



## Beacon High SEND Policy

**Updated: September 2020**

Review Frequency: Governing Body free to determine.

Approval: Full Governing Body.

Legislation: Maintained Schools – The Education (Special Educational Needs and Disabilities) (Information) Regulations 1999: SI 1999/2506.

Also see: The Special Educational Needs and Disabilities Code of Practice

The **SEND Policy** should be read in conjunction with the school's **SEND Information Report**, which can also be found on the school's website.

### **Aims and Objectives**

This policy accepts the definition of SEND as set out in the SEND Code of Practice. It reflects the approach to, and arrangements for, SEN and disabilities (SEND) outlined in the Children and Families Act 2014.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any student who has special educational needs and/or disabilities. Where the Headteacher or the appropriate governor has been informed that a child has SEND, those needs will be made known to all who are likely to teach them, via the school's SEND Information for Staff Handbook.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

The Headteacher, staff and governors will draw up a report annually to parents on the policy and the effectiveness of the school's work for students with SEND.

All staff will ensure that students with SEND can join in the activities of the school together with students who do not have SEND, so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

### **Responsible Persons**

- The 'responsible person' for SEND is Alan Streeter, Headteacher.
- The governor with responsibility for SEND is Primrose Christie.
- The staff co-ordinating the day to day provision of education for students with SEND are Janet Hall (Head of SEND Department) and Adam Harris (Key Stage 3 SENDCo).

- The line-manager for SEND is Andrea MacDonald, Deputy Headteacher.

## **Admission and Inclusion**

All teachers in the school are teachers of children with Special Educational Needs and/or disabilities. As such, Beacon High adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice i.e. based on a Quality First teaching model. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Islington Local Authority. All children with SEND are afforded the same rights as other children in terms of their admission to school.

## **Specialist Provision**

Beacon High is a mainstream secondary school and welcomes children with SEND in one or more of the following areas:

- Communication & Interaction
- Cognition & Learning
- Sensory and/or Physical Needs
- Social, Emotional and Mental Health Difficulties
- Medical Needs

The department has, in the academic Year 2020-2021, set up **"The Wing"**, a suite of rooms for the delivery of SEND interventions. This will be developed over the academic year and it is envisaged that all students with high needs SEND will have personalised timetables. They will still access a broad and balanced curriculum, with their time in mainstream lessons supplemented by a range of small-group courses tailored to their specific needs and interests. In The Wing, we will strive to ensure that all students are able to enjoy school and make good progress, regardless of their starting point.

We are already offering Land-Based Studies as an option subject for Key Stage 4. An increasing number of non-vocational courses will be offered at Beacon High. Students will be able to access courses in woodwork, life skills and computing, as well as a range of therapeutic services such as music and art therapy. One of our teaching rooms in The Wing is "The Green House" - this, alongside our roof garden, offers students the opportunity to work together, developing skills in horticulture and animal care. We also have a sensory room and a main teaching classroom for the delivery of literacy and numeracy groups. The Wing also has a "Pathways" room, funded by the bid for The Evening Standard, for a small group of KS4 students at risk of exclusion.

The SEND Department has four SEND teachers and four Teaching Assistants. All members of the SEND Department have completed the Level 1 Autism Awareness course. One Teaching Assistant has completed the Level 2 Autism Awareness course. The Key Stage 3 SENDCo and one of our SEND teachers have additional post-graduate qualifications in teaching children with specific learning difficulties. The KS3 SENDCo has completed the National Award for SEND Coordination and the Head of SEND has had training in sensory impairment. Two of our Teaching Assistants also have a First-Aid qualification.

The school building was extensively rebuilt under the Building Schools for the Future Programme in 2010 and therefore complies with modern standards for disability. It is accessible to students with mobility difficulties, having a lift on each floor, as well as disabled toilet facilities on each level.

### **Access to the Curriculum**

The curriculum will be made available for all students, including those with predictable SEND. Where students have SEND, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

The school will make provision for students with SEND to match the nature of their individual needs. The SEND Department will maintain and update records of the students' provision, progress, actions taken and the outcomes of SEND interventions.

There will be flexible grouping of students so that learning needs may be met in individual, small grouping or whole class contexts.

The curriculum will be differentiated to meet the needs of individual students. Teaching styles and flexible groups will reflect this approach.

Schemes of learning for students, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties.

### **Providing the Graduated Response: SEND Support**

The school offers a differentiated curriculum. When a student fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; sensory or physical problems; or communication or interaction difficulties, the SEND Department follows an 'Assess, Plan, Do, Review' approach. Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. Following assessment, we will put a plan in place (Provision Map/Student Passport/SEND Support Plan) detailing appropriate interventions, such as:

- Withdrawal from lessons for SEND intervention with SEND teacher
- In-class support (from SEND teacher or Teaching Assistant)
- Small group or 1:1 work
- Home/school reading schemes
- Behaviour modification programmes
- Use of specialist equipment
- Input from outside agencies

The plans will be outcome focused. The resources deployed to help the child achieve the agreed outcomes will be captured in a Provision Map/Student Passport/SEND Support Plan. Parents of children with Education, Health and Care Plans will be involved in developing SEN Support Plans. The plan will also set out review arrangements.

Identification, assessment, planning, intervention and review of children with SEND will be undertaken by all staff, with advice and support from the SEND Department where needed. Appropriate records will be maintained, including continuous assessment, standardised tests, Key Stage attainment tests. Where necessary, students will be referred to the SEND Department for diagnostic testing to construct a profile of strengths and weaknesses. Additionally, the progress of any child receiving exceptional needs funding, or with an Education, Health & Care Plan will be reviewed annually.

### **Resources**

The school is allocated a notional SEND budget of £624,671. These funds are devoted to staffing costs, resources and equipment. The school supplements this with £70,000 of funding from the base budget and Student Premium funding.

### **Parent/Carer Participation**

The school will actively seek the involvement of parents/carers in the education of their children. It is recognised that it is particularly important with students who have SEND where the support and encouragement of parents is often the crucial factor in achieving success.

Parents/carers will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the SEN Code of Practice. Communications between the parent/carers and the school will be consistently maintained. We will always discuss with parents before we seek support from an external agency.

The school will work to ensure that children are fully aware of their own needs and their individual learning targets. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

### **Multi-Agency Working**

Regular liaison is maintained with the following external agencies:

- Richard Cloudesley Outreach Support Service – for students with a visual or hearing impairment.
- The Bridge Outreach Service – for students with a diagnosis of Autistic Spectrum Condition
- Educational Psychology
- Speech & Language Therapy Service
- Child Adolescent Mental Health Service (CAMHS)

- Education Welfare Service
- Health Service (school nurse, student welfare officer)
- Families First
- New River College (i.e. Student Referral Units)

### **Arrangements for the Treatment of Complaints:**

If there is a complaint about SEND provision, the procedure is:

- Discuss with Head of SEND/KS3 SENDCo in the first instance.
- If the issue cannot be resolved by the SEND Department, it will be referred to the member of SLT with Link Leadership responsibility for SEND (Deputy Headteacher – Andrea MacDonald).

### **Workforce Development**

In-service training needs related to SEND will be identified by the Headteacher in consultation with staff and will be incorporated into the staff development plan.

### **Evaluating Success**

This policy will be kept under review and updated each academic year. The governors will gauge the success of the policy by the outcomes outlined in individual plans. In addition, evidence will be gathered regarding:

- If the issue is still not resolved, it can be referred to the Headteacher using the main school number. The SEND Governor can also be contacted by letter through the school office – she will then refer to the complaints procedure to try to resolve the issue.
- Staff awareness of individual need
- Success of early help intervention
- Academic progress of students with SEND
- Improved behaviour of the children, where this is appropriate
- Student attendance, engagement and motivation
- Consultation with parents/carers
- Students' awareness of their targets and achievements

### **Relationship to Other Policies**

This policy should be read in conjunction with all other school policies. The school's SEND Information Report is integral to this policy and contains much more detailed information on the arrangements for including students with SEND.