



Snowflake School

*‘Improving the quality of family life’*

# Special Educational Needs and Disability Policy

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The purpose of this policy is to outline how Snowflake School identifies, assesses and meets the needs of pupils with Special Educational Needs and Disabilities (SEND). The policy explains how the school implements statutory duties under the Children and Families Act 2014, the SEND Code of Practice (2015) and the Independent School Standards Regulations 2014.

## Introduction

This policy should be read alongside the following policies:

- Safeguarding and Child Protection Policy
- Behaviour and Positive Behaviour Support Policy
- Equality and Accessibility Policy
- Complaints Policy

This policy has regard to the following legislation and statutory guidance:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (2015)
- Equality Act 2010
- Independent School Standards Regulations 2014
- Keeping Children Safe in Education 2025
- The Special Educational Needs and Disability Regulations 2014

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

## School Context

Snowflake School is an independent special school for pupils aged 5–17 with a diagnosis of autism. Most pupils placed at the school have an Education, Health and Care Plan (EHCP) issued by the local authority. Where pupils are undergoing statutory assessment, the school works in partnership with the local authority and parents to support the assessment process. The school provides specialist provision using Applied Behaviour Analysis (ABA) and a highly individualised curriculum delivered through one-to-one and small-group teaching.

## Broad areas of need

Although all pupils at Snowflake School have a diagnosis of autism, the school recognises that pupils may also present with needs across all four areas described in the SEND Code of Practice. Provision is therefore planned on an individual basis to ensure the full range of needs is addressed.

In practice, 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 **Autism** may have needs across all areas, including particular sensory requirements. A detailed assessment of need ensures that the full range of an individual's needs is identified, not simply the primary need.

## Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives. Children and young people with an **Autistic Spectrum Condition (ASC)**, including Asperger's Syndrome and Autism, are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

## Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional needs which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying behaviours that challenge. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have needs such as attention, hyperactivity and / or attachment.

## Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing needs. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## Individualisation

At Snowflake School needs are assessed on an individual basis and an Individual Education Programme (IEP) is prepared and delivered which is continually monitored and modified through the Annual Review process.

The school follows the Assess–Plan–Do–Review cycle outlined in the SEND Code of Practice:

- Assess – baseline assessments are conducted on entry including communication, behaviour, learning and sensory needs.
- Plan – individual targets and intervention programmes are developed based on assessment data.
- Do – teaching staff and tutors implement the agreed interventions.
- Review – pupil progress is reviewed regularly through data analysis, IEP reviews and EHCP annual reviews.

## Applied Behaviour Analysis

Snowflake School uses Applied Behaviour Analysis (ABA) principles alongside a broad and balanced curriculum to support learning and development. Pupils are supported through a high staff-to-pupil ratio, including individual and small-group teaching, to ensure programmes are tailored to each **pupil's needs**. Tutors typically have psychology degrees and are trained to deliver ABA/VB programmes. Tutors are managed by Supervisors who are all qualified or undertaking a qualification to become Board Certified Behaviour Analysts. The Headteacher and Senior Teacher have relevant qualifications and many years of combined experience of working with pupils with SEND. Pupils are able to access additional specialist support from a Speech and Language Therapist and an Occupational Therapist, Yoga and wellbeing instructor and teachers for Physical Education and Music.

## ABA Framework

Teaching and learning are supported through principles of Applied Behaviour Analysis (ABA). These include:

- Structured teaching
- Task analysis
- Reinforcement strategies
- Data collection and ongoing evaluation of pupil progress.

Behaviour support is based on Functional Behaviour Assessment and Positive Behaviour Support principles to ensure pupils are supported safely and respectfully. Behaviour support is implemented in accordance with the school's Behaviour and Positive Behaviour Support Policy and safeguarding procedures.

## Curriculum

The curriculum is designed to support pupils to develop communication, independence, social understanding, academic learning and life skills. The curriculum prepares pupils for the next stage of education and adulthood.

All pupils have access to a broad and balanced curriculum. Teaching staff set high expectations for every pupil, whatever their prior attainment. Teaching staff use assessment to set targets which are

deliberately ambitious. Progress is monitored through ongoing data collection, curriculum assessment, IEP reviews and EHCP outcome monitoring. This data informs future planning and ensures provision remains responsive to pupil needs. Potential areas of difficulty are identified and addressed at the outset. Learning opportunities are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

Pupils are also supported through structured learning environments, visual supports, sensory regulation strategies and assistive technology where appropriate.

The school recognises the importance of sensory regulation for autistic pupils. Staff support pupils to regulate their sensory needs through structured environments, sensory-informed strategies and appropriate adjustments to the learning environment in order to promote engagement, wellbeing and access to learning.

The school places strong emphasis on the generalisation of skills so that pupils are able to apply learning across different environments, activities and social situations. Teaching programmes therefore include opportunities for pupils to practise skills in a range of contexts, including classroom learning, community activities and social interactions.

Pupils are able to access communication aids as appropriate and as assessed on an individual basis

## Transition and Preparation for Adulthood

The school supports pupils in preparing for the next stage of their education. The development of independence and life skills forms an important part of the curriculum. Pupils are supported to develop communication, self-care, organisation, social understanding and community participation skills appropriate to their age and stage of development.

Transition planning forms part of EHCP reviews and includes preparation for secondary education, post-16 provision, and the development of independence and life skills.

## Roles and Responsibilities

Responsibility for SEND provision sits with the Headteacher, supported by senior staff, behaviour analysts, teaching staff and therapists. The Trustees maintain oversight of SEND provision.

### Trustees

The Trustees are responsible for ensuring the school complies with relevant SEND legislation and the Independent School Standards. They monitor the effectiveness of SEND provision and approve this policy.

### Headteacher

The Headteacher is responsible for;

- Ensuring that pupils' special educational needs are identified, and for co-ordinating the making of special educational provision which meets those needs,
- Monitoring the effectiveness of any special educational provision made,
- Securing relevant additional services for the pupil where necessary,

- Ensuring that records of the pupils' special educational needs and the special educational provision made are maintained and kept up to date,
- liaising with and providing information to a parents and carers of the pupil on a regular basis about that pupils' special educational needs and the special educational provision being made,
- ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupils' special educational needs and the special educational provision made is conveyed to the appropriate authority or (as the case may be) the proprietor of that school or institution, and
- promoting the pupils' inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities
- Providing Information to parents on where the local authority's local offer is published.

## Behaviour Analysts / ABA Supervisors

Behaviour Analysts / ABA Supervisors are responsible for:

- designing and overseeing ABA programmes
- supervising tutors and teaching staff
- monitoring pupil progress through data analysis
- conducting functional behaviour assessments
- supporting the development of behaviour support plans

## Teaching Staff

Teachers are responsible for:

- delivering the curriculum and individual programmes
- implementing behaviour and learning programmes
- monitoring pupil progress
- contributing to IEP reviews and EHCP reviews
- working collaboratively with therapists and families

## Tutors / Teaching Assistants

Tutors support pupils through the implementation of individual learning programmes, collect learning data, and support pupils in developing communication, independence and social skills.

## Therapists

Therapists such as Speech and Language Therapists and Occupational Therapists assess pupil needs, contribute to EHCP provision and support staff in implementing therapeutic strategies within the school day.

The school works in partnership with parents and carers. Parents are regularly informed of pupil progress and are invited to contribute to IEP reviews and EHCP annual reviews.

Where appropriate, pupils are supported to contribute their views to their education and EHCP review process.

Staff working with pupils with SEND receive ongoing professional development to ensure they have the knowledge and skills required to support autistic pupils effectively. Training may include autism

awareness, communication strategies, positive behaviour support, safeguarding and the use of Applied Behaviour Analysis principles.

## Monitoring and Review

The effectiveness of SEND provision is monitored through pupil progress data, EHCP review outcomes and internal quality assurance processes.

This policy is reviewed every two years or sooner if legislation or guidance changes. Trustees are responsible for approving the policy and monitoring its implementation.

## Revision

Version Update	March 2026
Review due	March 2027
Reviewed By	Sumen Starr
Approved by Board of Trustees on	March 2026