



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Beckfoot and Hazelbeck Campus Policy



Approved: November 2015

Review Date: November 2016

Reviewed: October 2017

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This policy has been written with guidance and reference to the following documents:

- The Children and families Act 2014
- Articles 12 and 13 of the United Nations Convention of the Rights of the Child
- The Equality Act 2010
- Special Educational Needs and Disability Code of Practice: 0-25 years (June 2014)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

1. Introduction

This update links with the new SEND Code of Practice and the Policy changes include:

- SEND Code of Practice now covers 0-25 years
- Single school SEND categories
- Graduated approaches to provision
- Transferring existing statements into Education, Health and Care Plans: *(There will be a dual system in place from September 2014 and these will all be transferred by April 2018)*
- Local Authorities will have a Local Offer and schools will contribute to that offer
- There will be Joint Commissioning roles between Education, Health and Social Care.

The Beckfoot Trust recognises that there is a significant overlap between children and young people with Special Educational Needs and those with Disabilities, and that many such children and young people are covered by both SEND Code of Practice and equality legislation such as the Equality Act 2010 towards individual disabled children and young people. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children and those with medical conditions, to prevent them being put at a substantial disadvantage.

2. Objectives

- ❖ To ensure the SEND Code of Practice, the Equality Act and the guidance in Removing Barriers to Achievement are implemented effectively across the schools.
- ❖ To ensure equality of opportunity and to eliminate prejudice and discrimination against young people with special educational needs.
- ❖ To continually monitor the progress of all students, to anticipate and identify needs as they arise and to provide support as early as possible.
- ❖ To provide access to a relevant and exciting curriculum through planning and provision by Class Tutors, SENCO, and Lead Teachers.
- ❖ To make effective arrangements to support and care for our students so that their complex individual needs do not become a barrier to learning and progress.
- ❖ To enable young people to move on from school with the skills they need to become

successful in their lives after school, whichever pathway they follow.

- ❖ To involve parents, and young people themselves wherever possible, in planning for any decisions that may affect their child.

3. Definition of Special Educational Needs

For the purposes of its policy the schools adopt the legal definition provided by the 1996 Education Act:

“A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.”

The SEND Code of Practice says a child has a learning difficulty if he or she;

- 1.(a) Has a significantly greater difficulty in learning than the majority of young people of the same age
- 2.(b) Has a disability, which either prevents or hinders the child from making use of educational facilities of a kind provided for young people of the same age in schools within the area.
3. Under the SEN Code of practice 2014 the categories of need are being redefined over the transition period, whilst the Children and Families Act is being fully implemented:

New	Current
Cognition and Learning	Moderate, Severe and Profound & Multiple Learning Difficulties, Specific Learning Difficulties
Communication and Interaction	Autism Spectrum Condition Speech, Language and Communication Needs
Social, Emotional and Mental Health	Behaviour, Emotional and Social Difficulties
Sensory and/or Physical	Physical Difficulties Hearing Impaired Visually Impaired Sensory Difficulties

We believe that young people may have special educational needs in some areas of their learning but that they can also be identified as gifted and talented in others.

4. Context

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, difficulty, disability, attainment levels and background.

The Beckfoot Trust is committed:

- To enable the optimal social experiences for each student by using the full facilities of the campus for the benefit of all students;
- To give equal consideration of interest to each member of the schools' community;
- To establish a model community, recognising that all members have equal value, but with different needs and future paths.

Beckfoot - Designated Specialist Provision for students with Physical Difficulties

Beckfoot has resourced places for students with a Statement of Need or EHCP for Physical Difficulties. Beckfoot has special facilities to ensure access for disabled students, including:

- Access to all classrooms
- A lift to the first and second floor
- Disabled toilet facilities
- A physiotherapy room
- A hygiene suite
- An Independent Learning Zone
- A classroom equipped to support the teaching and learning of life skills
- A daily Inclusion Club
- Supervised dining
- Access to Hazelbeck hydrotherapy pool

Hazelbeck

Hazelbeck is a generic special school making provision for children and young people aged 11 – 19 years who have a range of special educational needs. All students are able to access the school site with appropriate levels of supervision. Hazelbeck has specialist facilities, including:

- SMILE room for multi-sensory experiences and cognitive development
- Food Technology room
- Art room
- Textiles room
- DT room
- Rebound room and hall
- Hydrotherapy pool.

5. Principles

Beckfoot Trust is committed to providing an appropriate and high quality education to all the young people who we serve. We believe that all young people, including those identified as having special educational needs and disabilities, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and enables them to be fully included in all aspects of school life.

The Campus, as a learning community, is committed to ensuring success for all and is

underpinned by our shared values of 'Enjoy – Learn – Succeed.' The Hazelbeck and Beckfoot Learner's are central to everything that we do and we also have key principles that shape our day-to-day life. (Please see our Strategic Vision for more information).

We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

We are particularly aware that the needs of our students change as they develop between 11 and 19 years, and we try to ensure that we respect and reflect their changing age and maturity, for example in our responses to developing interest in romantic relationships and sexuality.

The Beckfoot Trust sees the inclusion of young people with special educational needs and disabilities in the full life of the Beckfoot/Hazelbeck Campus as critical to the success of our Trust.

6. Responsibilities

The Beckfoot Trust will identify a Named Director for SEND.

The Senior Leadership Team and Trustees of the Beckfoot Trust will ensure high quality education and support for all, when deciding how to allocate resources and to prioritise access to services and accommodation within the campus.

The SENCOs and other designated staff are responsible for:

- Liaising with and advising school staff about individual students' profile of needs and supporting their planning for individual programmes.
- Giving clear guidelines for standard operating procedures when there is a need to do so.
- Co-ordinating specialist provision for students with particular categories of SEND.
- Maintaining the school's SEND register and overseeing records of all young people with SEND.
- Liaising with parents of young people with SEND and co-ordinating the work of the Parental Engagement Officer.
- Contributing to in-service training of staff.
- Liaising with external agencies including the Educational Psychology Service and other SEND support services, medical and social services and voluntary bodies.
- Coordinating the necessary paperwork and meetings for EHCPs / Annual Reviews.
- Consulting with SENCOs from other schools to ensure effective transition arrangements are made.

All teaching and learning support staff have a responsibility to ensure that each student is given every opportunity to fulfill their potential within the normal classroom situation. All staff should be aware of the learning support needs of all pupils they teach, and should ensure that the needs of each pupil are addressed in accordance with the Teaching and Learning policy.

Teachers will ensure that schemes of work and associated resources appropriate to a range of ages, ability and learning needs are available for class teachers to use within their programmes of study.

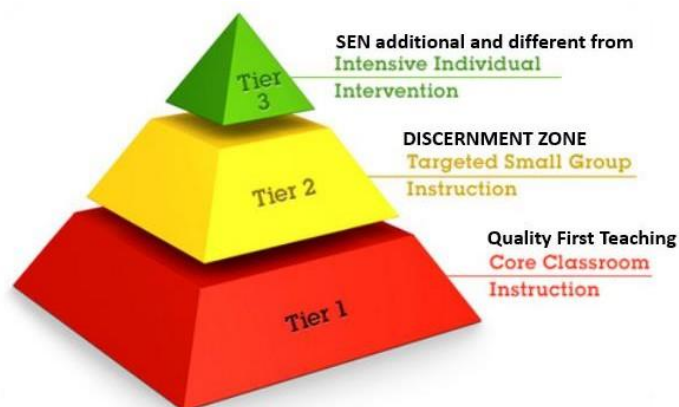
The SENCO for Beckfoot is Alex Denham.
The SENCO for Hazelbeck is Hannah Rowlands.

7. Differentiated response

Beckfoot will provide differentiated approaches to the provision of support for students with SEND in the following ways:

All children or young people have access to Inclusive class-based teaching. For some children or young people with SEND, additional interventions are required. This is the key component of personalised learning and the main strategy through which we meet the needs of our children or young people.

Beckfoot School - The Graduated Approach to support



Wave 1 (or Tier 1 on the diagram above)

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the students in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 (or Tier 2 on the diagram above)

Wave 2 outlines specific, additional and time-limited interventions provided for some students to support them to catch-up with their peers in literacy and numeracy. These students are behind the age expected level. Wave 2 interventions are often targeted at a group of students with similar needs.

Wave 3 (or Tier 3 on the diagram above)

Wave 3 includes targeted approaches for a small percentage of students who either require a high level of additional support or specialised provision that cannot be delivered in the context of whole class or small groups. Students in Wave 3 may have particular needs related specifically to literacy or numeracy, or needs associated with other barriers to their learning and so there is a focus on accelerating their progress in literacy and numeracy primarily.

Provision is likely to draw on specialist advice. Provision may involve the adjustment of learning objectives and teaching styles, and/or individual support. Students receiving Wave 3 support will always be placed on Range 2 or 3 if an external agency is involved in assessment, planning and review.

Hazelbeck School

Students work primarily in ability based learning groups, in order to facilitate meaningful learning with appropriate resources for all students. No student will be denied access to any part of the school which is identified as being part of their curriculum. Learning is personalised to the individual needs of students in each key stage and offers opportunities for independence, life and leadership skills.

Sensory Learners

Students with profound and multiple learning difficulties follow a sensory curriculum based on the four strands of cognition, communication, physical development and personal and social development.

Supported Learners

Students follow a curriculum which comprises a broad range of subjects with a particular focus on English, Maths and Communication.

Independent Learners

Students who can work more independently are able to access learning in Beckfoot School for some subjects in addition to the Hazelbeck curriculum.

Hazelbeck has a unit for students with Multi-Sensory Impairment. They have a personalised curriculum which is led by staff, many of whom are trained intervenors.

Hazelbeck also has a unit for students with Autism and/or challenging behaviours. This has a high staff/pupil ratio and they have the use of two classrooms to allow for flexibility as required. Students are offered a personalised curriculum in a structured and consistent environment, ensuring that they are able to achieve to the best of their ability. Approaches such as SCERTS and Sensory Processing Interventions are used to help students to communicate and regulate their own behaviours.

Students working in other settings

When students spend some of their time in other settings such as alternative provision, studying for academic and other vocational qualifications and completing work experience placements or internships, the SLT will ensure the key information with regards to their SEND and Disabilities is passed to the appropriate people so that the planning for their care and learning support is consistent and appropriate. The SLT will also ensure there is liaison with any external support services again to ensure there is consistency of approach and expectations are managed.

8. Intervention and Support

Interventions which are additional to those provided as part of the schools' usual differentiated curriculum offer and strategies will be employed to enable the student to progress. These will be co-ordinated by the SENCO or other designated staff.

Support from external specialist services and agencies will be sought and referrals made as required, using local, regional and national specialists as the need arises.

9. Partnership with Parents/Carers

The best results are achieved where parents/carers, schools and LA services work in partnership. In working towards this principle the school will do the following;

- Assist parents/carers in their understanding of SEND procedures, school- based provision, and other support available for their child and additional sources of help and information, for example, voluntary organisations and childcare information services.
- Provide opportunities for mediation and discussion where necessary.
- Meet parental/carer preference for school placement subject to the requirement that the individual child's special educational needs can be met; that the education of other young people will not be adversely affected and that resources are efficiently used.
- Ensure that assessment and review processes seek and take account of the parents'/carers' and young person's views wherever possible.
- Provide clear and informative advice for parents/carers about all aspects of the Code of Practice on the identification and assessment of young people with special educational needs and the range of different disabilities.
- Provide clear sign-posting of the support services available for young people with special educational needs within the school and the local area.
- Recognise that families have valuable knowledge of their child which service providers should encourage them to share.
- Encourage families to be actively involved in relevant training/planning appropriate to their child's needs.

10. Promoting High Expectations

Beckfoot Trust will set high standards for young people with special educational needs and disabilities, with an expectation that they will achieve their full potential.

11. Clear and effective procedures

Procedures for identifying young people with SEND and for monitoring their progress will be clear, effective and straightforward. Any such procedures will take account of the Code of Practice on the identification and assessment of special educational needs. In working towards this principle, the schools will;

- Focus on preventative work with youngpeople.
- Ensure Statements of SEN and individual education plans are reviewed regularly and the appropriate action taken whererequired.
- Ensure procedures are in place to ensure the views of parents/carers and young people are sought when the statutory review process as well as those of the professionals involved.
- Offer a person-centred approach to review procedures with the most effective mode

of contribution identified for each individual student.

- Monitor and evaluate the schools' performance in relation to young people with special needs using feedback and surveys to gather their views and those of their parents/carers in addition to assessment data.
- Recognise that effective action for learners with SEND will often depend on close co-operation between the schools, families, health/therapy services and social care services. We are committed to implementing such co-operative arrangements so that services for individual young people and their families can be as seamless as possible.

12. Complaints

If a parent or parents have a complaint regarding the provision made at the school then this should be discussed with the Head teacher. Parents can take their complaint to the Complaints Committee of the Board of Directors and if they feel the outcome is unsatisfactory then the complaint can be dealt with by an Appeals Committee consisting of two governors not involved in the Complaints Committee.