The class teacher has a responsibility towards the pupils with SEN in their class. The class teacher has responsibility for:

- Planning and delivering a differentiated curriculum and collecting and gathering information.
- Liaising with parents and carers as well as external agencies, teaching assistants, other support staff and colleagues, where necessary.
- Planning, monitoring and evaluating EHC plan targets.
- Attending INSET and training sessions.

Teaching assistants (TAs) who are directly involved with a pupil or group of pupils will liaise with the class teacher, parents/carers and SEN coordinator in order to plan for, and meet, the needs of that pupil. Regular support and monitoring will be provided by the SEN coordinator

Admissions arrangements

We accept consultations for places from local authorities and review these in a timely manner against current vacancies, placement suitability and our admissions policy. We also accept parental/ familial requests for placement consultations and will review these in a timely manner against current vacancies, placement suitability and our admissions policy.

Beech Lodge School must feel reasonably sure that it will be able to educate and develop a prospective pupil to the best of his or her ability and potential so that there is every chance that the pupil will have a complete, happy, fulfilling and successful quality of education, and emerge as a confident, well-educated young adult ready to take on their role as global citizens. These criteria must continue to be met throughout the pupil's time at the schools.

At Beech Lodge School our policy is to apply these criteria to all pupils and prospective pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any pupil or prospective pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of their disability.

Parents of prospective pupils are asked to provide essential information in respect of their children at the time of application. During the admissions process, the school may take such advice and require such assessments as it regards as appropriate. Subject to this, Beech Lodge School will be sensitive to any requests for confidentiality.

The school is diligent in its efforts to enhance the educational and cultural aspects of a pupil's development during and after their participation in the learning, social and leisure activities of the school. This is regulated through existing policies for Anti-Bullying; Equal Opportunities, Safeguarding and Behaviour Codes of Conduct.

Points to be Borne in Mind in the Implementation of SENDA

- In the forming of plans admissions related activities, opportunities must be provided for prospective pupils or their parents to disclose in private the nature of the disability and to discuss their support requirements
- A clear arrangement should be known by all staff to ensure that if a disability, specific learning difficulty or significant medical condition is disclosed to them they should contact the appointed SEN coordinator. They would accurately record the information and within the limits of confidentiality would be responsible for ensuring that it is disseminated to those other staff colleagues who may require it
- Staff should be made aware of the resources within the School that are available to them should they feel that a student requires additional assistance
- The needs of pupils must be borne in mind in the planning and in curricula and consideration might be given to alternative forms of presentation and assessment.
- Staff development opportunities will be made available to ensure that the teaching practice can meet the learning requirements of individual students.

Links with other policies and documents

This policy links to, and should be read in conjunction with other policy documents including but not limited to the following:

- Accessibility plan
- Behaviour policy
- Child Protection and Safeguarding policy
- Exclusions

Monitoring

This policy will be monitored regularly by the SENCO, Assistant Head and the Proprietor.

The kinds of SEND that are provided for

Beech Lodge School currently provides additional and/or different provision for a range of needs, including:

- Social, emotional and mental health difficulties, for example, attachment, trauma, attention deficit hyperactivity disorder (ADHD),
- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Sensory and/or physical needs, for example, sensory impairments, processing difficulties,

Identifying pupils with SEN and assessing their needs

At Beech Lodge School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child. We measure children's progress in learning against national expectations and age-related expectations.

Most pupils come to us with an EHCP in place, however additional needs may be identified as they move through school. We aim to identify any additional needs as early as possible. This may be through discussion with parents, teachers or members of staff. We regularly assess children and through this may notice a child is making limited progress in a specific area, or we may notice a change in their behaviour or attitude.

When deciding whether additional provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Where a pupil has already been identified as having SEND from a previous setting, information will be passed to us from their previous school setting. This information will then be used to provide starting points for the development of an appropriate curriculum.

Consulting and involving pupils and parents

Arrangements for including parents and carers of pupils with SEN follow the procedures outlined in this policy:

- Parents and carers are kept informed, both formally and informally, through EHC plan meetings, parents evenings, phone calls, meetings, emails, letters and by word of mouth.
- The school encourages parents and carers to discuss any concerns regarding their children. This can be done through the class teacher or SEN coordinator (by arranging a meeting). Interpreters can be arranged for those parents and carers who would like it.

At Beech Lodge School, we believe that education is a partnership between home and school. We encourage parents to keep communication channels open, as we will do. We are adaptable to using a variety of communication methods to accommodate working parents or parents who may not speak English.

All parents are encouraged to make appointments to see their child's class teacher to discuss progress and ways to support their child. Parents will receive copies of reports and plans for their child which may detail what they can do to help at home.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Assess

The class teacher, working with the SENCO, will identify a clear analysis of the pupil's needs.

Plan

Where it is decided to provide a pupil with additional support, the teacher, the SENCO and the parent will consult to discuss and decide on the appropriate support to be put into place. The pupil's wishes and views will also be sought.

Do

The class teacher and subject teachers will remain responsible for working with the pupil on a daily basis. Work will be differentiated in the classroom to meet the needs of the child. For some pupils, interventions involving group or one-to-one teaching and therapeutic provision may be necessary.

Review

The effectiveness of the support and the impact on the pupil's progress will be reviewed regularly, and all parties involved will work together to decide on any changes needed.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

Prior to their agreed start date we encourage all new pupils to visit the school. For those for whom it is appropriate, we may encourage further visits to meet their new teacher and to assist with the acclimatisation of the new surroundings. We would also ensure that prior to admission, we have

visited them in their current school if possible and to attend any review meetings held before transfer.

We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

When children are preparing to leave us for a new school, typically to go to further education, we support additional visits to the receiving placement and encourage staff from the new placement to come to Beech Lodge School to meet their new pupil and to talk to staff here about their needs. We may send a supporting member of Beech Lodge staff to attend a visit alongside the pupil if this is deemed appropriate.

Where a pupil has an Education, Health and Care Plan then the transition review meeting will identify any additional transition work which needs to take place.

Some pupils may find transition potentially difficult so we create transition books using photos and social stories to discuss what the new school will be like and to address any worries or concerns that they may have.

Transfer arrangements

- SEN records including details of EHC plans are transferred following agreed procedures.
- There are opportunities for all pupils to visit their prospective new placement.
- The pupil's EHC plan will be reviewed shortly before transfer to a new provision and amended if appropriate.
- The SEN co-ordinator from the receiving placement will be invited to a final review meeting if that placement has been specifically named in a pupil's EHC plan.

Our approach to teaching pupils with SEN

The curriculum is differentiated so that tasks are set at the appropriate level for each pupil. Beech Lodge provides a highly tailored and individualised learning schedule for each of our pupils, including the use of alternative provisions, external providers and therapeutic support.

With the support of the SENCO, the class and subject teachers will deliver quality first teaching to meet the needs of the pupils through effective planning.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEND and who access support from teaching assistants or specialist staff.

Many of our pupils require additional support to that of quality first teaching. In such cases as the following may be provided:

- 1-1 or small intervention groups for extra literacy or maths support, some with dyslexia and/or dyscalculia specialist teachers
- Computer programmes such as Tassomi.
- Pastoral sessions with a staff member
- Mentoring sessions with a staff member
- Sessions with our school counsellor
- Sessions with our trauma responsive therapists
- Occupational therapy sessions either 1:1 or in groups
- Speech and language therapy provided either by our speech and language therapist or our therapy assistant
- Educational psychology support

We regularly work in partnership with and use the services, advice and support of outside agencies, such as Children and Adolescent Mental Health Service (CAMHS), health care professionals, Sensory Consortium, Social Care professionals or clinical psychologists. Parents' and carers permission will always be gained before making a referral to any of these services.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Expertise and training of staff

We have a part time (4 days a week) SENCO and a full-time SENCO Assistant.

The SEN co-ordinator attends in-service training sessions held by the LA and additional courses and conferences as appropriate. Staff and governors are encouraged to attend all relevant INSET. INSET is provided for in the school's budget.

In addition, the SEN co-ordinator holds INSET for teaching staff and their teaching assistants. Topics have included:

- Pathological Demand Avoidance

- Social Stories
- Working Memory
- Access Arrangements

Evaluating the effectiveness of SEN provision

The criteria for success of the SEN provision are as follows:

- EHC meetings to be held at least annually and all action highlighted implemented. All associated data or paperwork to be forwarded to parents and carers, involved agencies and safely stored online or in SEN files.
- Parents and carers to be kept regularly informed and involved.
- Parents and carers to be invited to EHC reviews at least once a year.
- Pupil voice to be recorded, with pupils themselves being involved as much as possible, but also as appropriate.
- Relevant SEN data or paperwork to be stored or filed in a secure central system.
- External agencies to be involved as indicated in the EHC plan.
- Agencies to be managed effectively by the SENCO
- INSET/SEN updates passed on to colleagues where appropriate.

The headteacher and governing board use these success criteria to determine the success of the SEN provision.

Enabling pupils with SEN to engage in activities

In conjunction with any relevant risk assessments and where appropriate:

All of our extra-curricular activities and school visits are available to all our pupils

All pupils are encouraged to take part in sports days and special projects

Beech Lodge School has access throughout for wheelchair users and those with limited mobility and disabled access toilets.

Pupils are encouraged to be part of the school council

Members of staff may provide Pastoral Support and/or mentoring by means of small group work and 1:1 support. We identify pupils that may be in need this support through a variety of ways including pastoral meetings, liaison with parents and class teachers.

Some pupils who have needs that require further individualised interventions may need extra support or assessments by outside agencies such as Health, Social Services; Child and Adolescent

Mental Health Service (CAMHS) and/or The Early Help Team. Referrals made to these agencies will require parental support.

We have a zero-tolerance approach to bullying.

Complaints about SEN provision

Any complaints regarding SEN provision should initially be discussed with the class teacher or the SENCO. If this fails to provide a satisfactory answer, the issue should then be raised with the headteacher. If this fails to resolve the complaint, this will be pursued in line with the school's complaints procedure

Where a child has an EHC plan, the LA is obliged to have in place processes for dealing with complaints, disagreements and mediation, which are described in its Local Offer.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Child Protection and Safeguarding
- Exclusions



