Elysium Children and Education

Bere Clinic School

SEND Policy and Information Report

Policy Number: **2.1**

Version Number: **4**

Date of Issue: **October 2025**

Date of Review**: October 2026**

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Approved by:	Nick Rose	**Date:** Oct 2025
Last reviewed on:	Oct 2024	
Next review due by:	Oct 2026	

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A: Roles and Responsibilities

1. Our Values and Vision for SEND Provision

Our SEND Policy and Information Report aims to:

- Set out how Bere Clinic School will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

"All children and young people are entitled to an education, one that is appropriate to their needs and promotes high standards and the fulfilment of potential." (SEND Code of Practice 2014).

At Bere Clinic School, we pride ourselves on promoting an inclusive education for all pupils, in which every individual is welcomed and valued, regardless of their age, gender, ethnicity, difficulty of learning, severity of mental health, disability, attainment level, cultural background and experiences. We strive to foster a safe, warm and caring environment, where all pupils can learn, make progress and develop to their full potential, in line with our school ethos 'to invest in yourself, invest in your future and invest in others'.

We embrace and contribute to the holistic model created by the hospital to ensure that both a young person's health and educational needs are being met. The school's ethos is centred on personalisation, and therefore our curriculum, whilst broad and balanced, is also relevant and highly differentiated, in order to meet the complex needs of each young person referred to the service and to give them the opportunity to demonstrate progress.

We firmly believe that everyone has the ability to succeed and therefore actively strive to help pupils remove some of their current barriers to learning, realise their aspirations and reach their full potential. We work closely with all partners involved in a young person's care and treatment programme in a safe yet stimulating environment and value this co-ordinated approach to our provision. We ensure that the views, wishes and feelings of the pupil and parents/carers are central to decision making about their support and what they want to achieve.

We recognise inclusion as a dynamic process, requiring critical and regular evaluation, following an Assess, Plan, Do, Review cycle. Our objective is to raise the aspirations of and expectations for all pupils with SEND, providing a focus on outcomes for children and young people regardless of the limited time they spend with us.

We are committed to ensuring that our school environment is a neurodiversity friendly one and in doing so, ensure that it is an inclusive learning environment for all of our students.

2. Legislation and guidance

This policy and information report (as required) is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty **(section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of** opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

3. Definitions:

The SEND code of practice (2015) states that pupils are identified as having SEN if they do not make adequate progress once they have had relevant interventions / adjustments and good quality personalised teaching.

They have learning difficulties **or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is education or provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. (SEND Code of Practice, 2015).

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4. Roles and responsibilities

Everyone in the school community has a positive and active part to play in ensuring that pupils with SEND achieve their full potential. The specific roles and responsibilities of each individual are outlined in ***Appendix A***.

All school staff are required to familiarise themselves with this policy and their roles and responsibilities, and to sign and return to Lisa Thompson the SEND Statement ***(Appendix B).***

Lisa Thompson is the Deputy Headteacher for the Bere Clinic school, she has a Post graduate certificate in Education NASENCo Award and is an experienced SENCO. So, in the first instance matters relating to SEN will be deferred to the Deputy. However, in the event that a student is admitted who has a level of need beyond the Deputy Headteacher's capacity within her role at the school, then Bere Clinic School will seek guidance and utilise the experience of an appointed SENCO from the young person's home school.

As many students have had a period of prolonged absence from home school due to their admission to hospital we will work in conjunction with the home school SENDCo to provide evidence for neurodivergent assessments or EHCP reviews wherever possible.

The Deputy Headteacher will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and management committee to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided

- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school management committee to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate

Parents or carers

Parents or carers of a pupil on the SEND register will be given the opportunity to provide information and express their views about the pupil's SEND and the support provided.

- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given a CPA report every six weeks from education on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

5. SEND information report

5.1 Areas of SEND

At Bere Clinic, we identify the needs of the whole child. The Special Educational Needs and Disability Code of Practice: 0-25 Years (2015) identifies four broad areas of need:

The four areas of need:

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

It is appreciated that some young people may have complex needs and therefore have needs in more than one of the areas outlined above.

5.2 Identifying pupils with SEND and assessing their needs

At Bere Clinic, through teacher observations, discussions with parents / carers and the home school we will quickly identify any special requirements children already have and will tailor our educational package to suit their individual needs. Whilst working directly with the child or young person we may identify barriers to learning or a need that has not been previously prevalent and will discuss with parents, medical staff and if necessary external professionals to agree the right provision and support.

pupils with special educational needs are identified in a number of ways, including:

- Collation of prior or home school data and information
- Baseline testing where necessary on entry to the school
- Regular cycle of teacher assessments
- More detailed testing of individual pupils as appropriate
- Staff refer pupils to Lisa Thompson, highlighting specific concerns

- Multidisciplinary Team (MDT) meetings, highlighting social, emotional and mental health concerns – All young people admitted to Bere Clinic school are inpatients within hospital with eating disorders and SEMH, which have impacted both their progress in education and ability to attend school, therefore upon admission we add each individual to our SEND register with a primary need of SEMH.

However, we acknowledge that ED (eating disorder) cognitions and behaviours can mimic traits of neurodiversity which prevents timely referral or assessment until there has been an appropriate level of weight restoration.

Managing pupil needs on the SEN register:

We contact all home schools on admission to request information about current SEN provision including EHCP targets. This information is incorporated into our Pupil Profile documents and individual ILPs. The main basis for any assessment is made through quality first teaching and interactions soon after admission. This assessment, along with information gathered from the parents, home school and child, provides the foundations for further planning to meet each child or young person's individual needs. The teachers are responsible for maintaining this information and following a continual graduated approach to each individual child or young person. This information is then passed back to the home school on discharge.

Pupils with SEND may be identified as either requiring SEND support (K) or an Education, Health and Care (EHC) Plan (E).

- **K -** a pupil with SEND requiring intervention that is additional to, or different from, those provided through the school's usual differentiated curriculum offer and strategies. This may include advice or support from outside specialists, so that alternative interventions, additional or different strategies can be put in place.

- **E –** a pupil with an EHC Plan. This identifies a pupil with a lifelong and significant difficulty, requiring a Statutory Assessment by a pupil's home LEA. An assessment can be requested by the school or parent. If an EHC Plan is issued, it will state a pupil's strengths and areas of need. It will also specify desired outcomes for the pupil, along with the steps and resources required to ensure that those outcomes are achieved within the given time frame. The Deputy Headteacher endeavours to work closely with any pupil's LEA / school to ensure that all the entitlements of an EHC Plan are still provided with careful consideration and adjustments made according to their medical needs. The Deputy Headteacher will attend Annual Reviews of EHC Plans alongside their home school who will invite a member of the LEA to attend. If the school considers an EHC Plan to be necessary, the Deputy Headteacher will contact the SENDCo at their home school to support with an application to send to LEA of the pupil and begin the referral and assessment process.

The school will make every effort to adhere to the timescales provided in the Code of Practice. However, the responsibility to oversee this process continues to lie with the young person's LEA.

5.3 Consulting and involving pupils and parents

a) Pupils

It is essential for all pupils to be fully involved in their education; feeling listened to and in control of their learning experiences. It is the responsibility of all members of staff to interact individually with SEND pupils in their classes, engaging in conversation about their learning and how best to support them to achieve agreed targets and meet their needs.

Pupils are encouraged to:

- have an understanding of the difficulties they experience in and outside the classroom
- celebrate their strengths and achievements
- become independent learners
- fully participate in the decision-making processes by contributing to assessments and reviews
- develop ways of helping themselves by suggesting their own personal targets
- share ideas with staff and other pupils

Pupils participate in weekly meetings with the key teacher to discuss progress and individual needs which are used in the creation of Individual Learning Plans, that detail their needs, strategies of support and SMART targets.

b) Parents and Carers

It is essential for parents/carers to be fully involved in their child's learning and to participate in decisions made about their child's education. We listen to parent's views and actively encourage discussions about educational needs and provisions. Wherever possible views and wishes will be adhered to, so they can contribute to the provision network around them and continue to thrive as individuals and reach their full potential.

5.4 Assessing and reviewing pupils' progress towards outcomes

Where possible, alongside their hospital treatment and stage of recovery, we follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Teachers will work with the Deputy Headteacher Lisa Thompson or a SENDCo from their home school to carry out a clear analysis of the pupil's needs. This will draw on:

- Teachers' assessment and experience of the pupil
- Their previous, progress, attainment and behaviour
- The individual's development in comparison to their peers and national data.
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

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. We will regularly review the effectiveness of the support and the impact on the pupil's progress.

5.5 Our inclusive approach to teaching pupils with SEND

It is the responsibility of all members of staff to be aware of the barriers to learning which pupils with SEND experience, whilst holding the highest expectations of them, so that all pupils are able to make good progress and achieve their potential. All staff are trained in effectively differentiating work and fully supporting SEND pupils with reasonable adjustments in the classroom. Meeting the needs of our children with SEND is a whole school responsibility. We expect all teachers to be teachers of every child and to adjust their teaching to enable all pupils to make progress. This may involve some adaptation of teaching methods and appropriate modification of resources.

The curriculum is used creatively to meet the needs of all pupils across the key stages and with the growing focus on increasing and developing the skills and abilities of those pupils who struggle to access knowledge and understanding- so that they then have the skills to support their growth as learners whilst challenging, developing and widening the skills of all our learners so that full potential is gained for all.

5.6 High quality provision and adaptations for pupils with SEND

There are several systems in place to ensure that our pupils with SEND are supported to achieve.

All staff have been trained on effectively differentiating work and supporting SEND pupils fully in the classroom. Teachers are provided with detailed pupil information to inform their classroom planning. They can readily access this information and strategies provided by the Quality First Teaching document for Bere Clinic School, which is on individual student learning plans and the document saved in the shared area. The Deputy Headteacher liaises closely with staff to ensure that pupils with SEND have reasonable adjustments and good access to learning in lessons. On-going training ensures that all staff are kept up-to-date and have the knowledge to support pupils fully in lessons.

Daily handovers, alongside monitoring of teaching and learning in the classroom allow staff to adapt and change support/strategies provided as necessary. Pupils are mainly taught in small groups and therefore have personalised support.

Some pupils will be assessed as needing additional support to maintain progress. This may be a short or longer term intervention. Small group and 1:1 intervention follow an Assess, Plan, Do, Review cycle. This structure ensures that intervention is appropriate and focused on developing the needs of individual pupils.

All provisions within the school will be monitored to assess impact in a number of ways, including:

- Regularly reviewing pupil information and sharing targets and achievements with the pupils and their families
- Key teacher reviewing and gaining the opinions of our pupils
- Regularly tracking and monitoring academic progress
- Classroom observation by the Headteacher, Deputy Headteacher

Pupils who require Exam Access Arrangements are tested and provided with arrangements that reflect their normal way of working. This ensures they are not put at a disadvantage and are provided with the correct support. We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font or modified resources.

- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Use of JCQ approved reading pen, as normal working practice and if appropriate application for access arrangements for use in exams.

5.7 Supporting pupils with transition and preparing for adulthood

Pupils are supported at each point of transition, whether this be between key stages whilst they are educated at Bere Clinic School or with their home school.

We liaise closely with home schools to ensure a smooth transition between settings. This is usually created as a phased and graduated reintegration according to the level of progress in their physical health and increasing accessibility to home leave, in particular overnight leave. We ensure that students are kept "connected" with key staff at their home school and transition may typically start with an online meeting, followed by an person visit outside of school hours, possible meeting with the SENDCo and a peer in a designated quiet space and then increase to attending one or two lessons, which would gradually progress over longer periods throughout the day to carefully consider planning of breaks and supported meals required, then increase the amount of days in home school each week.

Baseline data and information is requested from home schools to ensure teaching is appropriately planned and reflective of a pupil's needs.

Where applicable further support may be required by the Bere Clinic Clinical team, including psychology, family therapy, occupational therapy.

Where appropriate, a pupil will be taught life skill lessons to support them in their preparation for adulthood VIA CAREERS, PSHE and external visitors and workshops. As SEND pupils move from school to other education establishments or employment the SEND department will provide information and reports to ensure a successful transition.

5.8 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress
- Using pupil questionnaires
- Monitoring by the Deputy Headteacher
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.9 Collaboration between education, health and social care services, professionals from MDT and external agencies:

We work closely with all stakeholders to ensure that the needs of a student are fully met. When necessary advice will be sought from external advisors and professionals concerning appropriate next steps. Not exclusive to but including the appropriate professionals from with the MDT supporting the students at Bere Clinic.

Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers / Attendance officers
- Social services

5.10 Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the support we provide to help pupils overcome any barriers they face and safeguard our young people, see our safeguarding/child protection policy.

5.11 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

6. Quality Assurance and Impact

The Management Committee (MC) will support Bere Clinic School in the implementation of this policy and will include monitoring, evaluation and review. The MC will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
It will also be updated by Deputy headteacher & Headteacher if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Safeguarding / Child Protection Policy
- Equality opportunities Policy
- Complaints Policy

Appendices

Appendix A: Roles and Responsibilities

The Headteacher will:

- Work with the Deputy Headteacher to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

The Deputy Headteacher will:

- Work with the Headteacher to determine the strategic development of the SEND policy and provision in the school
- Ensure that the school carries out its statutory responsibilities regarding all pupils with SEND including the Code of Practice for Special Educational Needs 2015 and the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Put provision in place to ensure progress of all pupils with SEND
- Support all staff in understanding the needs of pupils with SEND and work with staff, parents, and other agencies to develop effective ways of bridging barriers to learning through assessment of needs, monitoring of teaching and pupil achievement and target setting through Personal Learning Plans
- Advise and support staff on the graduated approach to providing SEND support.
- Regularly monitor progress towards targets for pupils with SEND.
- Be the point of contact for external agencies, especially local authorities and their support services
- Liaise with home-schools and potential next providers of education to ensure pupils and their parents are informed about options, and a smooth transition is planned.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Advise on and contribute to the professional development of staff, including whole school INSET provision
- Provide regular information to the head teacher and management committee on the evaluation of SEN provision.
- Co-ordinate Annual Reviews and reviews of Personal Learning Plans
- Liaise with SENCo from home school for advice if the SEN need is beyond the capacity alongside other responsibilities within the school.

Class teachers are responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the Deputy Headteacher to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEN information report

Quality Assurance and Impact

- The Management Committee (MC) will support Elysium Children and Education in the implementation of this policy and will include behavioural issues as a standing agenda item in each MC meeting.

Appendix B: SEND Statement

"All children and young people are entitled to an education, one that is appropriate to their needs and promotes high standards and the fulfilment of potential." (SEND Code of Practice 2015).

At Bere Clinic School , we pride ourselves on promoting an inclusive education for all pupils, in which every individual is welcomed and valued, regardless of their age, gender, ethnicity, difficulty of learning, severity of mental health, disability, attainment level, cultural background and experiences. We strive to foster a safe, warm and caring environment, where all pupils can learn, make progress and develop their full potential.

We embrace and contribute to the holistic model created by the hospital to ensure that both a young person's health and educational needs are being met. The school's ethos is centred on personalisation, and therefore our curriculum, whilst broad and balanced, is also relevant and highly differentiated, in order to meet the complex needs of each young person referred to the service and to give them the opportunity to demonstrate progress. Our goal is to remove barriers and make reasonable adjustments wherever possible so that students can to invest in self, future and others.

We firmly believe that everyone has the ability to succeed and therefore actively strive to help pupils remove some of their current barriers to learning, realise their aspirations and reach their full potential. We work closely with all partners involved in a young person's care and treatment programme in a safe yet stimulating environment and value this co-ordinated approach to our provision. We ensure that the views, wishes and feelings of the pupil and parents/carers are central to decision making about their support and what they want to achieve.

We recognise inclusion as a dynamic process, requiring critical and regular evaluation, following an Assess, Plan, Do, Review cycle. Our objective is to raise the aspirations of and expectations for all pupils with SEND, providing a focus on outcomes for children and young people regardless of the limited time they spend with us. We are committed to ensuring that our school environment is a neurodiversity friendly one and in doing so, ensure that it is an inclusive learning environment for all of our students.

Responsibility for SEND : Lisa Thompson

The SEND Policy is number nine in the policy folder.

- I can confirm that I have read the SEND Policy.
- I have been made aware of my duties to ensure an inclusive education for all pupils.
- I have been made aware of who I can contact
- with any queries or for SEND support.

Name:_____ Signature:_____

Date:_____