



Yehudi
Menuhin
School

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Owned By:	Deputy Head (Academic) Deputy Head (Pastoral) Learning Support Co-ordinator	Autumn 2024
Reviewed By:	Leadership Team	Autumn 2024
Governor Review By:	Education & Welfare Committee	Autumn 2024

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Revision History

Revision	Paragraph Number	Revision
Autumn 2016		New Policy
Autumn 2021	Paragraph 1	Replace “develops any weaknesses.” with “strives to support any SEND requirements.”
	Paragraph 2	Add “The Equality Act (2010)
	Paragraph 6	New
	Paragraph 8	Add “(IEP)”
	Paragraph 11	Add reference to Independent Listener and School Counsellor; Delete “School Doctor” and replace with “local Doctor’s”
	Paragraph 12	Add reference to P1.9 EAL Policy
	Paragraph 13	References to Local Education Authority and EHC removed, and paragraph rephrased.
Autumn 2023		Addition of reference to the SEN passport
Autumn 2024		Clarification of EHCP and Pupil passports

Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
EAL	English as an Additional Language
EHCP	Educational, Health and Care Plan
IEP	Individual Education Plan
SENDSCO	Special Educational Needs and Disabilities Co-Ordinator
SEND	Special Educational Needs and Disabilities

Aim / Objective / Statement of Intent

1. The policy of the School is to treat all pupils equally and fairly. The School considers every pupil to be an individual and encourages their strengths and strives to support any SEND requirements.
2. This policy has regard to the *Children and Families Act 2014*, *The Equality Act 2010* and the *SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015)*.

Introduction

3. All pupils at The Yehudi Menuhin School (YMS) have special educational needs, since they have a special musical talent and potential which can be developed and fulfilled only in a very particular school environment. To this end, individual timetables are constructed for every child, tailored to meet their individual needs, both musical and academic.
4. In such a small school as YMS, pupils are discussed regularly, whether informally in the staff room, or more formally in regular academic, boarding and pastoral staff meetings. It is therefore relatively easy to monitor and review the progress of pupils in the School. SEND is also a standing agenda item at all Academic Staff meetings.
5. If a member of staff is concerned that a pupil may have a special educational need, this should be reported to the Learning Support Co-ordinator in the first instance. They will then seek opinions from other teachers of the pupil. The Co-ordinator will then discuss with the Deputy Head (Academic). If a possible need has been identified, a meeting with parents of the child will be called. If all parties are in agreement an assessment will be arranged.

Disabled access for pupils taking external examinations

6. The exam rooms, the Square Room and Kentner Room, are situated on the ground floor with wheelchair access.

Pupils with specific learning difficulties or disabilities

7. The School has a relationship with a qualified Educational Psychologist so that any pupil who requires assessment can be speedily referred and an action plan for any remedial assistance drawn up. The school also has a close working relationship with the SENDCO at Cobham Free School, who provides advice and assessment and who visits the school at least once per term.
8. Pupils with any learning difficulties are integrated into as much of the curriculum as possible, as the small classes makes it much easier to provide whatever individual care and attention they may require. An Individual Education Plan (IEP), known as a pupil passport, is drawn up by the Learning Support Co-ordinator for all pupils identified as

having a specific learning difficulty or disability and is reviewed at regular intervals by the Learning Support Co-ordinator with support from The SENDCO at CFS.

9. Students who have been identified as having additional needs may receive additional support lessons with subject teaching staff or with our Teaching Assistant.

Pupils with a physical or medical condition

10. If any pupil suffers from a physical disability, a special room on the ground floor of Harris House has been equipped with a suitable alarm and toilet facilities adjacent. The doors allow for wheelchair access. In addition, all buildings constructed since 1997 are compliant with disability legislation and stairs which conform to the latest ambulant disabled specification.

Pupils with behavioural issues or who need special support at any particular time

11. For most pupils, the School's strong pastoral system (Tutors, House parents, School Nurse, Counsellor and Independent Listener) means that problems can be addressed quickly and satisfactorily, without seeking outside help. In some cases, an appointment with the local Doctor's surgery may be appropriate. However, where more specialist input is needed, the School has forged close links with the Surrey Child and Adolescent Mental Health Service (CAMHS) and can refer pupils for confidential counselling once permission has been obtained from parents. The school also employs a counsellor who is on site every week and pupils can refer themselves through the school nurse.

Pupils with English as an additional language

12. See the Examination Boards' Access Arrangements Policy and the School's P1.9 EAL Policy.

Provision for pupils with an Education, Health and Care (EHCP) Plan

13. If difficulties, whether learning, physical or behavioural manifest as severe, and despite in-house support, little or no academic progress is seen to be made, external support will be used to support and assess the child. The School will liaise closely with the child's parents throughout this process to ensure that the most appropriate decisions are made.
14. A Pupil Passport is produced by the Learning Support Co-ordinator with input from the pupil and distributed to academic and music staff, along with other staff who will come into contact with the pupil. The Passport identifies their strengths and challenges, effectively summarising the EHCP, if there is one for the pupil, and suggesting strategies to be used to support their development and meet their EHCP targets.