



Beamont Collegiate Academy

SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

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Signature of Chair to the governing body	L Waterson
Signature of Academy Principal	G Harris
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1. Introduction

- 1.1 This policy complies with the statutory requirement laid out in the Special Educational Needs & Disabilities (SEND) Code of Practice: 0 to 25 years (July 2014).

2. Philosophy

- 2.1 The key values and beliefs which underpin the Beamont Collegiate Academy's SEND Policy are:

- i. Equal value and respect for all
- ii. Equal opportunities for all.
- iii. Recognition of individual differences with regard to young people with special educational needs
- iv. The development of skills for life through the provision of appropriate learning opportunities
- v. A constant search for improvement in the progress made by SEN pupils
- vi. Commitment to both the spirit and statutory requirements of legislation, including partnership between pupils, parents/carers and professionals.

3. Statement of Principles and Values

- 3.1 The principles and values within the Beamont Collegiate Academy's SEND policy are underpinned by the following broad aims;

- i. To promote high standards of education for young people with SEND
- ii. To encourage young people with SEND to participate fully in the Academy's community and take part in decisions about their education.
- iii. To work with other statutory and voluntary bodies to provide support for young people with SEND.

- 3.2 For young people with special educational needs, the key principles underpinning this vision and through which the above aims are to be met are;

- i. Early intervention
- ii. Promoting inclusive education
- iii. Partnership with parents/carers
- iv. Promoting high expectations
- v. Equality of opportunity
- vi. Sharing responsibility

- vii. Continuum of high quality provision
- viii. High quality trained staff
- ix. Procedures, which are clear and effective
- x. Monitoring, review and evaluation
- xi. Partnership with young people

4. Promoting Inclusive Education

4.1 Beamont Collegiate Academy believes that inclusive education is a human right, is good education and makes good social sense. It is recognised that inclusion is a process requiring collaborative input from schools, parents/carers, Local Authority (LA) support services, other agencies and the broader community.

5. Rationale

5.1 Beamont Collegiate Academy is committed to providing an appropriate and high quality education to all the young people it serves. We believe that all young people, including those identified as having special educational needs and/or disabilities, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and enables them to be fully included in all aspects of school life.

5.2 The Academy as a learning community is committed to ensuring success for all. This means that in all work with young people we will aim to ensure that they;

- i. Achieve their potential and enjoy their learning
- ii. Stay safe and healthy
- iii. Can make a positive contribution to the Academy, the community and the wider world.

5.3 We believe that all young people should be equally valued in the Academy. We will strive to eliminate prejudice and discrimination, and to develop an environment where all young people can flourish and feel safe.

5.4 Beamont Collegiate Academy is committed to inclusion. Part of the Academy's strategic planning for improvement is to develop cultures, policies and practices that include all pupils. We aim to engender a sense of community and belonging, and to offer new opportunities to students who may have experienced previous difficulties.

- 5.5 This does not mean that we will treat all students in the same way, but that we will respond to students in ways which take account of their varied life experiences and needs.
- 5.6 We believe that educational inclusion is about equal opportunities for all students, 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 pupils;
- i. Girls and boys
 - ii. Minority ethnic and faith groups, travellers, asylum seekers and refugees
 - iii. Students who need support to learn English as another language (EAL)
 - iv. Students with special educational needs
 - iv. Students who are identified as having a disability
 - v. Those who are identified as High Level Learners and/or Talented
 - vi. Those who are looked after by the Local Authority
 - vii. Others such as those who are sick, those who are young carers, those who are in families under stress, pregnant students and teenage mothers
 - viii Any students who are at risk of disaffection and exclusion
- 5.7 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 them.
- 5.8 We recognise that students may learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our younger students, for whom maturity is a crucial factor in terms of readiness to learn. 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.
- 5.9 At Beamont Collegiate Academy 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.
- 5.10 The Academy 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.
- 5.11 The SEND Coordinator is Mrs Elizabeth Richards, who reports regularly to the Senior Leadership Team on this area.

5.12 The SEN Governor is Gail Porter, who is also the Governor with an Equal Opportunities/Educational Inclusion brief.

6. Objectives

- 6.1 To ensure the SEND Code of Practice, the Equality Act and the guidance in Removing Barriers to Achievement are implemented effectively across the Academy.
- 6.2 To work with students, parents, professionals and the Local Authority to ensure a smooth transition from the old Statements of SEN to Education, Health & Care Plans'.
- 6.3 To ensure equality of opportunity and to eliminate prejudice and discrimination against young people with special educational needs &/or disabilities.
- 6.4 To continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible.
- 6.5 To provide full access to the curriculum through differentiated planning and provision by class teachers, SENCO, and support staff as appropriate.
- 6.6 To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those students recorded as having SEN at SEN Support or who an Education & Health Care Plan.
- 6.7 To ensure that students with SEND are perceived positively by all members of the Beamont Collegiate Academy community, and that SEND and inclusive provision is positively valued and supported by staff and parents/carers.
- 6.8 To enable young people to move on from us well equipped in the basic skills of literacy, numeracy and social and emotional independence.
- 6.9 To involve parents/carers at every stage in plans to meet their child's special educational needs.
- 6.10 To involve the young people themselves in planning and in any decision making that affects them.

7. Definition of Special Educational Needs

- 7.1 Beamont Collegiate Academy recognises that all young people have learning and/or behavioural needs and that for some, these individual needs become special educational needs.

7.2 Whilst it is recognised that young people with SEND are not a readily defined and discrete group, for the purposes of its policy the Academy adopts the definition provided by the 2014 Code of Practice:

“A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.” (paragraph 6.15 p94 SEND COP 2014).

The SEND Code of Practice identifies four broad areas of need which schools must consider when planning provision. It advises that these areas are not to be used to fit a student into a category, as children often have needs in more than one area.

7.3 **Communication & interaction**

Children & young people with speech, language & communication needs (SLCN) have difficulty in communicating with others. The profile for every child with SLCN is different and their needs may change over time.

7.4 **Cognition & learning**

Support for learning difficulties may be required when children & 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) & specific learning difficulties (SpLd) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

7.5 **Social, emotional & mental health difficulties**

Children & young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behavior. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or medical symptoms that are medically unexplained. Other children and young people may have disorders such as ADHD, ADD or attachment disorder. 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.

7.6 Sensory &/or physical needs

Some children & 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 habilitation support.

7.7 Beamont Collegiate Academy recognises that there is a continuum of special educational needs, which should be reflected in a continuum of provision, and that good practice in special needs goes to the very core of excellent learning and teaching.

7.8 A student is not taken as having a learning difficulty solely because English is an additional language. Having assessed their proficiency in English, progress across the curriculum is monitored closely to ascertain whether any problems that arise are from working in an additional language or from special educational needs. This is done in conjunction with the school EAL coordinator/SENCO.

7.9 A talented or gifted child does not fall into the remit of special educational needs. The Academy recognises that these young people have their own needs, which are addressed separately. (see the High Level Learners Policy)

7.10 We also recognise that young people may have special educational needs in some areas of their learning whilst being identified as gifted and talented in others.

8. Scope of the Policy

8.1 This policy applies to all young people in Beamont Collegiate Academy who have special educational needs. The policy applies equally to all students and their families whatever their gender, ethnic origin, home language, religion, disability or social circumstances.

8.2 This policy also has implications for all our partners in the SEND process, e.g. partner schools, governing bodies, parents/carers and statutory/voluntary agencies.

9. Responsibilities

- 9.1 The Governing Body will use its best endeavours to ensure high quality education and support for all. There is a nominated Governor with specific responsibility for SEND.
- 9.2 The Academy recognises that all staff will work with young people with SEND and that all teachers are teachers of those with special needs and for disabilities. The core of teachers' work involves a continuous process of planning, teaching, assessing & reviewing, taking into account the differences in pupils' abilities, aptitudes and interests.
- 9.3 The Code of Practice advocates a graduated response to meeting students' needs. At BCA the curriculum is adapted or differentiated in different ways to meet the children's needs.
- i. Quality First Teaching (QFT) within the classroom
 - ii. Further differentiation of work &/or an intervention to assist with progress and narrow/ close any gaps.
 - iii. If the academy feels it is appropriate, specialist assessment, intervention, resources or equipment will be made available.
- 9.4 The role of the SENDCO within the Academy is to be responsible for;
- i. The day to day operation of the Academy's SEN policy
 - ii. Liaising with and advising Academy staff giving clear guidelines for procedure when needs are identified
 - iii. Co-ordinating provision for students with SEND
 - iv. Maintaining the Academy's SEND register and overseeing records of all young people with SEND
 - iv. Liaising with parents of young people with SEND
 - v. Contributing to in-service training of staff
 - vii. Liaising with external agencies including the Educational Psychology Service and other SEND support services, medical and social services and voluntary bodies

- viii. Consulting with SENCOs from other schools, particularly as part of transition to ensure effective use of resources and the dissemination of good practice
- ix. Managing a range of resources, human and material, including Individual and Group Education plans linked to young people with special educational needs
- x. Providing support and advice to colleagues both informally and through scheduled CPD sessions
- xi. Monitoring and evaluating the special needs provision and reporting to the Governing Body on the progress of students with SEND.

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

9.6 The dedicated SEND budget will be reviewed annually.

10. A Graduated response

10.1 Early Intervention

Beamont Collegiate Academy 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;

10.2 The staff will work closely with previous school colleagues and post 16 providers to ensure awareness of pupil needs prior to transition/ transfer.

10.3 There are clear referral routes for staff who wish to bring to the notice of the SENDCO a young person who may be experiencing SEND.

10.4 Every consideration will be given to the views of parents/carers in the assessment and decision making process. Young people with special educational needs are to be consulted whenever possible.

10.5 SEN Support intervention can be triggered through concerns and evidence, that despite receiving high quality teaching and differentiation, the pupil is making little or no progress and/or demonstrates ongoing social, emotional, physical, sensory or communication difficulties.

10.6 Where a pupil continues to make less than expected progress, despite interventions, the Academy will consider involving specialists, including those secured by the Academy or from outside agencies. This will be done following consultation with parents/carers. The Academy recognises the valuable contribution external agencies provide in identifying, assessing and providing for students with SEN, and regularly works with the following agencies:

- i. Educational Psychologist
- ii. Sensory Support (Visual & Hearing Impairment)
- iii. Speech & Language Team
- iv. RELATE
- v. Occupational Therapy
- vi. SEN Orthoptist
- vii. School Health
- viii. Social Care
- ix. CAMHS
- x. ADHD/ASD Support nurses
- xi. xi. Any other professional recommended from the Pupil Review Meetings (PRM) at BCA

Access to these services is prioritised according to need and availability.

10.7 Procedures for inter-service and cross-agency referrals will be actively used and reviewed regularly.

10.8 The Academy follows the four part 'Assess, Plan, Do, Review' cycle set out in the 2014 COP, when taking action to remove barriers to learning and putting effective special educational provision in place. This enables a greater understanding of the pupil's needs and of what support is needed to ensure the pupil makes good progress and secures good outcomes.

10.9 Where a child has a Statement of Special Educational Needs – please delete words in red an Education, Health & Care Plan, the Academy will review the provision and progress annually. The student and parents/ carers will be involved throughout this process, with the Local Authority informed of the outcomes.

10.11 The Academy will submit an application for an Education, Health & Care Assessment when, despite an individualised programme of sustained intervention within SEND support, the pupil remains a significant cause for concern. Should an

Education, Health & Care Plan be issued, the Academy will ensure that provision focuses on the student making good progress towards achieving the outcomes specified in the Plan. Progress will be reviewed annually using person centred reviews.

11. Beamont Collegiate Academy Students working in other settings

11.1 Some students will be spending some of their time in other settings, studying for vocational qualifications and completing work experience.

11.2 The SENDCO 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.

11.3 The SENDCO will also ensure there is liaison with any external Student Support Services again to ensure there is consistency of approach and expectations are managed.

11.4 We will liaise with previous school staff, including the SENDCO, where a new student starts at the Academy and they or their parents indicate they have had support before.

12. Partnership with Parents/Carers

12.1 The best results are achieved where parents/carers, schools and LAs work in partnership. In working towards this principle the Academy will do the following;

12.2 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.

12.3 Provide opportunities for mediation and discussion where necessary.

12.4 Meet parental/carer preference for school placement subject to the requirement that the individual child's special educational needs &/or disabilities can be met; that the education of other young people will not be adversely affected and that resources are efficiently used.

12.5 Ensure that assessment and review processes seek and take account of the parents'/carers' and young person's views wherever possible.

- 12.6 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.
- 12.7 Provide clear written descriptions of the support services available for young people with special educational needs & disabilities within the Academy and the local area.
- 12.8 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 &/or disabilities.
- 12.9 Recognise that families have valuable knowledge of their child which service providers should encourage them to share.
- 12.10 Encourage families to be actively involved in relevant training/planning appropriate to their child's needs.
- 12.11 Promote mutual respect as the basis for communication between the Academy and families. This should include sensitivity to families' needs, desires and understanding.
- 12.12 Develop and promote open, honest and effective means of communication about the needs of young people who have SEN/disabilities.
- 12.13 Deliver information in an appropriate and accessible form.

13. Promoting High Expectations

- 13.1 Beamont Collegiate Academy will set high standards for young people with special educational needs & disabilities in line with the Staff and Student Charter, with an expectation that they will achieve their full potential. In working towards this principle, the Academy will ensure that;
- 13.2 Every student experiencing special educational needs & disabilities will have the barriers to achieving their potential identified and supported.
- 13.3 Teachers and Teaching Assistants will identified needs and interventions on Class Charts and in planning.
- 13.4 Young people with SEND have equal access to extra-curricular and extended activities.
- 13.5 The use of assessments will provide effective measures of the performance of young people with special educational needs.

13.6 All young people develop high self-esteem. Through this it is anticipated that young people will contribute to the setting of challenging personal goals.

14. Equality of Opportunity

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

14.2 In working towards this principle the Academy will ensure that;

i. All young people are valued equally and treated fairly ii. Special educational needs & disabilities will not be considered a barrier in achieving a place at the Academy

iii. The building will be DDA compliant iv. All young people will be expected to make progress regardless of gender, disability, race, faith and culture.

14.3 All young people will have access to a relevant, broad and balanced curriculum including the core National Curriculum. The main aim of additional and specialist resources are to enable young people to access this curriculum.

14.4 Additional resources will be allocated to those young people with the greatest need. This will be achieved through adherence to the Code of Practice and to the staged approach to the identification and assessment of special educational needs.

15. Sharing responsibility

15.1 Beamont Collegiate Academy 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 Academy will share responsibility with a range of other partners and agencies.

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

15.3 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 adhere to Warrington's protocols for interagency working at;

i. Initial school entry

- ii. Planning for post-school provision
- iii. All points where additional needs are identified.

16. Continuum of high quality provision

16.1 In working towards this principle Beamont Collegiate Academy will;

- i. 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.
- ii. Ensure that a continuum of provision is available to meet a continuum of need.
- iii. Actively use systems to secure collaborative working between the Academy and special schools and between the Academy and LA support services.
- iv. Keep under regular review Special Educational Provision to ensure there is consistency between policies within the Academy.
- v. Work with the Special Educational Needs support services to improve the quality of provision.

17. High quality trained staff

17.1 Young people with SEND, and their families, have a right to be supported by high quality, skilled professionals. Beamont Collegiate Academy 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 & disabilities.

17.2 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 students who attend the Academy. This will be available not only to teaching staff but also to support staff and all those involved in managing the statutory assessment process.

18. Clear and effective procedures

18.1 Procedures for identifying young people with special educational needs & disabilities 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 Academy will;

- i. Focus on preventative work with young people.
- ii. Ensure EHC Plans and individual learning plans are reviewed annually and the appropriate action taken where required.
- iii. 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.
- iv. 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.
- v. 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.

19. Partnership with Young People

19.1 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 SEN.

19.2 Young people have the right to have their views, expectations and needs taken into account in all planning.

19.3 We recognise that effective action for students 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.

19.4 All young people should be encouraged to develop a positive sense of self-image and a pride in their own identity.

19.5 All young people should be encouraged to accept and value differences.

20. Monitoring review and evaluation

20.1 Beamont Collegiate Academy will conduct regular internal reviews of SEN provision to complement the on-going monitoring and evaluation of provision and outcomes.

- 20.2 The SENDCO will report regularly to the Principal and Governing Body in relation to SEND.
- 20.3 Parents/carers also have a role to play though their contribution to reviews of their young people's learning, working with the Academy in relation to targets within their child's individual education plans.
- 20.4 In carrying out its responsibilities towards young people with special educational needs the Academy will;
- i. Keep its arrangements and provision for SEN under review
 - ii. Review the effective use of its resources
 - iii. Review and evaluate the Academy's arrangements for individual education planning and reviewing, including parental and Support Services involvement
 - iv. Internally monitor all SEND arrangements and curricular provision against published criteria. Such monitoring will take account of the Academy's Development Plan and SEN policy, the LA's SEND policy and the finance delegated under SEND arrangements.
- 20.5 The monitoring and evaluation of the effectiveness of provision towards meeting the additional needs of young people who have special needs covers a range of important and interrelated areas. In particular:
- i. Allocation and effective use of resources
 - ii. The performance of LA support services as experienced by Academy students and staff
 - iii. The provision for young people with special needs within the Academy including annual review of statements and individual learning plans
 - iv. Individual student progress as measured against set targets
 - v. Use of delegated funds.

21. Policy Review

- 21.1 The SENCO will review this policy on an annual basis and any proposed changes will be reported to the Principal, Governing Body and Beamont Collegiate Academy staff.

21.2 This policy for SEND will be made available and accessible to parents/carers, colleagues and all stakeholders.