



Policy Statement for Children with Special Educational Needs and/or Disabilities (SEN/D)

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Policies linked to:

- Accessibility Plan
- Admissions Policy
- Behaviour Policy
- Counselling Policy
- Teaching & Learning Policy

This document also appears on:

- Staff Intranet

THIS POLICY ALSO APPLIES TO EARLY YEARS

Policy Statement:

The Beacon's mission is to inspire pupils to achieve their best within a happy, safe and stimulating environment, providing education of the highest quality delivered by caring and dedicated teachers. The Learning Support Centre plays an important role in this mission: it works closely with staff so that specific learning difficulties can be identified early and the individual needs of pupils

can be met, removing barriers to learning and supporting every child to achieve his potential, regardless of the Special Educational Needs, Disability or other factors that may affect his attainment.

Due consideration to the Equality Act (2019) and The **Children** and Families Act (2014) reformed **legislation** relating to **children** and young people with special educational needs and disabilities (SEND) when writing this policy which deals with Special Educational Needs and Disabilities only.

1. Definitions

- 1.1 Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.
- 1.2 Children have a learning difficulty if they:
 - 1.2.1 have a significantly greater difficulty in learning than the majority of others of the same age; or
 - 1.2.2 have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post 16 institutions
 - 1.2.3 are under five and fall within the definition at 1.2.1 or 1.2.2 above or are likely to do so when of compulsory school age if special educational provision was not made for the child.
- 1.3 A child must not be regarded as having a learning difficulty 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. (section 20 (4) Children and Families Act 2014). However, children for whom English is an additional language will be provided with appropriate support [• provided they meet the School's academic criteria]. Please refer to paragraph 2.8 below for details of the school's educational and welfare provision for pupils for whom English is an additional language.
- 1.4 A child is considered disabled if they have: '...a physical or mental impairment which has a long- term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Pupils with a disability do not necessarily have Special Educational Needs. If they do, they are given support in the same way as all other pupils.

The Equality Act (2019) requires that early years providers and schools;

 - 1.4.1 must not directly or indirectly discriminate against, harass or victimise disabled children and young people
 - 1.4.2 must make reasonable adjustments, including the provision of auxiliary aids so that disabled pupils are not disadvantaged compared with others. This duty is what is known as 'anticipatory'. Schools are also required to think in advance about what disabled pupils may need in the future.
- 1.5 Education Health and Care Plans (EHC): the EHC has replaced the old Statement of Special Needs. An EHC plan can only be issued after a child or young person has gone through the process of EHC needs assessment by the local authority (LA)
- 1.6 A child who finds a particular subject difficult does not necessarily have a, 'learning difficulty', as defined here. There will often be disparities in the speed with which

children learn, in their skill at solving problems and in their general acumen, not all of which should be defined as learning difficulties.

1.7 The four areas of special educational need are

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical

1.8 The expression Learning Difficulty covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from emotional or behavioural disorders.

2. Procedure

2.1 The LSC's approach to the identification and management of learning difficulties is guided by the SEND (Special Educational Needs and/or Disability) Code of Practice: 0 to 25 years (2014) and the Children and Families Act (2014) and follows the Graduated Approach (Assess, Plan, Review, Do)

2.2 The general aim of the Learning Support Centre (LSC) at The Beacon is to support pupils who have been identified as not making progress commensurate with their ability, for whatever reason. The Head of the LSC and designated sectional SENDCos are responsible for the smooth and effective operation of the School's arrangements for learning support for pupils in Years 1-8 and EYFS.

2.3 The Beacon is not a specialist school for pupils with learning difficulties and parents are required to discuss with the school, in advance of their child's admission, any particular needs and to disclose any known difficulty. We aim at all times to work in partnership with parents in the best interest of their child and sharing information with professionals is an essential part of this partnership.

2.4 The School undertakes to make the necessary provision to ensure that a pupil with a learning difficulty has every chance to fulfil his potential academically, socially and emotionally. This provision is the responsibility of the whole school and all teachers are responsible for pupils with learning difficulties. 'Every teacher is a teacher of pupils with special educational needs.' (SEND Code of Practice 2014). Therefore, SEND provision is delivered through appropriate differentiation in the classroom and this is key to enabling our pupils to make appropriate progress. Setting in some subjects (e.g. Maths) and streaming in the Upper School are an integral part of this differentiation. LSC advises teaching staff on appropriate strategies to support boys with learning difficulties.

2.5 The school reserves the right, following consultation with parents, to ask or require parents to withdraw their child from the school. This would be if, in its opinion, after **making all reasonable adjustments and exhausting appropriate strategies**, it is unlikely that the child will be able to benefit sufficiently from the mainstream education and facilities that we provide. The school may also ask parents to withdraw their child if his presence is incompatible with the efficient education of others and no reasonable steps can be taken to remove the incompatibility.

2.6 Alternative placement: In any of these circumstances we will do what is reasonable to help you to find an alternative placement which will provide your child with the necessary level of teaching and support.

2.7 Financial: Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of your child will be credited to your account.

2.8 Pupils who speak English as an additional language are generally identified during the admissions process. We recognise that EAL pupils have linguistic skills similar to those of monolingual English speaking pupils. Research suggests that being a speaker of more than one language is not a disadvantage to educational achievement; indeed, multi-linguicism is associated with success. In order to cope with the academic demands of the school, pupils need to be fluent English speakers and it is expected that most EAL pupils at the school will acquire fluent English through the normal, differentiated curriculum. This includes:

- Giving appropriate opportunities for talking with peers and adults
- Providing a range of appropriate reading materials, to exemplify the different ways that English is used
- Encouraging children to relate one language to another
- Covering not just key words, but metaphors and idioms
- Providing subject specific vocabulary lists
- Explaining how spoken and written English have different usages for different purposes
- Using texts and materials to best suit pupils' ages and learning stages.
- Ensuring staff are pastorally alert to the welfare of EAL pupils and that any difficulties that may arise are promptly addressed.

We may recommend that some children, whose first language at home is not English, receive extra tuition in English as an additional language. However, this cannot always be offered within the school's provision. The LSC staff would be part of the monitoring of these pupils to ensure that they are making appropriate progress.

2.9 Learning difficulties are often identified by teachers in their routine work with boys and also via assessment and tracking processes. Concerns commonly arise if a child's progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to keep pace with previous rates of progress

- is not in line with ability as identified by external, objective tests such as CAT.

Concerns about a child are addressed through a graduated response, in line with the Assess, Plan, Do, Review model recommended in the SEND Code of Practice. LSC staff work with class teachers to set up a Support Plan, which includes discussion and recording of difficulties, targets and appropriate interventions, with a planned review date. Parents are always consulted about this and asked to contribute any relevant information.

- 2.10 SENDCos have regular liaison with teachers and Heads of Section to identify pupils at risk of under-achieving. This would include scrutiny of testing (such as CATs, NGRT, baseline spelling, PIE etc) which is part of whole-school tracking.
- 2.11 If it is decided, by mutual agreement of parents, teachers and LSC that further investigation needs to be made, involving assessment by a qualified Educational Psychologist, or other professional, e.g. a Speech & Language Therapist, then the designated sectional SENDCo will discuss with the parents how this might be undertaken. The cost of all professional work by a psychologist, specialist teacher or other therapist shall be met by the parent. This would also apply to specialist equipment – e.g. laptops, unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2019. ***Please be aware that the school is not obliged to accept privately commissioned assessments as evidence for reasonable adjustments for SEND such as access arrangements in exams.*** Therefore parents are urged to discuss such assessments in advance with the SENDCo. Once the report is received, the SENDCo can discuss the findings with the pupil and parents to agree subsequent action. Where a formal diagnosis has recommended extra time and/or the use of a laptop, parents must be aware that it is their responsibility to communicate these needs to future schools and to ensure that formal recommendations are up to date.
- 2.12 The identification of a Learning Difficulty that is impacting on a child's ability to access the curriculum or make expected progress, would lead to the child being placed on the SEND Register. This register lists all boys who have notable learning needs. Information on the Learning Difficulty and teaching strategies are circulated to all relevant teaching staff. Support Plans will be put in place for specific pupils by the class teacher (with support from LSC staff), if further support is necessary.
- 2.13 A Support Plan is a document that includes background information on a boy's learning differences, with targets set by the class teacher and individual teacher, if appropriate. It is shared with the child and his parents and reviewed biannually.
- 2.14 One-to-one and/or Group Learning Support sessions may be recommended by the Learning Support Centre if appropriate. These sessions take place in school. Individual lessons are charged. The lessons may be given individually or, if more than one pupil needs similar support at the same time, some pupils may receive that support in pairs or small groups with the charge adjusted. Pupils are withdrawn from

lessons at a time agreed between parents, teacher, visiting teacher and the child himself; the set-up is mindful of curricular entitlement. These lessons are an intervention – the need for them is reviewed regularly; we aim to produce independent and self-sufficient learners.

- 2.15 Parents and the School have the right (under Section 36 (1) of the Children and Families Act 2014) to ask the Local Authority to make an assessment with a view to drawing up an EHC. The school will always consult with parents before exercising this right. If the Local Authority refuses to make an assessment, the parents (but not the school) have a right of appeal to the First Tier Tribunal (Health Education and Social Care).
- 2.16 In the case of a prospective pupil having an EHC plan, we will consult with parents and the Local Authority as appropriate to ensure that the school is able to deliver the provision needed by the child.
- 2.17 The school will co-operate with the Local Authority to ensure that the provision required by the EHC is delivered and that the requirement of a review every twelve months is carried out. These reviews will focus on the child's progress towards achieving the outcomes specified in the EHC plan and must also consider whether these outcomes and supporting targets remain appropriate. Any additional services needed to meet the requirements of the EHC plan will be charged to the Local Authority (if the authority is responsible for the fees and if the school is named in Section I of the EHC plan). Otherwise, parents are responsible for charges, unless the additional services can be considered to be a 'reasonable adjustment'; in this case, no charge would be made, in accordance with the Equality Act 2019.
- 2.18 The School works in partnership with parents of pupils with identified learning difficulties to implement the arrangements considered to be appropriate to the educational needs of the pupil. We aim to equip pupils to become independent learners, reducing their need for SEND provision in the future.
- 2.19 The School will communicate information about the difficulties and needs of an individual pupil in whatever way it thinks fit, to parents and/or outside agencies in consultation with parents.
- 2.20 The School undertakes to respond positively to any recommendations made in any psychologist's or other professional's report, wherever it is reasonable and possible to do so. This includes recommendations for examination access arrangements such as extra time allowance or a reader. It would also include use of a laptop in class and in exams if recommended by an appropriate professional. If it is felt that a child's specific needs cannot be met by the School, this will be discussed with parents.
- 2.21 The School undertakes to monitor the progress of all pupils who have a learning difficulty, and to report regularly to parents on their progress. Home-school

communication books or emails are used for pupils who receive individual tuition at school.

- 2.22 The support given by the LSC relates to cognitive, physical or sensory barriers to learning. Pupils whose main difficulty is emotional and/or behavioural will be referred by their teacher to the School Counsellor, who has responsibility for offering appropriate support. (Please refer to the school's policy on counselling.) The LSC works closely with the school counsellor and is part of the school's pastoral support provision.
- 2.23 We recognise our duties regarding equality and inclusion for individual disabled pupils under the Equality Act 2019. We aim to make reasonable adjustments where practicable, including the provision of auxiliary aids and services, for disabled pupils to prevent them being put at significant disadvantage. We also foster good relations throughout the school and promote equality of opportunity generally so that barriers to learning are removed. We strive to ensure that reasonable adjustments are made to allow disabled students to fully access the school curriculum and the wider curriculum, including after school clubs, leisure and cultural activities and school visits.
- 2.24 Parents of pupils requesting admission will be asked if they require assistance to enable them or their child to access the buildings and/or to participate fully in the interview and assessment. Applications from all pupils will be assessed on the basis of academic suitability.

The school will make available clear information about access to buildings and support facilities to enable the parents of disabled pupils to make an informed choice of school. This would include individual visits made to the school by prospective parents, and open mornings.

- 2.25 The school will identify a designated member of staff with whom the parents of disabled pupils may discuss the curriculum and the teaching and the learning activities entailed, to ensure that any learning support and other needs are clearly identified. The SENDCo for each relevant section is the first point of contact.

No pupil will be refused a place at the school on the grounds of disability alone before an opportunity has been provided for full consideration of the specific support or facilities required, in consultation with the Headmaster, the year group SENDCo and others whose expertise may be relevant.

If a pupil is rejected on grounds other than academic considerations, a record of the decision and the reasons for it will be kept for one year. When requested, the school will give feedback to the pupil's parents.

- 2.26 The school will take all appropriate steps to ensure that a pupil who becomes disabled during their career at the school has every opportunity to remain at the school through the provision of the same level of adaptation and support as a comparable pupil who is disabled at the start of their school career.

2.27 The school will aim to ensure that disabled pupils have equal access to all pupil facilities and will aim to make reasonable adjustments wherever practicable.

The LSC supports teaching and non-teaching staff with a programme of training designed to raise awareness of disabilities and to enable them to minimise any difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

2.28 **Welfare needs:** The School recognises that pupils with special educational needs or learning difficulties may be at risk of being bullied. The School has an anti-bullying policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. If parents are concerned about their child's welfare they can approach the pupil's form teacher [• or any senior member of staff] to discuss their concerns in private at any time.

Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;
- pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and
- there may be communication barriers which are difficult to overcome to identify whether action under this policy is required;
- any safeguarding concerns will be dealt with in accordance with the procedures set out in the School's child protection and safeguarding policy and procedures.

2.29 The School will ensure that all pupils, including pupils with special educational needs and disabilities, are familiar with emergency evacuation procedures and all other health and safety issues within the school buildings that affect them.

Special Educational Needs and Disability Co-ordinators (Sectional SENDCos) and Head of Learning Support have responsibility for:

- liaising with parents and other professionals in respect of a child's special educational needs;
- advising and supporting other staff in the School;
- working with teachers to put appropriate Support Plans in place
- collecting, recording and updating relevant background information about individual children with special education needs

- undertaking any other appropriate duties in accordance with the Code of Practice on special educational needs.