



Beacon Academy Trust

A COMPELLING VISION FOR SUCCESS

SEND Policy

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

1. Statement of Policy:

- 1.1. The Beacon Multi-Academy Trust (BMAT) believes that the entitlement to a broad, balanced, relevant and differentiated curriculum is an entitlement for all and should not be constrained by age, gender, creed, race, physical disability, special education needs or vulnerability. This entitlement should be delivered by trained personnel, committed to maximum inclusion, who are able to provide a happy, sensitive, secure and developmental environment in which all individuals are encouraged and enabled to undertake self-development, self-advocacy, respect for self, respect for others and respect for the environment.
- 1.2. Equality of Opportunity, an appropriate curriculum, a variety of teaching and learning styles, thoughtful and effective assessment, parental involvement and timely support to meet the needs of the individual should be integral to the planning of educational provision, for all students.
- 1.3. The Trust and its Academies are committed to ensuring that every student who is in difficult circumstances gets the extra support that is needed, without stigma or prejudice. All students are equally valued. High standards of behaviour and moral values are set for all whilst appreciating that not all students will already have the ability to meet them.

2. Scope of the Policy

- 2.1 This policy applies to all young people in the BMAT Academies who have special educational needs.
- 2.2 The policy applies equally to all students and their families whatever their gender, ethnic origin, home language, religion, disability or social circumstances.
- 2.3 This policy also has implications for all our partners in the SEND process, e.g. other schools and statutory/voluntary agencies.

3. Aims

Each Academy is committed to providing an appropriate and high quality education to all the young people it serves:

- All young people, including those identified as having special educational needs, have a common entitlement and equal access to a broad and balanced curriculum, which is accessible to them and enables them to be fully included in all aspects of school life;

- To provide an environment in which individuals feel safe and are respected and encouraged to reach their full potential;
- Students with special needs may, at times, require a more specialised programme than the majority of students of the same age, in part or all of their learning;
- We place a high priority on the need to provide the best possible education for such students, and no less than for students who display no learning difficulties or other problems;

4. Promoting Inclusive Education

- 4.1. BMAT believes that inclusive education is a human right and an essential part of outstanding educational provision. It is recognised that inclusion is a process requiring collaborative input from academies, parents/carers, Local Authority (LA) support services, other agencies and the broader community.
- 4.2 BMAT is committed to inclusion. Part of the Trust's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.
- 4.3 This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.
- We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.
 - We believe that many students, at some time in their school career, may experience difficulties which affect their learning and behaviour, and we recognise that these may be long or short term
 - At BMAT we aim to identify these needs as they arise and provide teaching and learning contexts, which enable every young person to achieve to his or her full potential.
 - The Trust sees the inclusion of young people identified as having special educational needs as an equal opportunities issue. We also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

5. Ethos

The key values and beliefs which underpin BMAT's SEND Policy are:

- Equal value and respect for all
- Equal opportunities for all.
- Recognition of individual differences with regard to young people with special educational needs

- The development of skills for life through the provision of appropriate learning opportunities
- A constant search for improvement in the progress made by SEND students
- Commitment to both the spirit and statutory requirements of legislation, including partnership between students, parents/carers and professionals.

6. Definition of SEND

6.1 BMAT recognises that all young people have learning and/or behavioural needs and that for some, these individual needs become special educational needs.

6.2 Students have a difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age;
- Have a disability, which prevents them from making use of educational facilities of a kind generally provided for children of the same age.

6.3 The Code of practice (2014) does not assume that there are hard and fast categories of special educational need, but recognises those children's needs and requirements fall into four broad areas:

- Communication and interaction;
- Cognition and learning;
- Social, mental and emotional health;
- Sensory and/or physical.

6.4 We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, difficulty, disability, attainment levels and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Learners with special educational needs;
- Girls and boys;
- Minority ethnic and faith groups, travellers, asylum seekers and refugees;
- Learners who need support to learn English as another language (ESOL);
- Learners who are identified as having a disability;
- Those who are gifted and talented;
- Those who are looked after by the local authority;
- Others such as those who are sick, those who are young carers, those who are in families under stress, pregnant students and teenage mothers;
- Any learners who are at risk of disaffection and exclusion;

7. Objectives

This policy describes the way we meet the needs of young people who experience barriers to their learning and the steps we take to remove those;

- To ensure the SEN Code of Practice, the Equality Act and the guidance in Removing Barriers to Achievement are implemented effectively across the academy;
- To ensure equality of opportunity and to eliminate prejudice and discrimination against young people with special educational needs;
- To continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible;
- To provide full access to the curriculum through differentiated planning and provision by senior staff, heads of department, heads of year, SENCO, and support staff as appropriate. (except in the rare occurrence where disapplication arising from a Statement of SEN occurs);
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those students recorded as having SEND at School Action, School Action Plus or who have a Statement of Special Educational Needs;
- To ensure that students with SEND are perceived positively by all members of the Academy community, and that SEND and inclusive provision is positively valued and supported by staff and parents/carers;
- To enable young people to move on from us well equipped in the basic skills of literacy, numeracy and social and emotional independence and with an appropriate progression pathway;
- To involve parents/carers at every stage in plans to meet their child's special educational needs;
- To involve the young people themselves in planning and in any decision making that affects them.

8. Responsibilities

- 8.1 The Trustees will use their best endeavours to ensure high quality education and support for all.
- 8.2 The academy recognises that all teaching and support staff will work with young people with SEND and that all tutors are tutors of those with special needs.
- 8.3 The work is led by a Special Education Needs Co-ordinator (SENCO) who will work closely with the nominated Headteacher/Principal and staff.
- 8.4 The role of the SENCO within the academy is to be responsible for;
- The day to day operation of the academy's SEND policy

- Liaising with and advising academy staff giving clear guidelines for procedure when needs are identified
- Co-ordinating provision for students with SEND
- Maintaining the school's SEND register and overseeing records of all young people with SEND
- Liaising with parents of young people with SEND
- Contributing to in-service training of staff
- Liaising with external agencies including the Educational Psychology Service and other SEN support services, medical and social services and voluntary bodies
- Consulting with SENCOs from other schools to ensure effective use of resources and the dissemination of good practice
- Managing a range of resources, human and material, including Individual and Group Education plans linked to young people with special educational needs
- Providing support and advice to colleagues
- Monitoring and evaluating the special needs provision and reporting to the Local Governing Body on the progress of students with SEND.

8.5 The Headteacher/Principal has the responsibility for the overall management of all aspects of the Academy's work including provision for young people with special educational needs. The SENCO is responsible for the day-to-day management and implementation of this policy. She/he will keep the Headteacher/Principal fully informed.

8.6 All teaching staff have a responsibility to ensure that each student is given every opportunity to fulfil their potential within the normal classroom situation. All staff should be aware of the learning support needs of all pupils they teach, and should ensure that the needs of each pupil are addressed in accordance with the Teaching and Learning policy. It is the responsibility of the Head of Department to ensure that schemes of work and associated resources appropriate to a range of aptitude, ability and learning styles are available for class teachers to use within each programme of study.

8.7 The fees for any SEND placements will be reviewed annually the Senior member of staff responsible for raising achievement.

9. **Academy students working in other settings**

Where students are spending some of their time in other settings, studying for academic and other vocational qualifications and completing work experience;

- The SENCO will ensure the key information with regards to their SEND is passed to the appropriate people so that the planning for their behaviour and learning support is consistent and appropriate;

- The SENCO will also ensure there is liaison with any external Student Support Services again to ensure there is consistency of approach and expectations are managed;
- Where students are progressing to FE, we will communicate the students recognised Special Educational Need and plan their support accordingly;
- We will liaise with all predecessor school staff, including the SENCO, where a student indicates they have a need for extra support.

10. Early Intervention/Learning Support

10.1 Learning Support interventions are additional to, or different from, those provided as part of the academy's usual differentiated curriculum offer and strategies. Strategies employed to enable the pupil to progress may be given as targets, or recorded within an Individual Education Plan.

10.2 BMAT recognises that the early identification of a young person's Special Educational Needs together with appropriate multi- disciplinary intervention should reduce the need for more intensive support later in the young person's school life. In working towards this principle the academy will ensure the following:

- The staff will work closely with predecessor school colleagues on transition;
- There will be clear referral routes for staff who wish to bring to the notice of the SENCO a young person who may be experiencing SEN;
- Every consideration will be given to the views of parents/carers in the assessment and decision making process. Young people with special educational needs will also be consulted whenever possible;
- Procedures for inter-service and cross-agency referrals will be actively used and reviewed regularly.

11. Partnership with Parents/Carers

The best results are achieved where parents/carers and staff of the Academy work in partnership. In working towards this principle the academies will do the following:

- Assist parents/carers in their understanding of Special Educational Needs procedures, academy based provision, and other support available for their child and additional sources of help and information, for example, voluntary organisations and childcare information services;
- Provide opportunities for mediation and discussion where necessary;
- Meet parental/carer preference for school placement subject to the requirement that the individual child's special educational needs can be met; that the education of

other young people will not be adversely affected and that resources are efficiently used;

- Ensure that assessment and review processes seek and take account of the parents'/carers' and young person's views wherever possible;
- Provide clear and informative written advice for parents/carers about all aspects of the Code of Practice on the identification and assessment of young people with special educational needs and the range of different disabilities;
- Provide clear written descriptions of the support services available for young people with special educational needs within the academy and the local area;
- Provide information in a variety of formats about the range of voluntary and statutory agencies, which may be able to assist parents/carers of young people with special educational needs.
- Recognise that families have valuable knowledge of their child which service providers should encourage them to share.
- Encourage families to be actively involved in relevant training/planning appropriate to their child's needs.
- Promote mutual respect as the basis for communication between the academy and families. This should include sensitivity to families' needs, desires and understanding.
- Develop and promote open, honest and effective means of communication about the needs of young people who have SEN/disabilities.
- Deliver information in an appropriate and accessible form.

12. Promoting High Expectations

BMAT will set high standards for young people with special educational needs with an expectation that they will achieve their full potential. In working towards this principle, the academy will ensure that:

- Every student experiencing Special Educational Needs will have the barriers to achieving their potential identified and removed;
- Young people with SEND have equal access to extracurricular and extended activities provided by the academy;
- The use of assessments and the value added data will provide effective measures of the performance of young people with special educational needs.
- All young people develop high self-esteem. Through this it is anticipated that young people will contribute to the setting of challenging personal goals.

13. Equality of Opportunity

13.1 Young people with SEN are entitled to equality of opportunity in all aspects of educational provision and access to a broad and balanced curriculum, including the National Curriculum.

13.2. In working towards this principle the academy will ensure that:

- All young people are valued equally and treated fairly;
- Special educational needs will not be considered a barrier in achieving at a BMAT Academy;
- The buildings will be DDA compliant;
- All young people will be expected to make progress regardless of gender, disability, race, faith and culture;
- All young people will have access to a relevant, broad and balanced curriculum. With additional and specialist resources are to enable young people to access this curriculum;
- Additional resources will be allocated through adherence to the Code of Practice and to the staged approach to the identification and assessment of special educational needs.

14. Sharing responsibility

14.1 BMAT recognises that parents/carers are their child's first educators. Meeting young people's special educational needs is a shared responsibility. Working towards this principle the school will share responsibility with a range of other partners and agencies.

14.2 Procedures will recognise the importance of sharing information and collaboratively devising support programmes for young people with special educational needs.

14.3 This is especially important at those periods of a child's educational life where transition from one phase of life or education is involved. The academy will ensure interagency working at;

- Initial school entry
- Planning for post-school provision
- All points where additional needs are identified.

15. Continuum of high quality provision

In working towards this principle BMAT will;

- In accordance with the Code of Practice and Equality Act ensure that a young person's special educational needs will be met alongside his or her peers and within his or her own community;
- Ensure that a continuum of provision is available to meet a continuum of need;
- Actively use systems to secure collaborative working between the school and other special schools and between the school and LA support services;
- Keep under regular review Special Educational Provision to ensure there is consistency between policies within the school;

- All young people will have access to a relevant, broad and balanced curriculum. With additional and specialist resources are to enable young people to access this curriculum;
- Additional resources will be allocated through adherence to the Code of Practice and to the staged approach to the identification and assessment of special educational needs;
- Work with the Special Educational Needs support services to improve the quality of provision.

16. High quality trained staff

- 16.1 Young people with SEN, and their families, have a right to be supported by high quality, skilled professionals. BMAT will support this principle through ensuring staff have access to a Professional Development Programme which directly addresses the development of expertise in special educational needs.
- 16.2 This programme will be a comprehensive and appropriate staff development programme, which addresses the skills and knowledge staff will need to fully support and teach all learners who attend the school. This will be available not only to teaching staff but also to support staff and all those involved in managing the statutory assessment process.

17. Clear and effective procedures

Procedures for identifying young people with special educational needs and for monitoring their progress will be clear, effective and straightforward. Any such procedures will take account of the Code of Practice on the identification and assessment of special educational needs. In working towards this principle, the school will:

- Focus on preventative work with young people.
- Ensure Statements of SEN and individual learning plans are reviewed annually and the appropriate action taken where required.
- Ensure procedures for identifying young people with special needs and for monitoring their progress are clear, effective and straightforward and follow published local and national criteria.
- Ensure procedures are in place to ensure the views of parents/carers and young people are sought when the statutory review process as well as those of the professionals involved.
- Monitor and evaluate the academy's performance in relation to young people with special needs using feedback and surveys to gather their views and those of their parents/carers in addition to assessment data.

18. Partnership with Young People

We believe that partnership with young people is essential in relation to SEND and they have the right to have their views incorporated in assessment and review, and to be involved in decision-making about their own SEND.

- Young people have the right to have their views, expectations and needs taken into account in all planning
- We recognise that effective action for learners with SEND will often depend on close co-operation between the academy, the health services and young people's services. We are committed to implementing such co-operative arrangements so that services for individual young people, families and schools can be as seamless as possible.
- All young people should be encouraged to develop a positive sense of self-image and a pride in their own identity.
- All young people should be encouraged to accept and value differences.

19. Monitoring review and evaluation

19.1 All teachers and tutors have day-to-day responsibilities with regard to pupils with special needs, and the care of such pupils is seen as a whole school responsibility. The SENCO is responsible for the co-ordination of provision and is responsible to the Headteacher/Principal in the first instance. Learning support provision is planned, monitored and evaluated by the SENCO, working with the staff team, under the supervision of the Headteacher/Principal.

19.2 Other professionals, including Support Staff and External Agencies may become involved when practicable and/or necessary.

19.3 BMAT will conduct internal reviews of SEN provision at least annually to complement the on-going monitoring and evaluation of provision and outcomes.

- The SENCO will report regularly to the Headteacher/Principal and the Local Governing Body Trustees in relation to SEND.
- Parents/carers also have a role to play though their contribution to reviews of their young people's learning, working with the school in relation to targets within their child's individual education plans.

19.4 In carrying out its responsibilities towards young people with special educational needs the academy will;

- Keep its arrangements and provision for SEN under review
- Review the effective use of its resources
- Review and evaluate the academy's arrangements for individual education planning and reviewing, including parental and Support Services involvement

- Internally monitor all SEND arrangements and curricular provision against published criteria. Such monitoring will take account of the school's Development Plan and SEND policy, the LA's SEND policy and the finance delegated under SEND arrangements.
- The performance of LA support services and other external agencies as experienced by academy students and staff
- The provision for young people with special needs within the academy including annual review of statements and individual learning plans
- Individual student progress as measured against set targets
- Use of delegated funds.

20 Policy Review

- This Policy will be reviewed in light of the outcome of the Green Paper explained at the start of this policy.
- Thereafter the SENCO will review this policy on an annual basis and any proposed changes will be reported to the Centre Manager, Trustees and BMAT staff.
- This policy for SEN will be made available and accessible to parents/carers, colleagues and all stakeholders.

The aims are:

- staff development and training must be at the heart of effective provision for individual needs
- all staff will accept personal responsibility for the education of exceptional learners and this should be reflected in the professional development of all staff
- we will put in place collaborative teaching and co-operative action-research and evaluation, vital for the development of effective provision which is in harmony with legislative requirements and progressive educational ideas

The belief that is expressed in Circular 5 of the Education Act 1988 underpins the Individual Needs departmental philosophy:

“Participation in the National Curriculum by students with special educational needs is most likely to be achieved by encouraging good practice for all pupils. Special educational needs are not just a reflection of pupils’ inherent difficulties; they are often related to factors within schools, which can prevent or exacerbate some problems. For example: schools that successfully meet the demands of a diverse range of Individual Needs through agreed policies on teaching and learning approaches are invariably effective in meeting special educational needs”.

1. Curriculum Access

BMAT has adopted a whole school approach to SEND policy and practice. Students identified as having SEND (including Looked after children, High able Students, students with English as an Additional language) are, through teacher planning and schemes of work, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum, and if required curriculums will be personalised to meet each child's needs and thus ensure a successful pathway of learning and education.

2. Links with other Agencies, organisations and Support Services

BMAT recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND students.

3. Partnership with Parents/Carers

Parents have a unique overview of the child's needs that give them a key role in their child education. Developing strong partnerships built on good communication is important in ensuring the most efficient education of SEND student. We work in collaboration with parents/carers where possible. We respect your views, listen to your concerns, share our ideas and ensure that you are part of your child's education.

4. Links with other Schools and Transfer Arrangements

The SEND Coordinator liaises with primary colleagues and parents (where appropriate) to ensure that transition to secondary school is well managed. Baseline assessments and screening on entry also support the SENCo in identifying specific areas of need and so enable appropriate provision to be put in place.

5. Links with Health and Social Services, education Welfare Services and any Voluntary Organisations

BMAT regularly consults health service professionals, Social services and the Education Welfare Service and referrals will be made as appropriate.

Procedures:

- identifying individual educational needs of all students in every area of the curriculum, including personal needs
- assessing the exact nature of the individual need in order to guide future educational provision
- making provision consistent with meeting those individual educational needs: this provision will take a variety of forms including:
- teaching styles which promote full inclusion in all classrooms administrative systems which promote inclusion
- curriculum support

- individual support pupil grouping
- flexible learning programmes
- counselling
- monitoring and recording individual progress and the strategies and interventions used to achieve that progress
- evaluating and reviewing individual progress and the strategies used to achieve that progress
- using results to guide further educational provision
- provide meaningful information for staff, students and other organisations on student progress
- disseminating of information within the Academy and within other educational establishments where appropriate

Vulnerable Students

BMAT recognises the importance of their role in listening to all students who are vulnerable for whatever reason. The staff recognise that some children's vulnerability may make them more at risk from abuse. As such, IN plays a vital role in ensuring all students feel that they are listened to and that their concerns are taken seriously (see Safeguarding and Child Protection).

The Individual Needs Handbook on Policy and Practice

Full details of the Individual Needs Policy and on its implementation, including details on how the Academy meets our legal requirements, is contained in the Individual Needs Handbook, which is available for consultation on request.

Contents of Policy and Practice Handbook:

- Policy for Individual Needs – A Rationale NASEN’s Entitlement Statement
- Policy Statement for Individual Needs at the Academy
- Implementation of Policy
- Subject Department Policies for Individual needs – A Rationale
- Guidelines for the development of Subject Department Policies for Individual Needs
- Admissions Policy
- The Code of Practice Success Criteria Concerns procedure
- Staffing and staff developments Support for Individual Needs Central Support services
- Individual Needs Core Team schemes of work – A Rationale
- Working practices and current provision Financing and resources

6. The Role of the SEND Coordinator

The SEND Coordinator has overall responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those with Education and Health Care Plans /Statements or Special Educational Needs.

7. The Role of the Governing Body

The Local Governing Body (LGB) will elect an LGB member with responsibility for special educational needs and disability whose responsibilities will be to oversee that the SEND policy has been adhered to throughout BMAT.

8. Admission Arrangements

Students with special educational needs and disability are considered for admission to the school on exactly the same basis as for children without SEN. Every student with an Education Health Care Plan will be accepted unless the school is unable to meet their specific needs.

In order to reflect ‘Inclusion with High Expectations ‘ BMAT have established an Alternate Provision sharing committee built on the foundations of the fair access protocol. This committee meets regularly to anticipate and discuss the varying needs of students across BMAT on a case by case basis with a view of finding appropriate provision for the student. BMAT has established NELTA the North East London Teaching Alliance made up of a combination of twenty six Secondary and Primary Schools who are invited to work collaboratively to ensure all students have access to the best outcomes.

9. Categories of Special Educational

10. Education Health Care Plans

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.