



## **Beacon High School SEND Policy**

**Review frequency: Governing Body free to determine.**

**Approval: Full governing body.**

**Legislation: Maintained schools – The Education (Special Educational Needs) (Information) Regulations 1999: SI 1999/2506.**

**Also see The Special Educational Needs Code of Practice.**

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

### **Aims and Objectives**

This policy accepts the definition of SEND as set out in the SEN Code of Practice. It reflects the new 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 Head Teacher 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.

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 SEN is Anaya Madhani.
- 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 SENCo).
- 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 SEND Department has 4 SEN teachers (2 x full-time, 1 x 0.8 fte and 1 x 0.6 fte). There are also 4 full-time Teaching Assistants. The school has one dedicated SEND teaching room, for use with students being withdrawn for SEND interventions.

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 SENCo and one of our SEND teachers have additional post-graduate qualifications in teaching children with specific learning difficulties. The KS3 SENCo has completed the National Award for SEN Coordination and the Head of SEN 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.

## **The Wing**

The Wing is our new SEND provision at Beacon High, created to help students with additional needs find a place where they can belong, and where they can thrive. We recognise that there are a number of students who do not fit the criteria for a special needs school, but who have struggled to find a place in another mainstream setting.

At The Wing students will be able to receive the close support network and personalised provision that you might expect in a special needs school, while still being able to access all the qualifications and breadth of curriculum of a mainstream school. We work closely with students and their families to create individual timetables for each student. A range of small group classes tailored to their specific needs and interests will supplement the time spent in the mainstream lessons they have chosen to attend.

Similarly, alongside the typical GCSE qualifications they will be able to work towards, a number of alternative qualifications will also be on offer. Some of these, for instance, will be awarded not on the basis of a single end of year exam, but on a portfolio of evidence gathered by the student throughout the year.

## **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 work 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.

## **Exam Access Arrangements**

Beacon High follows the guidance and advice from the Joint Council for Qualifications (JCQ) on Exam Access Arrangements for students with SEND.

Along with all other organisations, exam awarding bodies need to comply with the duty under the Equalities Act 2010 to make "reasonable adjustments." Any candidate who is disabled within the meaning of the Equalities Act may be at a disadvantage in comparison to a non-disabled peer when sitting exams or assessments. The intention of

an exam access arrangement is not to give a disabled candidate an unfair advantage, but rather to “level the playing field” so that any disadvantage they face in terms of their disability will be minimised. The purpose of an access arrangement is to accommodate the needs of an individual candidate with SEND without changing the demands of the assessment.

Exam Access Arrangements will be applied for when there is evidence of a long-term, substantial impairment and they must reflect the students’ “normal way of working.” The SEND department will, based on their previous SEND interventions with students, complete a “Form 8” (or a SENCo Detailed Note for those with an EHCP) detailing the student’s history of difficulties and history of SEND support, including reasonable adjustments in the classroom and tests. The SEND department at Beacon High has a qualified assessor who will complete standardised tests with each student to confirm that they are still at a disadvantage in exam situations. This form is sent to all exam boards with the school’s recommendation for an access arrangement. The Form 8 is valid for a further two years, which will ensure that any EAAs are kept in place Post-16 and this information will be sent to relevant colleges.

### **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 SEN 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 outcomes 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 £500,877.** These funds are devoted to staffing costs, resources and equipment. **The school supplements this with £26,857 of funding from the base budget and Pupil Premium funding.**

## **Parent 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 and the school will be consistently maintained. We will always discuss with parents/carers 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)
- 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 the Head of SEND/KS3 SENCo in the first instance.
- If the issue cannot be resolved by the SEND Department, it will be referred to the member of SLT with line management responsibility for SEND (Deputy Headteacher – Andrea MacDonald)
- 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.

### **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 achievements of the outcomes outlined in individual plans. In addition, evidence will be gathered regarding:

- 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
- 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.