



BEESTON HALL SCHOOL

Special Educational Needs Policy

Reviewed by: Mrs Felicity Watson Head of Support Department
Next review date: January 2021

Introduction

Beeston Hall School is a non-selective school. It is, however, essential that the school is able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by their peers. Those pupils accepted into the school with recognised special educational needs or a disability will receive appropriate help and support.

Beeston Hall School recognises that pupils will achieve different levels of academic attainment at different times, and that some will require an increased level of support in order to maintain progress. This policy indicates the steps that will be taken to increase opportunities for success. Students at Beeston Hall School have a broad range of abilities and a proportion of them will have specific learning difficulties. Our aim is to allow all children full access to the curriculum while providing necessary support for those students who require it.

The guidelines contained in this policy have been established in order to meet their needs and to ensure that they have a complete, happy and successful school career and emerge confident and well educated.

As part of our admissions procedure, the school asks parents to complete a form in respect of a prospective pupil at the time of application giving details of learning and physical difficulties. The school will be sensitive to any requests for confidentiality.

1. Learning Support Statement of Intent

Our commitment to the school, pupils and parents:

We offer to the whole school, support and expertise to help resolve difficulties and promote positive solutions for pupils experiencing barriers to their learning. We employ a range of strategies to achieve this including:

- Identifying & assessment of individual needs;
- Designing individual learning programmes;
- Advising and working with colleagues (academic and pastoral);
- Liaising with external agencies
- Communicating with parents.

Recommendations made in the newly revised SEN and Disability SEND Code of Practice 2015 (referred to as the SEND Code of Practice 2015 hereafter) have been incorporated into this policy as good practice. Further updates of the policy may be necessary during the academic year, as the new SEND Code of Practice 2015 becomes embedded in practice nationally.

The Equality Act (2010) sets out the legal obligations that schools and early years providers have towards disabled children. In line with this act, we are committed to not directly or indirectly discriminating against, harassing or victimising disabled children. We will make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with their peers.

As a department we support the other curriculum areas in their **Delivery of Fundamental British Values**. As 1-1 teachers we are in a position to give the pupils space and time to talk about a range of subjects and for us to listen and to discuss. We have always been a department where children can come to discuss issues across a wide range of problems, be that spiritual, moral, cultural and social. The Learning Support Department has an area of quiet and is seen as a SAFE PLACE for those children who at any time may need it.

2. Background information about Beeston Hall School.

Beeston Hall School is a boarding and day pre-prep and preparatory school for boys and girls from Reception to Year 8. We send children to a range of senior schools of their choice. Throughout the school, a strong emphasis is placed on high standards – whether these are academic, cultural, sporting or social.

The main purpose of this policy is to provide practical guidance and information about our approach and procedures that will enable all partners to work together to the benefit of the children with learning difficulties.

At Beeston Hall School we are committed to offering all pupils a broad and balanced curriculum to ensure the best possible progress for all our pupils.

As teachers and parents are working in partnership, we must take steps towards making appropriate provision for the pupils in our care who have special educational needs.

3. Our commitment is based on the following principles:

- All children have an equal right of entitlement to an appropriate and worthwhile education;
- All children are special, different and have individual needs;
- All children are equally valued within our school and have a right to voice their views;
- All children have a common entitlement to a broad and balanced curriculum, delivered in a relevant and differentiated manner enabling progression and continuity to be experienced;
- Children with special educational needs occur in every classroom; every teacher in the school teaches children with special educational needs;

- All staff, teaching, non-teaching and pastoral have regard to the needs of individuals within the school;
- Parents are valued as genuine partners.

This Policy will ensure that Beeston Hall School is a school where the teaching and learning, achievements, attitudes and wellbeing of each pupil matters. Beeston Hall School provides a curriculum which is designed to meet the needs of all its pupils including those with disabilities, those with special educational needs, those from all cultural backgrounds and pupils with English as an Additional Language. All pupils may have special needs at different times and therefore a wide variety of strategies is used to meet these needs as they arise. Learning diversity is recognised and planned for, barriers to learning participation will be challenged and removed, and all pupils will be provided with equality of opportunity. Parents will be involved in the education of their children and they will be consulted when special educational provision is deemed appropriate for their child.

The commitment to educational inclusion will be an integral part of every aspect of the school's life and work. It will be marked by the child centred approach in all we do to ensure that the needs of each individual are met. This policy will underpin all the other policies of the school.

4. Definition of Special Educational Needs

According to the SEN Code of Practice:

'A child has special educational needs if he or she has a learning **difficulty** which calls for **special educational provision** to be made for him or her.'

Children are considered to have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Make little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness.
- c) Have communication and/or interaction difficulties and require specific individual interventions in order to access learning.

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.

This SEN policy details how Beeston Hall School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them.

5. The specific objectives of our SEND Policy are as follows:

- To identify pupils with special educational needs and disabilities and ensure that their needs are met;
- To ensure that children with special educational needs and disabilities join in with all the activities of the school;
- To ensure that all learners make the best possible progress;
- To ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school;
- To ensure that learners express their views and are involved in the decisions which affect their education;
- To promote effective partnership and involve outside agencies when appropriate.

6. Basic Information about SEND Provision at Beeston Hall School

The governing body seeks to ensure that the needs of all pupils are met and that the provision made for children with SEND is adequate and secure.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's Headmaster, the SENDCo and all other members of staff have important day-to-day responsibilities. ***All teachers are teachers of children with special educational needs.*** Teaching such children is therefore a whole school responsibility.

Central to the work of every class and every subject is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

The school is committed to early identification of special educational needs and adopts a graduated response to meeting them in line with the Code of Practice 2014. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the tutor/class teacher/subject teacher will consult the SENDCo in order to decide whether additional and or different provision is necessary.

At Beeston Hall School, the Headmaster has overall responsibility for Special Educational Needs, and this is delegated to the Director of Studies, the Special Educational Needs Co-ordinator (SENDCo) and specialist teachers.

There are three specialist teachers and four teaching assistants in the Learning Support Department. The team has access to a wide range of resources and the department is allocated

an annual budget. We continually look to improve our resource base according to current pupil needs.

The team is committed to professional development and has undertaken a number of in-service training courses. The department is continually looking at ways to refine and improve the provision for SEND pupils within Beeston Hall School. We use a wide range of strategies in pursuit of being creative problem solvers looking for the most appropriate solutions for individual children.

The school is committed to the integration of pupils with a range of needs, and their involvement in the whole life of the school, in line with our Equal Opportunities Policy. Anticipatory action ensures that pupils are considered and catered for as soon as is practically possible.

Beeston Hall School follows the new Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs and ensures that parents are notified of a decision by the school before any additional SEND provision is made for their child.

7. Arrangements for Coordinating Learning Support at Beeston Hall School

The SENDCo reports directly to the Director of Studies.

The Learning Support Specialist Teachers and the Support Assistants meet weekly. The SENDCo is on the Senior Management Team and is part of the Pastoral and Welfare Committee. The minutes from the meetings are available to all staff and relevant information is passed on to the L/S team at weekly meetings. The SENDCo advises all school staff on SEND. The Additional Needs and SEND Register is on the Staff Shared area and provides recommendations for managing each child's needs.

8. The role of the SENDCo, Mrs Felicity Watson, at Beeston Hall School:

The SENDCo, with the support of the Headmaster and Governing Body, takes responsibility for the day-to-day operation of provision made by the school for pupils with SEND and provides professional guidance in the areas of SEND in order to secure high quality teaching and the effective use of resources to bring about standards of achievement for all pupils.

The SEND Co-ordinator (SENDCo) responsibilities include:

Assisting in the development, monitoring and evaluation of the SEND policy;

- Overseeing the day-to-day operation of the school's SEND policy;
- Coordinating provision for children with Special Educational Needs;
- Maintaining a central record and overseeing the records of all children with SEND;

- Liaising with teachers over identification of children showing difficulties and following the 'assess, plan, do, review' cycle;
- Identifying and contributing towards appropriate INSET, in consultation with the Headmaster, bearing in mind individual staff needs;
- Managing Learning Support teachers and classroom assistants;
- Liaising with and ensuring the involvement of parents and children in decision making;
- Advising on the desirability of assessment by external agencies;
- Liaising with the school matron;
- Liaising with external agencies including Educational Psychology services, Speech & Language Therapy, Occupational Therapy etc;
- Assisting in the assessment process of prospective pupils;
- Coordinating the provision and delivery of English as an Additional Language;

9. The Specialist teachers are responsible for:

- Planning and implementing 1-1 specialist teaching programmes for children with SEN.
- Advising both class and subject teachers on meeting a range of needs for the children they are working with.

10. Different types of Support offered at Beeston Hall School

At Beeston Hall School, pupils are supported in a number of ways. We adopt the following approach:

In Class – Quality provision for all.

Catch up 1-1 and in groups - Literacy and Maths.

Individual support with advice from outside agencies. 1:1 support from Specialist trained teachers

In class (Quality Provision for all)

The aim at Beeston is that all lessons are clearly structured and learning objectives are made clear to the pupils. The teachers employ interactive and multi-sensory teaching methods and ensure that some time is spent in collaborative group work. The teachers promote active and independent learning enabling pupils to think for themselves and to plan and manage their own learning. They differentiate their teaching to meet the needs of pupils, including the more able and those with special educational needs. Some of the ways that the teachers differentiate is by task, by resources, by outcome or by support. The teachers also take account of the varying interests, experiences and achievements of boys and girls from different cultures and ethnic groups, to help pupils make good progress. In Years R-8 Learning Support Assistants are available in a number of the classes to help support children who are experiencing difficulties with either their English or maths.

Catch up individually, 1-1 and in groups.

Children who are struggling with reading or maths are initially given extra help from the teachers e.g. Maths Clinic – Year 8, informal 1-1 sessions in free time on particular topics and others with basic skills difficulties are put onto highly structured programmes e.g. Lexia UK (computer reading programme), Toe by Toe (reading), 123 Maths (catch-up Maths programme), The Literacy Tool Kit – perceptual reading (Eddie Carron)

Individual support

Pre prep

Learning Support is implemented in the pre-prep using a variety of techniques including:

- *Differentiation*
- *Sensory circuits* to prepare children for learning each day
- *Social stories* to support Personal, Social and Emotional development
- *SALT* activities to promote speaking and listening skills
- *Specific Learning Support Intervention* of regular focussed catch up in literacy, Maths or both. 15 mins 1:1 per day.

Prep School

Learning Support in the prep school comprises

- *Differentiation*
- *Specific Intervention* Yrs 2 – 4 regular focussed catch up in literacy, maths or both
- *Learning Support* Yrs5-8 - Maximum 2 literacy and 2 maths

Most of the children who are referred to 1:1 support have this for Literacy, Numeracy or Study Skills. Lessons are 30 minutes in length Many of these children have an Educational Psychologist's report. Some children are referred for anxiety related difficulties; these children are seen in the support department by the school OT, Mrs Fran Lloyd Peck

11. The Role of the Parent

Partnership with parents plays a vital role in enabling children and young people with SEN to achieve their potential. Beeston Hall School recognises that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Parents are involved at all stages of identification, assessment, provision and review and they are encouraged to have regular contact with the child's specialist teacher.

The parents are charged with the following:

- The responsibility of informing Beeston Hall School about any specific needs their child may have before entering the school or that the child develops during their time at Beeston.
- To aim at achieving a partnership with Beeston with regard to supporting their child.
- Agreeing to help their child at home with specified targets when appropriate.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to enable them to make the most of their education will be sought.

12. Admission Arrangements

Pupils with special educational needs are admitted to Beeston Hall School according to the same criteria as other pupils (see Admission's Policy). However, if a child has an existing psychologist's report this should be sent to the school before the child comes for a taster day.

On entry to the school pupils are all screened for dyslexic type difficulties using the Lass screening programme.

13. Identification of SEND

The school is committed to early identification of special educational needs. The school records the steps taken to meet the needs of individual children. The SENDCo is responsible for ensuring that the records are kept and available as needed.

'The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children' SEND Code of Practice 2015

The aim is to be aware of pupils' needs before they come to Beeston through the Admissions office and on entry, feeder schools are asked for reports on each pupil. Prospective pupils are assessed by the English and Maths teachers and SENDCo wherever possible. References are sought from the pupil's existing Head Teacher. Should any child have already been identified with SEND, relevant reports are requested and a copy is given to the SENDCo. Parents are asked for information and may provide reports from Educational Psychologists. Pupils are screened on entry. Any child who appears to have SEND may be referred for more specialised assessments to ensure that the school is in a position to meet the pupil's needs before a place is offered.

The pupils at Beeston Hall School sit standardised tests in verbal reasoning, non-verbal reasoning, reading and mathematics. This takes place during the first few weeks of the autumn term. These tests are supplemented with teacher-based assessments.

A detailed picture of each child's strengths and weaknesses is ascertained. If this suggests that the learner is not making the expected progress, the class teacher/subject teacher will consult the SENDCo in order to decide whether additional and/or different provision is necessary. The class teacher or tutor will complete a referral form and pass it to the SENCo. The decision is made as to whether sessions with the OT would help.

It is at this point that pupils may join catch-up groups for reading, handwriting or numeracy.

Pupils who are not making sufficient progress may then start individual support lessons. These are administered by a member of the Learning Support team. Parental permission to teach a pupil is sought and parents are made aware that Learning Support is a chargeable extra and that they will be invoiced at the end of each term.

Any child that has been referred to the Learning Support department at any time is put on the Additional Needs Register. This is then available to all staff in both hard copy and on the 'Staff Shared' folder.

The school follows the assess, plan, do review procedure for children referred to the Support department.

14. The Learning Support teachers will assess pupils in the following ways:

- By looking at any previous report from Specialist teachers and Educational Psychologists;
- Screening for learning difficulties;
- Giving further tests;
- Literacy and numeracy attainments;
- Underlying ability;
- Observation in class;
- Discussion with the child about his/her difficulties;

An up-to-date list of pupils currently on the Additional Needs Register is located in Staff Shared on the school computer system. All staff are e-mailed when an update has been added to the Register to ensure that all staff are working with the latest version.

Pupils at Beeston Hall School take school exams in the spring and at the end of the summer terms. (NB – the Year 8 also take exams at the end of the Christmas term.) Children who have been granted Exam concessions e.g. extra time, a reader, a scribe etc, are given this for both internal and external examinations. Lists are continually updated and are also stored in the

“Additional Needs” folder on ‘Staff Shared’. In addition, hard copies of those entitled to extra time etc. are circulated to teachers immediately prior to all school exams.

- Pupils with extra time concessions take their exams with the rest of their classes.
- Pupils requiring a reader and/or a scribe take their exams in single rooms in the Learning Support department.

15. Timetabling withdrawal lessons

So as to ensure that children have access to a broad and balanced curriculum, a considerable amount of care and attention is taken in deciding from which lessons a pupil may be withdrawn. A 5/6 week rolling timetable ensures children only miss any subject a maximum of twice in the term.

Years R, 1, 2, 3 and 4 are seen at the same time each week. This is planned in conjunction with the class teacher. In Reception and Year 1 lessons are conducted in the preprep by either the SENDCo.

Each L/S teacher is responsible for devising his/her own timetables in conjunction with the SENDCo, the child and the teaching staff.

The children have timetables that show their lesson times and the timetable is sent round every week to be fixed to classroom boards which the staff refers to at the start of every lesson. If necessary children are collected by their 1-1 teacher, in this way they are given every opportunity and help to remember their lessons.

16. Planning and Delivering the Curriculum

All teachers are Educational Support teachers, since all are required to differentiate their planning and delivery to ensure all children gain access to a broad and balanced curriculum.

It is therefore the class teacher/subject teacher’s responsibility to meet the child’s needs through differentiation. Advice may be sought from the SENDCo and from the curriculum coordinators as appropriate. When an Educational Psychologist has made specific teaching recommendations for a pupil then these are summarised and stored in the staff room, the staff workroom, the Headmaster’s office and the Learning Support department. They are also on the SEND register and are therefore available to all staff at any time.

If a pupil does not make measurable progress, the teachers may conclude that the strategies currently being used with that pupil are not resulting in him/her learning as effectively as possible. In these circumstances, teachers may consult the SENDCo again to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the

need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers;
- Prevents the attainment gap growing wider;
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- Matches or betters the child's previous rate of progress;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the child's behaviour.

17. Monitoring and Recording Individual Needs

Information on SEND pupils is regularly updated and can be found in the Learning Support department. Every child having Learning Support lessons has an individual file securely stored in the SENDCo's room and any information that we receive about a child is placed in their file.

18. English as an Additional Language (EAL) with SEND

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from special educational needs.

The SENDCo is also charged with the responsibility of coordinating English as an Additional Language (EAL). At Beeston Hall School, we have one EAL teacher who teaches in the English Department and is also attached to the Learning Support Team.

19. Initial Concern

After a class teacher/subject teacher has an initial concern about a particular child, he/she may conclude that the strategies currently being used with the pupil are not resulting in that pupil learning as effectively as possible. In these circumstances they will consider, together with the SENDCo, what else might be done. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. Consideration will then be given as to how best to help the pupil and if a specialist teaching programme should be put in place.

20. Intervention.

When a class teacher/subject teacher or the SENDCo identifies a child with special educational needs, the Learning Support teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. The triggers for intervention are concerns, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities, makes:

- Little or no progress even when teaching approaches are targeted, particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed at Beeston Hall School;
- Has sensory or physical problems, and continues to make little or no progress;
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENDCo will contact them if the parents agree. The SENDCo will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's Learning Support teacher will remain responsible for working with the child and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child and of the outcome of this action.

21. Nature of Intervention

The SENDCo and the child's class teacher / subject teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment;
- Some group or individual support;
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- Staff development and training to introduce more effective strategies;
- Access to support services for one-off or occasional advice on strategies or equipment.

22. Individual Education Plan (IEP)

Provision/action that is additional to or different from that available to all will be recorded on an IEP

All children having Learning Support lessons will be given an individualised programme of work. This will be written by the child's Learning Support teacher in consultation with the pupil, parents and the child's teachers.

The IEP includes information about:

- The short-term targets set for the child;
- The provision to be put in place;
- Success and / or exit criteria;
- The differentiation/adjustments that are already in place.

The support plan is an ongoing document; the targets are regularly updated, removed or added to whenever necessary.

Parents' views on their child's progress are regularly sought. Wherever possible, the child will also take part in the review process and be involved in his/her own target setting. If significant progress is made by the child, the class teacher/subject teacher may, in consultation with the SENDCo, decide that the child should have fewer 1-1 lessons and may even be able to give up these lessons altogether. The parents are involved at all stages in this consultation process and they are welcome to come and talk to the L/S staff at any time.

23. Support from outside

If Beeston Hall School has evidence that a pupil is making insufficient progress despite significant support and intervention, we may seek advice and support from outside professionals such as educational psychologists, speech and language therapists and occupational therapists who can further advise on what course to take. Pupils and parents will be involved, kept informed about the involvement of external agencies and proposed interventions.

The triggers are that, despite receiving individualised support, the child:

- Continues to make little or no progress in specific areas;
- Continues working at levels substantially below that expected of children of a similar age;
- Continues to have difficulty in developing literacy and mathematics skills;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;

- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.

External support services will see the child so that they can advise teachers on new Support Plans with fresh targets and accompanying strategies, provide more specialist assessments to inform the planning and measurement of 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.

24. Stopping Support

If a child's parent decides that they wish for Learning Support lessons to cease there will be a discussion with the Learning Support teacher, subject teacher and SENDCo

There are a number of factors that help determine if a pupil should stop receiving support:

- improvement in results of standardised tests of reading, spelling, numeracy used in the monitoring process;
- Feedback from members of the Common Room that the child is doing well in class and therefore now does not need support;
- The Learning Support teacher decides that support is no longer needed;
- Results of internal school examinations;
- The pupil is not responding well to support and a break from support is in the pupil's best interests.

25. Accessibility

It is evident that our current facilities will, at best, disadvantage a pupil with impaired mobility and may physically exclude them altogether from access to the majority of the educational and other facilities of the school. Unfortunately, these problems cannot be remedied in the short-term for financial and, in many cases, structural reasons. Limited short-term adjustments can be made, for instance the provision of ramps where this is practicable, but these will not provide sufficient access to allow a seriously disabled child to participate satisfactorily in the life of the school.

An accessibility plan should be drawn up which will form the basis of future plans to increase the accessibility of the buildings and the curriculum. It will be the policy of the school to implement these plans as soon as financial resources become available, but it is recognised that this will necessarily be a long-term process.

26. Education, Health and Care (EHC) plans

<http://www.ipsea.org.uk/what-you-need-to-know/ehc-plans>

<http://www.ipsea.org.uk/file-manager/SENlaw/ipsea-ehc-plan-checklist-2015-april.pdf>

<http://www.iassnetwork.org.uk/find-your-iass/east-of-england/norfolk/>

An **EHC plan** is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.

27. Parents/School Request for an Education, Health and Care (EHC) plan

Beeston Hall, at present, has children with Education, Health and Care plans (EHC) in the school.

If a request for an EHC is made, the child will have demonstrated significant cause for concern. The child's LA needs information about the child's progress over time and will also need documentation in relation to the child's Special Educational Needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence. This information may include:

- Individual Education/Support plans for the pupil;
- Records of regular reviews and their outcomes;
- The pupil's health including the child's medical history where relevant;
- Any relevant standardized assessments;
- Educational and other assessments, e.g. from an advisory specialist, Support teacher or an Educational Psychologist;
- Views of the parents and of the child;
- Involvement of other professionals such as health, social services or education welfare service.

28. An EHC plan will include:

- The pupil's name, address and date of birth;
- Details of all of the pupil's special needs;
- Identify the special educational provision necessary to meet the pupil's special educational needs;
- Identify the type and name of the school where the provision is to be made;
- Include relevant non-educational needs of the child;
- Include information on non-educational provisions.

All children with EHC plans will have short-term targets set for them that have been established after consultation with them and their parents, and include targets identified in the statement of educational need. These targets will be set out in a Support Plan and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the child's Support Plan will continue to be the responsibility of the class teacher, the Learning Support teacher and the SENDCo.

29. Annual review of an EHC plan

Any EHC plan will be reviewed annually with the parents, the pupil, the LA, the school and any professionals involved who will be invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

30. Study Skills

Study skills are taught to all children at Beeston Hall School. All staff are required to incorporate study skills strategies into their regular teaching and revision sessions in order to further familiarise the pupils with the techniques and to enhance the pupils' understanding and awareness of their practical application. Study skills are further taught to children in Learning Support to aid them with their revision in a way that suits their learning style.

31. Transfer to Senior Schools

Parents of children receiving Learning Support are advised to discuss their future choice of school with the Headmaster. They may also wish to consult the SENDCo and to ascertain whether the choice of school is appropriate for their child and to establish what level of support can be offered at their future school.

When pupils move to their senior school, their records are transferred. If the pupil has an Educational Psychologist report, then this, as well as the most recent IEP, is sent to the senior school. In some cases, SENDCo's from senior schools visit Beeston Hall School before the child leaves. Alternatively, the SENDCo from Beeston Hall School will liaise with the SENDCo's from the different senior schools. These arrangements enable the pupil and parents to be reassured that an effective and supportive transfer will occur.

32. Arrangements for Consideration of Complaints

Should parents have cause for complaints they should view the Complaints Policy located in the school Office or on the school's website.

33. Links with other Services

Beeston Hall School makes use of a number of additional services as and when needed:

- Occupational Therapy
- Behavioural Optometry
- Speech and Language Therapy
- Educational/Clinical Psychologists
- Counsellors