

	<b>Beaumont School Policy for students with Special Educational Needs and Disabilities (SEND)</b>	Approved by CTL Committee – November 2023
		Next review – September 2026
		Required by law

## Definition of Special Educational Needs and Disability (SEND)

- 1) A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- (2) A child of compulsory school age or a young person has a learning difficulty or disability if they:
  - (a) have a significantly greater difficulty in learning than the majority of others of the same age, or
  - (b) have 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 or mainstream post-16 institutions.

Beaumont's SEND Policy covers both students with an Education, Health and Care (EHC) Plan and students with SEND but without an EHC Plan.

## Principles and Objectives of the SEND Policy

The school believes that each pupil has individual and unique needs. However, some pupils require more support than others in order to achieve. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. This school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate, with reasonable adjustment
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents/carers, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

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The policy should be read in conjunction with the SEN Information Report, which outlines in greater detail the provision available for students with SEND. This is reviewed annually and published on the school website. Paper copies are available from the school on request.

### **Relationship to other policies**

This policy should be read in conjunction with the policies on teaching and learning, assessment, accessibility plan and the Single Equality Scheme.

### **Roles and responsibilities of headteacher, other staff, trustees**

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The board of trustees, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. They maintain a general overview and have appointed a representative trustee (the SEND trustee), who takes particular interest in this aspect of the school.

The **headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy is monitored and reported to governors.

The **board of trustees** will ensure that:

- SEND provision is an integral part of the school improvement/development plan
- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the SEN Code of Practice (2015)
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- the quality of SEND provision is regularly monitored

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- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **special educational needs co-ordinator** (SENCO) is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEND
- supporting class teachers in devising strategies, drawing up Student Support Plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents/carers of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents/carers
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information
- contributing to the in-service training of staff
- managing learning support staff/teaching assistants
- liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- Compiling and reviewing the SEN Information Report

**Class teachers** are responsible for:

- including pupils with SEND in the classroom, and for making reasonable adjustments and adaptations to the curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents/carers of pupils with SEND.

**Learning support staff/teaching assistants** should:

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- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

### **Admissions**

As an academy, Beaumont School is its own admissions authority. All admissions processes are administered by Hertfordshire County Council on the school's behalf. Admission of students with an EHC Plan is always covered by the admission rules, which are subject to annual review.

### **Arrangements for monitoring and evaluation**

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCO and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEND register
- monitoring of procedures and practice by the SEND governor

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## Agreed procedures for implementation of the SEND policy

### 1. Identification of students

- The SEND Register will be reviewed at least twice a year. This is based on an update of the student review sheet by all teaching staff and updated pastoral information stemming from Year Team meetings and the Heads of Year. Students may be added to or removed from the register at any time during the year following consultation between the appropriate staff as well as following the SEND Register review.
- Students with SEND are assessed using a combination of information from staff, samples of work and information from the student, parents/carers and outside agencies. Results of diagnostic tests undertaken by the Specialist Teaching Staff may also be used. In Year 7, all students undertake a reading and spelling test and the Cognitive Ability Tests (CATs). On the basis of such data, the SENCO may decide to ask for parental permission for the student to be given additional support or for the child to be formally assessed.
- Information and guidance about all students on the SEND Register is provided for all staff. Parents/carers will be kept informed of where students are on the register and when the school is making Special Educational Provision for their child.
- The SEND Register shows students at different stages of concern, in accordance with the criteria outlined in the Code of Practice. Those students with a significant level of SEND and meeting specific criteria, which require targeted intervention will have a Support Plan. The Support Plan will be reviewed termly and parents/carers will be consulted annually as part of the review process. All students with SEND will have a student profile that teachers have as a resource for teaching their lessons. Parents/carers and students will be aware of this profile.
- If the LA considers that a student's SEND may be such that they may need to have an EHC Plan, it makes an assessment of the student's SEND to which the school contributes educational advice. Such an assessment may be requested by the school or by parents/carers. If the LA concludes that an EHC Plan is needed it must specify both the student's SEND and the provision required to meet those needs.
- Students with an EHC Plan will have an Annual Review coordinated and chaired by the school.
- The school values communication with all parents/carers and contact with the SEND department is welcomed should any particular concerns arise. The SENCO will also initiate contact with parents/carers should the need arise.

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- The school will respond professionally and fully to any questions, concerns or complaints from parents/carers relating to the school's responsibility for meeting their child's SEND. The response will come in the first instance from the student's form tutor and the SENCO. If the matter is not resolved, the school Complaints Procedure will be followed.

## **2. Specific issues relating to students with Physical or Neurological Impairment (PNI)**

- Beaumont School aims to provide an inclusive education for all students with PNI.
- All staff will adhere to LA guidelines on the administration of medication and the moving and handling of students.
- Students with PNI will be encouraged to work towards greater independence in coping with physical needs such as dressing and personal care, as appropriate, as they progress through school. This is seen as an important target for the student's personal development.
- Teaching Assistants are, when it is necessary, involved in the provision of personal care for PNI students.
- The school has a small physiotherapy room that is occasionally used for particular activities for PNI students, e.g. physiotherapy carried out by TAs who have been trained and advised in a physiotherapy programme by the child's physiotherapist. This area is suitable for the use of standing frames.
- The school takes over responsibility for the care of students with PNI once they have arrived within the school. The school will hand back responsibility to either parents/carers or designated persons in charge of transport at the end of each day.
- The school will endeavour to help with the physical processes of arrival or departure where resources permit, but cannot take responsibility for the transportation arrangements.

## **3. Curriculum Access**

The school will employ a variety of strategies to ensure students with SEND have access to an appropriate curriculum. These strategies can include:

- TA support in lessons
- Small group or individual support
- Adapted curriculum
- ASD support sessions

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- External interventions

The school will provide access arrangements for examinations as appropriate in line with JCQ regulations.

#### **4. Links with other Educational Institutions**

The purpose of such links is to facilitate the smooth transfer of students from one educational establishment to another and where practicable to share resources and expertise. The school will seek to identify and use possibilities for co-operating with other mainstream schools or with special schools or units by sharing SEND expertise, information or resources, as appropriate.

In certain cases, where students display a need but do not have an EHC Plan the school may, with parental permission, make a referral to the Links Centre (St Albans Educational Support Centre) to support and advise students. In practice, such students are likely to be experiencing emotional difficulties or displaying inappropriate behaviour across a range of subjects or around school.

All feeder schools are required to forward to the school records of each student, including details of any SEND provision which the school might have made. All feeder schools are visited by a member of staff as part of the students' induction programme and SEND information about future students will be noted at this time. Where appropriate, further contact will be made by the SENCO and the SENCO will be involved in the primary school's Annual Review of Year 6 students with an EHC Plan.