



Special Educational Needs Policy (Trust including EYFS)

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This policy is considered a 'live' document and will be updated as statutory guidance is released

In policies St Bede's School Trust Sussex may be referred to as Bede's/the School/the Trust.

Bede's is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

Vision, Mission and Values

Our Vision

Where every child finds joy in their pursuit of brilliance

Our Mission

We continue to craft a more joyful education.

- Cultivating a vibrant learning experience, motivating us to pursue our individual best.
- Providing a festival of opportunity, enabling us to discover new passions and develop new talents.
- Building a kind-hearted community, inspiring us to enhance the lives of others.

Our Values

Be Compassionate

Because a caring community fosters belonging.

We expect our community to show kindness to people of all ages, genders and ethnicities, maintaining campuses where every person feels joyful and energised.

Be Courageous

Because fortune favours the brave.

We challenge our community to stand up for what is right, providing them with a safe environment where they can take bold action in pursuit of brilliance.

Be Curious

Because wisdom can be found off the beaten track.

We encourage our community to discover unlikely passions and hidden niches, releasing them into a wealth of opportunities inside and outside the classroom.

Be Conscientious

Because dedication is a spearhead of success.

We ask our community to throw themselves wholeheartedly into every endeavour, taking responsibility for their journey and inspiring others to do the same.

Policy Principles/Aims:

The Bede's Special Educational Needs and Disability Policy (SEND) has been written to comply with the requirements of the SEND Code of Practice 2014 where this applies within St Bede's School Trust Sussex's setting (see below), the Equality Act 2010 and of part 3 of the Children and Families Act 2014.

Statutory Guidance:

Associated Trust Policies:

1. Introduction

- I. The Bede's Special Educational Needs and Disability Policy (SEND) has been written to comply with the requirements of the SEND Code of Practice 2014, last updated 30 April 2020, where this applies within St Bede's School Trust Sussex's setting (see below), the Equality Act 2010 and of part 3 of the Children and Families Act 2014.

1. 1 The policy addresses the following issues:

- a) Definition of Special Education Needs (SEND)
- b) Definition of Disability in relation to SEND
- c) Information about the Trust's provision for pupils with learning differences
- d) Information about the Trust's policy for identifying, assessing and providing for students with learning differences
- e) Information about staffing and qualifications in connection with SEND
- f) Liaison with external agencies
- g) Information about the Trust's INSET policy regarding pupils with learning differences

2. Definition of Special Educational Needs (SEND)

- I. Children have special educational needs if they have a learning difficulty or disability which requires 'special educational provision' to be made for them. This definition includes children whose 'special needs' are diverse, but does not automatically, in the Bede's setting, include all those who have active learning enhancement interventions.

3. Children have a learning difficulty if they have:

- a) A significantly greater difficulty in learning than the majority of children of the same age; or
 - b) A disability which prevents or hinders them from using facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- I. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

4. Definition of Disability in relation to SEND

- I. The Equality Act 2010 defines disability as '*...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*'. **(2.2 should read as:** 'The Equality Act 2010 section 6.1 states that: 'A person (P) has a disability if –(a) P has a physical or mental impairment, and (b) the impairment has a substantial and long-term effect on P's ability to carry out normal day-to-day activities.'
- II. Some children have both special educational needs and a disability, and for the purposes of this policy, where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition above.

- III. The Equality Act 2010 sets out the legal obligations that schools, early years providers and post-16 institutions have towards disabled children and young people. These obligations are laid out in the *Bede's Accessibility Policy*.
- IV. For clarity, where a child or young person is covered by SEND legislation, reasonable adjustments and access arrangements will be made for them by the School.

5. Responsibility of the Governors, Head teacher and-Director of Learning Enhancement

- I. The Governors will ensure that the necessary provision is made for any pupils who have special educational needs.
- II. The Headmaster will be responsible for the management of all aspects of the Trust's special educational provision, keeping the Governing Body fully informed.
- III. The Director of Learning Enhancement will be responsible for the day-to-day operation of the SEND Policy across the Trust. The Director of Learning Enhancement, Catherine MacGregor is based at the Senior School and the Head of Learning Enhancement, Jacqui Howell is based at the Prep School. The Director of Learning Enhancement and the Head of Learning Enhancement liaise closely to ensure all Bede's students with additional needs receive appropriate support.

6. The Director of Learning Enhancement will: -

- a) ensure that, where the school has been informed by a parent, an LEA or other interested party that a pupil has special educational needs, these are made known to all who are likely to teach them.
- b) ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs or disability.
- c) ensure they liaise with parents and other professionals in respect of a child's special educational needs or disability.
- d) advise and support other staff in the School.
- e) ensure that appropriate Provision Maps and Learning Plans (or alternative plans) are in place
- f) ensure that relevant information about individual children with special educational needs or disability is collected, recorded and updated.
- g) undertake any other appropriate duties in accordance with the Code of Practice on special educational needs and disability.

7. Bede's and the SEND Code of Practice 2014

- I. Bede's is not a specialist independent school within the meaning of the Children and Families Act 2014 and is not registered with the Secretary of State under Section 41. Consequently, Bede's does not publish a SEND information report, nor comply universally with the SEND Code of Practice whose scope is targeted at maintained schools. Bede's is an independent HMC school.

7. 1 ISI guidance in terms of the SEND Code of Practice indicates:

As a general principle, many of the requirements of the SEND code 2014 do not have direct application to independent schools other than the requirement to provide suitably for pupils with statements/EHC plans. However, it is good practice for schools to (i) provide Provision Maps and Learning Plans (PMLPs) or otherwise record the progress of and support for any pupils with significant learning difficulties or disabilities, and (ii) ensure that their admissions, discipline and other procedures (for example, arrangements for school trips or examinations) take account of pupils' needs. (Sept 2014 Update)

- I. Bede's follows good practice and maintains PMLPs and ensures admissions, discipline and other procedures take account of pupils' needs.

8. Aims and Objectives of the Trust

- I. Bede's aims to develop a child's full potential by educating the 'whole child'.
- II. Bede's accepts pupils with a range of learning differences but only within the context of a mainstream academic school. The School delivers a broad-based curriculum to GCSE, IGCSE, GCE and BTEC type qualifications which are examined variously in years 10, 11, 12 and 13.
- III. Every pupil has the right to have an appropriate, broad based and balanced education, and sufficient support (both in terms of adequate staffing and differentiated work) is provided by the Trust for them to achieve this aim.
- IV. Learning Enhancement at Bede's aims to build on the child's specific strengths and to provide strategies for each child to develop areas of weakness. This is to be achieved in a positive, encouraging and stimulating educational and social environment.
- V. Bede's teaching staff are committed to the philosophy that they each have a shared responsibility for making the curriculum accessible to all pupils. The school adopts a systematic whole-school approach to meeting the needs of a diverse range of pupils, and employs specialist SEND teachers to deliver direct Learning Enhancement support to students. These specialist teachers also work with classroom teachers to ensure that all students can access the curriculum within the classroom.
- VI. Teachers in the school are aware of the importance of identifying and providing for pupils who need a differentiated approach within their classroom. The focus is on *Quality First Teaching* whereby a wide range of teaching approaches and skills are utilised that recognises all learners, regardless of age or ability, requiring differentiated approaches and techniques to access the curriculum successfully. This point is made *irrespective* of whether or not a child has a learning challenge, difference, disability or a special educational need.

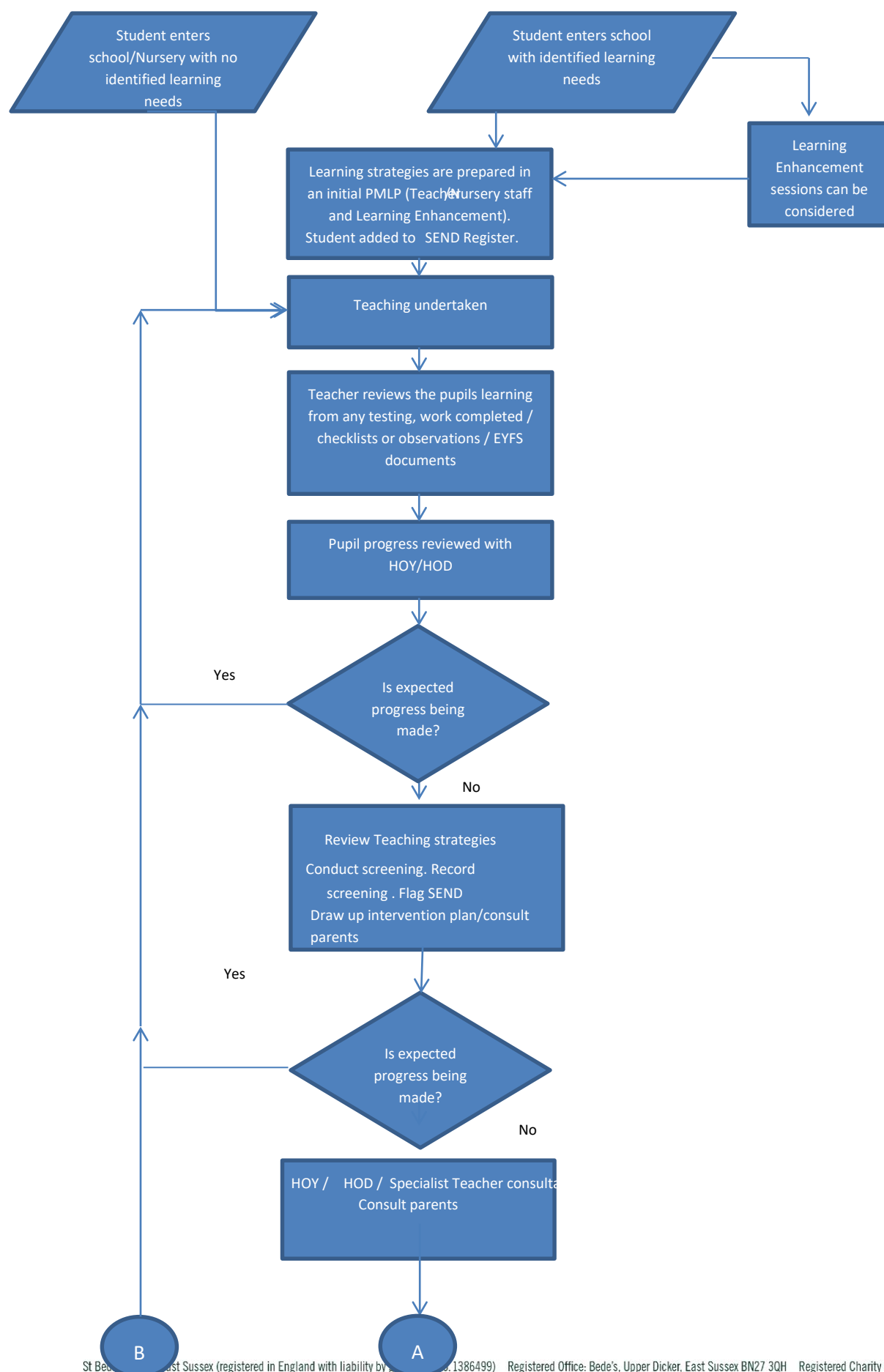
9. Learning Enhancement Sessions

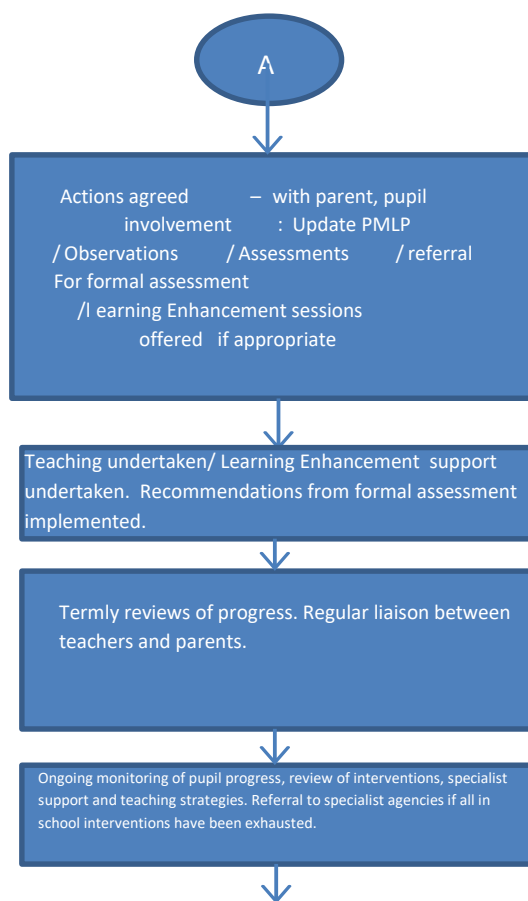
- I. Many families choose to access additional Learning Enhancement sessions in just the same way as one might for peripatetic music or for private tuition. These are chargeable lessons and are flexibly timetabled and available from years three to thirteen. Staff are specialists in

maximising learning potential, particularly for those learners who find literacy or numeracy a challenge. Similarly, Speech and Language support work is an option to help develop vocabulary or to develop social skills from Reception to Year Thirteen.

10. Graduated response and Need Identification

- I. All children, regardless of age, develop at a different pace. The Learning Enhancement Department operates a referral system, so that teachers who have concerns regarding the progress of individual students may refer that child for specialist assessment.
- II. The flowchart on pages 4 and 5 seeks to explore this aspect.





11. Professionally Qualified Assessors and the Assessment of Pupils with Learning Difficulties

- I. The Director of Learning Enhancement and Deputy SENCO at Bede's Senior School have both completed post graduate courses at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment and therefore hold the specialist qualifications required by the by the JCQ exam boards to demonstrate a professional level of competence and training which allows them to undertake assessments for exam concessions.
- II. Both the Prep School and Senior School have a visiting educational psychologist who conducts assessments, for diagnostic purposes, necessary for examination arrangements and for the purposes of advising classroom staff. These assessments are undertaken on a private basis, with parents commissioning and funding them on the advice of The Director of Learning Enhancement and Head of Learning Enhancement.

12. Special Educational Needs and Disability Register (SEND Register)

- I. All pupils with learning differences or with a disability that requires additional educational provision are listed on the school's computer network (which is available to all staff). The SEND register is held within ISAMS for all age groups.
- II. Whilst the School has regard to the Code of Practice 2014, it has stages of need which relate to the level of provision given to pupils at Bede's who have been identified as having a learning difference.
- III. The Level of need and a brief description of the principle need are entered on the SEND Register together with any reasonable adjustments/access arrangements required in the classroom and examination room.

Level	Description
1 or 1E 1E are those who have access arrangements	These are pupils who are supported in the classroom/Nursery by regular staff (Teachers and Learning Assistants) through a graduated and differentiated approach with quality first teaching. Strategies and a PMLP will be prepared to support teachers. <i>It would not necessarily be appropriate in the very early stages of monitoring, perhaps in Nursery for example, but would be appropriate from year 3 onwards.</i> <i>Bede's Nursery maintains a spreadsheet to track and monitor pupils' emerging additional needs.</i>
2	These are pupils on the SEND Register who receive Learning Enhancement lessons to underpin their access in the classroom. A PMLP is prepared to advise teachers on appropriate strategies to support individual students.
3 –all Statemented pupils / EHCP pupils	Pupils who have Education Health and Care Plan (EHCP) receive specialist support to achieve the objectives set out in the Education Health and Care Plan.

13. Provision Maps and Learning Plans (PMLPs)

- I. **Pupils listed on the 'SEND Register' have Provision Maps and Learning Plans (PMLPs). These are stored within the Individual Pupil Record in iSAMS.**
- II. All PMLPs identify the learning needs and detail strategies to teach individual students.

14. Monitoring of pupils needs

- I. The primary responsibility for ensuring that pupil needs are being met is with the classroom teacher / nursery staff in conjunction with their HOY, HOD or Head of Nursery (as per the flowchart above). The teacher or HOY/ HOD can seek advice and support from The Director of Learning Enhancement/Head of Learning Enhancement as appropriate.
- II. Typically, the following would be used for monitoring purposes: -
 - a) Baseline cognitive data: *CATS, MidYIS, YELLIS, ALIS*
 - b) Performance data: *Group Reading tests (Prep), internal tests or examinations, key-stage checklists, EYFS progress documents*
 - c) Observations of behaviour: *classroom / play / social interaction / engagement and focus*
- III. Recording key information and progress is essential and forms a central part of the responsibilities of all teaching professionals. Early intervention and actions are essential at all stages in a pupil's life journey.

15. Annual Reviews of EHCPs

- I. Annual Reviews of EHCPs are conducted within the guidelines of the SEND Code of Practice:
*Section 6.56. Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. Schools **must** co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf*
- II. The Headteacher(s) delegate(s) to The Director of Learning Enhancement all the specified duties and functions relating to the annual reviews.
- III. Prior to these reviews, teachers and any other adults working with the pupil may be asked to comment on progress made over the year and consider targets for the coming year. They may be asked to attend the review meeting.

16. Looked After Children (LAC)

- I. PEP and LAC reviews are attended by members of staff who work with the pupil and, where appropriate, additional support may be given by the Learning Enhancement team.
- II. There is a designated member of staff at both Prep and Senior schools who is responsible for LAC pupils.

17. Links with other Departments and Policies

- I. The Learning Enhancement Department liaises closely with all staff to ensure equal opportunities for pupil enrichment regardless of learning needs.

18. Parent Consultation

- I. The Learning Enhancement department works closely in partnership with parents with regard to the needs of their children.
- II. Parents are given contact details of the department when visiting the school prior to entry, and are actively encouraged to make contact if any queries or concerns arise.
- III. The Learning Enhancement team, in consultation with senior staff and tutors, regularly contact parents via email and phone to discuss teaching and learning and other issues relating to their children.
- IV. Letters are sent to parents from the department to inform and/or gain permission for any planned assessment whether that be for exam access arrangements or by way of an initial or updated diagnostic need.
- V. Progress reports are sent out by the school together with a full written report including a report written by their Learning Enhancement teacher.
- VI. Parents are encouraged to arrange separate appointments to meet and discuss progress, concerns, subject choices (including languages), GCSE choices, or suitable Post-16 provision.

19. Links with External Agencies

- I. Within the Prep School, the Trust employs a Speech and Language therapist who currently visits the school regularly to work directly with pupils and provide advice to teaching staff. A short report is given to parents at the end of term report (a more detailed report can be arranged on request). Assessments and updates can also be arranged, including early observational and advisory work in the Nursery.
- II. Regarding the needs of 'Looked After Children', the schools work with Social Services and health professionals to ensure needs are met.
- III. The Trust has links with a number of Educational Psychologists, Occupational Therapists and other health professionals who can offer a range of additional support services.

20. Provision for Pupils with SEND

20. 1 Reception to Year Two:

- I. Pupils in these year groups are very young and many of the observed differences in learners may well be developmental. Consequently, children in these ages, unless a clear early diagnosis has been established, would normally only be on a *Level One* monitoring approach to their needs, with a nursery or classroom teacher meeting these needs.

- II. All pupils in Reception to Year Two have classroom assistants who support the work of the teacher.

20. 2 Year Three to Eight:

- I. A number of pupils and families choose to access additional one-to-one lessons, which are flexibly timetabled in conjunction with all parties.
- II. Some pupils in the younger year groups are able to benefit from additional in-class support from a Teaching Assistant.

20. 3 Years Nine to Thirteen:

- I. Some students choose to receive learning enhancement in place of an option choice or GCSE subject. Learning enhancement is timetabled and taught in small groups for ninety minutes per week in Year Nine, rising to five hours over two weeks through the GCSE years. For those pupils for whom it is appropriate to follow a full course of GCSE subjects, 1:1 lessons can be provided outside the timetable. These decisions are made in full discussion with parents and pupils either prior to the start of Year Ten or at a later date.
- II. Sixth form support is usually via one-to-one lessons which are arranged to suit the needs of the individual student.
- III. The department is also able to offer prep support for some Year Nine boarders during the early evening prep session, four days per week.

20. 4 Individualised programmes

- I. Individual programmes of study for those pupils receiving additional Learning Enhancement are planned with pupils in consultation with parents. Targets for each student are then set. The programmes are reviewed at least twice a year. They might include:
 - a) Phonic and spelling work
 - b) Reading skills
 - c) Development of higher-level literacy skills
 - d) Revision strategies
 - e) Examination techniques
 - f) Over-learning subject topics
 - g) Advanced study skills
 - h) Support with organisation of self and work
 - i) Development of appropriate working practices
 - j) Essay planning and writing
 - k) Note taking techniques such as mind mapping
 - l) Additional Maths support
 - m) Additional English support
 - n) Determination and practice of examination concessions
 - o) Updating assessments

20. 5 In-Class Support

- a) Some support, as covered above, is available on a shared basis for pupils in the younger year groups at the Prep School.

- b) Pupils are generally placed in a group with children of similar abilities for core subjects.
- c) A maintained PMLP details the teaching strategies to be used for each child.
- d) Pupils with more significant learning difficulties are generally carefully placed into supportive teaching groups.
- e) Differentiation is a guiding principle for teaching staff at Bede's.
- f) Pupils are encouraged to use a laptop/tablet computer or other assistive technology in class if this supports their learning. All staff support the use of this technology under the Trust's reasonable adjustment arrangements.
- g) Learning Enhancement staff are available to advise teachers and to observe in any lessons should this be required.

20. 6 Access to the Curriculum

- I. The school does not follow the *National Curriculum* but ensures it provides a broad, measurable education tailored to the individual needs of each child.
- II. At the Prep school, each child follows a core curriculum, which is wide-ranging, balanced and flexible. Differentiation is implicit in classrooms and facilitates access for all learners.
- III. At Bede's Senior School, Year Nine pupils are offered a core curriculum of English, Maths, Science and MFL, along with humanities subjects, but can also undertake a number of optional subjects such as MFL, DT, Art, Music, Drama, Photography and Ceramics.
- IV. During Years Ten and Eleven, pupils follow a core GCSE curriculum in Maths, English and Science. Additional GCSE subject choices are made in consultation with parents, pupils and teachers to provide a broad and balanced curriculum that enables pupils to maximise their learning potential. Learning Enhancement staff are involved in discussions to advise on the most appropriate choices according to the needs and interests of pupils.
- V. Progress is benchmarked at key points throughout a young person's learning journey, by way of EYFS progress recording, CAT testing, MIDYIS, YELLIS and ALIS testing. These are used to inform the Trust's value-added measures and to ensure that pupils are making the progress anticipated and expected for them.
- VI. Assistive technology use is encouraged and supported throughout the school as a reasonable adjustment for many students. For some pupils this provides equality of access to the curriculum without the need for further differentiation.

21. Liaison with Teachers

21. 1 Consultation with other Departments, House staff, Year Heads and Tutors

- I. The Director of Learning Enhancement and the Learning Enhancement team are responsible for liaising closely with each other, nursery staff, class teachers, house staff and tutors regarding pupils. This is addressed through discussion, meetings and written communication to ensure learning is differentiated according to the needs of the pupil.
- II. Liaison with academic departments helps the Learning Enhancement staff to develop their knowledge of the expectations and content of subject material in all academic subjects, in order to support individual pupils as effectively as possible.

21. 2 Staff Training and INSET

- I. An outline of the organisation of the Learning Enhancement Department, pupil needs and how to access information, is provided to staff at the beginning of each new school year. This information is available on a secure, shared network drive.
- II. The Director of Learning Enhancement meets all teachers new to the Senior School as part of the induction programme (arranged by the Deputy Head responsible for CPD) to introduce them to the procedures at Bede's Senior School. The Head of Learning Enhancement meets with new staff at the Prep School
- III. INSET is provided as required to other staff who work with pupils such as matrons, nurses, visiting instructors etc. All student teachers and NQTs are asked to timetable sessions in the Learning Enhancement department to work with pupils and to liaise with the LE team.
- IV. Professional development of the Learning Enhancement team is considered vital. Members of the department are encouraged and supported to attend specialist training such as that offered through PATOSS (Professional Association of teachers of SPLD), or the British Dyslexia Association (BDA).
- V. The Learning Enhancement team may request specific training at any time. This training may be conducted in school as part of the weekly meeting or externally via requests to the Deputy Head responsible for CPD.
- VI. It is considered important that all Learning Enhancement teachers are either fully qualified or working towards gaining additional qualifications to become specialist teachers. The Learning Enhancement department works closely with subject teachers, some of whom will deliver 1:1 support lessons to pupils with additional needs. The School has supported members of the Learning Enhancement department to gain additional qualifications in a wide range of specialisms.

22. Adjustments for candidates with disabilities and learning difficulties

22. 1 Access Arrangements and Reasonable Adjustments

- I. The Statement set out by the Joint Council for Qualifications (JCQ) in their handbook and copied below, details the responsibilities of the Director of Learning Enhancement (SENDCo) in relation to students who may require exam access arrangements:
- II. *The SENDCo fully supported by teaching staff and members of the senior leadership team, must lead on the access arrangements process within his/her centre.*
- III. *Teaching staff and members of the senior leadership team must support the SENDCo in determining and implementing appropriate access arrangements.*
- IV. Public Examination boards, which consist of JCQ, CAIE and Pearson Edexcel publish guidelines which are used by the Director of Learning Enhancement in order to determine which exam access arrangements are appropriate for individual students.

22. 2 School Examinations

- I. The Director of Learning Enhancement works with teaching staff, support staff and the exams office personnel to ensure that access arrangements are put in place. Pupils are provided with concessions from the point at which internal examinations are in place for their year group. This includes all formal examinations, in-class exams/tests, modular tests and mock examinations.
- II. At Bede's Prep School, staff in Learning Enhancement ensure rooms with the necessary staffing and technologies are available and booked, and work with those students who need this support.
- III. At Bede's Senior School, the Director of Learning Enhancement liaises with the Exams Office for internal and external examinations. Often a temporary ICT facility is used for word processors and outside invigilators, readers and scribes are arranged where necessary.

22. 3 Entry Level/GCSE/AS/A2/VCE Examinations

- I. Provision of computer use and some types of support such as rest breaks or prompts, have been delegated to schools. Centres are required to report to the JCQ exam boards by the published date where concessions have been granted. The schools must hold evidence of need (a relevant diagnostic report confirming learning disability produced by an educational psychologist or appropriately qualified teacher no earlier than Year 9).
- II. All other concessions require individual application to the exam boards by the published dates prior to the examination series. The Director of Learning Enhancement and The Learning Enhancement department produces full details of concessions required, including ensuring the timely preparation of the necessary documentation for application to the examination boards.
- III. Centre approved specialist teacher assessment reports or Educational Psychologist's reports are undertaken well in advance to form the evidence of need required for approval. A completed, appropriately signed JCQ/AA/LD Form 8 is always prepared for all access arrangement applications sent to the examination boards. To comply with the Joint Council for Qualifications requirements and guidelines copies of all specialist teacher reports, educational psychologist reports, Form 8s, and further supporting evidence is held by the Director of Learning Enhancement in the SEND office.

23. Evaluating success

- I. Criteria for evaluating the success of the school's SEND policy will include:
 - a) Pupils making progress and achieving their grade predictions
 - b) Identifying needs and making suitable provision for exam access arrangements and additional teaching
 - c) Pupils following a curriculum and extracurricular programme which meets their needs
 - d) The successful inclusion of pupils with a range of needs

24. Queries and Complaints

- I. The School values working in partnership with parents and welcomes their input, comments and questions which concern their child's provision and progress to ensure that we make the best provision for their child.
- II. If any complaints do arise, we would refer parents to the School's complaints procedure.

APPENDIX 1**Introduction to the Trust's Personnel**

Senior Headmaster and Trust CEO	Mr P Goodyer
School's Address:	Upper Dicker Hailsham East Sussex BN27 3QH
Telephone:	01323 843252
Head of Prep School:	Mrs L Morris
School's Address:	Duke's Drive Eastbourne BN20 7XL
Telephone:	01323 734222
Head of Pre-Prep and Nursery	Laura Leigh Hill
Head of Learning Enhancement	Mrs Jacqui Howell
Director of Learning Enhancement Reception – Year 13	Mrs Catherine MacGregor
Specialist staff	<p>Prep: Mrs J Howell (<i>Head of Learning Enhancement</i>) Mrs J Lawson Mrs W Cowles Mrs S Stokes</p> <p>Senior: Miss S Maguire (Specialist Assessor) Mr L Backler Mrs Martin-Jenkins Mrs P Nikiteas Mr O Young Miss Hunt Mrs Cull Mr Scott Mrs Stokes Ms P McGhie</p>

LAC responsible person(s)	Senior: Dr A Carroll Prep: Ms K Jackson
Prep: Speech and language therapist:	Ms Rebecca Harvey
Educational Psychologist	Various used and recommended