



Special Educational Needs and Disability (SEND) Policy

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Statutory or Best Practice policy:	Statutory
Appendices:	No
School or Trust policy:	School

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01208 72773 or email beacon@kernowlearning.co.uk

Responsible persons

The overall responsibility of SEND provision in Beacon lies with Kaye Haywood, the Headteacher.

The day-to-day provision of education for pupils with Special Educational Needs and Disabilities is coordinated by Kim Alway. Kim is a member of the Senior Leadership Team and has undertaken the National Award for Special Educational Needs Co-ordination. Charlotte Collings is the Deputy SENDCo and has also completed the SENCO qualification. We have a named SEND Governor.

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At Beacon we believe that everyone can 'Shine Brightly'. This inclusive ethos is disseminated throughout the school and children are made to feel part of the team. We have high aspirations of all pupils, including children working within our ARB unit. We aim for our children to enjoy their school experiences with an enthusiasm for learning and making good progress. We achieve this through high quality teaching, supportive staff, and a passion for supporting children to achieve their full potential.

Beacon are sensitive to the individual needs of all children within the school and lessons are tailored to meet these varying needs. We work closely with outside agencies as well as supporting parents through our Inclusion team. We have qualified and knowledgeable staff who work with children who have specific needs and ensure that children have full access to our broad and balanced curriculum.

Our vision for children with special educational needs and disabilities at Beacon is the same as for all children and young people – that they achieve well in their early years, at school and in college and lead happy and fulfilled lives.

Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (April 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools.
- SEND Code of Practice 0 -25 Years (Sep 2015).
- Schools SEN Information Report Regulations (2014).
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014) .
- Safeguarding Policy.
- Accessibility Plan.
- Teachers' Standards (2012).
- United Nations Convention on Rights of the Child (1991).

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1st September 2014. This policy has been



created by Kim Alway and Charlotte Collings in liaison with the Headteacher, SEND Governor, SLT and staff, with due regard to the input of parents and pupils with SEND.

Aim –

To ensure that all pupils including those with Special Educational Needs and Disabilities (SEND) receive their full educational entitlement and have access to the whole curriculum and the full range of extra-curricular activities.

The objectives of the policy are that:

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils in order to aid the identification of pupils with SEND.** Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCos and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents to gain a better understanding of their child and involve them in all stages of their child's education.** This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.** Create a school environment where pupils can contribute to their own learning. By encouraging pupil participation in wider opportunities such as school clubs, school council, residential visits, school plays and sports teams

Definition of Special Needs

Children have a Special Educational Need if they have:

- a) A significantly greater difficulty in learning than the majority of children of the same age that is prolonged and persistent.
- b) A disability which prevents or hinders the child from making use of the educational facilities of a kind generally provided for children of the same age.
- c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not available for them.

Special Educational Provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the education provision made generally for children of their age in schools maintained by Children, Schools & Families, other than special schools, in the area
- b) for children under two, educational provision of any kind

Code of Practice, 2014 – p15-16

Special Educational Needs and provision can be considered as falling under four broad areas; (as stated in Code of Practice, 2015)

- Communication and Interaction.
- Cognition and Learning.
- Social, Mental, and Emotional Health.



- Sensory and/or Physical

In all circumstances the school will ensure that we are providing high quality teaching. The quality and appropriateness of the overall provision will be kept under regular review and its impact on pupils identified with SEND will be monitored.

There are other factors that may impact on a child's attainment and progress as well as SEND and these children are also identified and supported by the school in a variety of ways some of which are recorded in an individual plan. These include English as an Additional Language, attendance, medical needs, being in receipt of Pupil Premium, being a looked After Child and Health and Welfare.

The identification of behaviour as a need is no longer an acceptable way of describing SEND and any concerns relating to a child's behaviour will be described as an underlying response to a need which the school has recognised and identified clearly.

A Graduated Response

At Beacon Academy all teachers are responsible and accountable for the progress and development of all pupils in their class including where pupils access support from specialist staff and Teaching Assistants. High quality teaching, 'scaffolded up' (differentiated) for individual pupils, is the first step in responding to pupils who have SEND. 'Quality First' teaching is a priority of the school. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Close liaison is maintained with all members of staff by the SENDCos to ensure that pupils are only identified as having SEND if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching.

Details of the provision on offer at Beacon Academy can be found in the School Offer in the Inclusion/SEND section of the school's website.

Levels of need

Beacon Academy's Graduated Response consists of the following:

On-alert

This refers to pupils who may, for some reason, have fallen behind and require some additional input to catch up. A pupil in this category will be monitored by class teachers and intervention and support will be provided at a class level. Pupils at this level of need do not form part of the school's RON and, in line with the Code of Practice; the school ensures that everything is done at an early stage as possible to avoid the need for SEND Support. However, if after a period of time, an individual does not catch-up, it is at this point that consideration will be given as to whether they need SEND support.

SEND Support



Pupils are placed on the RON at this level after assessment and consultation between the SENDCos and class teacher when it is established that they have a significant learning difficulty and need provision that is additional and different.

At this point, Parents/Carers will be involved and informed of the process and actions going forward and the school will continue to work in partnership with them, listening to their views and those of the pupil, and involving them proactively in planning and decision making. This will take the form of a termly 'Assess-Plan-Do-Review Cycle.'

Assess

- Teacher's high quality, accurate formative assessment and experience of child.
- Pupil progress, attainment, and behaviour.
- Development and attainment in comparison to peers.
- Views and experiences of parents.
- The child's own views.
- If relevant, assessments, views of and advice from external services.

Plan

- A plan will be drawn up by SENDCos and class teacher in consultation with parents and child. It will include:
- The outcomes agreed for the next term.
- The support and interventions to be put in place.
- The expected impact on progress, development, or behaviour.
- A clear date for review.
- The plan will be recorded on the pupil's Individual Provision Map.
- This will be shared with Parents/Carers.

Do

- The class teacher remains responsible for working with the child on a daily basis and works closely with Teaching Assistants or specialist staff to plan and assess the impact of the interventions.
- The SENDCos support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

Review

- Parents/Carers will be invited to attend termly review meetings with the teacher and their child in order to monitor/ review the effectiveness of the support and the impact on the child's progress.
- A new plan will then be drawn up and added to the ongoing Individual Provision Map.
- This will be shared with Parents/Carers

Involving Specialists

If a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age expected despite SEND support, the school will involve specialists including those from outside agencies. The views of Parents/Carers and the child are considered at all levels of intervention.



Education, Health and Care Plan

Pupils who need more specialist provision and whose needs cannot be wholly met at SEND support level will be the subject of Statutory Assessment. This can be initiated by the SENDCos who obtain the views and information about the child from all other professionals involved in their education, health and/or care.

Parents/Carers views and those of the child are obtained and will be considered in order for a recommendation for an EHC Plan to be made to the Local Authority. The LA then consider the application and issue an EHC Plan as appropriate.

There is a statutory requirement to review an EHCP annually. This review meeting is held at the school with Parent, child and all professionals involved invited to attend.

Following Statutory Assessment, an EHC Plan will be provided by Cornwall County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Criteria for exiting the SEND record of need

The SENDCos have responsibility for the removal of a pupil from support on the Record of Need. The decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate teaching staff/outside agencies and parents.

Specialist Provision

Beacon Academy hosts an Area Resource Base catering for up to 10 children with multiple and complex needs. An admissions panel, consisting of SEND staff at Cornwall County Council meet every few weeks to discuss referrals being made into the unit as well as referrals made from the unit for children to attend Specialist Secondary schools.

The school building is equipped with a medical room for disabled pupils which has a hoist, adjustable bed, and shower facilities. The outside paths are sloped to enable wheelchair access to all parts of the building and outdoor play spaces.

Liaison/Local Offer

The SENDCos will work cooperatively with external agencies to ensure information is shared and advice is implemented to benefit pupils. Information will be shared with Parents, Class Teachers, Teaching Assistants and where appropriate pupils. We aim to create positive working relationships which will enable us to ensure that pupils receive the best possible provision.

The school has good links with local secondary schools and information will be shared in order to ensure the most effective transition for children with SEND. If additional measures are needed to ensure a smooth transition, these will be put into place.

Beacon uses a range of specialist provisions to support children and families, including:



- Speech and Language Therapy
- Education Psychology
- School Nurse
- Physiotherapy
- Occupational Therapy
- Community Nurse
- ASD team
- Cognition and Learning Service
- Physical Disabilities support
- Hearing and Vision Support teams
- Early Years Inclusion Service
- The Early Help Hub
- CAMHS
- Neurodevelopmental and Behavior Assessment teams
- Cornwall Council SEND services
- SENDIASS.

Working with Parents

Beacon actively seeks the involvement of Parents/Carers in the education of their children. It is recognised that it is particularly important with pupils who have Special Educational Needs and Disabilities where the support and encouragement of parents is often the crucial factor in achieving success. Our School Community and Family Liaison Officer is able to support parents with attendance at meetings, referrals to additional support services e.g. school nursing service and also support with completing parental elements of referrals.

Parents/Carers will always be kept informed about the Special Educational Needs and Disabilities experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the Academy will be consistently maintained. Parents/Carers will be informed of parent support organisations such as SENDIASS.

Parents/Carers will be fully consulted before the involvement of Children Schools & Families Support agencies with their children, and will be invited to attend any formal review meetings at all stages

Training and Resources

All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and feed into the School Development Plan. The Headteacher oversees the professional development of all teaching staff and Teaching Assistants that occurs during whole school training days and by attending courses. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school.

The SENDCo undertakes an Audit of staff skills and SEND knowledge in order to recognise and address gaps within the school and for individuals. The SENDCo's also regularly attend SEND Network meetings in order to keep up to date with local and national developments in SEND.

Newly appointed teaching and support staff undertake an induction meeting with the SENDCo who will explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Roles and Responsibilities of the SEND Governor



There is a named SEND Governor.

The Governing body has regard to the SEND Code of Practice (2015) when carrying out duties towards all pupils with SEND consequently it is their responsibility to:

- Ensure the necessary provision is made for pupils with SEND.
- Determine the school's general policy and approach to pupils with SEND in cooperation with the Headteacher and SENDCos.
- Ensure that the teachers are aware of the importance of identifying and providing for those pupils with SEND.
- Ensure that policy and information about identification, assessment, provision, monitoring, and record keeping and use of outside agencies and services are available for parents.
- Ensure that parents are notified of a decision by the school to make SEND provision for their child.
- Ensure that pupils with SEND are included as far as possible into the activities of the school.
- Consult with the LA and the Governing bodies of other schools, when appropriate, in the interests of coordinated SEND provision in the area.

Storing and managing information

The school complies with the current data protection and confidentiality requirements with regard to information about pupils and families.

Complaints Procedure.

Class teachers, the SENDCos and the Headteacher are always available for appointments to discuss specific concerns or worries. We will respond as soon as possible to questions or problems; however we may need to investigate further and a second appointment may be necessary to feedback our findings or planned actions. The procedure for managing complaints is outlined in our Complaints Policy which can be found on the school website.

Evaluating Success

The SEND Policy will be kept under regular review. The LAB will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' 'Assess – Plan – Do – Review' plans and termly review of academic progress as well as annual reviews for children with EHC Plans.

In addition, evidence will be gathered regarding:

- Success of the identification process at an early stage.
- Academic progress of pupils with Special Educational Needs and Disabilities.
- Success of specific behaviour intervention strategies.
- Pupil attendance.
- Number of exclusions.
- Consultation with parents.
- Number of pupils moving between stages.
- Pupils' awareness of their targets and achievements.



- Monitoring the outcomes of specific intervention strategies.

In order to embed an inclusive ethos in our school, this policy links closely with all other school policies to support all pupils to reach their full potential.

Parents and Governors will receive an annual report on the effectiveness of SEND provision via the school website. The Governors will gauge the success of the policy by the report and the success criteria stated above.

