

SEND Policy



Beaufort School

Governing Body Approval Date:	23/1/2023
Approved by:	
Review:	January 2023 Biennial
Review Date:	January 2025



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SEND Policy

Basic information about the School's Special Educational Provision

Beaufort School is a special school in Birmingham established to meet the needs of children who have an Education, Health and Care Plan. Beaufort's catchment area is primarily the north and east of the city, although some pupils come from neighbouring authorities.

Beaufort caters for primary-aged pupils, two to eleven years of age, with Profound & Multiple Learning Disabilities (PMLD), Severe Learning Difficulties (SLD) and Autism (ASC). Many pupils also have additional learning needs, including one or more of the following - speech, language and communication needs, sensory processing difficulties, physical difficulties, a range of rare syndromes or genetic disorders and social, emotional and mental health needs.

The school's provision in relation to curriculum, environment, resources, staffing structure, policies and staff development is focused on meeting the children's individual needs as identified through their EHCP.

The school is co-located with Colebourne School, with the whole environment meeting The Disability Discrimination Act (DDA) regulations. Mobility needs can therefore be met.

Pupils are admitted to the school upon the recommendation and request of SENAR (Birmingham's Special Educational Needs Advice and Review). Funding from the Local Authority reflects the provision designation for the school, i.e. severe learning difficulties/cognition and learning, together with capacity designation of 94 commissioned pupils for Beaufort.

Assessment and Review

All pupils' needs are reviewed, at minimum, on an annual basis. These meetings are attended by parents, class teachers and other professionals that are involved. Other professionals will be invited to the reviews at the request of either the school or parents if it is felt necessary. The focus of the reviews is to discuss pupil progress, the appropriateness and accuracy of the EHCP and the appropriateness of the current provision.

Pupil progress is assessed against Birth to Five Matters (EYFS), the Wilson Stuart P Steps (KS2) and pupils not engaged in subject specific study, WSP4 and below, will be assessed against the statutory engagement model.

Progress relating to individual pupils main barriers to learning, as stated within their EHCP, are also monitored and tracked through Individual Educational Plans (IEPs) which are reviewed and assessed on a termly basis and are linked to the annual targets set at Annual Review meetings.

Curriculum Entitlement

The schools have a strong tradition of curriculum development and the pupils are provided with an appropriate and dynamic educational programme. The rationale driving the curriculum is one of learning opportunities which provide the foundation for our pupils to become life long learners who will be active members in their community. The core of the curriculum is an emphasis on basic skills, PSHE & citizenship and communication, the foundation subjects providing breadth of experience and a vehicle for the delivery of essential skills.

The curriculum is delivered through the Early Years Foundation Stage Curriculum and the National Curriculum. Curriculum delivery is adapted according to the needs of pupil cohorts, for example, a PMLD curriculum for those not engaged in subject-specific learning, and a semi-formal curriculum for those who are early or emerging subject-specific learners.

Inclusion

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems of early identification of barriers to learning and participation.

Inclusion opportunities are available in a variety of ways for groups of pupils and individuals through our work with Colebourne School, our co-located mainstream partner, where joint enrichment projects enable inclusion in a fun way.

Procedures for concerns

If parents have concerns regarding the provision made to meet their child's special needs they are encouraged in the first instance to discuss the issue with the class teacher or the Senior Leadership Team. If they do not feel satisfied with the outcome they may take advantage of the governors' complaints procedure displayed on our website.

Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish

Staffing policies and partnership with external agencies

Professional development for staff:

The governing body has a Staff Development Policy which ensures that the needs of the school, as laid out in the School Development Plan, as well as individual professional needs are met. The long term well-being of the pupils is of paramount concern.

Links with other agencies and schools:

Beaufort believes that effective action on behalf of our pupils depends upon close co-operation between the school and other professionals. We work closely with agencies including Social Care, Educational Welfare, Speech and Language, Occupational Therapy, Educational Psychology Service and the Child Health Service. We also have links with several local and national voluntary organisations, which work on behalf of children with special educational needs.

Beaufort also has good working relationships with the other special schools in the city together with local mainstream schools. As a result, the transfer of pupils at the end of Key Stage 2, and where there is a need for a change in provision, is usually smooth and trouble-free.

Partnership with parents:

Beaufort strives to nurture relationships with parents/carers by frequent and appropriate communication. We have staff mentors who make home visits, ensuring good dialogue and a common understanding of the values of the school. Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.

Monitoring and Evaluation of the Special Needs Policy

The governing body will review this policy on an annual basis.

Policy Reviewed on: January 2023

Reviewers: Janice Farren

Policy Review due: January 2025