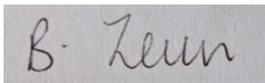




SEN POLICY AND INFORMATION REPORT

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| Produced by: | Mrs A. Harding |
| Approved by Leadership Team on: | 22.05.2020 |
| Approved by Teaching & Personnel Standards Committee on: | Approved via email by SEND Governor in May 2020 |
| Approved by Full Governing Body: | Signature: |
| Chair: Mrs B. Zeun |  |
| Date: 24.06.2020 | |
| Next Review Date: | May 2021 |

Executive Summary (changes from previous policy):

- This new policy has been formed following current guidance from The Key and Buckinghamshire Council SEN guidance.
- The policy now incorporates one more document – this policy now includes the SEN Information Report.
- The key roles of SENCO, Headteacher and SEN Governor/Trustee are listed as advised by The Key and the full list of contact details of other staff members has been removed in accordance with the school's guidance. This is to ensure that families and potential families contact the appropriate members of staff. The SENCO is named but other roles are not.
- There is no need to have a useful contacts page as these details are now included in full on the Bucks Family Information Service (BFIS), which includes the Local Offer of the authority.
- The school's Local Offer is outlined in the information report. This will be placed on the school's website and shared with the BFIS.
- The term SEN relates to all students with Special Education Needs and Disability.
- The term SEN Governor is interchangeable with SEN Trustee (referring to Academy status).

ALL POLICIES CAN BE VIEWED ON ONE DRIVE OR A COPY CAN BE REQUESTED BY EMAILING office@beaconsfield.school.

CONTENTS

| | | |
|-----|---|----|
| 1.0 | Principles and Aims | 4 |
| 2.0 | Legislation and Guidance | 4 |
| 3.0 | Definitions | 4 |
| 4.0 | Roles and Responsibilities | 4 |
| 5.0 | SEN Information Report | 5 |
| 6.0 | Monitoring Arrangements | 11 |
| 7.0 | Links with Other Policies and Documents | 11 |

1.0 Principles and Aims

Our SEN policy and information report includes the principles of:

1.1 Trustees (Governors) and staff at The Beaconsfield School are committed to the belief that every student has the right to a broad, balanced and highly aspirational education and is able to access the full range of the curriculum. This includes students with Special Educational Needs and Disability.

- The school welcomes diversity and seeks to help each student reach their full potential. It is an underlying principle at The Beaconsfield School that the vast majority of learning needs can be supported effectively through high quality teaching, which engages and motivates students, yet differentiates accordingly. Of course there are particular instances or occasions where additional support may be necessary for students to achieve their potential.
- This ethos of inclusion requires the participation and support of all members of The Beaconsfield School. Although responsibilities are allocated in this policy, it is everyone's responsibility to make sure that students are treated fairly and that their individual needs are met.

1.2 The aim of this Special Educational Needs and Disability Policy is therefore to ensure consistency in a whole school approach to:

1. the definition and identification of Special Educational Needs and Disability
2. the provision for Special Educational Needs and Disability
3. the responsibility of all teachers for their students with Special Educational Needs and Disability.

2.0 Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

2.1 This policy also complies with our funding agreement and articles of association.

3.0 Definitions

A student has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The SEN Department within The Beaconsfield School is known as Learning Support.

4.0 Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs S Cook.

They will:

- Work with the Headteacher and SEN governor/trustee to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEN up to date

4.2 The SEN governor/trustee

The SEN governor/trustee:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will (through working with the Deputy Headteacher [Student Support]):

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy.

5.0 SEN information report

The purpose of this report is to bring together a transparent and comprehensive picture of the support we offer at The Beaconsfield School for students with Special Educational Needs and Disability (SEN). It also summarises our ethos when working with students, parents and staff in providing effective SEN support.

This report is updated on an annual basis and the school welcomes comments or suggestions in order to ensure that families, students and staff continue to find it helpful. The report should be read in partnership with other areas of The Beaconsfield School SEN Policy. These two documents (the SEN policy and SEN information report) have been merged into one SEN policy and information report as of this year. This report also takes into account guidance from the County's Graduated Approach. For further details of this approach, please visit the Buckinghamshire Council website.

5.1 Special Educational Needs provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties.

5.2 Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Students with Special Educational Needs and Disability are identified through:

- Information received from primary/junior schools at transition into Year 7
- Assessments at Key Stage 3 to Key Stage 5
- tracking of termly report assessments
- teacher feedback
- pre-public examination (PPE) results
- family input
- private reports

Note

For students without an EHCP, private reports by Educational Psychologists or other professionals are considered but to ensure equality for all students, any school intervention or access arrangement provision is determined by the Learning Support's own identification (including teacher feedback) and assessment procedure (including a referral to the school's nominated assessor in relation to access arrangement for external examinations).

Admissions

Students with SEN are admitted to the school in a similar manner to other students, based on meeting admissions criteria. Liaison visits to feeder schools help identify individual needs. The school admission form also encourages families to pass relevant information to the Learning Support prior to their child's entry to the school, and the Learning Support records their names on the SEN Register.

The Learning Support will arrange to liaise with the student and the families in order to ascertain whether the student's SEN can be effectively supported in the classroom with staff and student strategies put in place, or whether additional support will be needed. For students with Education Health and Care Plans (EHC Plans) who are transferring schools and name The Beaconsfield School as their preferred school, we will work together with all relevant parties regarding the transfer. This applies to late entry and Year 12 admissions.

Accessibility

In accordance with the provisions of the Equality Act 2010, no student with SEN should be disadvantaged or discriminated against in respect to their SEN. This is reflected in the school's exam access arrangements, differentiated teaching in the classroom, Teaching Assistant support as appropriate and possible special equipment provision as deemed necessary in an EHC Plan. The school's Accessibility Plan can be accessed on the school website.

Exam access arrangements

We fully support students in providing additional arrangements for students in exams, where it is necessary and appropriate to do so. We follow the Joint Qualifications Council (JCQ) exam board regulations and only apply for access arrangements when we have appropriate evidence of need from the classroom teachers, specialist reports AND have screened for an underlying learning difficulty that allows for that arrangement.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

SEN Register

This is compiled in accordance to the Buckinghamshire Council's Graduated Approach to supporting children and young people with Special Education Needs (April 2017) – this document is available on the County's website.

Please note that E and K students are on the school's SEN register.

- an Education and Health Care Plan (EHCP) CODE: E
- an identified learning difficulty, disability or medical condition significant enough to need additional provision to support learning and development with interventions provided by the Learning Support CODE: K

There may be students with additional needs who are not on the school's SEN register.

These students with additional needs (for example, exam access or traits of SEN) have been identified as being able to be met through Quality First Teaching in the classroom – in accordance with the Graduated Universal approach from Buckinghamshire Council guidance.

- an identified learning difficulty, disability or medical condition significant enough to need additional provision to support learning and development in the classroom. These identified needs are able to be met through Quality First Teaching in the classroom in accordance with the Graduated Universal criteria.
- an unidentified learning difficulty (traits), disability or medical condition, which signifies that the student may have examination access arrangements and the traits, can be supported in the classroom.

5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify families when it is decided that a student will receive SEN support and placed on the school's SEN Register.

- The school will endeavour to keep families regularly informed about their child's progress through written and verbal reports as well as face to face meetings.
- Families are welcome to make an appointment to meet with either a subject teacher or tutor or any other teacher and discuss how their child is progressing.
- Families can contact staff members through the school office: office@beaconsfield.school or contacting the main school number.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Where a student continues to make little or no progress, despite high quality, personalised teaching, more targeted support and evidence-based interventions matched to their needs will be considered. These might be in or outside the classroom, in small groups or 1-1.

If a student continues to make little or no progress, despite targeted support and evidence based interventions matched to their needs, the school:

- will seek specialist support from external agencies
- will apply for local authority higher needs funding
- will request, where appropriate, that the local authority carries out a statutory assessment of the student's needs.

5.5 Supporting students moving between phases and preparing for adulthood

The SENCO maintains close links with other SENCOs at "feeder" junior schools and local secondary schools. At all stages of transition, i.e. transferring from Year 6 to school, in-year admissions and when moving to a new provision, support is arranged in accordance with student need, and parents are fully included and consulted before this provision is put into place.

Students with SEN are fully integrated within the school in the provision made for the transition of students between schools – modifications may be made where necessary. Students with SEN may attend specialist schools on a part time basis according to need. The school maintains a close partnership with a number of other provisions and the school may use these other provisions to provide further support for our students. Arrangements for career advice are made in the year that the student reaches the age of 14 years using our independent career advisory service.

5.6 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

We will also provide the following interventions – please note this support is designed to help students cope with a variety of situations that may be presented to them at The Beaconsfield School. Support given is highly student focussed, encourages independent learning and aims to build an awareness of strengths and weaknesses.

The list below provides a summary of some of the support offered:

- Mentoring – may be in a particular subject, study skills, emotional support.
- Revision and study skills – talks from external providers and follow up support from teachers.
- Organisational support – use of organisers, homework timetable.
- In-class targeted support by Teaching Assistants
- Handwriting Club – to help with handwriting skills
- Numeracy support programmes
- 1:1 Reading aloud
- Better Reading Partnership – 1:1
- The Accelerated Reader programme.
- Nurture Group in Year 7
- Homework Club (open to all students)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Specialist Teaching Service (STS)
- Social Stories.
- Laptops – for those students with assessed difficulties with writing.
- Exam Access Arrangements – some students sit their end of year school exams separately with the SEN Team.
- Any intervention will be student centred and will include consultation and collaboration with families.
- The SENCO and /or Learning Support will meet with families, students and subject teachers to discuss appropriate activities, support, responsibilities and goals that will help to improve progress.
- Access arrangements are made for exams where there is evidence of a need. Types of provision may include the use of a laptop or additional time. Where there is an identified medical need further arrangements may have to be made.
- Key Worker allocation for students who have an EHCP and some of our more vulnerable students
- Where a student needs more specialised support, external agencies and other professionals may become involved, e.g. CAMHS.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met (please note this is not an exhaustive list):

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

The Learning Pod and The Retreat

The school is proud of these two different provisions within the school, which form an integral part of our school Learning Support and is well supported by all staff at The Beaconsfield School.

The Learning Pod is the main provision for students with SEN when working with outside agencies and having either 1:1 or small group interventions as run by the Learning Support.

The Retreat is an additional provision for students with highly complex needs and is part of the Learning Support.

The SENCO will decide on who may be invited to access The Retreat and the Learning Pod. This decision will be based on the individual needs of our students.

All students allowed access to the Learning Pod and The Retreat will comply with the ethos of the school, which is to provide a structured, considered, peaceful, calm and reassuring environment for those identified students. Any inability to comply with this request, the student would be encouraged to seek support in other designated SEN areas, library or class based provisions in place for unstructured times. The Beaconsfield School fully believes in inclusion and each student on roll within the school is expected and indeed actively encouraged, to access the mainstream class room for the majority of their timetable. The school recognises that this may not always be possible but will aim to strive for this integration.

We work with the following agencies to provide support for students with SEN: in particular, the Educational Psychologist, Specialist Teaching Service, Connexions, Speech and Language Service, Occupational Therapist who work within a time allowance allocated by the Local Authority.

5.9 Expertise and training of staff

The SENCO and Learning Support have a number of years' experience in their roles.

The SENCO has achieved the NASEN (SENCO) Award and is also qualified to conduct the testing for Exams Access Arrangements.

The teaching assistants (TAs) attend a wide variety of training sessions and disseminate the information to the remainder of the department.

We have a team of 10 teaching assistants with some who are higher-level teaching assistants (HLTAs), who are trained to deliver SEN provision as outlined in section 5.6.

In the last academic year, subject staff have been trained in Attention Deficit and Hyperactive Difficulties, Autistic Spectrum Difficulties and other forms of SEN support are shared in students Special Education Need profiles (SEN Needs and Strategies documents). External agencies have provided specialist training for staff in areas such as Trauma Therapies.

5.10 Securing equipment and facilities

The school will aim to provide equipment (auxiliary aids) and facilities to support students with SEN according to the student's EHC Plan and other reports (where the school deems the suggestion to provide equipment and facilities to be valid and will be effective in supporting the student with SEN).

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term

- Reviewing the impact of interventions after an appropriate time
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with statements of SEN or EHC plans
- This section links to Section 4.2 and the role of the SEN Governor.

5.12 Enabling students with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our students – see the school’s Accessibility Policy.

All students are encouraged to attend all trips appropriate to their age group and subject (where offered by the school).

All students are encouraged to take part in sports day/school productions/special workshops, etc

No student is ever excluded from taking part in these activities because of their SEN or disability.

The school support students with disabilities in terms of admissions, preventing disabled students from being treated less favourably than other students (refer to the school’s behaviour policy and anti-bullying policy).

The school’s facilities are accessible for all students (refer to the school’s accessibility policy) and section 5.2.

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the Student Council.
- Students with SEN are also encouraged to become student leaders in the form of Prefects and House Captains to promote teamwork/building friendships etc.
- We have a zero tolerance approach to bullying.
- Support for students is also related to the school’s Mental Health policy.

5.14 Working with other agencies

The school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting students’ SEN and supporting their families.

5.15 Complaints about SEN provision

The school appreciates positive feedback regarding effective provision. Equally, the school welcomes suggestions on how to improve the services offered.

If families have concerns, they are encouraged to discuss these with the SENCO to discuss further and seek a resolution working together.

If families wish to complain about SEN provision in our school, the complaint should be made to the SENCO in the first instance to seek a resolution working together. They will then be referred to the complaints policy on the school’s website.

The families of students with disabilities have the right to make disability discrimination claims to the first-tier SEN tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of students with SEN

Families are encouraged to refer to the County's Local Offer by accessing the County website.

5.17 The local authority local offer

This SEN information report is viewed as the basis as of the school's 'Local Offer'. It is also available on the Buckinghamshire Family Information Service Website.

Our local authority's (Buckinghamshire) local offer is a national initiative that aims to provide easy access to information for children and young people with special educational needs (SEN) and their families or carers.

This report forms part of the Buckinghamshire Local Offer, which is available on the Buckinghamshire Family Information Service Website

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>

6.0 Monitoring arrangements

This policy and information report will be reviewed by the Deputy Headteacher (Student Support) and SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7.0 Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting students with medical conditions
- Child Protection Policy and Safeguarding statement.
- Anti-bullying
- Mental Health