Bedford Greenacre Independent School

Policy Document

Individual potential unleashed.
Committed to the wellbeing of every child.

Special Education Needs and Disability Policy

This policy also applies to EYFS pupils and children in our Nursery Provision

This Special Educational Needs and Disability Policy has regard to the Special Educational Needs and Disability Code of Practice 0 to 25 years (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Framework for the Early Years Foundation Stage, 2021
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Teachers Standards 2012

Associated Policies

The following policies can be obtained from the either the school website, the Principal or the office via e- mail (hello@bedfordgreenacre.co.uk)

- The More Able and Talented Policy
- Admissions Policy
- Assessment Policy
- Parental Complaints Policy
- Safeguarding Children Policy
- Accessibility Policy

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Section 1- Introduction

This policy was created by the school's Special Educational Needs Department in liaison with the Senior Leadership Team, SEND Governor representative and all staff. A copy of the Special Educational Needs Policy can be obtained via the school office or via the school website.

SEND refers to a Special Educational Need or Disability. "A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools." (SEND Code of Practice: 0 to 25 Years, 2015)

This Special Educational Needs and Disability Policy details how the school will do the utmost to ensure that the necessary provision is made for any pupil who needs additional support and how those needs are made known to all who are likely to teach them. Bedford Greenacre Independent School is a non-selective independent school and has a wide ability range, we have high expectations of all pupils, all pupils access a full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual student's EHCP (Education and Health Care Plan). Our vision strives to guide pupils to reach their individual potential through curiosity, determination, kindness, bravery and respect.

Through the school's identification process and wide ability range there are also pupils who may be described as more able, gifted or talented or English as an Additional Language (EAL). They will also need support and a separate document, entitled the Gifted and Talented Policy and English as an Additional Language Policy, details the provision in this respect. A copy of this policy can be obtained via the school office or on the school's website (hello@bedfordgreenacre.co.uk).

Section 2- Aims

Our SEND Policy aims to:

- To identify pupils with SEND and their needs be assessed, provided for and regularly reviewed.
- To ensure that pupils with SEND have access to high-quality adaptive teaching, a broad and balanced curriculum with wider opportunities in the school.
- All learners are given opportunities to reach their full potential.
- To ensure that families are informed of their child's Special Educational Needs, have open and effective communication between school and home, and that families and pupils' voices are central to decisions about their education and how best to meet their needs.
- To advocate for effective partnership and involvement from outside agencies where appropriate.

Admission to Bedford Greenacre Independent School is based on the criteria stated in the Admission Policy. A copy of this policy can be obtained from the school office or via the website.

Section 3- Roles and Responsibilities

- Principal: Mr Ian Daniel heads_PA@bedfordgreenacre.co.uk
- Assistant Headteacher/ Designated Safeguarding Lead/ Junior School Lead: Mrs Emma Brewer
- Head of Nursery/ Designated Safeguarding Lead: Miss Emma Niro
- Associate Assistant Headteacher (All-Through SENDCo, Nursery to Year 13): Mr Alex Robinson-Welsh arobinson-welsh@bedfordgreenacre.co.uk
- Exam Access Arrangements Lead/ Learning Support Teacher: Mrs Julie Bassett-Gilham jbassettgilham@bedfordgreenacre.co.uk
- Learning Support Teacher: Sara Gale

The SENDCo

The Special Educational Needs and Disabilities Coordinator (SENDCo) is responsible for providing strategic leadership and operational oversight of SEND provision across the school. Key responsibilities include:

- Promoting and supporting a whole-school approach to inclusion, ensuring that all pupils are able to access a broad, balanced and appropriately adapted curriculum.
- Leading the implementation, monitoring and review of the school's SEND Policy and associated procedures.
- Ensuring that the graduated approach to SEND support is consistently and effectively implemented, including the cyclical process of Assess, Plan, Do, Review (APDR).
- Coordinating and overseeing provision for pupils identified with Special Educational Needs and Disabilities.
- Providing advice, guidance and support to teaching staff to ensure effective identification, support and monitoring of pupils with SEND.
- Line managing SEND Learning Support department and supporting the effective deployment of support staff to meet identified needs.
- Maintaining accurate, up-to-date and confidential records relating to pupils with SEND.
- Working collaboratively with pastoral and safeguarding team to coordinate interventions, monitor impact and ensure effective provision.
- Establishing and maintaining effective partnerships with parents and carers, ensuring they are appropriately involved in decision-making regarding their child's provision and progress.
- Liaising with external agencies, specialist services and other professionals to secure advice, assessment and additional support where required.
- Monitoring the progress and outcomes of pupils with SEND and advising senior leaders on the effectiveness of SEND provision across the school.
- Supporting the identification of training needs and contributing to the professional development of staff in relation to SEND and inclusive practice.
- Ensuring that statutory duties relating to SEND are fulfilled and that pupils with SEND are supported to achieve positive educational, social and emotional outcomes.

Teaching Staff

All teachers are teachers of pupils with Special Educational Needs and Disabilities (SEND) and are accountable for the progress and attainment of every pupil in their classes. This responsibility remains with the class teacher, including where pupils receive additional support from Learning Support Assistants (LSAs)or specialist practitioners. High-quality, inclusive teaching is the first and most important step in responding to the needs of pupils with SEND. Teachers are therefore responsible for planning, adapting and delivering lessons that meet the diverse needs of all learners, making reasonable adjustments as required, and ensuring that teaching and learning opportunities enable every pupil to access the curriculum and achieve their individual potential. Teachers are also expected to work collaboratively with the SENDCo, support staff, parents and external professionals, where appropriate, to monitor progress and implement effective strategies and interventions.

Learning Support Assistants

Learning Support Assistants (LSAs) work under the direction of the SENDCo and in partnership with class teachers to support pupils with SEND across the school. Their role is to promote pupils' academic progress, wellbeing, inclusion and independence through the implementation of agreed strategies, interventions and reasonable adjustments from a pupils Education Health and Care Plan, Pupil Passport or Individual Student Profile. LSAs play an important role in removing barriers to learning and ensuring that pupils with SEND achieve positive academic, social and personal outcomes.

The Governing Body

The Governing Body is responsible for ensuring that the school fulfils its statutory duties in relation to Special Educational Needs and Disabilities (SEND). In partnership with the Principal, the Governing Body is responsible for determining the school's strategic approach to SEND provision and for ensuring that appropriate arrangements are in place to support pupils with SEND.

A designated SEND Governor will oversee the effectiveness of SEND provision across the school. The SEND Governor will work closely with the SENDCo and the Principal to monitor the implementation of the SEND Policy, review the quality and impact of SEND provision, and ensure that the school continues to meet its legal obligations and promotes inclusive practice.

The SEND Governor will report to the Governing Body on matters relating to SEND, including the effectiveness of provision, pupil outcomes, and compliance with statutory requirements. While the Governing Body is responsible for overseeing SEND provision, responsibility for the day-to-day management and coordination of SEND rests with the SENDCo, under the leadership of the principal. The designated SEND Governor for the school is Alistair Braithwaite.

External Agencies

The Principal, with the support of the SENDCo as appropriate, is responsible for involving external agencies in the education of children needing additional support. External agencies will usually conduct more specialist assessments to inform planning or measure a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. In consultation with parents and where appropriate the support of an external professional may be sought via a GP consultation, an NHS referral or a private appointment with a specialist. In some cases, there may be an additional cost involved to parents. The following list contains some of the external agencies that may be consulted:

- Local Authority SEND Team
- Speech and Language Therapy
- Social Services (when children are at risk)
- Educational Psychologists
- Occupational Therapists
- Communication and Social Behaviour Team
- Visual/Hearing Impairment Team

Partnership with families

At Bedford Greenacre Independent School, we are committed to working in partnership with parents, who play a vital role in supporting children with additional needs. Where special educational provision is required for a pupil, this will involve consultation with parents and families and, where appropriate, the pupil. This will enable parents and families to play an active and informed role in supporting their children. We welcome parental engagement and parents are encouraged to contact their child's form tutor or class teacher and SENDCo as needed. Regular feedback and discussion are encouraged, with opportunities for meetings at the official Parents' Evenings, regular review points or on request.

Section 4- Identification

Bedford Greenacre are committed to early and efficient identification of pupils with SEND to ensure that pupils receive timely and appropriate support. Early identification enables potential barriers to learning, participation and wellbeing to be recognised and addressed as soon as possible. In line with the *SEND Code of Practice (2015)*, Special Educational Needs and Disabilities are broadly categorised into four areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health (SEMH), and Sensory and/or Physical Needs. These categories support the identification, assessment and planning of support. A visual with further detail can be found in appendix 1. Identification is supported through following the Assess, Plan, Do, Review process. School staff are not qualified to make any diagnosis of conditions or learning difficulties. SEND may be identified from a variety of sources. This may include:

- Class/ subject teacher
- Admission assessments, previous school/ setting information
- Observations from a member of school staff
- Parental concerns
- Assessment Data

- Specialist/ external agency information work with the pupil or family.

Assess

When a pupil is initially identified as having additional needs and at regular intervals thereafter, the SENDCo, Learning Support team and relevant staff will undertake an assessment of their needs. This information used for this assessment may come from a variety of different sources outlined above. This assessment will help to inform the support and interventions a pupil may need.

Plan

Where a pupil is assessed and identified as needing additional support, the parents will be notified. At this stage of the process, support and intervention will be planned with clear rationale and outcomes decided. This support will primarily take place within the classroom setting. On some occasions, it may be more appropriate for support to be delivered outside of the classroom in a small group setting but this will be agreed with the class or subject teacher to minimise disruption to the student's main curriculum.

Do

The class or subject teacher will remain responsible for working with the student daily, using the support strategies identified. They will liaise closely with Learning Support Assistants or specialist staff involved to plan, deliver and assess the impact of the strategies they are using. The SENDCo and Learning Support team will support the class or subject teacher to offer advice or undertake further assessments of a student's strengths and weaknesses where necessary.

Review

The strategies and/or interventions implemented will be reviewed termly or at other agreed and regular intervals, as appropriate with the pupils needs. The effectiveness of the support and strategies will be reviewed in line with the pupil's progress and development. Information such as; assessment data, qualitative comments and observations from teachers and staff, book scrutiny, parental and professional feedback will be used to inform next steps. Where this process has been followed and minimal or no progress is made the pupil will be added to the learning support register.

Where a pupil is identified as having SEND and requires continued intervention, a Pupil Passport (PP) or Individual Student Profile (ISP) will be drawn up in consultation with families and the pupil. Advice or information may be sought from external agencies or professionals to inform effective intervention.

A visual of the APDR cycle can be seen in appendix 2.

For children within the nursery, management and practitioners will closely monitor the development of all children alongside those who may start the setting with a known additional need to ensure that young children access early intervention if required at the earliest opportunity.

Section 5- The Graduated Approach to SEND at BGI

At Bedford Greenacres, support for pupils with Special Educational Needs and Disabilities (SEND) is delivered through a structured Graduated Approach, ensuring that pupils receive the right level of support at the right time. The model is based on the principles of early identification, evidence-based intervention, and regular review through the Assess, Plan, Do, Review (APDR) cycle. Support is provided across four increasingly personalised levels of provision, with movement between levels determined by a pupil's response to intervention and ongoing assessment.

Wave 1: Quality First Teaching (QFT)

Wave 1 support is Universal Provision, which is available to all pupils through high-quality teaching and learning. Known as Quality First Teaching (QFT), this includes adaptive teaching strategies and resources, reasonable adjustments, and inclusive classroom practices that enable pupils to access the curriculum effectively. Class teachers are responsible for monitoring the progress and wellbeing of all pupils and are expected to identify and address emerging barriers to learning through their everyday teaching practice. Where concerns arise, teachers implement targeted classroom

strategies and monitor their effectiveness through the APDR cycle. Many pupils' needs are met successfully at this stage without requiring additional SEND provision. If concerns persist despite high-quality classroom support, the teacher will raise these concerns with the Learning Support Department and SENDCo. Concerns may relate to:

- Academic attainment or progress.
- Literacy, numeracy or communication difficulties.
- Attention, concentration or memory.
- Social, emotional or mental health needs.
- Behavioural difficulties.
- Attendance concerns.
- Physical or sensory needs.
- Concerns raised by parents or carers.

This information forms the basis of the Assess stage of the APDR process.

Wave 2: Targeted Support

Where evidence suggests that a pupil requires provision that is additional to normal classroom differentiation, they may receive Wave 2 Targeted Support. At this stage, baseline assessments may be carried out to identify specific strengths and areas of need. Appropriate interventions are then planned and delivered, either within lessons or through additional small-group support. Strategies and outcomes are reviewed regularly through the APDR cycle to evaluate their impact. If concerns continue following two APDR cycles, the Learning Support Department may develop a Pupil Passport. This document outlines the pupil's strengths, barriers to learning, recommended classroom strategies and reasonable adjustments, ensuring consistency of support across all subject areas.

Wave 3: Personalised Support

If a pupil continues to experience significant difficulties despite targeted intervention, support becomes increasingly personalised. Further assessment may be undertaken to gain a more detailed understanding of the pupil's needs. At this stage:

- The SENDCo coordinates support across the school.
- Evidence-based interventions are carefully selected.
- Progress is monitored more closely.
- Specialist advice may be sought from external professionals such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists or other specialist services.
- Teaching staff, parents and the pupil contribute to planning and reviewing provision.

Following additional APDR cycles, an Individual Student Profile (ISP) may be developed. This provides clear, measurable outcomes alongside agreed strategies and interventions designed specifically for the pupil's identified needs.

Wave 4: Education Health and Car Plans

For a small number of pupils whose needs are severe, complex and long-term, support may progress to Wave 4. These pupils require highly individualised support which is significantly additional to that ordinarily available through the school's SEND provision. Provision at this level may involve:

- Intensive specialist intervention.
- Multi-agency involvement.
- Regular reviews with parents and external professionals.
- Personalised programmes and reasonable adjustments.
- Consideration of statutory assessment processes.

Where evidence demonstrates that a pupil requires support beyond the resources normally available within school, the SENDCo may apply for an Education, Health and Care Needs Assessment (EHCNA). If successful, this may lead to an Education, Health and Care Plan (EHCP), which outlines the pupil's needs, outcomes and legally specified provision.

A visual of the Graduated Approach can be seen in appendix 3.

For children in the Nursery provision the nursery management and child's Key Person will support them daily in consultation with the SENDCo. Regular IEP (Individual Education Plans) will be put into plan to ensure that care and education is achievable. IEPs also ensure essential information is available to nursery staff regarding the child's educational needs.

Section 6- Pupil Voice

BGI recognises the importance of listening to and valuing the views of pupils with SEND. Pupils will be encouraged to participate in discussions about their strengths, needs, aspirations and the support they receive. Their views will be sought, where appropriate, during the assessment, planning and review of provision, including APDR reviews, Pupil Passports, Individual Support Plans and Annual Reviews of EHCPs. The school is committed to ensuring that pupils are supported to express their views and are involved in decisions that affect their education, wellbeing and future outcomes.

Section 7- Monitoring and Evaluation

The quality and effectiveness of SEND provision is monitored through pupil progress data, learning walks, work scrutiny, stakeholder feedback, APDR reviews, intervention evaluations, ISP/PP reviews and EHCP annual review outcomes. The SENDCo reports regularly to senior leaders and governors regarding the effectiveness of SEND provision and pupil outcomes.

Section 8- Access Arrangements

Screening assessments are carried out in Year 9, and at other times as necessary, to ascertain which children will need Access Arrangements in internal assessments as well as external examinations, as required by JCQ. These may include; reader, scribe, extra time, use of a computer, rest breaks, modified papers, prompter and separate venue. Specialist staff are responsible for the administration and organisation of these arrangements. Parents are informed of the outcome of these assessments as appropriate.

Section 9- Supporting Admissions and Transitions between Classes and Schools.

Bedford Greenacre Independent School are committed to ensuring that the transition between classes/year groups and for those moving between phases is planned for and managed well. This is to make sure that pupils continue to build on their achievements and transfer between classes or schools with confidence; in the knowledge that information relating to additional provision has been communicated to the new teacher or setting.

Section 10- Supporting Children with Medical Conditions

The school recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

At Bedford Greenacre Independent School we have many members of staff with first aid training and arrangements are in place to support pupils at school with medical conditions. Some may also have special educational needs (SEND) or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2014) is followed. Some pupils may require a medical support plan. This will be drawn up by the school office.

Section 11-Equality and Accessibility

Bedford Greenacre will make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared with their peers. The school is committed to promoting equality of opportunity and preventing discrimination, harassment and victimisation. Reasonable adjustments may include adaptations to teaching, learning materials, school procedures, the physical environment or assessment arrangements. The school's Accessibility Plan outlines how access to the curriculum, physical environment and information will continue to be improved.

Section 12- Statutory Requirements and Education Health and Care Plans (EHCP)

This policy has regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (June 2014). This is a mandatory requirement in the Early Years Setting as the children in the setting are supported by the local authority. The school has regard to the SEND Code of Practice and uses it to inform policy and practice for pupils outside of early years setting. Where appropriate, the school may seek advice and support from external specialists to inform provision. Access to externally commissioned services may be subject to referral criteria, availability and funding arrangements.

BGI has regard to the principles and guidance set out in the SEND Code of Practice when supporting pupils with an Education, Health and Care Plan (EHCP). The schoo lworks collaboratively with pupils, parents, the Local Authority and relevant external professionals to ensure that the provision specified within the EHCP is implemented, monitored and reviewed effectively. Progress towards identified outcomes is regularly monitored through the graduated approach and the Assess, Plan, Do, Review (APDR) cycle to ensure that support remains appropriate and responsive to the pupil's evolving needs.

The SENDCo is responsible for coordinating the annual review process for all pupils with an EHCP. This includes gathering advice and information from the pupil, parents, teaching staff and relevant professionals, and convening an Annual Review meeting to evaluate progress towards agreed outcomes. The review considers the effectiveness of the provision in place, identifies any changes required to support the pupil's continued progress and wellbeing, and ensures that the EHCP remains accurate and relevant. Following the review, recommendations are submitted to the Local Authority within statutory timescales. Through this process, the school seeks to ensure that pupils with EHCPs receive effective, person-centred support that promotes positive educational, social and emotional outcomes.

Section 13- Staff Training and Professional Development

The school is committed to ensuring staff have the knowledge and skills required to support pupils with SEND. Training needs are identified through performance management, provision reviews and emerging pupil needs. Staff may access internal training, external professional development and specialist advice from external agencies.

Section 14- Storing and managing Information

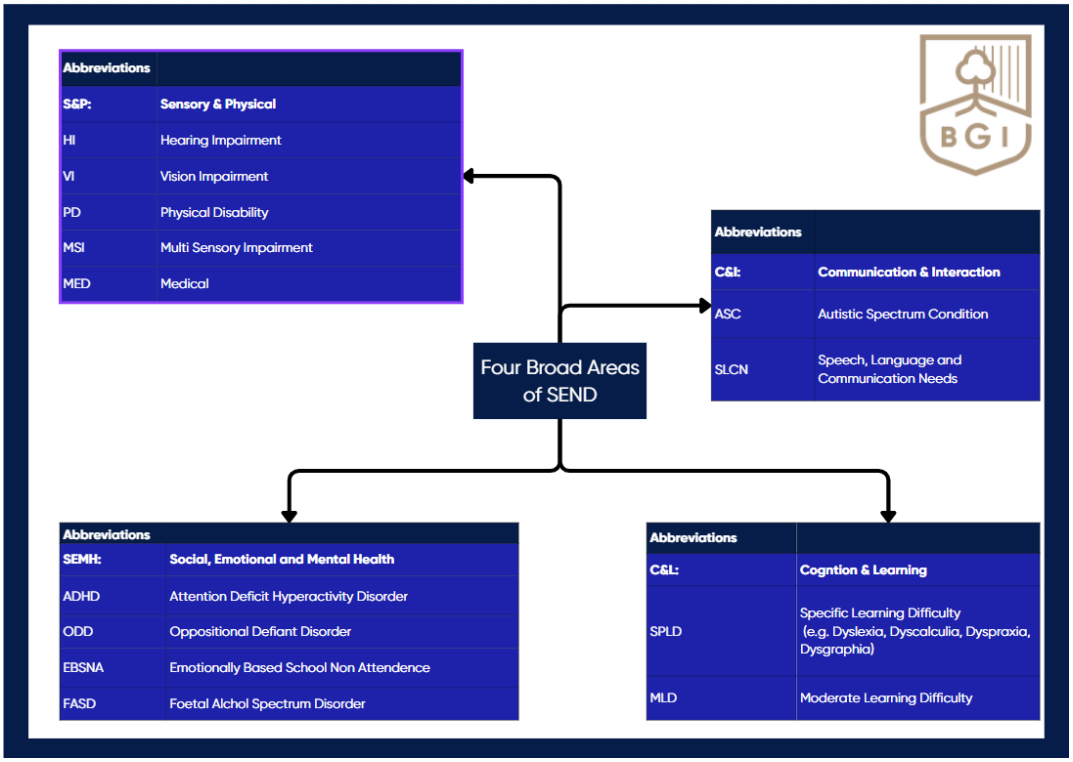
All confidential SEND information relating to pupils is kept in locked filing cabinets and/or protected electronic files, which are accessible to members of the Special Educational Needs Department. Documents that are available to all staff via the network, such as the Learning Support Register, PPs, ISPs and summary documents of information from external agencies are password protected. All confidential documents are stored securely until the pupil concerned leaves the school, at which point the records are either passed on to the new school or archived by the business manager.

Section 15- Dealing with complaints

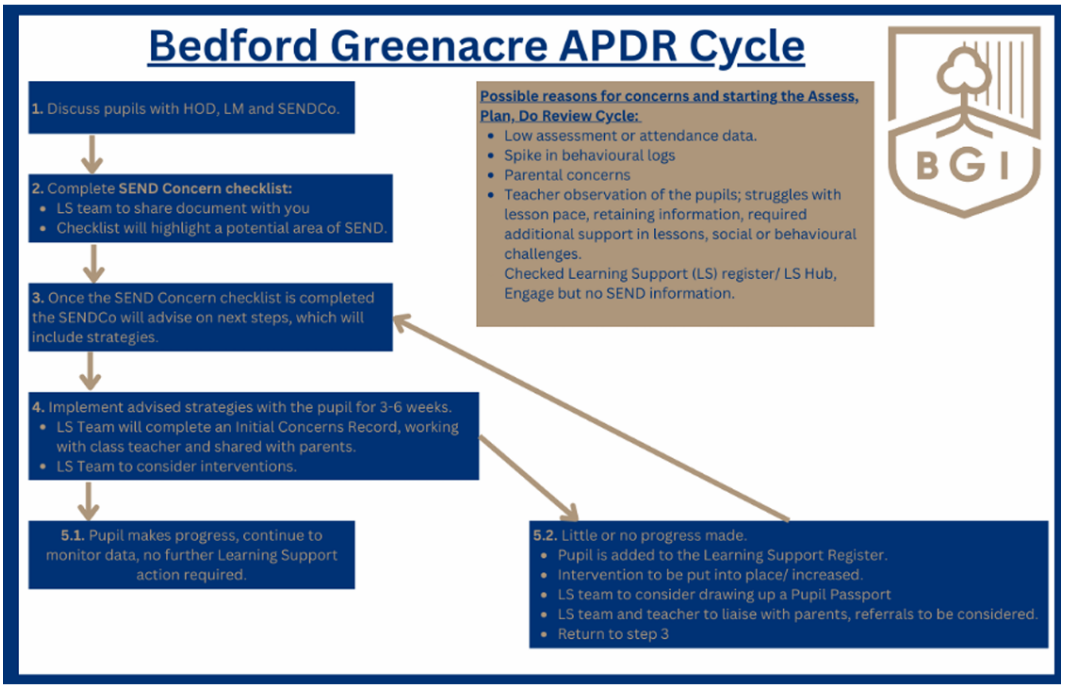
In line with the Parental Complaints Policy, complaints from parents will be dealt with according to the three stages in the Parental Complaints Procedure, available via the School Office on request or on the website.

Appendices:

Appendix 1: Four Broad Areas of SEND



Appendix 2: Identification process



Appendix 3: The Graduated Approach to SEND at BGI.

