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future  
*starts here*

Beechwood Park School

# LEARNING SUPPORT POLICY (including SEND)

Website: [www.beechwoodpark.com](http://www.beechwoodpark.com)

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## 1. MISSION

Beechwood Park School is committed to *working together as a whole school to ensure the needs of all pupils are met academically, physically, emotionally and pastorally. At the heart of everything we do, we are committed to helping every child become the **BEST version of themselves** by nurturing:*

- ***Authentic, aspirational, and ambitious learners***
- ***Adaptable, resilient, and independent mindsets***
- ***Caring, confident, and creative characters***

*We aim to develop 21st Century ‘**World Ready**’ learners and principled citizens with a caring sense of adventure.*

## 2. INTRODUCTION

Beechwood Park School is committed to providing an inclusive environment and ensuring that all children have access to a broad and balanced curriculum through high quality, inclusive classroom teaching. The School recognises the neurodiversity of its students and that this can lead to both strengths and challenges for individuals. Staff seek to create an inclusive and nurturing environment that meets the needs of each student in order that they can achieve their learning potential and allow them to thrive.

This policy is informed by the current *SEND Code of Practice: 0 to 25* (2014, updated 2024), the *Equality Act (2010)* and the *Children and Families Act (2014)*. We consider the guidance in the current *Code of Practice* reflects good practice and we therefore make use of and observe this guidance where appropriate.

## 3. TERMINOLOGY

The Special Educational Needs (SEN) and Disability Code of Practice states that:

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

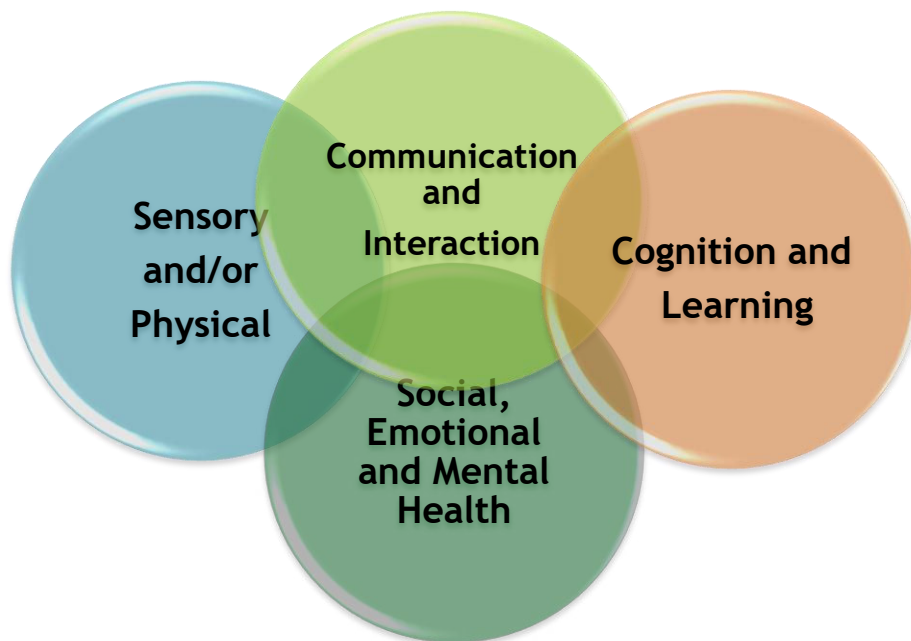
*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age;*
- *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 or early years providers;*
- *are under five years old and would be likely to have such difficulties if special education provision were not made for them.*

Children and young people who have special educational needs (SEN) do not necessarily have a disability. Some disabled children and young people do not have special educational needs. However, there is a lot of overlap between the two groups.

**Learning difficulties** may affect children who have high cognitive ability, as well as those of lower ability. In some cases, a child's learning difficulty may only become apparent, as educational demands increase. Slow progress and low attainment do not necessarily mean that a child has SEND, however, they may be an indicator of a range of learning difficulties or disabilities.

We recognise that a range of needs exist at Beechwood Park School. For some pupils the difficulties might be mild and short term but for others they may be long term and more complex. The needs of pupils with SEND may fall into one or more of the four broad areas of need identified in the Code of Practice. Pupils can have needs that cut across more than one area, and their needs may change over time:



#### **4. AIMS**

The aims of the policy are to ensure good practise in the identification of and support for pupils with special educational needs.

Beechwood Park School aims to create an inclusive environment where provisions are tailored to the unique needs and abilities of our pupils. We will achieve this by making reasonable adjustments to teaching methods, the curriculum, and the school environment to ensure that pupils with SEND are included in all aspects of school life.

The Learning Support department aims to support staff in providing the structure for a pupil-centred approach to planning and implementing provision across the school. Using whole school and individual assessment and monitoring, we aim to celebrate pupil strengths and support our learners' identified needs.

#### **5. GENERAL ADMISSIONS POLICY**

Beechwood Park School welcomes applications from pupils with disabilities or special educational needs that meet our criteria for entry. The Learning Support department implements the BPS Pupil Equal Opportunities Policy in its practices and therefore makes reasonable adjustments to accommodate the needs of prospective pupils under the *Equality Act 2010*.

In accordance with our admissions procedures as set out in the *BPS Pupil Admissions Policy*, parents are expected to alert us to any disability, special educational need or medical condition and should provide the school with any formal reports attaining to the child's diagnosis prior to the school's assessment process.

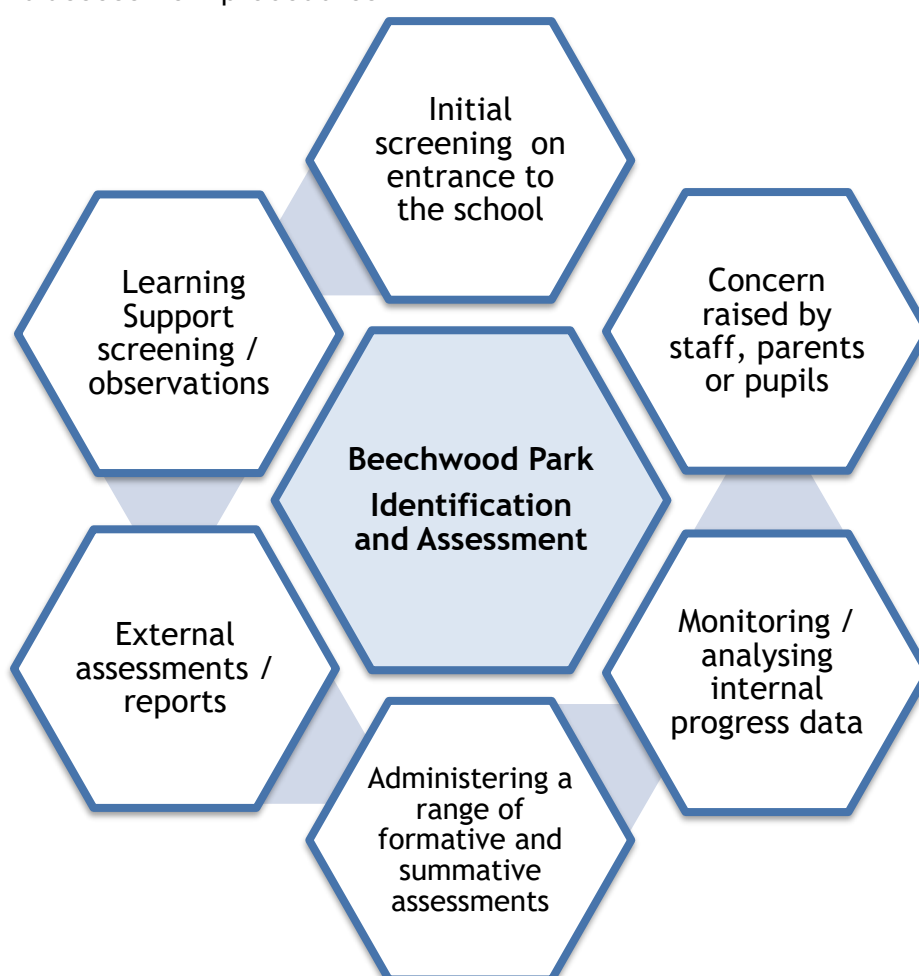
Where SEND has already been identified, a member of the Learning Support team will meet with the pupil as part of their school visit and contribute to the assessment process.

Where the School is aware of a child's SEND, or SEND is identified after the child has started, we will work with the family to ensure that the school can do all that is reasonable to meet the particular needs of the child as long as:

- We have appropriate resources and facilities to provide the support required, and
- We believe it is in the best interest of the child and the school community to attend the School.

## 6. IDENTIFICATION AND ASSESSMENT

The School's priority is to identify pupils' unique profile of strengths and individual needs, some of whom may be identified as having special educational needs and disabilities (SEND). Arrangements for special educational provision and support are made through the school's graduated approach. A pupil's needs may become apparent through any of the following identification and assessment procedures:



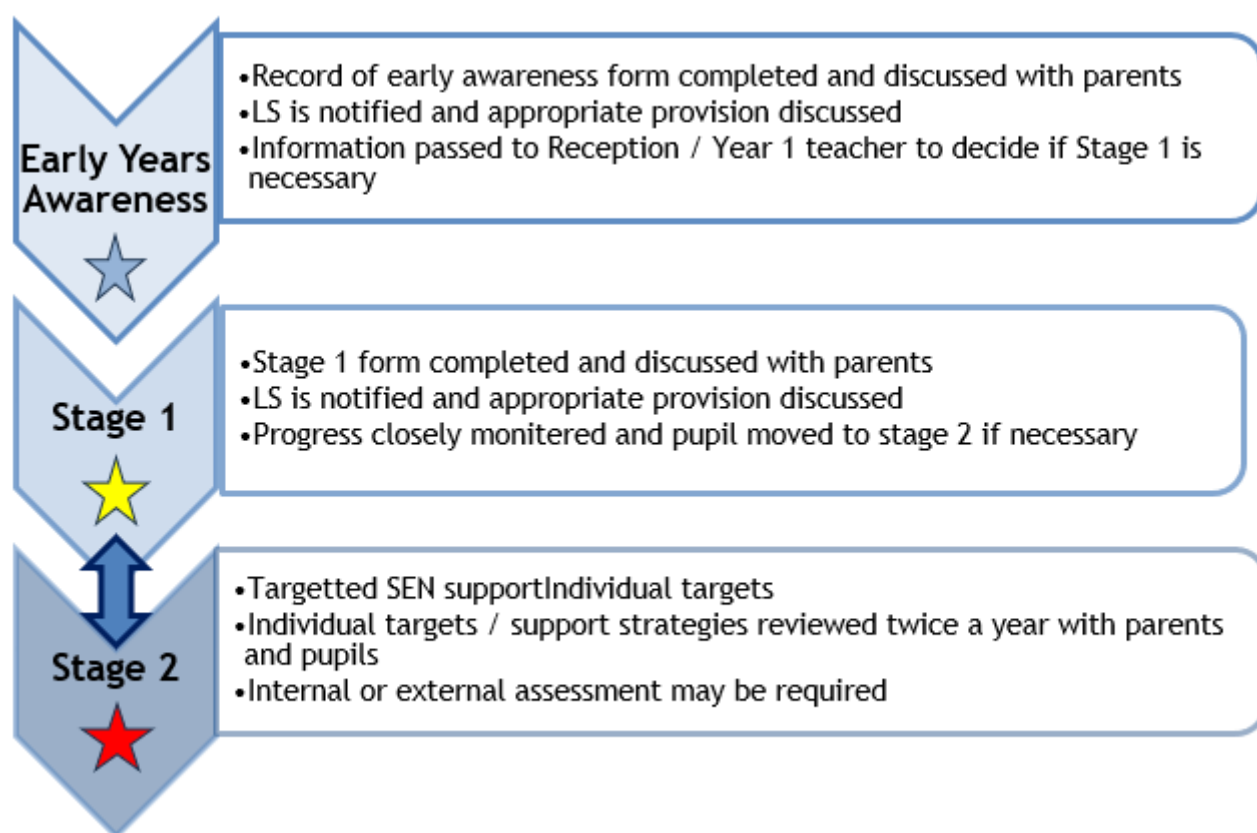
Where parents plan to or organise external assessments for their children, they should liaise with the School at each stage so that the School can contribute to the assessment.

Parents should share all subsequent reports and recommendations with *Learning Support* so that appropriate provision can be implemented. When a pupil has received a diagnosis through a professional assessment, the Learning Support department will disseminate the information and recommended strategies through a personalised summary and strategy plan.

Where SEND has been identified or a concern raised that a pupil may have some additional needs they are added to the Learning Support register.

## 7. LEARNING SUPPORT REGISTER

The School operates the following stages on the register:



The *Learning Support* register is available for quick reference to all members of staff on the BeechNet Learning Support Home Page. These are signposted to staff at the start of each term. More detailed information and relevant reports are available on iSAMS, where pupils on the register will be indicated by the above colour coded stars. Clicking on the star will directly link to any relevant information.

The *Early Years Awareness* stage applies to *Nursery* and *Reception* only and a child may move to Stage 2 if more specific provision is required. After transition into Year 1 the child's teacher will decide if they need to be added to the *Stage 1 Register*.

Movement between Stage 1 and Stage 2 is flexible according to a child's needs at different stages of progress. Pupils who have an identified need but do not require additional or different support due to their good progress with effective high-quality teaching and learning strategies will remain on stage 1 of the Learning Support register. The Learning Support department will continue to monitor these pupils on an ongoing basis, keeping teaching staff informed of any potential barriers to learning and any specific high-quality teaching strategies that may be required.

Pupils at stage 2 of the register will have an individualised Learning Support Pupil Plan (LSPP) that will include details of any formal diagnosis, their strengths, challenges, classroom support strategies, interventions and individual targets.

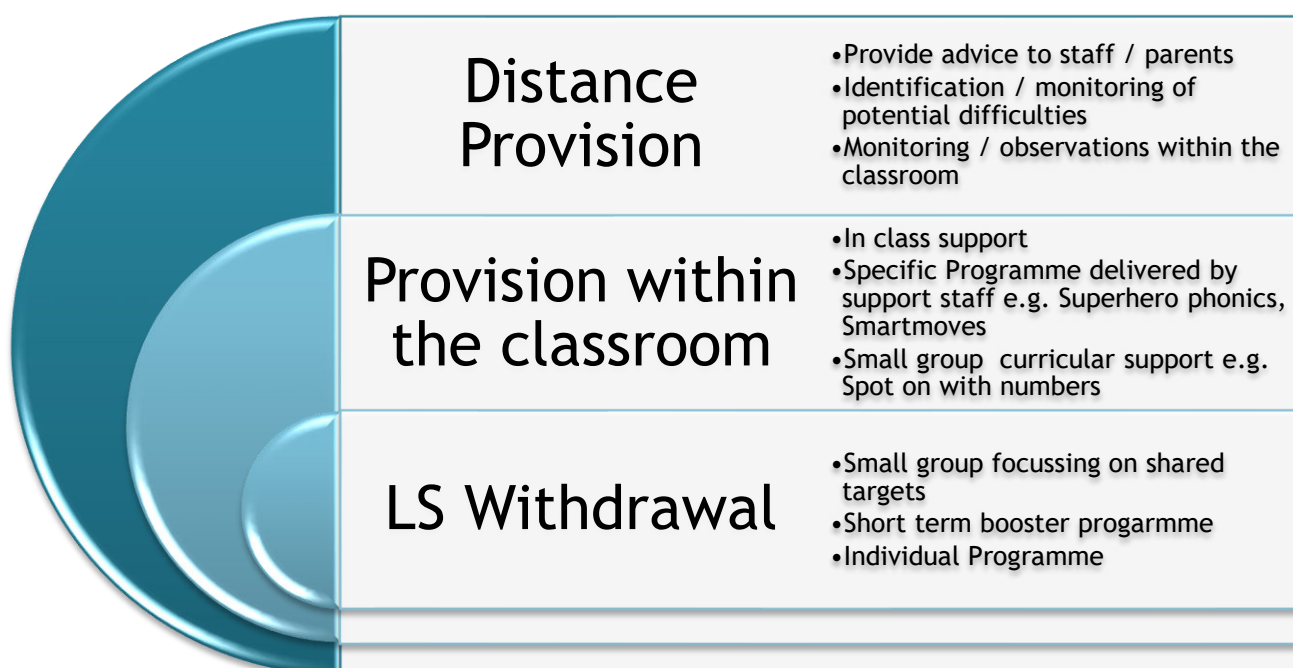
The decision as to which stage of the register a pupil is placed is at the school's discretion and depends on each pupil's individual circumstances.

If a pupil continues to demonstrate a significant cause for concern, *Learning Support* or parents may make a request for a statutory assessment (which may lead to an Education Health and Care plan) to the appropriate *Local Education Authority* and the School will support parents through this process. In rare cases, the School may be unable to meet the needs of a child. The Head will always be involved in such cases and advise parents on the options open to them.

If a pupil has an *EHC Plan*, *Learning Support* will agree a range of strategies and approaches agreed with all involved, based on specialist advice. *Learning Support* will regularly review progress towards meeting the agreed outcomes and target provision as necessary.

## 8. PROVISION

Providing high-quality teaching strategies, often referred to as Quality First Teaching (QFT) is the initial step in addressing the diverse needs of all students. Some pupils may need educational provision that is additional to or different from this. The Learning Support team offers a variety of services throughout the School to support this goal. Depending on the specific needs of each pupil, this support may encompass any of the following:



Staff work collaboratively to **assess, plan, implement, and review** interventions and there is good liaison with parents, pupils and outside agencies where necessary. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Pupils who attend small group or individual lessons do not miss core subjects unless specifically working on that subject's curriculum in close liaison with the teacher.

## 9. ACCESS ARRANGEMENTS

- **Internal assessments** – the school monitors individual pupil's ability to work in timed conditions and may provide extra time and / or alternative access arrangements at our discretion.
- **Entrance exams for Senior schools** – Senior schools expect parents to liaise directly with their admission departments regarding any possible access arrangements required for entrance exams. It is the parents' responsibility to send in any relevant paperwork and reports as supporting evidence.

## 10. ROLES AND RESPONSIBILITIES

*Learning Support* and the *Senior Leadership Team* co-operate in producing the *Learning Support Policy Statement*, approved by the Governing Body. The current SEND link governor is Maureen Cussans, who maintains a specific oversight of the school's arrangements and provision for meeting special educational needs.

Our whole school approach to SEND provision means that all members of staff share equal responsibility for the progress of pupils and meeting individual needs. The Learning Support Department will coordinate any reasonable adjustments and provision that need to be made in School to effectively meet these needs.

Currently there are two joint **Heads of Learning Support** who will:

- manage the day-to-day operation of the Learning Support policy
- co-ordinate, monitor and evaluate provision for pupils with additional needs
- ensure that staff are given any necessary information relating to a child's needs and understand their responsibility to supporting those needs.
- maintain and share the Learning Support register
- attend relevant SEND courses and conferences to disseminate information to staff
- provide appropriate training and contributing to the professional development of all staff.
- support and advise colleagues
- oversee the records of all pupils on the LS register
- provide intervention to targeted pupils.
- attend relevant staff meetings across the school
- maintain regular contact with parents
- liaise with the School's medical staff, external professionals and other support agencies.
- manage a range of resources both human and material
- assess pupils to identify potential areas of strengths / challenges.

### **Class teachers will:**

- ensure they are aware of the special educational needs of the pupils they teach
- plan and provide high quality teaching that is differentiated to meet pupil needs through a graduated approach
- work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- ensure that essential information relating to the individual needs of their pupils is available for any cover teachers
- identify strengths and look for opportunities to use these to support any challenges
- ensure they follow the Learning Support policy.

### **Teaching Assistants**

*Learning Support* has a *Higher-Level Teaching Assistant* (HLTA) who works under the direction of the *Heads of Department* supporting children in and out of the classroom. Learning Support also timetable the team of teaching assistants across the Middle and Senior department and each member has a specialist support role e.g. Literacy intervention, Maths intervention, Social and Emotional. The Junior department has a team of teaching assistants who support and provide intervention to pupils across Reception, Year 1 and Year 2. *Graduate Teaching Assistants* (GTAs) also give in-class support, hear children read and run specific programmes under *Learning Support* direction.

### **Teaching Assistants will:**

- implement and resource interventions under the guidance of the teachers /Learning Support Department
- feedback information verbally and /or in written form on the progress of pupils that they work with to teaching staff and Learning Support Department
- support pupils in class under the direction of the class teacher.

### **Extra Staffing**

In liaison with parents, we occasionally arrange for external specialist staff to come into School to offer support to individual children with specific needs. Such staff go through the normal safer recruitment clearance procedure and payments are either added onto the termly invoice or paid directly by parents.

## **11. RESOURCES**

*Beechwood* is committed to providing best access to the curriculum for all its pupils. The *Learning Support department* has a range of targeted resources and IT intervention programmes to help overcome barriers to learning. Although we work to ensure pupils acquire a basic level of competence at hand recorded work, as pupils move through the School, we may advise the use of a laptop as an alternative method of recording work for longer written tasks. Usually, pupils will be required to have learnt to touch type proficiently with a reasonable speed and accuracy level.

*Learning Support* has a bank of laptops for use in the department which pupils can sign out for use in class if required.

## **12. LIAISON WITH PARENTS**

*The School* encourages parental involvement and support as it is vital to the success of the education of all pupils. At all stages, *Learning Support* works closely with parents to listen to their views to build on pupils' previous experiences, knowledge, understanding and skills. *Learning Support* will advise parents before undertaking any individual screener assessments and will invite parents to discuss the findings. *Learning Support* staff liaise with parents of pupils with LSPPs at least twice a year either through written reports or parent meetings to review and discuss provision.

## **13. LIAISON WITH OTHER SCHOOLS**

*Learning Support* staff attend *Cluster Meetings* with other *Learning Support* staff from local independent schools to share good practice. When children leave *Beechwood*, The *Learning Support* staff are happy to liaise with staff from senior schools to discuss the needs of the children and support any additional transitional arrangements that may be required.

## **14. LINKS WITH OUTSIDE AGENCIES**

*Learning Support* has established links with a range of outside agencies. This includes Educational Psychologists, Clinical Psychologists, Speech and Language therapists, Irlen diagnosticians, OT therapists etc. *Learning Support* can advise parents on suitable outside agencies to contact for information, assessment or therapy. The School may initiate consultations with external agencies for specific pupils where there is the possibility of significant interventions or exclusions.

## **15. CONTINUING PROFESSIONAL DEVELOPMENT**

The *Learning Support* team belong to a range of professional SEND organisations and receives regular documentation and information about courses and conferences for furthering the professional development of staff. Staff regularly attend training to keep them up to date with the latest developments in SEND.

It is the responsibility of the *Learning Support Department* to contribute to the in-service training of all teaching and non-teaching staff.

*Learning Support* make all new staff aware of the *Learning Support Policy* during their induction to the School.

## **16. COMPLAINTS**

Please refer to the *BWPS Complaints Policy*.

## **17. DEPARTMENTAL REVIEW**

The Heads of *Learning Support* meet with a member of the SLT on a regular basis and report on department strengths, opportunities and targets in the termly Academic Report for the Education Committee.

## **18. HEALTH AND SAFETY**

The children are not allowed to enter or leave the *Learning Support* Rooms by the external door unless supervised by an adult, due to the danger posed by the loading bay area.

*Learning Support* staff raise concerns about health and safety with the *Health and Safety Committee* as and when they arise.

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