



# BEESTON HALL SCHOOL

## SEND policy and information report

**Approved by SENCO:** Mary Ford **Date:** September 2024

**Approved by PST  
Trustee:** Henrietta Lindsell **Date:** September 2024

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## 1. Aims

This SEN policy and information report aims to:

- Set out how Beeston Hall identifies, understands and has in place excellent provision for those pupils with special educational needs (SEN)
- Explain the roles and responsibilities of those involved in providing for pupils with SEN at Beeston Hall

In doing so, the policy helps to ensure that the needs of each and every child at Beeston Hall School are understood and met; it thus feeds into the whole-school aim that each child at Beeston develops with confidence into their best self.

## 2. 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, SEN co-ordinators (SENCOs) and the SEN information report.
- [The Equality Act 2010](#), which protects individuals from discrimination or unfair treatment on the basis of certain personal characteristics.

This policy has been put together using suggested structures from The Key Support Services Ltd.

## 3. Definitions

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

They have a learning need or disability if they have:

- A significantly greater difficulty in learning than the majority of the 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.

The term 'parents' is used here to mean 'parent(s) or carer(s)'.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO (also known at Beeston as Head of Learning Support) is Mary Ford, in post since September 2023.

The Head of Learning Support at Beeston will:

- Work with the headteacher, senior leadership team and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans or for whom requests for EHC plans have been made.
- Provide professional guidance to colleagues and work with staff, parents, the pastoral team, school nurse, matrons and boarding team and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching/support.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of resources to meet pupils' needs effectively.
- Be the point of contact for external agencies including the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

### 4.2 The Beeston Hall Trustee will:

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Prep Schools Trust board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

### 4.3 The Headteacher

The headteacher will:

- Work with the SENCO and member of the PST Trustee board to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

### 4.4 Teachers

Each teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants, Gap students or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

### 4.5 The Learning Support Department

In addition to the generic role of the SENCO outlined above, the learning support department will:

- Provide initial assessments of individual needs e.g. online dyslexia assessments, online and paper and pen spelling, reading and numeracy assessments.
- Provide 1:1 and/or small-group interventions (timetabling this to minimize inappropriate absence for any given child from any one subject).
- Work closely with teaching staff on meeting the needs of those children with SEN.
- Ensure that appropriate exam access arrangements are in place for those who need them and support pupils in how best to use such access arrangements (with a reminder of those pupils with access arrangements circulated to teachers immediately prior to all school exams).

## **5. SEN information report**

### **5.1 Examples of some of the SEND currently provided for:**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, ASC (and broader autistic phenotype), DLD (developmental language disorder)
- Cognition and learning, for example, dyslexia, dyscalculia
- Social, emotional and mental health difficulties, for example, developmental trauma, behaviour that maps onto the diagnostic criteria for attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, sensory processing differences, DCD (developmental coordination disorder)

### **5.2 Identifying pupils with SEN and assessing their needs:**

On entry, we gather information about each pupil's current skills and levels of attainment:

- As part of our admissions procedure, the school asks parents to complete a form which includes details of learning and physical needs.
- Reports for each pupil are sought from feeder schools/nurseries (see Admissions Policy).

Class teachers make regular assessments of functioning/progress for all pupils (which includes half-termly reporting to parents, cognitive ability tests (CAT4) for some, or all year groups and standardised progress tests in English at least once annually) and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

This may include progress in areas other than academic attainment, for example, social and emotional development, communication and/or interaction, sensory or physical difficulties. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When concerns are raised by parents/and or class teachers, Learning Support offer consultation with home/staff, and, if relevant, observations in class and assessments including the following:

- Literacy and numeracy (e.g. online dyslexia screening, single-word reading, spelling, passage accuracy, comprehension, reading fluency, speed of handwriting, online Dynamo Maths assessment)
- Information processing (e.g. expressive and receptive language, rapid naming, auditory short-term memory, auditory working memory, processing speed, phonological processing)
- Thinking and problem-solving (including social-emotional skills)

- Gaining of children's views and views of those most closely associated with the child (e.g. parents and carers)

Parents will be consulted in advance of assessment/observation/consultation and informed of any charges associated with this.

Decisions about whether special educational provision is required will include such factors as an analysis of expected progress and attainment (in relation to desired and/or expected outcomes) 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 something different or additional to that available to every child – the core offer – is needed.

Children who require special educational provision will have their profile of need and next steps (often including classroom targets) written into a Pupil Passport. Alongside this, provision/strategies to meet the profile of need will be generated with the involvement of families and teaching staff.

### **5.3 Consulting and involving pupils and parents:**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a shared understanding of the pupil's areas of strength and difficulty.
- We consider the wishes/concerns of parents.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on the next steps.

Notes of these early discussions will be kept.

We will notify parents when it is decided that a pupil will receive SEN support; if the SEN support includes chargeable activities, consent will be sought.

### **5.4 Assessing and reviewing pupils' progress towards outcomes:**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** with awareness that sometimes these processes do not separate neatly into separate cycles.

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 progress and development in relevant areas in comparison to peers and national data (e.g. attainment, behaviour)
- Feedback (including assessment results) from other teachers, where relevant
- The views and experience of parents
- The pupil's own views
- Advice from external support services, where relevant

All teachers and support staff who work with the pupil will be made aware of their needs (through regular reminders of the bank of Pupil Passports), the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will review the effectiveness of the support and interventions and their impact on the pupil's progress. This will include written reports to parents twice a year, for those children receiving 1:1 intervention, as well as a formal parents' evening every year and the opportunity to meet face to face/online at least termly to review each child's progress in relation to presenting SEN, as captured in a Pupil Passport for each child. All parents of children receiving additional needs support are contacted at the start of each academic year with an offer of a 20-minute Google Meet during the first two weeks of term. Staff

will be informed of significant new understanding or aims in relation to each child (through SEN items in staff meetings and updates to Pupil Passports).

In terms of assessing whether 1:1 Learning Support lessons need to continue, the following factors act as stopping criteria:

- Appropriate improvement in results of standardised tests of reading, spelling and numeracy.
- Feedback from members of staff that the child is doing well in class and no longer needs additional support.
- Results of internal school examinations.
- The child is finding it difficult to engage in 1:1 lessons and it's deemed that a break is in their best interests.

In addition, on occasion parents request that 1:1 lessons are ceased.

## **5.5 Supporting pupils moving on from Beeston:**

We will share information with the school to which the pupil is moving. We will agree with parents and pupils which information will be shared as part of this. In some cases, SENCOs from senior schools visit Beeston Hall School before the child leaves; alternatively, the SENCO from Beeston Hall School will liaise with the SENCO from different senior schools to ensure an effective and supportive transition.

## **5.6 Our approach to teaching pupils with SEN:**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We augment existing quality first teaching with interventions such as the following:

- 1:1 Learning Support lessons by a Specialist Teacher and/or SENDCO (typically 30 minutes in length)
- Weekly Enrichment sessions
- Computerised literacy interventions including Lexia
- Dynamo maths (computerised maths intervention)
- Touch-typing (TTRS, Nessy Fingers)
- Magic Link Handwriting Programme
- TA/teacher time to enable daily implementation of speech and language therapy interventions
- A programme of Regular targeted Reading
- In-house staff development and training in relation to SEN and/or signposting to relevant CPD materials (e.g. webinars, podcasts, books, websites).

## **5.7 Adaptations to the curriculum and learning environment:**

Adaptations to ensure that all pupils' needs are met include the following:

- Differentiating our curriculum to ensure all pupils can 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, talk-to-text software, visual timetables, specific font, concrete maths and literacy resources etc.
- Differentiating our teaching, for example, giving longer thinking times to particular pupils, pre-teaching of key vocabulary, movement breaks, reading instructions aloud, etc.

## **5.8 Additional support for learning:**

We have three specialist teachers trained to deliver literacy and numeracy intervention, each of whom currently undertakes a combination of whole class/small group teaching and 1:1 intervention.

Teaching assistants (TAs) support pupils on a 1:1 basis as specified in EHCPs. In addition, TA support is available within class on an as-needs basis.

Over the last 12 months we have worked with the following agencies to provide support for pupils with SEN:

- Alpha International Training (Eva Cartwright)
- Speech and Language Therapy (ISLTS & MTW)
- Play Therapy (Amy Hobart)
- Art Therapy (Lucy Lumby)
- Occupational Therapy (SENSi & Lynda Nyles)
- Access Through Technology
- Magic Link Handwriting (Lee Dein)
- Optometrists (Alexander Kobrin)
- The EHCP coordinators of Norfolk County Council
- Social Services (including Post-Adoption Support)
- The Benjamin Foundation
- Educational Psychologists (as required)
- Skills Academy online Training

## **5.9 Expertise and training of staff**

Our SENCO has a BSc Hons degree in Psychology and a PGCE qualification, as well as training and experience in SpLD and SENCO Management. Prior to joining Beeston Hall in September 2023, she worked as a SENCO in two other independent preparatory schools and has over ten years' senior management experience working in schools. The SENCO role is full-time, split between management of SEN provision and teaching/assessment.

We have a team of part time and full time staff, including 7 teaching assistants and three specialist teachers, as well as accessing time from gap students.

The Learning Support department is committed to professional development within the team as well as contributing to professional development within the wider staff body. For instance:

- All department members are given access to the SEND diploma qualification and regular online and in-person training in areas specific to their role and the needs of the children with whom they work.
- At team meetings (at least half-termly) the Learning Support team shares information about learning (e.g. books, articles, podcasts, webinars).
- The SENCO has experience of delivering staff training and has been regularly involved in whole-school CPD relating to quality first teaching and SEN.

## **5.10 Securing equipment and facilities:**

For those children who require additional equipment and facilities (e.g. software to support the writing process) we liaise with relevant agencies (e.g. Access Through Technology) for advice and, where relevant, funding.

## **5.11 Evaluating the effectiveness of SEN provision:**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reflecting on pupils' individual progress each term (towards their goals, standardised literacy and numeracy assessments, as well as more broadly).
- Formally reviewing the impact of interventions at least once a term.

Monitoring by the SENCO which includes ongoing liaison with all staff e.g. weekly staff meetings, informal discussions on a daily basis, in-class visits/pupil observations.

- Using technology (e.g. Pupil Passports, Lexia, Dynamo Maths) to track progress.
- Holding annual reviews for pupils with EHC plans.

## **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN:**

Our extra-curricular activities and school visits/trips are available to all our pupils, including after-school activities. On occasion, additional staffing organized by parents is in place to facilitate attendance at after-school activities.

All pupils are encouraged to take part in sports day/school plays/special workshops. Sometimes this involves a different role to that of peers (e.g. working backstage would be an option if the prospect of an acting role in a play were a source of distress).

No pupil is excluded from taking part in these activities because of their SEN or disability. However, the current school site may disadvantage a child with impaired mobility and may physically exclude them from access to the school. Structural and financial reasons mean that this cannot be remedied in the short term. Those adjustments which are possible within the financial and structural constraints (e.g. the provision of ramps where practicable) can be made, but these would not enable full access to a child with significant physical needs.

An accessibility plan (Policy 17b) forms the basis of plans to continually increase the accessibility of the school site, curriculum and information for pupils with SEND. It will be the policy of the school to implement these plans as soon as is reasonably practicable, but it is recognized that, in some cases, this will be a long-term process.

## **5.13 Support for improving emotional and social development:**

We provide support for pupils to improve their emotional and social development through:

- Using ideas and resources from the emotional literacy programme RULER to provide tools through which children become better able to **R**ecognise, **U**nderstand, **L**abel, **E**xpress and **R**egulate their emotions e.g. principles from RULER Blueprints are used to help children to understand and learn from times at which there have been significant fall-outs between peers.
- A regular (often daily) pastoral/SEN update circulated to all staff by the Deputy Head, Pastoral.
- The tutor for each child in Year 5 upwards meets with small groups of children weekly (and shares their lunch table, often daily) and is a first point of call for parental concerns (the class teacher serves this role in R to Year 4).
- Liaison with the school nurse/matron team e.g. so that a child who needs a familiar, safe, staffed place to go at any time of the school day has access to this.
- Opportunities for 1:1 gaining of pupil view with the SENCO.
- The Benjamin Foundation
- Art Therapy
- Play Therapy
- Modelling and teaching of social emotional skills by teachers on an as-needs basis across the school week (eg. social skills groups/social stories' interventions etc.)
- A worry box system which enables anonymous sharing of worries by children.



We have a zero-tolerance approach to bullying overseen by the Deputy Head, Pastoral.

#### **5.14 Working with other agencies:**

Advice and support from outside professionals are sought if a child:

- is making insufficient progress in specific areas despite significant support and intervention.
- has sensory or physical needs which require additional specialist equipment or regular advice/visits by a specialist service.
- has a sudden change to their circumstances which has a significant impact on their ability to access provision in place at school.

As per 5.8, this might include speech and language therapists, play therapists, occupational therapists, the Neurodevelopmental Service, optometrists, counselling services (including Nelson's Journey, a bereavement specialist), local authority support services, social care. This is done in collaboration with parents/pupils.

#### **5.15 Complaints about SEN provision:**

Should parents have cause for complaints in relation to SEN provision they should view the Complaints Policy located in the school office or on the school's website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **5.16 Contact details of support services for parents of pupils with SEN:**

Parents who approach school about accessing support services in relation to their children's special educational needs are given contact details of professionals currently known to school. Equally, if parents would prefer to use other professionals/services, this is accommodated and, if this involves school visits, suitable safeguarding precautions are in place.

#### **5.17 Contact details for raising queries or concerns:**

Queries or concerns in relation to SEN provision should be addressed to the SENCO, Mary Ford, [sendco@beestonhallpst.org](mailto:sendco@beestonhallpst.org), 01263 837 324

#### **5.18 The local authority local offer:**

Our local authority's local offer is published here:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

## **6. Policy monitoring arrangements**

This policy and information report will be reviewed by Mary Ford **every year**. It will also be updated in line with changes to SEN law, any additions/changes to regulatory ISI compliance for SEN and/or changes to SEN provision made within the school during the year.

All and any changes will be approved by the Governing Board.

## **7. Links with other policies and documents:**

This policy links to our policies on:

- Accessibility plan (Policy 17b as of Sept 2024)
- Behaviour, rewards and sanctions (Policy 9a as of Sept 2024)
- Equal Opportunities Policy (Policy 17a as of Sept 2024)
- Admissions (Policy 15a as of Sept 2024)
- Countering bullying (Policy 10a as of Sept 2024)
- Complaints (Policy 33a as of Sept 2024)