



## **POLICY FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

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

- 1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- (2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—
  - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
  - (b) has a disability which prevents or hinders him or her 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 a statutory statement of SEND or an EHC Plan and students with SEND but without such a statement or 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



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- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

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 and the Single Equality Scheme. The accessibility plan is an appendix to this policy.

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

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 his/her 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 governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), 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 **governing body** 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



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- they have regard to the requirements of the SEN Code of Practice (2014)
- 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
- 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 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
- 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 providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion



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- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents of pupils with SEND.

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

- 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**

Beaumont is a maintained academy where the LEA acts as the admitting authority in all cases. Admission of students with a statement of SEND or 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

*This policy has undergone an equality impact assessment in accordance with the school's Public Sector Equality Duty under the Equality Act 2010.*



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### **Appendix 1:**

#### **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 Pastoral Assistant. Students may be added to or taken 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 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 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 required target intervention will have a Support Plan SENCO/LS Teacher in co-operation with the relevant staff and support agencies where appropriate. The Support Plan/SPs/BSPs will be reviewed termly a year and parents will be consulted as part of the review process.
- If the LEA considers that a student's SEND may be such that he or she 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. If the LEA 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 a statement of Special Educational Needs or an EHC Plan will have an Annual Review of that statement called by the LEA and acted upon by the school.
- The school values communication with all parents and contact with the SENCO is welcomed should any particular concerns arise. The SENCO will also initiate contact with parents should the need arise.
- The school will respond professionally and fully to any questions, concerns or complaints from parents 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.



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### **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 LEA 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 physio' 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 parent(s) 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
- 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 a Statement of SEND or 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



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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 a statement of SEND or EHC Plan.



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Appendix 2:

**Accessibility Plan**

Adopted by Community Committee - Nov 2014  
Date for Review – Nov 2017  
Required of GB by Law

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**Aims of the Plan**

**Beaumont School** is committed to an inclusive curriculum and increasing access to the school's facilities for all. We shall do this by:

1. Increasing the extent to which pupils with a disability can participate in the school's curriculum by providing an accessible curriculum that reflects the different learning styles and needs of all students.
2. Increasing the level of support for students who are unable to fully access the curriculum.
3. Ensuring the physical environment of the school enables all students to access education and associated services at school.

(A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his ability to carry out normal day-to-day activities.)

**Audit of existing achievements/provision.**

1. Curriculum

- Obtain quantitative/qualitative data on future population to facilitate advanced planning/transition.
- Curriculum differentiated by content, context and delivery.
- Liaison with external services and agencies.



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- Detailed pupil information given to all staff.
- Teaching Assistants are skilled at supporting learning and many have particular curriculum expertise.
- Specialist resources available to support specific needs (laptops, scissors, writing slopes).
- Liaison with SENCO and all supporting staff.
- Access arrangements for exams.
- Diversity of options for GCSE/BTEC/ASDAN/COLLEGE BASED attainment and long term work experience
- Literacy support groups in KS3 and Supported Study in KS4.

### 2. Physical Environment

- Wheelchair access to all main buildings.
- Audible fire alarm.
- Disability toilets.
- Accessible physiotherapy room.
- Lift to first floor of main building.
- Height adjustable tables in most rooms.
- Automatic door opening by remote control on all main doors but not classroom doors.
- Accessible mini bus.
- Staff trained in minibus tail lift operation; evac chair use and paediatric moving and handling.

### 3. Provision of Information

- Enlargement and modification individual class work for those with visual impairment/SpLD.
- Printed copies of board work.
- E-mail contact with parents.
- Letters and information sent to parents now also available on the school's website.
- Parentmail.
- VLe being developed

## **Consultation on the Plan**

Discussion with SEN department, who then liaised with other school staff for comments.

Discussion with a cross section of pupils with SEN.

Parental comments.

Collaboration with SEN Governor.

Agreed by school and FGB.



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### **Publicise the Plan**

Ensure the full plan is available on request in a variety of formats (large print and electronic)

### **Implementation**

Implement the plan by allocating resources in the financial plan.

Ensuring all staff have access to the plan and work in accordance to delivery of the plan.

Resources sought from outside agencies where necessary.

Links with LEA resources.

Incorporated within the PSI

Premises management and capital works.

### **Evaluate the Plan**

Evaluate whether the plan was adequately resourced.

Evidence of greater satisfaction of pupils with a disability and parents with the provision provided for them.

Evidence of greater involvement in a full school life.

Observe changes in staff confidence in teaching and supporting pupils with a disability with a range of needs.

Progressive improvement for physically disabled pupils.

Information for pupils available in a range of formats.

Evaluation of goals and time scales achieved.

### **Revise**

Clear time scales.

The Accessibility Plan should become less of an independent strategy and more of a thread running through all the school's plans and policies. Encouraging individual excellence and removing barriers to learning reflects the value of all individuals.

This plan has undergone an equality impact assessment in accordance with the school's Public Sector Equality Duty under the Equality Act 2010.



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**Action Plan**

Target	Actions	Resources	Evaluation
Ensure that accessibility issues have a high priority in the FAB project	Accessibility to be addressed with the architects and project manager as part of the work of the FAB group	FAB funding	Review of accessibility once the building is complete
Increase number of TAs who are able to assist with personal care and toileting	Willingness to do this to be discussed as part of any recruitment process	None	Easier management of students with personal care needs during the school day.