



Beauchamp College
Special Educational Needs and
Disabilities Policy

2018-20

Date	Detail
2016	Original, based on Beauchamp College Policy
2018	Reviewed
Approved by	Governors

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

AIMS

The wider aims of Beauchamp College are as follows:

- To increase whole College and Community awareness of the importance of both quality and equality of opportunity for ALL students, regardless of ability or disability
- To develop understanding and practice by identifying needs and then acting to optimise their educational and social experience whilst at College
- To provide a structured and flexible response to individual learning needs, promoting positive achievement for all
- To provide advice and support for students when deciding the next step after College

GOVERNOR'S OBJECTIVES IN MAKING SEN PROVISION AND HOW SEN POLICY WILL CONTRIBUTE TO MEETING THOSE OBJECTIVES

The governing body of the College will:

- Do its best to ensure that the necessary provision is made for any student who has special needs and/or disabilities
- Ensure that where the 'responsible person' has been informed by the LA that a student has special education needs, those needs are made known to all who are likely to teach them
- Ensure that teachers and all College staff are aware of the importance of identifying, and providing for, those students who have special education needs
- Consult the LA and the governing bodies of other Schools/Colleges when it seems necessary or desirable in the interests of coordinated special needs provision as a whole
- Ensure that a student with special educational needs joins the activities of the College together with students who do not have special needs. This will be so far as is reasonably practical and compatible with the student receiving the SEND provision their learning needs require and the efficient education of the students with whom they are educated and the efficient use of resources
- Report to parents on the implementation of the College's policy for students with special educational needs
- Have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all students with special educational needs
- Ensure that parents are notified of a decision by the College that SEND provision is being made for their child

THE LEARNING DEVELOPMENT DEPARTMENT AT BEAUCHAMP COLLEGE

The Learning Development Department (LDD) consists of the SENCO, a HLTA working with the most vulnerable students, two team leaders who are responsible for meeting the needs of the LSAs and approximately 12 learning support assistants. There is also a Hearing Impaired Unit attached to the College.

SENCO and Head of the Learning Development Department:

Ms Katherine Pearson

Qualifications: MSc in Educational Leadership, BA (Hons), QTS gained 2003.

Experience: Taught at Beauchamp College since 2003 and SENCO since 2008.

Deputy CEO of Lionheart Trust:

Mrs. Jenny Piper-Gale

Qualifications: MSc in Educational Leadership, M.A. (Cantab), BA (Hons), PGCE with second teaching subject in Special Needs, Diploma in Specific Learning Difficulties and Certificate in SENCO standards.

Experience: 2 years in a Hereford Secondary School and then at Beauchamp College since 1998, including SENCO from 1999 to 2005. She is now responsible for inclusion and SEND across the trust

ARRANGEMENTS FOR COORDINATING SPECIAL EDUCATIONAL PROVISION AT BEAUCHAMP COLLEGE

The responsibilities of the SENCO:

- Overseeing the day to day operation of the College's SEND policy
- Coordinating the provision for student's with SEND
- Liaising with and advising fellow teachers
- Providing advice and guidance for parents of students with special education needs
- Overseeing the records of all students with SEND
- Guiding and supporting the Learning Support Assistants
- Contributing to in-service training of staff
- Liaising with LA support services and other external agencies such as health and social services

ADMISSIONS ARRANGEMENTS FOR STUDENTS WITH SEND BUT WITHOUT EHCPs

Beauchamp College strives to be a fully inclusive College. It acknowledges the range of issues that students can experience at different times during their education. All students are welcome, including those with special educational needs, in accordance with the LA's admission policy.

Under section 316 of the Education Act (1996), if a parent wishes to have their child with a statement educated in a mainstream school the LA must provide a place, unless this is incompatible with the efficient education of other students and there are no reasonable steps that can be taken to prevent this incompatibility.

No School can refuse to admit a student on the grounds that he/she does not have an EHCP if he/she is currently being assessed for one.

Leicestershire's current admissions policy gives priority to students with statements of SEND in allocating out-of-catchments places to students when places are oversubscribed.

SEN SPECIALISM AT THE BEAUCHAMP COLLEGE

Beauchamp College has attached to its provision a very highly successful Hearing Support Unit. The unit is run by Mrs J Beadman, who is an experienced teacher of hearing impaired students. Anyone wishing more information should directly contact the Hearing Support Unit.

FACILITIES FOR STUDENTS' WITH SEN AT BEAUCHAMP COLLEGE

The main building at Beauchamp College is two storeys with a lift to access the upper floor when needed. There is disabled access to the majority of the College and disabled toilets. In the event of a student being unable to gain access to some classrooms, the student would be timetabled in alternative rooms to ensure full access and inclusion.

The Learning Development Department consists of two rooms for students, one being a base that is open at break and lunch times along with a collation of small offices.

THE ALLOCATION OF RESOURCES TO AND AMONGST STUDENT'S WITH SEND

- The College allocates resources in line with the Local Authority scheme of financial delegation and normally in excess of legislation laid down by applying for external and additional funding and grants. The budget covers basic staffing and resources expenses for teaching and curriculum provision derived from the whole college AWPU. This budget also gives non contact time to the SENCO and team. The college allocates additional funding to support the professional development of the LDD including LSAs and Learning Mentors. The college actively supports its able and more able students and allocates specific resources for these students in addition to the Learning Support Budget.
- Using the base budget and additional resources provided by the LEA jointly, the College funds:
 1. A support group, per population, in English, Maths and Science in years 7,8 10 and 11.
 2. The smaller group size in Applied Learning.
 3. In class support by the team of LSAs .
 4. More non-contact time for the SENCO.
 5. Allocation of the LDD.
 6. After College support for students in the LDD.
 7. Specialist teaching and testing resources.
 8. Literacy and Numeracy on-line testing.
 9. Small group/One2One as necessary. This includes small group work with KS3 students in phonics and inference.

ARRANGEMENTS FOR IDENTIFYING STUDENTS WITH SEN AND FOR DETERMINING AND REVIEWING NEEDS

The revised SEN Code of Practice is based on the assumption that students' needs fall into four broad areas:

- Communication and Interaction
- Cognition and Learning
- Mental, Social and Behavioural Difficulties
- Sensory and Physical Difficulties

Students are placed on the SEND record in one of two ways:

1. Information provided from the high schools and primary schools before transfer. During Yr. 7 and Yr. 10, students with SEND Support Plans are placed on record, according to their type of need.
2. Concerns from a teacher that a student is exhibiting a special need not previously recognised. The teacher will refer the student to the SENCO who will gather information from other curriculum areas to see if there is a general difficulty rather than one related to a specific area of the curriculum. Teaching staff will meet with the SENCO to devise a support programme. This will be reviewed in the summer term.

The SENCO will then arrange full testing of the student and will look at other available information such as year files and SATs results.

In light of this information the SENCO will make a decision whether the student should be placed at SEND Support on the SEND record. If the student is placed on record, parents will be informed and the student will have a SEND Support Plan written. This will be written according to their need. This will support the teachers in differentiating work for the student.

Beauchamp is committed to the ethos of the code of practice of SEND:

‘Sensitivity, honesty and mutual respect in encouraging pupils to share concerns and discuss strategies and see themselves as equal partners with the school’

Student progress will be reviewed half termly and then a course of action will be chosen from the following:

- Leave the student on record as being in receipt of SEND support and revise the targets in light of the progress made
- Move the student off the record if sufficient progress has been made
- If none or very little progress has been made, the SENCO will make a decision concerning statutory assessment.

Also the College will react to advice given by outside agencies and ask for their expertise and guidance on assessing, setting IEP/Student Passport targets and teaching the student. These students will also have their provision and support reviewed during the year and again, similar decisions will be taken:

- Leave the student on record as being in receipt of SEND support and revise the targets in light of the progress made
- Move the student off the record if sufficient progress has been made

- If none or very little progress has been made, the SENCO will make a decision concerning statutory assessment.

Statutory referral is the process that can result in the student being given an Education, Health and Care Plan which will allow students to be given extra tailored support that is guaranteed by the LA.

A referral can only be made if the student fits the LA criteria which is outlined in the SEN Code of Practice 2014.

If the referral is successful then the student will receive an **Education Health and Care Plan**, which may result in the allocation of additional resources. The student will also have a full **Annual Review** within 12 months of the date of the plan in order to review it and make further recommendations to the LA. Parents may request a Personal Budget as a result (see LA Local Offer).

The files of those students on the Record are held by the SENCO, they are available for parents to view though due to GDPR regulations (2018) requests to see information need to be put in writing.

ARRANGEMENTS FOR PROVIDING ACCESS FOR STUDENTS WITH SEND TO A BALANCED AND BROADLY BASED CURRICULUM AND ARRANGEMENTS TO ENABLE STUDENTS WITH SEND TO ENGAGE IN COLLEGE ACTIVITIES WITH OTHER STUDENTS

Beauchamp College strives to be an inclusive College, with a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum
- A comprehensive pastoral system including all students being members of a form and a house.
- Systems for the early identification of barriers to learning and participation
- High expectations for all and suitable targets for learning for all students
- Encouragement to take part in the full range of extra-curricular activities

THE GOVERNORS' CRITERIA FOR EVALUATING SUCCESS OF EDUCATION PROVIDED FOR WITH SEN

The governing body ensure the quality of the education provided for students with SEND at Beauchamp College by ensuring:

- The maintenance of accurate up to date records by the SENCO and other staff

- The efficient analysis of reports and test results as well as data generated by external agencies
- The collection of value added data for students on the SEND record
- The monitoring of procedures and practices by a designated SEND governor
- The quality of SEND provision is assured, including a three year rolling programme of evaluation by the SENCO of the SEND provision

And through evidence found in:

- OFSTED/HMI reports
- Evidence from the LA's SEN audit where available
- College Development Plan

ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT SEND PROVISION FROM PARENTS OF STUDENTS WITH SEN

Parents should initially contact the SENCO who will investigate the complaint and seek to remedy it. If this does not answer the complaint sufficiently then the parents should follow the College complaints procedure. Details can be found on the College website under Complaints Policy.

ARRANGEMENTS MADE FOR STAFF TO RECEIVE IN-SERVICE TRAINING

All staff are regularly kept up to date with strategies and tips to help meet the needs of SEND students and are also made aware of available training offered by the LA. The SENCO also offers SEND and EAL awareness training for all new staff and will arrange specialist training with outside agencies as necessary, such as the Visual Impairment team and Autism Outreach.

The SENCO identifies the training needs of the support staff and all new support assistants attend induction training offered by the LA or other learning partnerships. They are also given an experienced LSA as a mentor. All support staff are given the opportunity to attend a variety of courses to ensure their professional development e.g.

- NVQ
- HLTA
- Foundation Degree
- GCSE

THE USE MADE OF TEACHERS AND FACILITIES OUTSIDE THE COLLEGE, INCLUDING THE LA SUPPORT SERVICES

Beauchamp College makes use of a wide range of facilities, in seeking advice, diagnostic testing and training, and in working directly with individual or groups of students. They include:

- Advice and Inspection Unit at County Hall
- Autism Outreach
- Careers Leaders
- Child and Adolescent Mental Health Service
- The Educational Psychology Team
- Hearing Support Service
- ICT Assessment Service (for County Students)
- Multicultural Resource Centre
- Paediatric Physiotherapy and Occupational Therapy
- Social Services
- The Specialist Teaching Service
- Student Support Services
- Visual Impairment Service

ARRANGEMENTS FOR PARTNERSHIP WITH PARENTS OF STUDENTS WITH SEN

Beauchamp College actively seeks the partnership of parents of students with SEND which is a key expectation of the NEW Code of Practice (2014). It does this by engaging parents fully in the process of writing Student Passports, reviewing Passports and statements/EHCPs and by encouraging both parents and students to be fully engaged in target setting and the SEN record.

Parents are unique in terms of knowledge and experience they can offer about their children; we depend on that knowledge to inform our action.

The SENCO is able to put parents in touch with the SENDIAS if they require additional support.

LINKS WITH OTHER SCHOOLS/COLLEGES

Beauchamp College has close links with the High Schools and Linked Primaries in the local area. Close links have also been established with other High Schools and with the family of schools through regular SEND meetings.

A member of the Learning Development Department attends all year 9 annual reviews and the SENCO attends meetings with High Schools to discuss the transfer of students with SEND. The SENCO is present at the 'Entry to Year 10 and Year 7 Open Day' and the Options Evening at the College to meet with parents and answer any concerns.

The College has strong links with Leicester College and South Leicestershire College and has links through Lionheart Academies Trust with Cedars Academy, Riverside Primary and Highcliffe Primary in Birstall.

LINKS WITH HEALTH AND SOCIAL SERVICES, EDUCATION WELFARE SERVICES AND VOLUNTARY ORGANISATIONS CONCERNED WITH SEN

All relevant agencies are invited to Annual Reviews of Statements. Advice is sought from CAMHS when meeting the needs of students with Emotional/Behavioural difficulties or from Physiotherapy/Occupational Therapy when meeting the needs of students with physical/medical conditions.