SEND Policy
Beaumont Hill Academy
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<th>Version:</th>
<th>Date:</th>
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<td>V0.1</td>
<td>April 15</td>
<td>Clare Devine</td>
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<td>Principal</td>
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<td>V1.0</td>
<td>Sept 17</td>
<td>Caroline Green</td>
<td>Caroline Green</td>
<td>Staffing changes</td>
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<td>Caroline Green</td>
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<td>V2.1</td>
<td>Oct 18</td>
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At The Education Village Academy Trust, all children, young people and adults are valued both as individuals and as part of the wider Trust community. We aim to provide a safe, happy and caring environment within which everyone can thrive.

**Core values**

Our Trust’s activities are informed by our core values, which mean that we:

1. recognise the **worth** of each **individual** by valuing the personal qualities they demonstrate in their learning, living and working

2. recognise the **experiences** of children and young people by valuing the **talents** and **skills** they bring into their schooling, and we commit to ensuring that schooling enhances these talents and skills

3. embrace **difference** and **harmony** by valuing **diversity**

4. display **integrity** and **authenticity** by valuing **openness, trust, fairness, honesty** and **respect** for all people

5. foster **ambition, high aspirations** and **independent** spirit by valuing each individual’s abilities, aptitudes and desire to create, explore and grow

6. commit to **hard work** and **high standards** in provision, behaviours and outcomes

7. help, support and enable others by valuing **relationships** with all stakeholders, being **emotionally intelligent**, building **resilience** and being **forward-looking**

8. acknowledge the role of **networks** by valuing the ways in which people can live together, collaborate and make positive contributions as **citizens**

9. acknowledge the place of school in the **community**, including the broader **global** community, by valuing the essential nature of the relationship between schools and the social and economic environments in which they operate

**This policy, and its associated procedures and protocols, are based on these key principles.**
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Where reference is made to an ‘Academy’ or a ‘School’ the intention is that the policy is universal and applies to both.
Section 1:

Beaumont Hill Academy is a large all age school catering for children with special needs. There are four broad categories of SEN:

1. communication and interaction
2. cognition and learning
3. social, emotional and mental health
4. physical and sensory.

We cater for students in each of these categories.

- Beaumont Hill is part of a multi academy trust and is co-located with Springfield primary academy and Haughton secondary academy in the Education Village in Darlington. This provision affords significant opportunities to blend specialist resources and teaching with opportunities for inclusion.
- Every child in Beaumont Hill is unique and we have high expectations for all of our children. We aim to help our children develop into self-assured, confident, happy, positive young people. Our ethos starts with a focus on each individual starting with a clear understanding of their unique needs and building a pathway to support their progression through school.
- Every teacher will be skilled in ‘Quality First Teaching’: this means that teachers will assess, plan and teach all children at the level which allows them to make progress with their learning.
- Every parent and carer is invited to be involved in their child’s education and to be part of the process of reviewing progress and provision. Parents’ aspirations and hopes for their child are critical to our planning.

This policy has been developed in conjunction with the leadership team, staff and governors at Beaumont Hill Academy.

Section 2: Aims and Objectives

Aims:

Beaumont Hill is an all age academy for children with a range of specialist needs in learning or behaviour. Our aim is to ensure that we prepare young people for the challenges of the 21st century. For some of our students this will mean preparation for working life and independent living; for others it will mean a transition to planned dependency.

Academic success is valued at all levels of performance and we want to encourage the highest progression possible for all our children and young people. Learning is celebrated in all its forms.

We aim to develop students who know how to act responsibly, and who become more independent as they grow older. We want our students to have opportunities for a range of rich and varied experiences to build knowledge, skills and abilities.

Objectives:

- Working within the Code of Practice guidance we will assess, identify and plan an educational programme to meet the needs of each child.
- We will monitor progress, record and report to parents.
- We will secure the involvement of multidisciplinary professionals in a coherent way.
- We will comply with statutory responsibilities to review plans, secure guidance and plan for transitions effectively.
➢ We will ensure that all of our staff are trained appropriately and supported in their continuing professional development in special educational needs

➢ We will provide advice and support where it is requested.

Section 3: Identifying Special Educational Needs

For the purposes of clarity the following categories may have an impact on progress and attainment, but do not constitute SEN:

➢ Disability
➢ Attendance and Punctuality
➢ Health and Welfare
➢ EAL
➢ Being in receipt of Pupil Premium Grant
➢ Being a Looked After Child or Previously Looked After
➢ Being a child of Serviceman/woman

The four categories of Special Educational Need are:

➢ Communication and interaction
➢ Cognition and learning
➢ Social, emotional and mental health
➢ Physical and sensory.

All children in Beaumont Hill have a statement or Education, Health and Care plan. Generally these plans are instituted when a child’s achievements are so significantly below their peers that a special school provision is required.

The EHC Plan is a document drawn up by the Local Authority in consultation with health professionals, school staff, parents and multi-disciplinary professionals. The meeting will record the child’s strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

The EHC Plan is the key document for determining the outcomes for the child and the type of provision required to meet these outcomes. The Plan will identify which specialist services are to be involved and identifies the parents’ views and aspirations.

Section 4: Provision

Once a child has a place in Beaumont Hill they are assigned a class group and a tutor. The tutor will establish a clear analysis of the pupil’s needs drawing on:

➢ prior teacher assessment and experience of the pupil
➢ student progress, attainment, and behaviour.
➢ individual’s development in comparison to their peers
➢ the views and experience of parents
➢ the views of other professionals

Assessments will use a combination of the following:

➢ standardised tests
➢ criterion referenced assessments checklists
➢ profiling tools e.g. for behaviour, SLCN
➢ observation schedules and prompt sheets
➢ screening assessments e.g. dyslexia
➢ specialist assessments e.g. SALT, EP etc.

From the information gathered children will be placed in a class according to their prime need where they will have access to the relevant classroom setting and resources.

The class tutor has overall responsibility for the planning and co-ordination of the total package of educational provision. This member of staff ensures that educational outcomes from the EHCP are identified and incorporated into learning. The tutor is also the coordinator for all of the involvement of other agencies and takes a lead in liaising with parents and carers.

In Beaumont Hill Academy Progression data is collected half termly. Where a child is failing to meet their stated outcomes interventions strategies will be implemented.

**Teaching and Learning**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. All our teachers are familiar with, and adhere to the Assess, Plan, Do, Review model of teaching. They are highly trained and skilled practitioners specialising in the provision of special education. Similarly, Teaching Assistants who work alongside teachers in the classroom are skilled in assisting children to reach their challenging targets, but without fostering a learned dependence on an adult.

Targets for children at are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by the class teacher. When considering an intervention, we look first at the child’s profile of learning in order that we can select the intervention which is best matched to the child.

When we seek to involve other professionals such as the Speech and Language Therapist or Educational Psychologist we secure parental agreement prior to the referral.

Beaumont Hill Academy directly employs the services of:

➢ School Nurse
➢ Speech & Language Therapist
➢ Educational Psychologist
➢ Occupational Therapist
➢ Family Support Worker
➢ Careers Support Worker
➢ Educational Psychologist

In addition we are supported by other agencies such as:

➢ CAMHS
➢ Social Services
➢ Consultant Pediatricians
➢ Orthotics specialists
➢ Physiotherapist
➢ SWITCH
➢ Family Interventions Team
➢ Youth Offending Team
Darlington Against Disability Team

Please see the Local Offer in Appendix 1

Transition Arrangements

Transition into school:
We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible.

This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify location and resources
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- For some children such as those with ASC there will be enhanced transition arrangements tailored to meet individual needs.

Transition to Secondary:
Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. Secondary school teachers are invited to Annual Review meetings where information exchange and planning can occur. Additional transition arrangements may be made at these reviews e.g. extra visits, travel etc.

Transition after Y11:
Transition planning for the end of Y11 will begin in Year 9 and will be based on a clear understanding of student and parental aspirations. This process will be supported by advice and guidance from Careers Officers.

On leaving Beaumont Hill Academy students have a range of options which are determined by the realistic assessment of their potential. Some students will stay on at our Carlbury Centre, others will go to College and others will secure work or apprenticeships.

Section 5: Criteria for Exiting the SEN Register/Record

Every student in Beaumont Hill has a formal annual review. At this review, which parents and students are invited to attend, discussion around progress will be used to assess the appropriateness of the placement. If either school staff or parents want to review the placement or seek to exist the SEN register the views will be recorded and referred to the Local Authority for further discussion.

Section 6: Supporting Pupils and Families

There are a number of information sites for parents which document the range of services in regard to Special Educational needs.

- The Local Offer describes what is available within the authority to support children with special educational needs.
- The Local Offer description of the provision at Beaumont Hill Academy is identified in Appendix 1 and it can be found on the website: [www.educationvillage.org.uk](http://www.educationvillage.org.uk)
- The Local offers also describes links with other agencies to support the family and pupil
- Admission arrangements for Beaumont Hill are identified in our Admissions Policy which can be found on the web page: [www.educationvillage.org.uk](http://www.educationvillage.org.uk)
- SEN Information Report can be found on the web page: [www.educationvillage.org.uk](http://www.educationvillage.org.uk)
➢ Access arrangements are those plans which are put into place to ensure that our students are able to access exams and other assessments. Details can be found on the schools website: www.educationvillage.org.uk or directly from the SENCO.

Section 7: Supporting Pupils at School with Medical Conditions

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. All of our students also have special educational needs (SEN) and will have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

Our arrangements to support students with medical conditions can be found in our policy ‘Managing the Medical Conditions of Students’ on the website: www.educationvillage.org.uk.

The designated Teacher for managing the schools’ responsibility for meeting the medical needs of pupils is the Principal, Caroline Green.

Section 8: Monitoring and Evaluation of SEND

We regularly evaluate our provision using a range of tools and strategies:

➢ School evaluation document written by schools leaders which assesses the quality of the provision
➢ Teaching is monitored every term
➢ Student progress is monitored every half term
➢ Formal questionnaires are sent to all staff, all pupils and all parents every year
➢ Governors scrutinize school performance and practices every term

Using the data from these audits our monitoring arrangements promote an active process of continual review and improvement of provision for all students.

Section 9: Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development and Beaumont Hill Academy has an annual training budget to address the training needs of all staff.

There are a number of mandatory areas with which staff need to be compliant such as Safeguarding, Physical Interventions, Medical updates, Lifting & Handling etc.

In addition there is a programme of training opportunities both within Beaumont Hill and the wider Multi-Academy setting which allow staff to upgrade their skills across the whole dimension of special needs provision. Such training will include sessions such as Sensory profiling, literacy across the curriculum, leadership and management, developing communication outcomes, epilepsy management etc.

All teachers and support staff undertake induction on taking up a post to explain the systems and structures in the school. This is complemented by future training which is tailored to match career expectations. Training logs are maintained on all staff.

Many of our training sessions are delivered in-house by our own experts and where this is not possible staff are encouraged to attend training or conferences across the region and
nationally. Many staff belong to local networking groups and contribute to the development of curriculum and assessment policies development.

Section 10: Roles and Responsibilities

Role of the school governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

➢ To have regard to the SEND Code of Practice and oversee the implementation of the reform and provide strategic support to the head teacher
➢ To publish information on the school’s websites about the implementation of the governing body’s policy for pupils with SEN.
➢ To ensure that there is a qualified teacher designated as SENCO. To cooperate with the local authority in relation to the school being named in an EHC plan.
➢ To ensure that arrangements are in place in schools to support pupils at school with medical conditions.
➢ Appoint a member of the Governor team as SEND lead
➢ Consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium
➢ Must publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favorably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

Role of the Principal and Senior Leadership team

➢ To take overall responsibility for implementing the SEND reforms
➢ To ensure that the staff have sufficient time and resources to carry out their functions
➢ To ensure the wider school community understands the implications of the reforms for whole school improvement (from governors to classroom teachers and teaching assistants).
➢ To put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year) and ensure a process is in place for involving parents and young people in planning and reviewing provision
➢ To implement CEIAG strategies, develop relationship with post 16 providers and support pupils with SEN with their transition to post 16 education.

Role of Teachers

➢ To focus on outcomes for the child ensuring high aspirations
➢ To provide Quality First Teaching; assessing, planning, doing and reviewing
➢ To secure the involvement of parents, pupils and other agencies in planning and reviewing progress

Role of Teaching Assistants

➢ Teachers will work closely with teaching assistants to plan, assess the impact of support and ensure that there are clear links to classroom teaching.
➢ TAs will focus their support on the achievement of specific outcomes within the graduated approach to SEN support
➢ Teaching assistants will be aware of pupils’ needs, their planned outcomes, the support provided and any teaching strategies or approaches that are required.
In Beaumont Hill Academy the line manager for Teaching Assistants is Deputy Adrian Lynch

**Section 11: Storing and Managing Information**

Please see the Academy’s policy on records management: www.educationvillage.org.uk.

**Section 12: Reviewing the Policy**

Given the climate of reform as we move into the new requirements for SEND for school effective we will review the SEND policy every two years.

**Section 13: Accessibility**

The policy on Equality and Diversity documents the statutory responsibilities that the Academy must meet in relation to equality and accessibility.

**Section 14: Dealing with Complaints**

The aim of our complaints policy is to ensure that a concern or complaint by a parent/career is managed sympathetically, efficiently and at the appropriate level and resolved as soon as possible. Doing so is good practice, it is fair to those concerned and it helps to promote parents’ and students’ confidence in our ability to safeguard and promote welfare. We will try to resolve every concern or complaint in a positive way with the aim of resolving the issue in a transparent manner.

The school expects that most concerns can be resolved informally and guarantees to treat seriously and confidentially all concerns whether raised informally or formally.

The EVAT Complaints Policy and Procedure can be found on the web page: www.educationvillage.org.uk.

**Section 15: Bullying**

The anti-bullying policy for Beaumont Hill can be found on the web site. www.educationvillage.org.uk.

The policy documents our procedures for mitigating the risk of bullying how and identifies how we respond to bullying if it does occur.

Alongside developing responses to bullying we aim to build student resilience and promote independence both socially and academically. We have a range of approaches which are differentiated to each of the different cohort of students; for instance we will use social stories with ASC students, assertive techniques with more able students and speak out strategies with primary children.

All incidents of bullying are logged and responded to immediately. Designated Teacher with specific Safeguarding responsibility is Assistant Head Teacher, Gemma Elysee

**Section 16: Compliance**

All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to policies on behaviour, anti-bullying, medical and curriculum.
This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 September 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Teachers Standards 2012

This policy was created by the school’s Principal, SENCO and SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND. It was shared in draft form and relevant amendments were included.

**Section 17: Public Sector Equality Duty (Equality Act 2010)**

In preparing or amending this policy, the author has given due regard to the Public Sector Equality Duty; that is they have considered any potential impact on people who share certain protected characteristics. These protected characteristics are defined as: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.
Section 18: Appendices

Appendix 1  Local Offer – Can be found on the Darlington Local Authority website

Appendix 2  Access Arrangements

Access Arrangements are informed by the JCQ booklet: “Access Arrangements, Reasonable Adjustments and Special Consideration”. When deciding on entitlements and adjustments the SENCO and the Examinations Officer will be guided by this booklet. Our ethos encompasses the intention:

‘….. behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make ‘reasonable adjustments’.

Adjustments for candidates with disabilities and learning difficulties: Access Arrangements and Reasonable Adjustments: General and Vocational qualifications. With effect from 1 September 2014 to 31 August 2015

Reasonable Adjustments can be defined by the The Equality Act 2010. It requires educational institutions to make reasonable adjustments where a disabled person would be at a substantial disadvantage in comparison to someone who is not disabled. By providing access arrangements the academy is taking reasonable steps to avoid disadvantage.

Access arrangements are agreed before an assessment via a robust and in-depth assessment process. The assessments are used to identify learners’ specific needs and give learners with learning difficulties and disabilities necessary provision to create an equal environment without affecting the integrity of the assessment. Access Arrangements form an integral part of our teaching and learning philosophy, which seeks to create a learning environment whereby every individual student may fulfil their full potential.

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<td>SENCO (100 is the average) and their writing:</td>
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<td>• is illegible and may hamper their ability to be understood</td>
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<td>• speed is too slow to be able to complete the exam in the allotted time</td>
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| Reader | Where there is a disability and/or a learning difficulty which results in a|
|--------| standardised score of below 85 in a test delivered by the SENCO (100 is the|
|        | average) Where there are language and vocabulary difficulties which have a |
|        | substantial and long term adverse effect on his/her ability to access written|
|        | text; or a substantial and long term visual impairment and cannot read a Braille|
|        | paper or a modified enlarged paper independently, or at a sufficient speed |
|        | even with extra time allowed.                                           |

| Prompt | For a student who loses concentration/focus and is not aware of time.     |
| Extra time | There must be information/evidence relating to the student of the nature and extent of the disability or difficulty relating to the processing speed of the student; i.e. the candidate has an impairment which has a substantial and long term adverse effect on his/her speed of processing; (the candidate is disabled within the meaning of the Equality Act 2010.) The candidate must have at least one below average standardised score of 84 or less which relates to an assessment of:
- speed of reading; or
- speed of reading comprehension; or
- speed of writing; or
- cognitive processing measures which have a substantial and long term adverse effect on speed of working.

There is evidence to confirm that the candidate has persistent and significant difficulties when accessing and processing information;
There is evidence of how the disability/difficulty has impacted on teaching and learning in the classroom;
There is supportive documentation from teaching staff in determining the need for 25% extra time;
Teaching staff confirm that without the application of 25% extra time the candidate would be at a substantial disadvantage; (the candidate would be at a substantial disadvantage when compared with other, non-disabled candidates undertaking the assessment.)
Teaching staff confirm that 25% extra time is the candidate’s normal way of working within the centre as a direct consequence of their disability.
Extra time will also be allocated when there is supporting evidence that demonstrates the candidate requires a scribe/reader. |
| Separate Room | For a student with a medical condition such as epilepsy/diabetes where it is not appropriate for them to sit an exam in the main exam hall. Students who are agoraphobic/have severe anxiety/psychological condition as detailed in their schools records. |
| Supervised Rest Breaks | Where a student has a physical disability which prevents them from concentrating for long periods of time and it is his/her normal way of working. |