# Eaton House Belgravia

# Special Educational Needs / Learning Difficulties and Disabilities Policy

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# Learning Support Staff

Headteacher: Dr Christopher Halls

Head of Learning Enrichment (SENDCo): Ms Jo Copland

Speech & Language Therapist: Juliet Clement

# Mission Statement

At Eaton House Belgravia, a non-selective school, we believe that Special Educational Needs and Disabilities (SEND) is a whole-school responsibility. Every pupil has the right to access the full curriculum in an inclusive environment that fosters a strong sense of belonging.

We recognise that every teacher is a teacher of SEND, and high-quality, adaptive teaching is a fundamental expectation. Effective SEND provision requires a collaborative approach, with teachers, school leadership, and the SENDCo working together to support all learners.

Safeguarding and SEND are considered together. Children with SEND may face additional safeguarding challenges, and staff remain alert to the possibility that behaviour, communication difficulties or changes in presentation may indicate a safeguarding concern. Concerns are reported through the school safeguarding procedures and are not assumed to arise solely from a child's SEND.

# Definition

At Eaton House Belgravia, Special Educational Needs and Disabilities (SEND) refers to pupils who require special educational provision due to learning differences or disabilities that make it harder for them to learn compared to their peers.

According to the SEND Code of Practice: 0 to 25 Years (2015), a pupil or young person is identified as having SEND if they have a learning difficulty or disability that requires special educational provision. Specifically, this applies if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or

- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools or post-16 institutions.

Under the Equality Act 2010, a disability is defined as a physical or mental impairment that has a long-term and substantial adverse effect on an individual's ability to carry out normal day-to-day activities.

The four broad areas of SEND need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

A pupil with SEND may have needs across more than one of these areas.

# Aims

Our SEND policy aims to:

- Foster high aspirations and expectations for all pupils with Special Educational Needs and/or Disabilities (SEND).
- Create an inclusive learning environment that prioritises individual needs and promotes equal opportunities.
- Cultivate a school culture where all pupils, including those with learning differences, feel a strong sense of belonging.
- Embed a collaborative and pupil-centred approach to SEND, ensuring that pupils, parents, and staff work together to support each pupil's development.

# Roles and Responsibilities

**Head of Learning Enrichment (SENDCo)**
The Head of Learning Enrichment leads and coordinates SEND provision by:

- Overseeing the implementation of the SEND policy.
- Supporting teachers in identifying and addressing pupils' needs.
- Liaising with parents, carers, and external agencies.
- Ensuring ILPs, EHCPs, and support plans are in place and regularly reviewed.

- Staying up to date with legislation and delivering relevant SEND training.

**Headteacher**

The Headteacher ensures that SEND remains a strategic priority by:

- Embedding an inclusive ethos in school development planning and resource allocation.
- Supporting and empowering the Head of Learning Enrichment.
- Ensuring consistent implementation of the SEND policy.
- Ensuring compliance with statutory duties under the SEND Code of Practice and Equality Act 2010.
- Reporting regularly to governors on the effectiveness of SEND provision.

**Class Teachers**

Class teachers play a vital role in supporting pupils with SEND by:

- Adapting teaching to meet a range of learning needs.
- Identifying concerns early and liaising with the Head of Learning Enrichment.
- Implementing agreed strategies and interventions.
- Monitoring progress and adjusting support as needed.
- Maintaining communication with parents and contributing to SEND reviews.

# Identification and Implementation

Early identification and intervention are essential to supporting pupils with SEND, as evidenced in the SEND Green Paper. This includes timely and accurate recognition of needs, responsive high-quality teaching, and swift access to targeted support and specialist services. This underpins our use of the Graduated Approach, which ensures that support is carefully tailored and escalated as required to meet individual needs.

At Eaton House Belgravia, early identification can take place prior to enrolment through:

- Information provided by parents at the point of admission.
- Nursery visits by the Head of Learning Enrichment before pupils join KG.
- Assessments and interviews for occasional place applicants by the Head of Learning Enrichment.

**Assess**

Once enrolled, a learning difference may be identified through:

- Daily formative assessment and teacher observations (especially in EYFS).

- Baseline and termly summative assessments.
- CAT tests (Year 2 and Year 3).
- Dyslexia screener (end of Year 2 and for new joiners).
- Concerns raised by parents.

If a pupil is not making expected progress despite adaptive teaching, the teacher refers to the Head of Learning Enrichment for further investigation. Where appropriate, the Head of Learning Enrichment may consult external specialists (e.g. Speech and Language Therapists, Educational Psychologists, Occupational Therapists).

**Plan**

Following observation and assessment, strategies may be introduced to further adapt the classroom environment (Wave 1). If limited progress is made, the class teacher arranges a follow-up meeting with the Head of Learning Enrichment to discuss targeted Learning Enrichment interventions (Wave 2).

If more individualised support is required, an Individual Learning Plan (ILP) may be created with clearly defined, specific targets based on classwork, observations, and assessment data. Planning is collaborative between the Head of Learning Enrichment, class teacher, and family.

Early discussions with parents and the pupil (where appropriate) ensure:

- A shared understanding of strengths and areas of difficulty.
- Parental concerns are acknowledged.
- Agreed outcomes and next steps are clear.

Where necessary and with parental consent, referrals may be made to external professionals.

If expected progress remains limited, the school may work with the local authority to explore an Education, Health and Care Plan (EHCP).

We also support smooth transition to future schools by liaising with the receiving school's SEND or Learning Enrichment team to ensure appropriate provision is in place before arrival.

**Do**

If additional support is needed, the following interventions may be implemented:

- In-class support (Wave 1)
- Academic Booster Groups (Wave 2)
- Early Morning Targeted Support (Wave 2)

- Social Skills Groups (Wave 2)
- 1:1 specialist support (Wave 3)
- ILP-based support (Wave 3)

The class teacher remains responsible for the pupil's learning and must implement support consistently.

**Review**

Interventions are reviewed regularly to assess effectiveness.

- If progress is sufficient, support may be reduced or withdrawn.
- If not, new targets or interventions are agreed.
- Further specialist advice may be sought as needed.

Reports and recommendations from external professionals are shared with and discussed with parents before implementation.

**Parental Involvement:**

At Eaton House Belgravia, we value the role of parents as key partners in supporting their child's learning. We believe that no parent should be surprised by information regarding their child's development or support needs. A transparent and collaborative relationship with families is vital to the success of any SEND provision.

**Class Teachers:**

- Share information informally at the end of the school day where appropriate.
- Provide updates on progress through termly parents' evenings, including assessment data and examples of work.
- Arrange meetings with parents to discuss any concerns and potential referrals to the Learning Enrichment Department.
- Biannual written reports that include updates on progress and any targeted support.
- Parent meetings three times a year.

**Learning Enrichment Department:**

- Communicates with parents once a support strategy has been agreed upon.
- Provides regular updates via email about the implementation of provisions.
- Sends feedback following 1:1 sessions, particularly where ILPs are in place, to ensure parents are kept informed.
- Schedules meetings with parents to review progress, raise concerns, and plan next steps collaboratively.

We aim to cultivate open, respectful communication so that parents feel confident in the support their child is receiving and can contribute meaningfully to decisions.

**Pupil Voice:**

In our school, even the youngest pupils are encouraged to reflect on how they learn and what support helps them succeed. Nurturing self-awareness and ownership of learning is part of our ethos, and this includes ensuring that pupils with SEND are active participants in their own support journey.

Where appropriate, we:

- Encourage pupils to reflect on strategies that help them learn best.
- Invite feedback from pupils with ILPs about the support in place and how it could be improved.
- Promote the development of independence and confidence in expressing their views about their learning.

Where appropriate, these reflections may be documented in a Pupil Passport on Provision Map. This one-page profile summarises the pupil's strengths, needs, preferred learning strategies, and views, and can be shared with all relevant staff to ensure continuity and consistency of support.

# SEND Register and Provision Map

The Head of Learning Enrichment maintains a record of all pupils at Eaton House Belgravia who have been identified as having special educational needs or a specific learning difficulty. This record, known as the SEND Register, is reviewed and updated regularly to reflect the changing needs of pupils and the level of support required. Inclusion on the register is not static and may be revised in response to progress or changes in need.

Provision Map is the secure digital platform used by the school to manage and monitor SEND support. It allows for effective tracking, planning, and review of interventions and provisions. The system ensures that relevant staff can access up-to-date information, enabling a cohesive approach to supporting pupils.

Provision Map is used to securely store and organise the following information:

- Referral forms submitted by staff.
- External reports and formal assessments.
- Diagnostic reports (e.g. dyslexia, ADHD).
- Planning and records of group interventions (e.g. Academic Boosters).
- Speech and Language Therapy (SALT) targets and review notes.

- Individual Learning Plans (ILPs).
- Pupil Passports (as appropriate by age and need).

By maintaining this central system, the school ensures a coordinated and well-documented approach to SEND provision that supports both day-to-day practice and longer-term planning.

# Confidentiality

All documents and reports relating to a pupil's special educational needs are securely stored on the school's Provision Map platform. These records are only accessible to authorised staff and are never shared without parental consent.

All specialist teachers, support staff, and relevant professionals are reminded of the importance of confidentiality when handling sensitive information. Any discussions or communications regarding a pupil's needs must remain confidential unless explicit agreement is given by all involved parties, including parents or carers where appropriate.

# Funding

Support from external professionals, including assessments, reports, and ongoing specialist input, may incur additional costs. Charges for these services are the responsibility of parents or guardians and will be clearly communicated in advance.

Specialist individual lessons or out-of-class interventions arranged through the Learning Enrichment Department may also carry a cost, which will be discussed and agreed with families beforehand.

# Linked Policies and Documents

This policy should be read in conjunction with the following school policies and statutory guidance:

- School Development Plan
- Policy for Safeguarding and Promoting the Welfare of Pupils
- Anti-Bullying Policy
- Complaints Procedure
- English as an Additional Language (EAL) Policy
- SEND Code of Practice: 0 to 25 Years (2024)

- Equality Act 2010