EASTCOURT INDEPENDENT SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Legal Status:

- Education (Independent School Standards) Regulations 2014 (as amended).
- 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.
- Equality Act 2010, including the duties not to discriminate against disabled pupils and to make reasonable adjustments, including auxiliary aids and services where reasonable.

Keeping Children Safe in Education 2026, where SEND and safeguarding considerations overlap.

- 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.

Applies to:

- Whole School including the Early Years Foundation Stage (EYFS) along with all activities provided by the school, including those outside of the normal school hours;

Related documents:

- Inclusion Policy
- Curriculum Policy
- Assessment Policy
- More Able Pupils Policy
- English as an Additional Language Policy

Safeguarding and Child Protection Policy; Equality and Diversity Policy; Accessibility Plan; Behaviour Policy; Mental Health Policy; Admissions Policy; Complaints Policy; Data Protection Policy.

Availability

This policy is made available to parents, staff and pupils 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 and Headteacher undertake 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: E.Redgrave

Last reviewed: September 2026

Next review: September 2027, or earlier if legislation, statutory guidance or the School's arrangements change significantly.

Miss Emma Redgrave
Headteacher

1. The ILE framework

We are committed to providing all our pupils with a broad and balanced curriculum. We take an individualised approach to the education of our children, promoting the learning of each individual whatever their needs or abilities. Some of our children receive additional or enhanced support within our Individual Learning Education (ILE) framework.

1.1 Principles:

Eastcourt Independent School is an inclusive school, determined to meet the needs of all our pupils. We aim to:

- identify pupils with Special Educational Needs (SEN) at the earliest opportunity and seek/offer appropriate provision;
- offer pupils with SEN full access to a broad and balanced curriculum in order to fulfil their potential
- maintain a whole school approach in which all staff support pupils with SEN;
- differentiate and plan lessons accordingly to address potential areas of difficulty and to remove barriers to pupil achievement;
- maintain a clear approach to identifying and responding to SEN;
- set high expectations for every child whatever their prior attainment;
- use appropriate assessment to set targets for pupils which are deliberately ambitious;
- ensure that the identification of differentiation needed will be built into the overall approach to monitoring the progress and development of all pupils;
- analyse possible SEND interventions using a 4 step graduated response (see 5.2 below)

2. Interpretation of SEN and disability

Eastcourt recognises the principles of inclusive education and the importance of removing barriers to learning and participation. The Children and Families Act 2014, the SEND Regulations 2014, the SEND Code of Practice and the Equality Act 2010 provide the principal framework for identifying and supporting special educational needs and protecting disabled pupils from discrimination. Eastcourt has regard to the SEND Code of Practice and applies the duties relevant to independent schools.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Pupils who might require additional support at Eastcourt Independent School include:

- pupils with specific learning differences e.g. dyslexia, dyscalculia and dyspraxia;
- pupils with social, emotional and mental health needs, including where these are associated with conditions such as ADHD;
- pupils with communication and interaction needs, including autistic pupils;
- pupils with hearing and/or visual impairment;
- pupils with physical disabilities and/or medical conditions where these create a special educational need.

Being more able or gifted is not, by itself, a special educational need. More-able pupils are supported through the School's curriculum and able-pupil provision rather than being recorded as SEN solely because of high attainment.

Our school regularly reviews and evaluates the quality and breadth of the support we can offer or can access for children with SEN or disabilities. We also consider our duties, as they apply to us as an independent school, under The Equality Act 2010. We give careful consideration in advance to what disabled children and young people we can accommodate in our independent school. Our academic and pastoral leadership team has specific oversight of our school's arrangements for SEN and disability. We do this through our annual review process of this policy.

2.1 Equality Act 2010
Our school has duties under the Equality Act 2010 towards disabled pupils and prospective pupils. We will not discriminate unlawfully in admissions, education, access to benefits, facilities or services, exclusions or other treatment. We will make reasonable adjustments, including the provision of auxiliary aids and services where reasonable, to avoid substantial disadvantage. The duty is anticipatory: the School will consider in advance the barriers disabled pupils may face rather than waiting for a difficulty to arise. The cost of a reasonable adjustment will not be passed to the pupil or their parents.

3. Aims and Objectives
Eastcourt Independent Schools' Special Educational Needs policy provides a framework for the provision of teaching and support for pupils. The framework refers to entitlement, access and partnership.
The aims of this policy are:

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

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

- to identify pupils with learning needs as early as possible;
- to assess the pupil to identify specific areas of difficulty;
- to include within pupils' records information relating to their individual needs, interventions and outcomes;
- to assist staff in modifying the curriculum to meet the pupil's needs within the classroom;
- to provide training programmes for staff when required;
- to ensure that no pupil with learning needs or disability is discriminated against on the basis of his/her disability;
- to work in partnership with parents and guardians in providing appropriate support and advice.

4. Admission Arrangements
Pupils entering the School from Years 1–6 will normally complete age-appropriate English and mathematics assessments and have a general discussion with the Headteacher or another appropriate member of staff. Where a pupil has identified or suspected SEND, parents should share relevant reports and information so that the School can understand the pupil's needs and consider appropriate provision and reasonable adjustments. Admissions decisions will be made in accordance with the School's Admissions Policy and Equality Act 2010 duties. A pupil will not be refused admission because of disability itself. Where there is concern about whether the School can reasonably meet a pupil's needs, this will be considered individually, taking account of the pupil's needs, reasonable adjustments, available provision and any relevant professional advice.

5. SEN provision within the ILE framework
Identification of Pupils with Special Educational Needs and disabilities will be built into the overall approach to monitoring the progress and development of all pupils. This approach is Eastcourt Independent School's ILE framework.
A number of teaching and assisting staff deliver extra support in a variety of ways including one-to-one, small group and in class support.

5.1 Special Educational Needs Co-ordinator (SENCO)
Eastcourt has appointed a co-ordinator for special educational needs known as a Special Education Needs Co-ordinator (SENCO). Our SENCO is Emma Redgrave.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN

- liaising with and advising staff on the graduated approach to providing SEN support
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- working with the Proprietor and advisory board to ensure that the school continues to meet its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date
- overseeing the records for all pupils with special educational needs
- supporting staff in developing strategies to meet effectively the learning needs of all pupils at Eastcourt Independent School.
- working with the DSL where a pupil's SEND may affect the presentation of safeguarding concerns, communication, behaviour or vulnerability, recognising that children with SEND can face additional safeguarding risks.

5.2 The Graduated Approach to responding to Special needs

In practical situations our school, inclusive of the Early Years Foundation Stage, does what is necessary 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 responds promptly. We understand parents know their children best and we respond when parents express concerns about their child's development. We listen to and address any concerns raised by children themselves.

The model of action and intervention in our school, including the EYFS, is a graduated approach. Where a pupil is identified as having SEN, the School takes action to remove barriers to learning and puts effective special educational provision in place. The four-part cycle of Assess, Plan, Do, Review is led and coordinated by the SENCO, with the class teacher retaining responsibility for the pupil's day-to-day teaching. The cycle is revisited and refined as understanding of the pupil's needs and the effectiveness of support develops.

Eastcourt's ILE framework may be used internally to organise and review levels of support. These internal categories do not replace the statutory definition of SEN and will not be used as a barrier to support. Decisions are based on individual need, progress, evidence and the Assess, Plan, Do, Review cycle.

How we analyse the children through Assess, Plan, Do and Review is as follows**:**

Assess

In identifying a child as needing SEN support the class or subject teacher, working with the school SENCO, will carry out a clear analysis of the pupil's needs. 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 notify parents, although parents will often 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 the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, and this will be regularly reviewed. 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 within our ILE documentation. 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, home strategies will be included to reinforce or contribute to progress.

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.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed. The impact and quality of the support and interventions will be evaluated, along with the views of the 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.

5.4 Children with Education, Health and Care Plans (EHCPs)

Where a pupil has an Education, Health and Care Plan (EHCP), Eastcourt will work with parents, the local authority and relevant professionals as appropriate. If Eastcourt is named in an EHCP, the School will cooperate with the local authority in relation to the provision specified and the statutory review process. The School will contribute to annual reviews and provide relevant information about the pupil's progress, needs and provision. Where needs change or the provision specified may no longer be appropriate, the School will raise this through the review process.

The School will make reasonable adjustments for disabled pupils in accordance with the Equality Act 2010. Parents will not be charged for reasonable adjustments. Where parents choose optional additional private services or therapies that are not a reasonable adjustment or provision the School is required to deliver, any charging arrangements will be made clear and agreed separately. Where a local authority commissions or funds provision under an EHCP, funding arrangements will be agreed with the authority as appropriate.

5.5 Timetabling

The amount and type of support offered to a pupil is dependent on need. Eastcourt Independent School believes that pupils will not be withdrawn from lessons unless it is necessary to do so. Eastcourt Independent School believes that pupils with additional needs should spend as much time as possible in the classroom with the most effective teachers and that removal from class should be avoided wherever possible and that many additional needs can be met effectively in class through high-quality, adaptive teaching; additional or different provision will be provided where required by the pupil's SEN. We believe that all subjects are important to the pupil's development and that every pupil is entitled to a broad and balanced curriculum. Therefore, timetabled lessons should not be sacrificed for support unless entirely necessary. When a pupil needs to be withdrawn for learning support, every effort is made to ensure that a pupil does not miss core curriculum subjects. Their individual strengths are also taken into account in

addition to the advice of staff members and parental requests. Some support lessons are also delivered at the same time as the timetabled subject following the same lesson objectives but in a smaller group with a smaller range of abilities.

5.6 Methods of SEN provision

At Eastcourt Independent School, different types of provision are employed to support children who have been identified as having Special Educational Needs. These types of provision are tailored both to the child's needs and the subject area.

Methods include:

- Class action in which children are not withdrawn from the lesson but provided with extra support within the lessons to access the curriculum and meet achievement targets
- Small group support in which a few children of similar attainment and ability are given extra tuition and practice in specific areas. These booster groups may substitute the whole class lesson, or may occur at an additional time during the school day
- One-to-one support in which some children are withdrawn to receive additional tuition and practice in specific areas

5.7 SEN staff

Various members of staff provide SEN support in the way detailed above. This includes teaching assistants.

5.8 Examples of SEN provision

- One to one literacy and maths support
- Various booster groups and handwriting practice

6. Social, Emotional and Mental Health (SEMH) and Related Needs

Eastcourt recognises that social, emotional and mental health needs can affect learning, participation and behaviour in different ways. Behaviour is considered in context and staff will consider whether unmet SEND, communication, sensory, medical, safeguarding or wider pastoral needs may be contributing. Support is tailored to the individual pupil and the School will seek specialist advice where appropriate.

- Social and environmental issues such as family breakdown or bereavement
- Speech, language and communication needs (SLCN)
- social, emotional and mental health needs, including needs that may co-exist with ADHD, autism or other SEND.

6.1 Social and environmental issues

Our school will always be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being and sometimes this can be severe. Our school will ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties our school shall consider whether the child might have SEN. Whilst slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN, they may be an indicator of a range of learning difficulties or disabilities.

6.2 Speech, language and communication issues

We recognise individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an autism may have needs across all areas, including particular sensory requirements. A detailed assessment of need will ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

6.3 SEND and emotional wellbeing

Our school will not assume that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

7. EAL

Identifying and assessing SEN 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 SEN or a disability. However difficulties related solely to limitations in English as an additional language are not classed as SEN. For more detail (see Eastcourt Independent School EAL policy).

8. 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. 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.

9. Data and Record Keeping

Our school maintains SEND records in accordance with the UK GDPR, Data Protection Act 2018 and the School's data protection and records-retention arrangements. Records will be accurate, relevant, appropriately secure and shared on a lawful, need-to-know basis. SEND information may be shared with relevant professionals and local authorities where there is a lawful basis to do so; safeguarding information will be shared where necessary to protect a child and does not depend on parental consent.

Eastcourt Independent School SEN documentation show which children within the ILE framework are classified as needing extra support. They document what provision is given to each individual child, when and by whom. Not all these children are deemed to have Specific Learning Difficulties.

- The SEN timetable:

This shows which teachers are allocated to give support and to whom at any given time

- The Eastcourt Individual Education Plan(IEP):

These are created for each child who is deemed to have Specific Learning Difficulties and/or who receive support outside the standard class timetable. The Eastcourt IEP includes:

1. A statement of the child's strengths and needs
2. Short-term targets for the child
3. Teaching strategies for achieving these targets
4. When and who will provide these strategies

- Record of activities:

All school professionals involved in supplying special needs feed information into the ILE team.

- SEN documentation is reviewed on a termly basis by the SENCO and ILE team, unless progress and reports suggest an alternative approach is needed.

- Observations:

In addition, where it is considered helpful, a pupil may be observed during normal classroom or playground activities by an appropriate member of staff or external professional, such as an educational psychologist. Records of observations and relevant consultations are kept to inform planning. Information is shared in accordance with data protection law, professional duties and safeguarding requirements. Parents will normally be informed and involved when external specialists are engaged, unless there is a lawful reason not to do so.

- Professional Assessments:

Copies of assessments that individual children have undergone with external professionals are also retained in order to support planning of provision of individual children.

10. More Able Pupils

Some pupils demonstrate attainment or potential significantly above that of their peers. High attainment or giftedness is not, in itself, a special educational need. These pupils are challenged through ambitious curriculum planning, appropriate depth and extension and, where useful, the School's ILE or other internal provision. A more-able pupil may separately have SEN or a disability, in which case the SEND provisions in this policy apply to those needs.

11. Inclusion and SEND in the Early Years Foundation Stage (EYFS)

At Eastcourt Independent School EYFS we believe that all our children matter. All the children in our EYFS stage are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes;
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

We give our children every opportunity to achieve their potential by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children so that most achieve the Early Learning Goals by the end of the foundation stage. Some children progress beyond this point. For these children we differentiate within the classroom in order to stretch them, where necessary planning more advanced activities which build upon and advance the work that the rest of the class is completing.

At Eastcourt Independent School we recognise that children develop at different rates and that a delay in one area does not automatically mean a child has SEN. EYFS practitioners use ongoing observation, assessment, information from parents and previous settings, and the current EYFS statutory framework to identify emerging needs and barriers to learning. The School has regard to the SEND Code of Practice and uses the graduated approach where SEN is identified. The current EYFS statutory framework for group and school-based providers, effective from 1 September 2026, applies to Eastcourt's EYFS provision.

As set out in the EYFS framework we take steps to ensure that children with medical conditions get the support required to meet their needs.

We identify those children who do not meet these developmental milestones through a range of methods, including:

- Information from parents
- Information/records from Playgroups/Nurseries/Pre-Schools
- Information from outside agencies
- On-going teacher observations
- the Early Years Foundation Stage Profile (EYFSP), where applicable, together with ongoing formative assessment
- School reports

Those children who may need additional help to meet the Early Learning Goals are largely supported in the EYFS through in-class strategies which are implemented by the class teacher. These may include:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing extra time/ 1:1 activities with the class teacher or teaching assistant which focus on key areas for development.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources and activities which meet as many of the seven areas of learning as possible: this allows children with different learning styles to engage to their fullest potential;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

11.1 SEN Record Keeping within EYFS

EYFS Practitioners will maintain a record of children under their care as required under the EYFS framework. Such records about their children will be available to parents and they will include how our school supports children with SEN and disabilities. Where, despite our early years foundation stage having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, our school will consider requesting an Education, Health and Care needs assessment.

11.2 The role of the SENCO in Early Years provision

Our school SENCO has whole school responsibilities inclusive of the early years foundation stage (EYFS) and the role involves:

- ensuring all practitioners in our school understand their responsibilities to children with SEN and our school's approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by our school, and
- liaising with professionals or agencies beyond the school in partnership with the EYFS team leader

12. Partnership with parents

Eastcourt Independent School works closely with parents in the support of those pupils with special educational needs. We encourage an active partnership through an on-going dialogue with parents. We have regular home-school dialogue and where necessary, home-school communications via books or emails. Teachers have meetings to share the progress of special needs pupils with their parents. We inform the parents of any intervention, and we share the process of decision-making by providing clear information relating to the education of pupils with special educational needs. Where a pupil is receiving SEN support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and our school.

These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil's needs. These discussions will be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher, supported by the school SENCO or ILE team. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil.

A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. This record will be given to the pupil's parents. The school's management information system will be updated as appropriate.

Pupil voice will be sought and taken into account in an age-appropriate way when identifying needs, setting outcomes and reviewing support. The School will help pupils understand the support they receive and encourage increasing participation in decisions about their learning as they mature.
Parents who have concerns about SEND provision should raise them initially with the class teacher. If the matter is not resolved, concerns may be raised with the Headteacher and then through the School's Complaints Policy. This does not affect any statutory rights parents may have in relation to an EHC needs assessment, EHCP or disability discrimination claim.