



BEACON EDUCATION
AMBITION RESPECT EXCELLENCE

Trust SEND Policy (Special Educational Needs and Disabilities)

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Related Policies and procedures

- SEND Report (can be found on each school's website)
- Accessibility and Equality Plan (can be found on each school's website)
- Equality Policy Statement & Single Equality Scheme (Trust Website)
- Supporting Pupils with Medical Conditions (Trust Website)

Introduction

This policy sets out our vision and principles for children and young people with SEND and our expectations for all schools across the Trust. The offer in our curriculum and wider activities within each of our schools can be found in the SEND Information Reports which are published on each school's website.

Legislation and Regulation

This policy is compliant with the following legislation and regulation:

- [The Special Educational Needs and Disability Code of Practice 2015](#)
- [The Equality Act 2010](#)
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN Information Report.

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Keeping Children Safe in Education'
- DfE (2021) 'School admissions code'
- DfE (2013) 'Ensuring a good education for students unable to attend school due to Health Needs'

Definitions of Special Educational Needs (SEN) taken from Section 20 of the Children and Families Act 2014:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of Disability

Many children and young people with SEND may also have a disability. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment, which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.'

Our Vision and Values

At Beacon, we are proud of our inclusive people-first approach to learning. Beacon Education aims to build an inclusive, supportive, considerate community of lifelong learners, who are self-aware, reflective of the thoughts and beliefs of others and aspire to make a positive difference to the world in which we all live.



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All members of the Beacon family are committed to improving the quality of education for every child in our care. Our core values of **Ambition, Respect and Excellence** will be promoted, and we aim for a culture in which everyone is able to feel valued, and where all achievements and efforts are celebrated. Our Trust schools have an inclusive approach to teaching children with Special Educational Needs and Disabilities (SEND) which ensures that all children and young people achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability or educational needs.

As a Trust, we understand that: A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.

Article 23 (Children with a disability)

We consider every teacher to be a teacher of every child and have the highest aspirations and expectations for all children and young people, including those with special educational needs/disabilities. We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working.

Policy Statement

We will ensure that:

All schools within the Trust have regard for the voice of the child or young person with SEND as well as those of the parent or carer, and take into account their feelings, wishes and views;

- Schools will work closely with the local authority, and the home local authority of children with SEND to assist them in fulfilling the obligations under Part 3 of the Children and Families Act 2014 and its associated guidance;
- All schools have procedures and professionals in place to enable them to fulfil their statutory duties and to drive the ethos and vision that runs through the SEND Code of Practice.

Admission and Inclusion

Trustees, in line with current government legislation believe that the admission criteria should not discriminate against children and young people with SEND and has due regard for the practice advocated in the Code of Practice (COP) that:

The School Admissions Code of 2014 requires children and young people with SEND be treated fairly.

Admission authorities:

- must consider applications from parents of children who have SEND but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures.
- must not refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs.
- must not refuse to admit a child on the grounds that they do not have an EHC plan (SEN Code of Practice 1:27).
- Is prohibited from discriminating against children and young people with disabilities, as set out in the Equality Act 2010, in respect of admissions for a reason related to their disability (SEN Code of Practice 1:28).

Support for our schools

Beacon Education supports each of its schools through a Trust lead model. Educational Directors and Lead specific professionals work with Headteachers and SENCOs to ensure support and training are of the same high standard across the trust and to share expertise across all of Beacon Education

Education and Health

All schools in the Trust must work jointly with education and health care professionals and agencies to secure the best possible outcomes for the children and young people in their setting. Schools will work with local and national providers to secure the services needed to improve outcomes for children and young people with SEND.

These services might include: speech and language therapy, physiotherapy, occupational therapy, educational psychology assessment, mental health services, and other health and social care professionals.

All schools will make reasonable adjustments for disabled children and young people and will make arrangements to support those with medical conditions.

The SEN Information Report

Each school in the Trust provides additional and/or different provision for a range of needs for the four areas of SEND of the Code of Practice:

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

Each individual school has their SEND Information Report on their website. This will differ for each setting, as provision reflects the needs of the children and young people and locality. The SEND Information Report runs alongside the Trust SEND policy in detailing provision and support parents can expect their child to receive. The SEND Information Report details each school's approach to teaching students with SEND, available provision, training and staffing expertise and contact details of staff and agencies, including the link to the SEND Local Offer at Somerset County Council.

Our schools will:

- designate a qualified teacher to be responsible for coordinating SEND provision (the designated SENCO) who will have completed the National Award in Special Educational Needs Coordination within three years of taking up the position.
- prepare a SEND Information Report in accordance with paragraphs 6.79 onwards of the DfE SEND Code of Practice and publish their Information Reports on their website.
- ensure that all teachers accept that SEND is their responsibility and in particular that class and subject teachers take full responsibility for the progress of the children and young people with SEND whom they teach.
- ensure that the quality of teaching and learning opportunities for children and young people with SEND, and the progress made by those children and young people are a core part of performance management arrangements and are held as a high priority within their setting.
- ensure that children and young people with SEND acquire the knowledge and skills (cultural capital) they need to succeed in life through a quality curriculum and a range of extra-curricular activities.
- ensure there is high ambition for children and young people with SEND and ensure they are provided with a challenging, highly ambitious curriculum that covers a wide spectrum.
- employ a variety of assessment and screening tools to assess a child or young person's skills and attainment to identify and build on information received from previous settings in consultation with their parents and carers. This could lead to children and young people being placed on 'SEND support'. (See Appendix One – Identification of Need)
- as part of the screening process, schools will consider any evidence that the young person may have a disability under the Equality Act 2010 and make reasonable adjustments for them.

- ensure that in their settings, children and young people with SEND engage in all activities alongside those who do not have SEND unless a particular provision or arrangement is agreed with the parents or carers, and the child or young person.
- ensure class and subject teachers, supported by the SENCO, and Senior Leadership Team, make regular assessments of the progress for all children and young people and identify appropriate actions, particularly those making less than expected progress, given their age and prior attainment
- inform parents and carers when they are making special provision for their child and shall then work in partnership with them to establish support needed and specialist input, to secure best outcomes, taking full account of their views and wishes. For all children and young people on 'SEND Support', schools will make arrangements for an appropriate member of staff, with input from the SENCO and/or senior leadership team as appropriate, to meet with the parents or carers at least three times a year to review progress and support.
- ensure that a graduated approach using the 'Assess, Plan, Do, Review' cycle (as set out in paragraphs 6.44-6.56 of the SEND Code of Practice) is in place for all young people on 'SEND Support'. (See Appendix Two)
- ensure that after consultation with the parent or carer and the child or young person, a school will request the local authority to undertake an Education, Health, Care needs assessment for any child or young person for whom we believe this is necessary.
- do everything they can to meet the needs of young people with SEND including delivering the elements of an EHCP (Education, Health and Care Plan).
- work with relevant local authorities in a timely manner to undertake annual reviews of EHCPs, so that they are conducted within the statutory timeframes and so that they take into account the views of the child or young person and those of the parent or carer.

Responsibilities

The following responsibilities apply in relation to this policy:

- Headteachers are responsible for ensuring an appropriately qualified member of staff is the designated SENCO within their school, and that each SENCO is supported appropriately to carry out the role. Headteachers are responsible for enabling the SENCO to work strategically within their school to ensure the best possible education for learners with SEND.
- SENCOs are responsible for ensuring the education within the academy is compliant with the SEND Policy, as well as supporting parents and carers and the children and young people in meeting their responsibilities.
- Teachers are responsible for working in line with the DfE Teachers' Standards 5 and providing appropriate education for all the learners within their class(es) as outlined in Section 6 of the SEND Code of Practice 2015.
- Trustees, Executive Leadership Team and SEND Trust Lead will work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the Trust.

Monitoring and Compliance

- Headteachers will monitor compliance with this policy within their school throughout the academic year, with Beacon Education quality assuring the impact of this policy in supporting SEND children and young people and in meeting the SEND Code of Practice.

Appendix One - Identification of Need

A graduated approach: 'Every Teacher is a Teacher of SEND'

High Quality Teaching: 'The baseline of learning for all children'

1. Any child or young person who is falling significantly outside of the range of expected academic achievement will be monitored and discussed at pupil progress meetings, the teacher will then consider next steps in partnership with the parents/carers and the child. A Graduated Response to any need will be implemented to ensure that progress is measured and strategies to support are clear.
2. The SENCo will be consulted as needed for support following the implementation of the Graduated Response and may wish to observe the child in class to support further.
3. Through the above actions and where appropriate recommendations from support and advisory services it can be determined which level of provision the child or young person will need.
4. If a child or young person has recently been removed from the SEND register, they may also fall into this category as continued monitoring will be necessary.
5. Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored through the use of the support plan with regular reviews. Parents are encouraged to share information and queries with the school.
6. A child is monitored if a concern is raised by parent or teacher but this does not automatically place the child on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
7. Pupil progress meetings, and parent evenings are used to monitor and assess the progress being made by all children and young people.

SEND Support:

Where it is determined that a child or young person does have SEND, parents will be informed of this before including the individual on the School SEND Register. The aim of formally identifying a child or young person with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated to the right:

This is an ongoing cycle and part of the graduated response to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes. (See Appendix Two)



Applying for an Education, Health and Care Plan:

If a child has lifelong or significant difficulties and it is likely that they will need access to specialist provision, or additional funding they may undergo a Statutory Assessment Process which can be requested by a parent/carer or the school. This will occur where the complexity of need or a lack of clarity around the needs of the child or young person are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. Further information about EHC Plans can be found on the [SEND Local Offer](#) by clicking the link; or by contacting SENDIAS (Special Educational Needs and Disability Information, Advice and Support): 01823 355578

Appendix Two – Graduated Response

The graduated response is ‘a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child or young person’s needs and of what supports the child or young person in making good progress and securing good outcomes.’ Code of Practice 6.44

The ‘Assess, Plan, Do, and Review’ (APDR) process is a continuous cycle at the heart of the work of the school, that takes account of the wide range of abilities, aptitudes and interests of all children and young people.

Children and young people whose attainment or achievement in specific areas fall significantly below the expected range may have a special educational need or disability. The SENCo, teacher and parents/carers will work together to decide on the action needed to provide the best possible support for the child or young person.

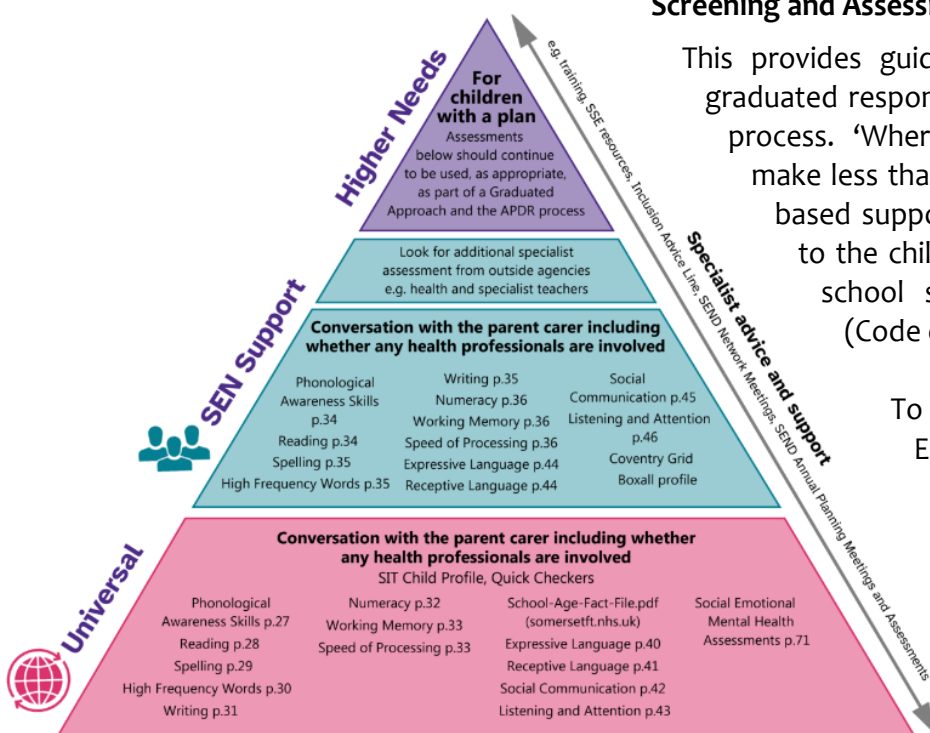


This may include:

- Additional support through differentiation within the curriculum.
- Provision of specialist equipment.
- Termly APDR Staff Meetings to set/home individual targets for children on the SEND REGISTER. This is then recorded for staff to use in their lesson planning.
- Access to outside agencies for advice on strategies or provision.
- In class, small group or individual support by the class teacher or Teaching Assistant.
- Periods of withdrawal to work on specific programmes with teacher or TA.
- Additional adult time to devise the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

Screening and Assessment Tools as part of the APDR process

This provides guidance for schools as part of a clear graduated response to assess need to inform the APDR process. ‘Where a child or young person continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child or young person’s area of need, the school should consider involving specialists.’ (Code of Practice: 6.58)



To access specialist support, Somerset Early Help Assessment (EHA) is the tool for identifying the needs of the children/young people and their families and make ‘request for services’ involvement where required, if services already involved are not able to meet the identified needs.