

**Cambian Beverley School**  
**SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

**Legal Status:**

- Complies with Part 6, paragraph 24 (3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to children and young people with special educational needs (SEN) and disabilities.
- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability Act 2001

**Applies to:**

- the whole school along with all activities provided by the school, including those outside of the normal school hours;
- all staff (teaching and non-teaching), the Governors and volunteers working in the school.

**Related documents:**

- Inclusion Policy
- Curriculum Policy
- Assessment Policy
- Gifted and Talented
- English as an Additional Language Policy

**Availability**

This policy is made available to parents, staff and students in the following ways: via the school website, and on request a copy may be obtained from the School Office.

**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:



Suzanne Mulligan  
Headteacher  
Reviewed July 2025

*Cambian Beverley School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential*

## Principles

The school aims to identify pupils with any supplementary Special Educational Needs and Disability (SEND) at the earliest opportunity and offer appropriate provision. Our school seeks to offer pupils with Special Educational Needs full access to a broad and balanced curriculum. There is a whole school approach, which involves all staff, in understanding how children learn and supporting pupils with Special Educational Needs. All staff have a responsibility to differentiate lessons to cater for individual learning needs. Parents/carers and pupils will be involved fully in the process of the planning and delivery of support.

It is the policy of our school that pupils who have been accepted into the school will be offered appropriate support to enable them to access the curriculum effectively and fulfil their potential. We are an inclusive school, determined to meet the needs of all our pupils. Our school has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

All our pupils will have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers will have high expectations for every pupil, whatever their prior attainment. Teachers at our school will use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty will be identified and addressed at the outset. Lessons will be planned to address potential areas of difficulty and to remove barriers to pupil achievement. School leaders and teaching staff, will identify any patterns in the identification of SEND, both within our school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

## Interpretation

As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education for disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEND will be educated and the Equality Act 2010 provides protection from discrimination for disabled people. Independent schools are required to follow the *Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (DfE and Department for Health: 2014)*.

A pupil has SEND where their learning difficulty or disability calls for additional arrangements, namely provision different from or additional to that normally available to pupils of the same age. Making Quality First teaching a priority within the context of the pupils who might require additional support at our school include, will help close the gap for our pupils.

The following are quotes from famous dyslexics;

“I see some things clearer than other people do because I have to simplify things to help me and that has helped others.” *Richard Branson*

“Writing and spelling were always terribly difficult for me. I was an extraordinarily bad speller and have remained so until this day.” *Agatha Christie*

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life thinking it’s stupid.” *Albert Einstein*

Our school regularly reviews and evaluates the quality and breadth of the support we can offer or can access for children with SEND. We also consider our duties, as they apply to us as an independent school, under The Equality

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Act 2010. School leaders will regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.

### **Equality Act 2010**

Our school has a duty under the Equality Act 2010 towards individual disabled children and young people. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. Our school has a duty to prevent discrimination, to promote equality of opportunity and to foster good relations with all stakeholders.

### **Aims and Objectives**

Our school's Special Educational Needs policy provides a framework for the provision of teaching and support for pupils with learning difficulties. The framework refers to entitlement, access and partnership. Although we aim to make provision for identified Special Educational Needs, it may not always be possible to do so within the school's resources. In such cases the Headteacher and the pupil's parents would be informed. Where a concern has been raised, any special needs or disabilities will be identified at the earliest possible opportunity. The assessment process will involve partnership with all those concerned with the pupil, including parents/carers, teachers and other professionals. The pupil's views will also be sought. The aims of this policy are to:

- create an environment which meets the special educational needs of each pupil;
- ensure that the special educational needs of pupils are identified, assessed and provided for using the Graduated approach
- make clear the expectations of all partners in the process;
- identify the roles and responsibilities of staff in providing for pupil's special educational needs;
- enable all pupils to have full access to all elements of the school curriculum;
- ensure that parents are able to play their part in supporting their pupil's education;
- ensure that our pupils have a voice in this process.

In order to meet these aims, our objectives are to:

- ensure pupils with learning needs are identified as early as possible;
- assess the pupil to identify specific areas of difficulty;
- ensure all peripatetic staff are aware of the pupil's needs and are able to meet those needs within the school setting;
- ensure pupils' records include information relating to their individual needs, interventions and outcomes;
- assist staff in modifying curriculum to meet the pupil's needs within the classroom and provide training programmes when required;
- ensure that no pupil with a learning need or disability is discriminated against on the basis of their disability;
- work in partnership with parents, guardians and the pupil themselves in providing appropriate support and advice.

We aim to enable children and young people to develop, learn, participate and achieve the best possible outcomes. Our school recognises emerging difficulties arising with young people and respond promptly. We understand parents know their children best and we place great importance on this when parents express concerns about development. We listen to and address any concerns raised by children themselves.

### **Admission Arrangements**

Pupils entering the school will normally have a baseline assessment. This includes English, Mathematics and cognitive abilities. If a pupil has already been identified as having learning needs, relevant reports should be brought to the Pre-admission meeting. If necessary the Headteacher or Deputy Headteacher will meet the pupil and talk to parents. Pupils are admitted to the school at the discretion of the Headteacher. Pupils will be admitted if the

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school can offer appropriate support. However, every effort will be made to accommodate a pupil with learning needs.

Where a child who has an Education, Health and Care Plan (EHCP) joins our school, we will always consult with parents and, where appropriate, the Local Authority to ensure that the required curriculum is provided for as set out in the EHCP, including the full National Curriculum if this is specified.

### **What we do**

We work with Local Authorities to ensure that relevant reviews are carried out as required by regulation and best practice. The school will make reasonable adjustments to meet the needs of children with EHCPs. Any additional services which are needed to meet the requirements of the EHCP or additional services such as dyslexic tuition will be subject to a charge. This will be either directly to the parents or the Local Authority if they are responsible for the fees and our school is named in the EHCP.

We have developed a clear approach to identifying and responding to SEND. We recognise that the benefits of early identification and then making effective provision, improves long-term outcomes for children. We have a focus on inclusive practice and removing barrier to learning, therefore special educational provision in our school is underpinned by Quality First teaching which is differentiated and personalised. It is our aim to know precisely where our children are in their learning and development. To ensure this we:

- ensure decisions are informed by the insights of parents and those of children themselves;
- have high ambitions and challenging stretching targets for them;
- track their progress towards these goals;
- keep under review the additional or different provision that is made for them;
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

Teachers are responsible and accountable for the progress and development of the pupils in their class. Additional intervention and support cannot compensate for a lack of high-quality teaching. Our school will regularly and carefully review the quality of teaching for all of our pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. For higher levels of need, our school will have arrangements in place to draw on more specialised assessments from external agencies and professionals.

Within the Assess, Plan, Do and Review cycle, our staff work seamlessly together towards enabling our pupils to reach the outcomes identified during the assessment phase of the process as their learning goals. We make key decisions about the use of the curriculum modifications and interventions are based on whether any chosen additional provision is the best way to move towards the identified outcome.

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Please see below our flow chart which covers our plan for interventions and assess, plan, do and review.

SEND intervention

Assess, plan, do review flow chart.

Initial assessments carried out with student.

NGST  
NGRT  
WRAT5



If the student has a lower SAS than 85.



Discussion with class teacher and Head teacher to discuss possible observation needs.



SENDCO to carry out observation in class on main area of need.



Discussion with Head and teacher regarding intervention needs.



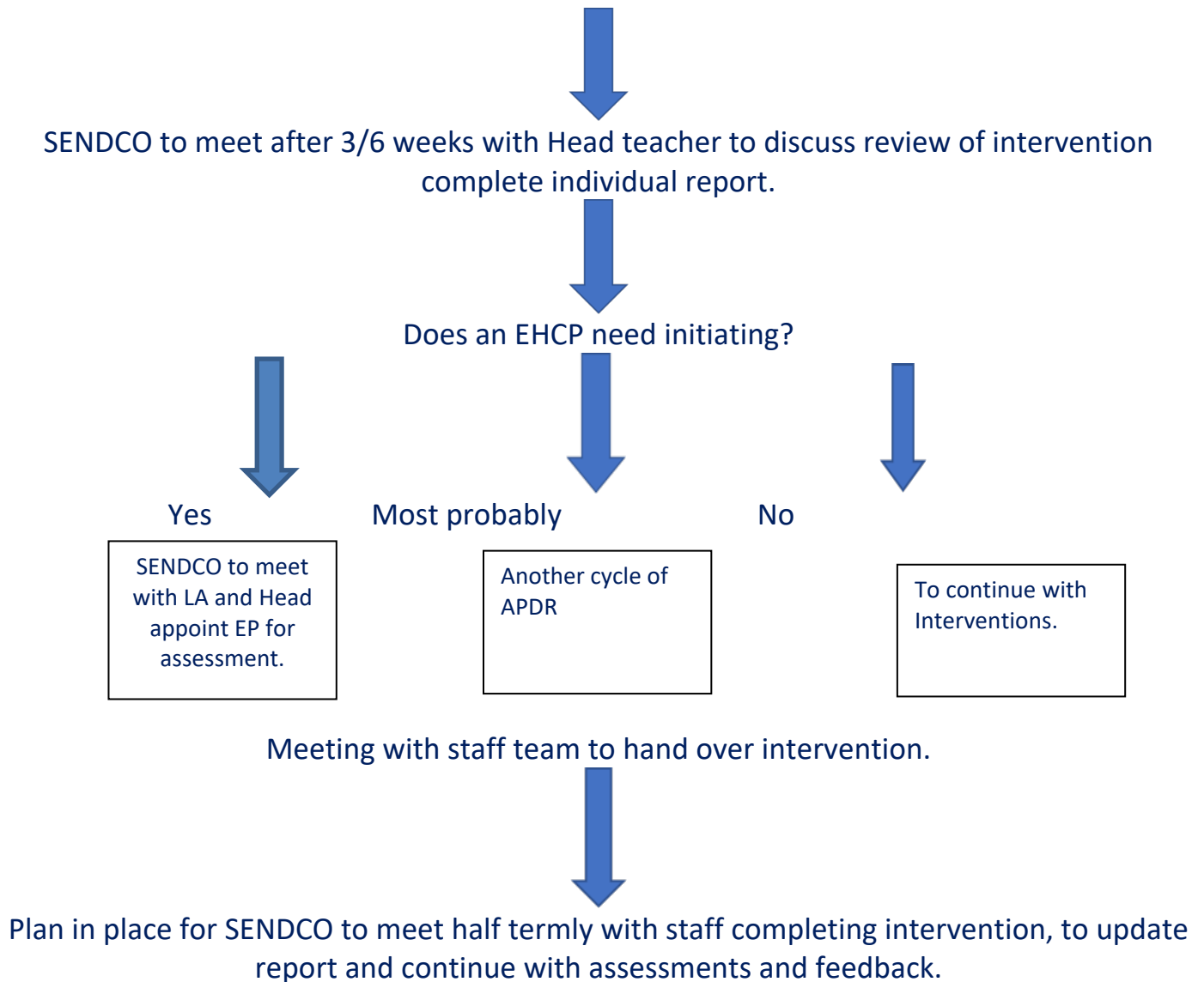
Intervention put into place for initial 3-6 weeks led by SENDCO.



Report started with main area of need and plan for the initial intervention.



SENDCO to Assess, plan, do, review.



**Assess**

In identifying a child as needing provision which is ‘additional to and different from’ other learners in the same class, the class teacher, working with the school SENCO, will carry out a clear analysis of the pupil’s needs. Before provision is planned for, expected individualised outcomes will be identified. This will draw on the teacher’s assessment and experience of the pupil, their previous progress and attainment, as well as information from our school’s core approach to pupil progress, attainment, and behaviour. It will also draw on other subject teachers’ assessments where relevant, the individual’s development in comparison to their peers and national data, the views and experience of parents, the pupil’s own views and, if relevant, advice from external support services. Our school will take seriously any concerns raised by a parent. These will be recorded and compared to the school’s own assessment and information on how the pupil is developing. This assessment will be reviewed regularly. This will help ensure that our support and intervention are tailored to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

## Plan

When our school has decided to provide a pupil with SEN support, we will then formally update our SEND register and notify parents, although parents will have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on our school's information system. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

## Do

The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The school SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. Within the graduated approach a programme of intervention and support will be implemented. If this does not enable the child to make satisfactory progress, the SENCO seeks advice from external agencies, which may include an educational psychologist report. Teachers are responsible for tracking each pupil's progress in Literacy and/or Numeracy throughout their time at our school.

## Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months.

Within the Assess, Plan, Do and Review cycle, our staff work seamlessly together towards enabling our pupils to reach the outcomes identified during the assessment phase of the process as their learning goals. We make key decisions about the use of the curriculum modifications and interventions are based on whether any chosen additional provision is the best way to move towards the identified outcome.

## Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider to begin involving specialists, including those secured by our school itself or from outside agencies. Our school may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. We will always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil's parents will always be involved and consulted

in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support. Where our assessments have indicated that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Joint commissioning arrangements will seek to ensure that there are sufficient services to meet the likely need in an area. The Local Offer will set out clearly what support is available from different services and how it may be accessed.

### **Pupils with English as an additional language**

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. Our school will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability. However, difficulties related solely to limitations in English as an additional language are not classed as SEND.

### **Able Pupils**

Occasionally a pupil will stand out from their peers as having exceptional abilities. If the need is considered very different from their peer group, the pupil has special needs. In most cases these special abilities can be nurtured within the classroom by differentiation of the curriculum. Additional support will be arranged as and when appropriate for individual needs.

### **Pupil participation**

In our school we encourage pupils to take responsibility and to make decisions. This is part of the culture of our school and relates to pupils of all ages. Pupils are involved at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings. Pupils are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

### **Staffing and resources**

A range of teaching resources are used to enhance learning and memory. These include ICT facilities. Teachers are supported by the Teaching Assistant (TA).

### **Complaints**

Parents are encouraged to discuss any concerns with the pupil's teachers/tutor.

### **Disability Discrimination Act**

The whole raison d'être of our school is whenever possible to provide for pupils who have a disability - albeit a hidden one - and to enable them to realise their potential. We would always consider admitting any pupil - no matter what accompanying disabilities they have providing we are confident that we are able to meet their special educational needs. In the light of the Disability Discrimination Act we have carefully considered what we might do to make our building more accessible to those who have a physical disability. Please refer to our Accessibility Plan and also our Single Equalities Policy.

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