



Policy for Special Educational Needs

Inclusion Statement

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. Pear Tree School believes that:

- Children are entitled to a relevant and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.
- Pupils who have special educational needs and pupils with learning difficulties and/or disabilities should be supported wherever necessary to achieve full access to the whole-school curriculum.
- We endeavour to achieve maximum inclusion of children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Needs might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- We focus on individual progress as the main indicator of success.

This policy takes into careful account all statutory provisions insofar as they apply to independent schools, including the Special Educational Needs and Disability Act (2001), the Children Act (2004), the Special Educational Needs and Disabilities Regulations (2014), the Children and Families Act (2014), and the Special Educational Needs Code of Practice (2015). It should be read in conjunction with the school's Accessibility Plan and other relevant documents including the School Curriculum, the School Prospectus and the Safeguarding Policy.

Defining SEND

The 2015 Code of Practice states that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2015 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv

Pear Tree School recognises that the provision for pupils with special educational needs and disabilities (SEND) is the responsibility of the whole school and that all teachers are responsible for pupils with SEND.

A child with SEN or learning difficulties and/or disabilities should have barriers to learning identified and as far as reasonably possible addressed within the school's available resources. The views of the pupil should be sought and taken into account. Parents/carers have a vital role to play in supporting their child's education. Pupils with Learning Support/SEN should be, where reasonably practicable, offered full access to a broad, balanced and relevant education, including an appropriate curriculum that includes differentiated pathways to learning.

Pear Tree School Policy on Special Educational Needs

School definition of Special Educational Needs

Children have Special Educational Needs if they have an Education Health and Care Plan from their local authority that calls for special education provision to be made. Children have a learning difficulty and/or disability if they have a significantly greater difficulty in learning from the majority of children of their age OR have a disability which wither prevents or hinders them from making use of educational facilities of a kind provided in Pear Tree School for children of the same age.

Pupils with special educational needs engage in all regular activities in Pear Tree School, so far as is reasonably practicable and is compatible with the student receiving the special educational provision that their learning difficulty calls for, the provision of efficient education for the pupils with whom they will be educated, and the efficient use of resources.

In meeting these responsibilities, Pear Tree School will take in to careful account the Special Educational Needs Code of Practice (2015) insofar as it applies to independent schools.

As a school which specialises in educating young people who are looked after, we recognise that :

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Berridge, et al., 2021) why children who are looked after in local authority care often fail to make expected progress at school:
 - Placement instability
 - Unsatisfactory educational experiences
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (*The name of the current designated teacher at our school is given at the end of this inclusion policy*). The responsibilities of our designated teacher include:
 - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
 - ensuring that children who are 'looked after' have access to the appropriate network of support
 - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
 - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
 - liaising with the child's social worker to ensure that there is effective communication at all times
 - celebrating the child's successes and acknowledge the progress they are making.

Our school will work with the relevant local authorities Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

To ensure that learners with special educational needs are supported to achieve their full potential:

- All pupils will have access to appropriately differentiated quality first teaching
- The school will manage resources, in line with agreed policy, to ensure all pupils needs are met as far as is reasonably possible
- A pupils special educational needs, learning difficulties and/or disabilities will be identified as early as possible
- The views of pupils and carers will be taken into account and the school will work in partnership with carers in identifying and meeting individual needs
- Provision and progress will be monitored and reviewed regularly
- The school will work with outside agencies as appropriate

Identification and Assessment

Children's needs should be identified and met as early as possible through :

- classroom-based assessment and monitoring arrangements.
- following up concerns from the care team, education team and other professionals
- tracking individual children's progress over time
- liaison with local authorities and social workers
- information from previous schools where available
- information from other services where available
- Undertaking, when appropriate, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- Involving an external agency where appropriate where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are identified as having special educational needs, the school will make reasonable adjustment for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- teachers utilise a range of strategies and approaches
- individual class support
- further reasonable differentiation of resources

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- ongoing assessment of progress
- informal feedback from all staff.

- pupil interviews when setting new Personal Education Plan (PEP) targets or reviewing existing targets
- pupil progress tracking using the Education Competency Assessment (ECA)
- monitoring PEP targets, evaluating the impact of PEPs on pupils' progress.

Our approach to PEPs is as follows:

- PEPs will be based on informed assessment and will include the input of outside agencies where appropriate
- PEPs are time-limited and reviewed at least six monthly in line with the requirements of the individual local authority
- PEPs will have short/medium term targets set for or by the pupil which align with their needs and identified next steps
- PEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.

Education Health and Care Plans

Identification

As outlined in the Code of Practice, “Where a request for a statutory assessment is made by a school to an LEA, the child will have demonstrated significant cause for concern.” The school will provide evidence of this concern from among:

- The school's actions to date
- Records of reviews and their outcomes
- Assessment levels and progress
- Attainment in literacy and mathematics
- Educational and other assessments where available
- Information and assessments from external professionals where available
- Views of the pupil and the carers
- Involvement of other professionals

Review of Education Health and Care Plans

- Interim reviews will be held as necessary. The SENCO collects information from pupil assessments and requests information pupils, carers and teachers.
 - Minor amendments made as needed, OR:
 - Annual review can be initiated early if needed.
- Minor amendments can be made without the need for a review meeting subject to the guidance in Section 9.193 onwards of the SEND Code of Practice (2015) and with due reference to Sections 37 and 44 of the Children and Families Act 2014 and Regulations 22 and 28 of the SEND Regulations 2014
- Annual reviews will be held as required and decisions made with regard to:
 - Maintaining the EHCP and a continuation of provision within the school setting, OR:
 - Request an amendment to the ECHP, OR:
 - Request a discontinuation of the EHC and revert to the child being taught, monitored and reviewed as seems most suitable to the SENCO, Carers and other professionals involved

Processes for monitoring and evaluating provision for pupils with Special Educational Needs, learning difficulties and/or disabilities

The school continuously monitors its provision for pupils with Special Educational Needs, learning difficulties and/or disabilities, gathering information on the following aspects:

- Number of students with SEN or learning difficulties and/or disabilities
- Curriculum provision and levels of support
- Assessment results for literacy and maths
- Ongoing assessment against whole-school curriculum

The name and contact details of the SEN co-ordinator.

Philip Tebbs Philip.tebbs@peartreeprojects.co.uk 01388 776799 07817 994764

The name and contact details of the Designated Teacher for Looked After pupils

Helen Berry helen.berry@peartreeprojects.co.uk 01388 776799

Management of Inclusion within our school

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Head Teacher

- The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The Head Teacher will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- The Head Teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school Education Competency Assessment
 - pupil progress
 - discussions with the SENCO
 - discussions with pupils and carers

Special Educational Needs Coordinator

The SENCO will oversee the day- to-day operation of this policy in the following ways:

- co-ordinating provision for children with special educational needs and/or disabilities
- Monitor special educational provision made for pupils
- Engage with support services outside the school when required
- liaising with and advising teachers on the special educational provision for pupils with SEND

- Evaluating regularly the impact and effectiveness of all additional interventions for students with special educational needs.
- meeting at least termly with teaching staff to review and revise learning objectives for all students with SEN
- Liaise with teachers, parents and external agencies
- Take part in formal meetings with external agencies regarding individual pupils to be assessed
- liaising with a range of outside agencies to support vulnerable learners as required
- Arrange annual reviews and monitor provision for pupils with an EHCP

Designated Teacher for Looked After Children

- Monitoring the progress towards the PEP targets for all pupils with SEND
- meeting at least termly to review and revise PEP learning objectives for all students with SEN
- Liaise with teachers, parents and external agencies
- Arrange reviews of PEPs and target setting

Class teacher

- liaising with the SENCO to agree :
 - which pupils are underachieving
 - which pupils require additional support because of a special educational need. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements)
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities
 - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets
 - ensuring effective deployment of resources to maximise outcomes for all groups of vulnerable learners.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them,**
- self-review their progress and set new targets

Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the head teacher.

Links with Other Services

Effective working links will also be maintained with the placing Local Authorities, Educational Psychology Services, Social Workers, Independent Reviewing Officers and the heads of Virtual Schools as required.

This policy will be reviewed annually by the SENCO and was last reviewed 01/12/2025

Berridge, D., Sebba, J., Cartwright, M. & Staples, E., 2021. School Experiences of Children in Need: Learning and Support. *British Educational Research Journal*, pp. 1700 - 1716.