

**THE EDUCATION VILLAGE ACADEMY TRUST**



**Special Educational  
Needs Policy  
Beaumont Hill  
Academy and  
Marchbank Free  
School**

## EVAT Version Control Document

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## **Monitoring and Review**

This policy will be reviewed **annually** by the Policy Owner.

The scheduled review date for this policy is: **February 2023**

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:**

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

## **Special Educational Provision at The Education Village Academy Trust (EVAT)**

*EVAT has two special Education Provisions; Beaumont Hill Academy and Marchbank Free School:*

### **Beaumont Hill Academy**

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 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 across a broad and balanced curriculum.

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.

### **Marchbank Free School**

Marchbank School is a provision for pupils with Social, Emotional and Mental Health needs (SEMH) and associated difficulties including ODD, ADD, ADHD, attachment disorder and sensory processing difficulties. Increasingly, pupils accessing the provision have a diagnosis of Autism Spectrum Disorder. Marchbank School provides education for pupil's from Year 1 to year 6 and is committed to providing an appropriate and high quality education to all children.

We provide a broad and balanced curriculum for all our pupils with Special Educational Needs and ensure full curriculum entitlement and access. We are committed to a maximum integration commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources.

Marchbank Free School offers full time education within a specialist setting for children who have diagnosed SEMH.

It is the broad aim of the school to support a pupil working towards reaching his/her personal, social and academic potential. This is through the careful implementation school's curriculum, whilst addressing the personal and social needs of the individual.

It is the aim of the school to meet the special educational needs as specified in a pupil's Education, Health and Care Plan (EHCP) through making available the provision detailed. Progress towards achieving set objectives, which form part of every pupil's individual programme of educational support, is through the effective implementation of this policy.

As all Marchbank pupils have been assessed and have an EHCP (or are undergoing assessment) this policy is of paramount importance and determines the nature and implementation of other school objectives, e.g. organisation, group size, content and presentation of the curriculum, resourcing, staff development and skills, links with parents and other agencies, assessment, monitoring and reviewing, etc.

However, the school does not see its role as merely modifying pupil's behaviour in school in order to provide access to the classroom curriculum, but through our provision we aim to affect a more fundamental change, which will develop the individual's personal resources and social awareness in order to cope with the demands and expectations of the wider community.

The primary pupil need for which Marchbank Free School caters is that of social, emotional and mental health difficulties which adversely affects learning and contributes to underachievement. In addition, many of our children experience specific areas of learning difficulty or require additional educational support because they are of low ability.

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

## **Section 2: Aims and Objectives**

### **Aims:**

**Beaumont Hill** is an all age academy for children with a range of specialist needs in their cognition, learning or behaviour. Our aim is to ensure that we prepare young people successfully for the challenges of the 21<sup>st</sup> century. For some of our students this will mean preparation for working life and independent living; for others it will mean a positive 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.

**Marchbank School** is a provision for pupils with Social, Emotional and Mental Health needs (SEMH) and associated difficulties including ODD, ADD, ADHD, attachment disorder and sensory processing difficulties. Increasingly, pupils accessing the provision have a diagnosis of ASD. Marchbank School provides education for pupil's from Year 1 to year 6 and is committed to providing an appropriate and high quality education to all children.

We provide a broad and balanced curriculum for all our pupils with Special Educational Needs and ensure full curriculum entitlement and access. We are committed to a maximum integration commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources.

In respect of meeting the needs of pupils with severe social, emotional and mental health difficulties and associated disabilities, our provision offers small class groups with comparatively high staff/pupil ratios, along with an experienced staff team of teachers and specialist teaching assistants. We aim to foster a nurturing approach across the whole school.

Teachers and teaching assistants are experienced in meeting the needs of pupils with social, emotional and mental health difficulties and all staff are trained in Team Teach to intermediate level (Positive Physical Intervention).

### **Objectives:**

- Working within the Code of Practice we will assess, identify and plan an educational programme that meets 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 this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The schools recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

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  
 English as an additional language EAL  
 Being in receipt of the 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 and Marchbank Free School have a statement or Education, Health and Care (EHC) 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 following consultation with health professionals, school staff, parents and multi-disciplinary professionals where required. The planning meeting will record the child's strengths, their dreams and aspirations as well as the barriers they may 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 may need to be involved and it identifies the parents' views and aspirations.

#### **Section 4: Provision**

Once a child has a place in Beaumont Hill Academy or Marchbank Free School 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 □ pupils 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, OT 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 EHC Plan 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 and Marchbank Free School progression data is collected termly. Where a child is failing to meet their stated outcomes curriculum adaptations 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 pupils are deliberately challenging in the attempt to close the attainment gap between the pupil 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 pupil's profile of learning in order that we can select the intervention which is best matched to the pupil.

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 and Marchbank Free School directly employ the services of:

- Speech & Language Therapist
- Educational Psychologist
- Occupational Therapist
- Family Support Worker/ Early Help workers/ Family Wellbeing Team
- Careers Education, Information, Advice and Guidance Consultant

In addition works in co-operation with all agencies that are involved in the welfare of the child, for example children's services, the Clinical Commissioning Group (CCG), Darlington Safeguarding Partnership, Child and Adolescent Mental Health Services (CAMHS) and Children's Front Door, Social Services, Consultant Paediatricians, Orthotics specialists, Youth Offending Team, Darlington Against Disability Team.

The school receives regular visits from the educational psychologist who provides the school with advice through consultation, conducting assessments and attending Annual Reviews when requested,

Marchbank Free School works closely with speech and language therapist, occupational therapist consultancy and Home to School Liaison officer.

It is our general philosophy that if progress is to be made with children with severe social, emotional and mental health difficulties, then it is important to deal with the whole child rather than just the child in the classroom.

## **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 pupil 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 pupils such as those with ASD 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.

### **After Y11 (Beaumont Hill only):**

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 Carlbury College, others will go to local Colleges and others will secure work or apprenticeships.

## **Section 5: Criteria for Exiting the SEN Register/Record**

Every student in Beaumont Hill and Marchbank have 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 exit 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 can be found on the web site: <https://www.educationvillage.org.uk/beaumont-hillacademy/information/local-offer/>

The Local offers also describes links with other agencies to support the family and pupil Admission arrangements for Beaumont Hill are identified in the Admissions Policy which can be found on the web page: <https://www.educationvillage.org.uk/beaumont-hill->

## **[academy/parents-and-carers/bhaadmissions/](#)**

Admission arrangements for [Marchbank Free School](#) are identified in the [Admissions Policy doc.pdf \(educationvillage.org.uk\)](#)

The Accessibility Plan can be found on the website:

<https://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, or directly from the special educational needs co-ordinator.

### **Section 7: Supporting Pupils at School with Medical Conditions**

We recognise that students 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 also 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 'Supporting Children with Medical Conditions'.

The designated person for managing the schools' responsibility for meeting the medical needs of pupils is the Executive 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 scrutinise 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 and outcomes for all students.

### **Section 9: Training and Resources**

In order to maintain and develop the quality of teaching and curriculum provision to respond to the strengths and needs of all pupils, all staff are required to undertake training and development activities 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 Marchbank and the wider trust which allow staff to upgrade their skills across the whole dimension of special educational 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. This is to explain the systems and structures in the school. It is complemented by future training which is tailored to match career expectations and school needs. 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 Educational Standards Committee (ESC)**

- it is the statutory duty of the governors to ensure that the academies follow their 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 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 favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

### **Role of the Principal, Head of School and Senior Leadership team:**

- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENCO has sufficient time and resources to carry out their functions.
- Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.

- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.
- Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil, considering the school's ,,,,
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENCO is provided with training, with an emphasis on mental health, on an annual basis.
  - 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 the Special Educational Needs Coordinator (SENDCO):**

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC
- Liaising with the relevant, designated teachers where LAC have SEND.

- Advising on a graduated approach to providing SEND support.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Drawing up a one-page profile of a pupil with SEND.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the Trust's GDPR Data Protection Policy.
- Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the Principal/Head of School in identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.

### **Role of the Designated Safeguarding Lead (DSL):**

- Liaising with the Principal/Head of School to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENCO where appropriate regarding safeguarding concerns for a pupil with SEND.

- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.

- Working with the Principal/Head of School and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.

- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

### **Role of Teachers:**

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.

- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.

- Ensuring every pupil with SEND is able to study the full national curriculum.

- Being accountable for the progress and development of the pupils in their class.

- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.

- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.

- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

### **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.
- Teaching assistants 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 and Marchbank Free School the line managers for teaching assistants are academy Higher Level Teaching Assistants (HLTAs)

## **Section 11: Storing and Managing Information**

Please see the Trust's Records Management & Retention Schedule.

## **Section 12: Reviewing the Policy**

In order to ensure this policy remains relevant and effective we will review the SEND policy annually.

## **Section 13: Accessibility**

Our 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/carer 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 schools expect that most concerns can be resolved informally and guarantees to treat seriously and confidentially all concerns whether raised informally or formally.

The Trust's Complaints Policy and Procedure can be found on the web page:

[https://www.educationvillage.org.uk/site\\_assets/files/Complaints%20Policy%20V2.0.pdf](https://www.educationvillage.org.uk/site_assets/files/Complaints%20Policy%20V2.0.pdf).

## **Section 15: Bullying**

The Trust's Anti-bullying Policy can be found on the website.

<https://www.educationvillage.org.uk>

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

Alongside developing responses to bullying we aim to build student's 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 students with autism, assertive techniques with more able students and speak out strategies with primary children.

All incidents of bullying are logged and responded to immediately by the designated teacher for safeguarding.

The Designated Teacher with specific safeguarding responsibility is the Deputy Principal, Gemma Elysee or in her absence Nicole Garstin, assistant head teacher.

## **Section 16: Compliance**

All of our school policies are interlinked and should be read and informed by all other policies. In particular:

This policy operates in conjunction with the following Beaumont Hill and Marchbank Free School and Trust policies:

- Beaumont Hill and Marchbank Free School Admissions Policies
- Beaumont Hill and Marchbank Free School Behaviour Policy

- Accessibility Plan
- GDPR Data Protection Policy
- Records Management Policy & Retention Schedule
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Careers Policy
- Complaints Policy & Procedure

Policies relevant to this policy can be found on the EVAT, Beaumont Hill or Marchbank Free School websites or by contacting:

Jo Bates  
 Office manager and SEND admissions  
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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

### **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; in that 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 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.

<b>Scribe</b>	There must be evidence of a physical disability and their writing would be; <ul style="list-style-type: none"><li>• illegible and may hamper their ability to be understood</li><li>• speed is too slow to be able to complete the exam in the allotted time</li></ul> Where there is a standardised score of below 85 in a test delivered by the SENCO (100 is the average) and their writing:- <ul style="list-style-type: none"><li>• Is illegible and may hamper their ability to be understood</li><li>• speed is too slow to be able to complete the exam in the allotted time</li></ul>
<b>Reader</b>	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.

<b>Prompt</b>	For a student who loses concentration/focus and is not aware of time.
<b>Extra time</b>	<p>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</p> <p>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.</p>
<b>Separate Room</b>	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.
<b>Supervised Rest Breaks</b>	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.