ST JOHN'S BEAUMONT

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Special Educational Needs and Disabilities Policy

This policy is applicable to the whole school including Boarding and Early Years Foundation Stage.

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Agreed by:

Head of School	SENDCo	Advisory Board
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INTRODUCTION

The School uses its best endeavours to secure special educational provision for pupils who require support, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice (2015), as follows:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

As a High Performance Learning (HPL) school, St John's Beaumont believes that high levels of achievement are an attainable expectation for all pupils. The HPL philosophy emphasises the development of advanced cognitive performance characteristics (ACPs) and values, attitudes and attributes (VAAs) in every learner. Within this framework, pupils with SEND are supported to develop resilience, independence, metacognition and confidence in their learning. The school is committed to removing barriers to learning and ensuring that pupils with SEND are provided with the support and challenge necessary to fulfil their potential as high performers.

The policy complies with the statutory requirements laid out in the SEND Code of Practice (2015). This policy should be read in conjunction with the following documents:

- Equality Act 2010
- Early Years Foundations Stage (EYFS) Framework, Teachers Standards (2012)
- National Curriculum in England Key Stage 1 & 2 Framework Document (2013)
- SEND Code of Practice 0-25 Years (2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions (2014)
- Surrey County Council Local Offer (where applicable),

and the following school policies:

- Accessibility Policy & Plan
- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Curriculum Policy
- English as an Additional Language (EAL) Policy
- Equality, Diversity and Inclusion Policy
- First Aid Policy
- GDPR Policy
- Mental Health and Wellbeing Policy
- Safeguarding and Child Protection Policy

(All of these are either available on the school website or by contacting the School Office.)

ETHOS

St John's Beaumont recognises that inclusive practice and high expectations are mutually reinforcing. Through the integration of the High Performance Learning framework, the school seeks to ensure that every pupil is supported to become a confident, resilient and successful learner.

DEFINITIONS

SEND

The Code of Practice 2015 defines SEND as follows:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.'

Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...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'.

This definition includes Sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. As well as some SEND needs such as ASD and ADHD.

Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition (SEND Code of Practice 2015, p. 16).

STATEMENT OF DEPARTMENTAL AIMS AND COMMITMENT TO SEND PROVISION

As a High Performance Learning (HPL) school, St John's Beaumont believes that all pupils have the potential to achieve highly when provided with the appropriate opportunities, support and challenge. The school is committed to an inclusive ethos in which pupils with Special Educational Needs and Disabilities (SEND) are supported to develop the cognitive skills, learning behaviours and personal attributes that underpin high performance.

This Policy is inclusive, and sets out the ways in which the school makes provision for, the entitlement of all children to access the curriculum through high quality, inclusive teaching and

learning for those pupils who may need additional support during their time at the School in order to achieve their potential.

The aims of this policy are achieved by teachers and leaders who:

- Create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND; and in EYFS become confident young children with a growing ability to communicate their own views and ready to make the transition to compulsory education (SEND Code Of Practice, 5.1, 2015).
- Ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- Work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Promote the development of the Advanced Cognitive Performance Characteristics (ACPs) and Values, Attitudes and Attributes (VAAs) identified within the High Performance Learning framework, ensuring pupils with SEND are supported to develop independence, resilience, collaboration and reflective learning skills.

ADMISSION OF NEW PUPILS

The school Admissions Policy details the admissions arrangements for pupils identified with SEND and they have the same rights of application as all other prospective pupils. The school liaises with pupils' previous educational setting to ensure the best educational provision is in place for those with SEND. The school buildings provide physical access for pupils with mobility needs.

An application from the parent of a child who has SEND but who does not have an Education, Health and Care Plan (EHC) Plan, will be considered in accordance with the school's published admission arrangements. It is a requirement that any information or reports from educational or healthcare professionals is shared by the parents with the school to ensure that appropriate support is put in place to meet pupil's needs and ensure full participation in school life, on application. When appropriate, the SENDCo will contact and/or visit child's previous educational setting.

IDENTIFICATION, ASSESSMENT, ROLES AND RESPONSIBILITIES

Identification and Assessment

The Proprietor, the Head Master, SLT, the SENDCo and all other members of staff, particularly Class Teachers/Form Tutors and Learning Support Teachers, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

If, upon entry, the child already has an identified SEND, this information is requested and will be transferred from the child's previous educational setting and will be used to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on the action necessary to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the SEND of children whose first language is not English requires particular care. For pupils whose first language is not English, there is a separate Policy on English as an Additional Language (EAL).

It is important that all our teachers are aware of the cognitive potential of our pupils, in line with the High Performance Learning philosophy.

Identification of SEND does not limit expectations for achievement. Instead, it informs the strategies used to enable pupils to access the curriculum and develop the cognitive and meta-cognitive skills associated with high performance learning. Teachers aim to identify both barriers to learning and areas of potential strength so that pupils can be supported to build on their capabilities.

Roles

The SEND department currently includes the following roles:

- SENDCo (Ms Nicola Aston), responsible to the Head Master for all SEND issues.
- SEND TA (Ms Kirsty Reynolds and Ms Sarah Jane Court)
- Dyslexia Specialist (Ms Stephanie McGeoghan)
- Play Therapist (Ms Bryony Simons)

There are also Emotional Literacy Support Assistants (ELSAs) and Teaching Assistants working in the school providing additional support for pupils.

The SENDCo under the direction of the Head Master is responsible for:

- The strategic development of Special Educational Needs (SEN) policy and provision in the school.
- The day-to-day operation of the SEN Policy and co-ordination of specific provision to support individual pupils with SEN or a Disability.
- Providing professional guidance to colleagues, working closely with staff, parents and other agencies.

PARTNERSHIP WITH PARENTS AND PUPILS

Parental voice and pupil voice are also important contributors to building a full profile of each pupil.

Children and young people with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. It is essential and it is a requirement that any information or reports from educational or healthcare professionals is shared by the parents with the school to ensure that appropriate support is put in place to meet a child's needs and ensure full participation in school life.

Communication is maintained with parents through regular meetings if a child has an IEP or ECHP. The school will seek the parents' permission for any outside intervention and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENDCo through a school email address.

THE GRADUATED APPROACH (ASSESS-PLAN-DO–REVIEW) TO SUPPORTING A PUPILS' LEARNING.

Universal High Quality Teaching and Learning for All

At the universal level all pupils receive high quality teaching, consistent with the principles of High Performance Learning. Teaching focuses on developing deep understanding, critical thinking, metacognition and independent learning. Lessons are carefully differentiated and scaffolded to ensure that pupils with SEND can access the same ambitious curriculum as their peers while receiving appropriate support.

Teachers explicitly develop the cognitive and metacognitive strategies associated with HPL, helping pupils with SEND to understand how they learn best and to develop the confidence and independence required for successful learning.

As such, teachers are responsible and accountable for the progress and development of all the pupils in their class; including pupils with SEND. It is anticipated the majority of pupils make the expected progress at the universal level.

Pupils and Parents are asked to ensure the school is aware of the abilities and talents of each pupil. For Pupils this takes the form of a One Page Pupil Profile. A record is kept of all parental meetings (including the Initial SEND Meeting). This partnership plays a key role in enabling children and young people with SEND to achieve their potential.

When a pupil is not making expected progress, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the class or subject.

Short-Term Targeted Intervention

Should a pupil not make the expected progress within the universal arrangements; it may be appropriate to consider making additional interventions to remove or reduce any obstacles to their learning. This could be in class or outside of the classroom, or a combination.

A Short-term targeted intervention takes the form of a graduated four-part approach of:

a) assessing the child's needs,

b) planning the most effective and appropriate intervention,

c) providing this intervention and

d) reviewing the impact on the child's progress towards individual learning outcomes.

These interventions will be carefully planned, delivered and reviewed by Class Teachers/Form Tutors/Subject Teachers or Learning Support Assistants under teacher's directions (Nursery through to Rudiments). For example, these may include small group or 1:1, short, phonics, writing or number work or the accommodation of additional use of typing/word processing and facilitating the learning of touch-typing. For pupils in Nursery through to Rudiments, there may be additional interventions delivered outside of their lesson within the Learning Support Department. Form Tutors/Class Teachers/ Subject Teachers are required to liaise about the focus and pupils' progress with the person delivering the interventions on regular basis, at least once a term.

Outcomes of these interventions are recorded and monitored.

Interventions aim to not only address specific learning needs but also to develop the learner behaviours associated with High Performance Learning, such as perseverance, collaboration reflective thinking and self-regulation.

Long Term Specialist Intervention

In some cases, it may be necessary to seek specialist advice and regular long-term support from external specialist professionals. In seeking the advice external professionals, the school will seek to enhance educational opportunities and to plan for the best possible learning outcomes. This may include referrals to the Educational Psychologist (EP), the Speech and Language Therapist (SALT), Occupational Therapist (OT), Specialist Teachers and the Child and Adolescent Mental Health Service (CAMHS).

The school will prioritise referrals to these services.

Pupils who are receiving both short-term and long-term intervention support will be added to the school SEN Register. This document contains details about pupil's difficulties, and strategies for teachers to follow which will support their learning in the classroom. Strategies set out in independent specialist reports will also be included.

It is essential that Class Teachers/Form Tutors cooperate with the outside professionals. Any recommendations from professionals form an integral part of individual child's education and are part of the four-part approach of assess/plan/do/review.

Reasons for a child being added to the school SEN Register may include the fact that the pupil:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.

- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.

INDIVIDUAL EDUCATION PLANS (IEPS) FOR PUPILS ON LONG-TERM INTERVENTION

IEPs are employed to enable the child to progress and will include information about:

- The short term SMART targets set for the child
- The teaching strategies to be used
- The provision to be put in place if appropriate
- How the targets will help the child in their learning
- The review dates
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained
- Teachers' feedback for each target these are updated regularly.
- Opportunities to develop independence, metacognition and the learning behaviours associated with High Performance Learning.

SCHOOL REQUEST FOR EDUCATIONAL HEALTH CARE PLANS

For a very few children, the help given by staff at the School, even with external specialist support, is not enough to enable the child to make progress. Consultation with the Head Master/Heads of School, SENDCo, the parents and any outside professionals, already involved, will then take place to consider whether a Local Authority (LA) assessment may be appropriate. The SENDCo will support the parents during this process. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous SMART targets of Individual Education Plans for the pupil
- Short-term interventions records
- School reports
- Records of regular reviews and their outcomes, if applicable
- Records of the child's health and medical history where appropriate

- Attainment levels in literacy and numeracy
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents
- Attendance records

The parents of any child who is referred for an Education Health and Care (EHC) assessment will be kept fully informed of the progress of the referral. Progress of a child with an EHC plan will be reviewed annually. When this coincides with transfer to secondary school, the SENDCo from the secondary school will be informed of the outcome of the review.

COMPLAINTS PROCEDURE

The School recognises the sensitive nature of SEND and therefore any concerns or complaints parents may have about SEND provision should initially be raised with the SENDCo or the relevant Head of School, with the aim of resolving it informally. If this is not possible, parents should consult the policy on Concerns and Complaints to understand how to take any such concern forward.

TRAINING FOR STAFF

At St John's Beaumont we encourage all Teachers and SEND Support Staff to attend in-service training on general issues. Training in the area of SEND and High Performance Learning pedagogy is incorporated into the whole staff training.

The School has a National College membership with access to resources, information and training via webinars.

The SENDCo attends regular Inclusion Meetings and SENDCo Forums and other relevant training.

This ensures that teachers understand how to scaffold learning effectively, develop cognitive performance characteristics and promote positive learning behaviours for pupils with diverse needs.