

# Special Educational Needs Policy



## Beaufort School

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| <b>Approved by</b>                  | <b>IEB</b>            |
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## **Special Educational Needs In Our School**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Beaufort School is for children with learning, physical difficulties and other complex needs including autism. It provides fulltime day education for pupils on a term time basis.

Beaufort School has the capacity to educate 96 primary aged pupils aged 3 to 11 years of age. All pupils experience a range of special educational needs including severe learning difficulties (SLD), autism and profound and multiple learning difficulties (PMLD). A number of pupils have complex medical needs.

All children are admitted to School with an Education, Health and Care Plan (EHCP). Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **The aims and objectives of our special needs provision are:**

- To ensure that all pupils with SEND are accurately assessed and that their needs are reflected in the objectives of their Education Health and Care Plan (EHCP).
- To create a learning environment that meets the SEND of each pupil.
- To ensure all pupils have equal access to a broad, balanced and differentiated curriculum.
- To promote education in a safe and secure environment within a happy atmosphere where children can learn effectively, improve their confidence, build up their self-esteem and develop their independence as individuals within the community.
- To enable pupils to take an increasing responsibility for their own learning.
- To make clear the expectations of all partners in the process and provision of education for special needs pupils.
- To actively seek ways of helping and involving parents and carers in the care, development and education of their child.
- To ensure parents and carers are kept fully informed and are engaged in effective communication about their child's SEND.
- To extend and afford our services to mainstream schools, adopting the principle of inclusion as a two-way process.
- To support the professional development aspirations of all staff and IEB members in relation to SEND training.
- To Make sure the SEND policy is understood and implemented consistently by all staff
- To Communicate with, and involve, pupils and their parents or carers in discussions and decisions about support and the allocated provision

- To Explain the roles and responsibilities of everyone involved in providing the best education for the pupils at Beaufort School

The over-riding responsibility of Beaufort School and members of the IEB, is to ensure that appropriate provision is made for pupils with special educational needs. The school's aim is to enable each individual child to achieve his or her full potential through equality of opportunity provided in a multicultural and inclusive educational setting. We believe that learning should be an enjoyable, lifelong experience and see parents/carers as our partners in the educative process. We will respect and recognise the contributions and achievements of all pupils as individuals in a safe and caring environment.

Our overall aim is to provide an educational environment which celebrates the uniqueness of every child. We are flexible and responsive to the complex needs of each pupil and guide their learning to enable them to succeed.

Our special educational needs and disabilities (SEND) policy aims to make sure our school fully implements national legislation and guidance regarding pupils with SEND.

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## **Inclusion and equal opportunities**

At Beaufort school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

## **Partnership with Parents**

The school is in regular contact with parents of all pupils, with either a home school diary, ClassDojo, face to face, telephone conversations or email. One formal EHCP review will be held annually. Others may be scheduled as the need arises. Parents as well as other agencies will be invited to attend. Copies of Assessment Pathway Targets will be made available. Parents are kept fully informed throughout the school's SEND intervention and their wishes taken into account. Individual Education plans are reviewed twice a year with input from parents and other professionals such as SALT

Clearly the support of parents and carers is essential if the provision made for their child is to be successful. Parents are encouraged to make an active contribution to their child's education. Workshops, events and performances are regularly staged to facilitate parents' involvement in the life of the school and to give them training and support to assist their children.

## **Leadership of SEND**

The Senior Leadership Team (SLT) under the leadership of the Head Teacher is responsible for the day-to-day operation of the SEND provision.

The key Responsibilities as outlined in the Code of Practice are:

- Liaising with and advising colleagues.
- Managing the teams.
- Coordinating the provision for pupils with SEND.
- Maintaining records on pupils with SEND.
- Communicating with parents and carers of pupils with SEND.
- Liaising with external support agencies.

Beaufort School and IEB Members ensure all teachers and support staff are fully aware of their responsibilities towards pupils with SEND. They consult the LA and other schools when appropriate and report annually to parents. Members of the IEB have due regard for the guidance in the related Special Educational Needs and Disability legislation and Code of Practice in its equal opportunities' commitment. The IEB has an Accessibility Plan in place for improving access to the school and its facilities. The Headteacher and IEB collaborate with the LA in drawing up and reviewing the Local Offer and promoting the support offered to parents and carers.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Providing outstanding teaching and learning opportunities.
- Providing an emotional and physically responsive and enabling environment for all pupils
- Leading the teaching assistants, support staff and school meals supervisors or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- To work collaboratively with parents so that they have the opportunity to engage with school and be partners in their child's learning
- Working with the senior leaders to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **Allocation of Resources and Specialist Provision**

The school has a range of specialist resources and facilities designed to cater for the needs of all pupils:

- Staff training in a wide variety of subjects and special needs provision including Complex Needs (PMLD and ASD), sensory impairment and communication (AAC, Makaton and PECS).
- Multi-Sensory Rooms, movement rooms and a hydrotherapy pool support and enhance the provision.
- A variety of adapted and alternative technologies to maximise engagement of all pupils and support communication.

The Senior Leadership Team under the leadership of the Head Teacher is responsible for the timetabling and management of resources including staffing and facilities to meet the needs of all pupils. The Head Teacher informs the IEB on a regular basis as to how funding has been allocated to meet pupil needs. Requests for additional resources and processes are approved by the IEB. The effectiveness of the school resources for pupils with a range of SEND will be monitored as part of the continual process of school self-evaluation.

## **Access to the Curriculum**

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable pupils to:

- Experience, be engaged in, and/or gain skills and understanding of the purpose of learning activities,
- Experience rates of progress that brings feelings of success and achievement appropriate to their levels of attainment and understanding.

Teachers use a range of strategies to meet pupils' SEND. Lessons have clear learning objectives and outcomes; differentiated work and use formative assessment to inform the next stage of learning. Assessment Pathway and IEP Targets contain a small number of specific targets designed to enable the pupil to progress.

Wherever possible pupils are not withdrawn from their class. This reflects the schools' inclusive philosophy and acknowledges that all pupils have an entitlement to share the same learning experiences as their peers. There are times however, when, to maximise learning, we ask the pupils to work in small groups or in a one-to-one situation outside the classroom, for example in paired reading or to support sensory and communication needs.

## **Procedures**

All pupils will have an Annual Review meeting in order to discuss and review the child's Educational Health and Care Plan (EHCP) and progress towards targets. This meeting takes place within the school day and parents play a vital role in determining any amendments to the statement or EHCP.

Individual targets are set for every child and these targets are monitored termly. The targets are set according to the child's curriculum and assessment pathways and are also based on historic data.

IEP's are updated termly or when the targets are achieved. If the child is making the required levels of progress the I.E.P does not need to be maintained.

Resources are purchased through a budget approved by the IEB. Resources are purchased for classrooms, individual pupils or for central resources depending on the need.

## **Training**

Our school aims to provide appropriate training for our IEB, teaching and non-teaching staff, so that they have the knowledge and confidence to develop their own skills in helping our pupils with a range of special needs.

Criteria for Identification of Staff Development:

- To support the development of the school
- To meet our pupils' needs
- To meet the targets of the school improvement plan.
- To inform the on-site inset programme (curriculum days)
- To identify future resources
- To support delivery of the curriculum
- Personal development and interest.

## **External Support Services and Links with Other Agencies**

The school utilises a range of multi professional support so that each pupil can have access to their curriculum entitlement. The school works closely with all of the LA's support agencies, when identifying, assessing and making provision for special needs pupils.

- Speech and Language Therapy (S.A.L.T.)  
SALT provides advice to parents/carers and staff. They also provide individual and group therapy across the curriculum.

- Sensory Support Service (Visually Impaired/Hearing Impaired Service)  
These services provide teaching for young people and support and advice for parents/carers and staff.
- Physiotherapist/Physiotherapist Assistants  
This facility provides assessment and treatment for pupils. It also offers advice and support for staff and parents.
- Medical Services  
The School Nurse assists with routine medical examinations. He/She will offer advice to parents/carers and staff as appropriate and meets the daily medical needs of the pupils.
- Behaviour support  
Behaviour support provides assessment, observation and information and advice to both staff and parents. This support links with SALT and OT services to provide an holistic approach to pupil communication and understanding.
- Social Services  
A variety of support may be obtained from Social services. These can include: advice and support from the children with disabilities team, respite facilities and Early Help advice and support. Their advice and/or attendance is sought at the review/case conferences and transition plans.
- Occupational Therapy Support  
The OT offers support for pupils requiring sensory regulation. It offers support and advice for parents and staff.

## Transition

New pupils for the September intake usually have 2 half day visits to school and the transition process is personalised. We do request that a teaching assistant or familiar member of staff comes to support the child on the first visit. Each pupil receives a transition booklet with photographs of class staff and rooms around the school. New parents are also invited into school where they will get the chance to meet the class staff, see inside the classroom, find out class/ curriculum information and ask any questions they have. Some settings may request additional transition and may contact the Headteacher to discuss this. Transition from primary to secondary is coordinated by the Deputy Headteacher, with the support of the phase leader to ensure that parents are given information about which secondary schools would best meet the needs of their child.

## Evaluating the effectiveness of the provision

Provision will be monitored and evaluated through an extended review system that incorporates statutory yearly reviews and scrutiny of pupils files and work.

- Tracking pupils' progress, including using provision maps

- Using parent and staff questionnaires
- Monitoring by the Headteacher, Link governor and SLT
- Holding annual EHCP reviews for pupils and setting IEP targets
- Getting feedback from the pupil and their parents
- Detailed plans of inclusion expenditure
- Links to the school development plan and POAP

The following are indicators to be used to measure the success of the Special Educational Needs Policy:

- Relocation of resources in line with the pupil needs as detailed in the policy.
- EHCPs and programmes differentiated to meet needs.
- The attention paid to the process of implementing the individual education plan drawn up during the annual EHCP review.
- Proportion of devolved funds spent on specialist support.
- Inclusion of specific targets towards meeting special needs more effectively in appraisal.
- Profile of school in the local community.
- External inspections.
- Pupil: Teacher ratios.
- Support Worker ratios
- Inclusion expenditure
- Pupils' progress and attainment
- Whether pupils feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents
- Comments and feedback from linked professionals

## **Equality**

Under the Equality Act 2010, Beaufort School will make reasonable adjustments for any child and his/her families. No child will be discriminated against, harassed or victimised on entry into the school as a result of their individual needs. Where needs are not able to be met through reasonable adjustment, the school will refer the child and his/her family to the LA for assistance in finding a more suitable school. Detailed information about admissions can be found in the school's Admissions Policy.

## **Enabling pupils with SEN to engage in activities available in the local and wider community**

- All of our extra-curricular activities and school visits are available to all our pupils.
- All pupils are encouraged to take part in sports day/special assemblies/special workshops/visits by music and drama specialists.
- We provide a summer fun day for the local community.
- The school accessibility plan can be found on the Beaufort school website.

## **Monitoring the policy**

This policy will be reviewed by the Headteacher, SLT and the IEB **annually**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.

## **Links with other policies and documents**

**This policy links to the following documents:**

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

## **Complaints**

Any parent/carer having a complaint regarding provision should, in the first instance, contact the Head Teacher.

From time to time, problems may arise, and parents/carers are strongly advised to contact school at their earliest opportunity so that these can be resolved speedily.