

# **SPECIAL EDUCATIONAL NEEDS POLICY (SEND)**

Anita Spires	Headteacher
Kamran Samad	Assistant Headteacher: Inclusion
Katherine Russell	Chair of Governors

Date Reviewed:	20.09.23
Date Ratified by Governors:	04.10.23
Next Review:	September 2025

## Contents

Mission Statement	3
Definition of Special Educational Needs & Disability (SEND)	4
Objectives	5
Responsibility for the coordination of SEND provision	6
Admissions	7
Specialist SEND provision	8
Facilities for students with SEND	9
Identification	10
Assessment and Provision	12
Safeguarding	13
Staff training	14
External Support	15
Working in Partnership with Students	16
Working in Partnership with Parents/Carers	17
The role of the Governor	18
Complaints	19

## Mission Statement

***“TO PROVIDE AN EXCEPTIONAL EDUCATIONAL EXPERIENCE FOR ALL WHERE POTENTIAL IS NURTURED AND RESPONSIBLE CITIZENS CREATED”***

At Beechwood School, we strive to offer an inclusive curriculum to all of our students whatever their needs or abilities, in a supportive and positive environment. We are committed to the development of the whole-child, morally, socially, spiritually, culturally, intellectually and physically. We identify obstacles, employ therapeutic strategies and recognise and value improvement to learning and behaviour. We provide our students with opportunities to excel in all areas of their school life, and are aware that some of our students may require more specialist provision for part of, or all of their school life.

The provision for a young person in our school with Special Educational Needs and Disability (SEND) is a whole school responsibility requiring a whole school response. We work in partnership and collaboration with students and their parent/carer to provide quality provision and support for students with SEND.

At Beechwood School, we have an Inclusion Department with a number of specialist staff available to support students with a variety of needs. We support students' additional learning needs and social, emotional and mental health difficulties in order for them to achieve their potential.

## Definition of Special Educational Needs (SEND)

A child or young person has a SEN need if they have a learning difficulty or disability which calls for additional provision to be made for him or her.

A young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

### Disabled children and young people

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

*SEND Code of Practice, 2015, p.15 – 16 (Department for Education).*

## Objectives

The school offers extensive provision for students with special educational needs in line with the Special Educational Needs and Disability Code of Practice 2015. The principles of this are that we have regard to:

- the views, wishes and feelings of the child or young person, and the child's parent/carer
- the importance of the child or young person, and the child's parent/carer, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents/carers, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

*SEND Code of Practice, 2015, p.19 (Department for Education).*

In compliance with this, at Beechwood we strive to ensure that:

- students with special educational needs are identified as early as possible, ideally during the transition from primary to secondary school
- all staff are aware of the needs of individual students and receive up to date information and training
- appropriate resources are available and used across the curriculum
- students with special educational needs are integrated as fully as possible into the life of the school
- high standards are set for students with special educational needs and they are provided with appropriate guidance to encourage them to achieve to their full potential.
- full use is made of supporting agencies outside the school.

## Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for students with SEND at Beechwood School is the Headteacher.

Our Special Educational Needs & Disability Co-Ordinator (SENDCo), is responsible for:

- the co-ordination of the provision for our students with Special Educational Needs and or Disabilities
- ensuring that our school's SEND Policy is followed in all lessons, and for all students with a SEND through Quality First Teaching
- ensuring that all members of staff working with your child in school, are aware of your child's individual needs and what is required to provide them with an inclusive education and make progress
- liaising with staff to monitor progress, provide interventions and or extra support where a young person is making slower than expected progress
- Creating Individual Education Plans (IEPs) for students where additional support can be provided through carefully written SMART targets.
- ensuring careful monitoring of interventions; evaluating their effectiveness in terms of progress and outcomes
- ensuring consistent, high-quality engagement of all students with a SEND
- providing specialist support and training for teachers and support staff in our school, so they can help your child to achieve their potential
- referring students where there is a concern, to external agencies for appropriate assessments or support, following consultation with parents/carers
- supporting students who are looked after by a local authority and have a SEND

## Admissions

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. Students are admitted to Beechwood School regardless of their ability and aptitude.

Beechwood School admits students with Education, Health and Care Plans or where this is at the request of the parents/carers and/or the Local Education Authority.

## Specialist SEND Provision

We offer a range of specialist provision and interventions for students with SEND who may need additional support, in line with the 2015 Code of Practice, to help remove or reduce barriers to achievement as outlined below. This is in addition to or different from our differentiated curriculum; quality first teaching and literacy and mathematics intervention, provided for our students at the point of need.

### **Explore**

Our Explore Centre supports our students by providing them with an environment where they receive support to enable them to thrive academically. Time spent in our centers assist students to re-focus, raise their self-esteem and confidence, improve behaviour and independent learning. This enhances their learning experience and ensures accelerated progress. Students will work towards developing their curriculum skills and raising attainment in identified subjects, with the support of subject specialists. The exact nature of support is dependent on the young person's needs and will be reviewed regularly to ensure students return to their classrooms as soon as possible.

### **Learning Continuity Team**

Our Learning Continuity team provide additional support in the form of 1:1 mentoring, out of class support and pastoral mentoring. They support students to be able to re-engage and refocus in their education. As part of their extended remit, they will conduct home visits, where necessary, if students are unable to access education temporarily for a number of reasons including health, or SEND needs.

### **The EAL Hub:**

The needs of students with English as an Additional Language (EAL) are identified as part of the school's admissions procedure and are supported with language and personal development. This may be individual, small group or in-class support by a specialist EAL teacher, where required.

Beechwood School does not specialise in any specific area of SEND and does not have a specialist SEND unit. For students with complex SEND who require support from a range of specialists, the frequency of such provision may result in the school applying for additional funding.



## Facilities for students with a SEND

Beechwood School has a range of SEND facilities in place. These include:

- two rooms designated for students with additional needs. Students will come to these rooms for additional support. These are for KS3 and KS4 and above.
- ELSA room for students who need time to reflect and refocus on their education, where there is a barrier to them returning to the classroom.
- breakfast, break and lunchtime clubs if students want a space to work, need extra help with their school work, would like to talk to one of the team, or socialise with their friends within this environment
- specialist teachers and a number of Teaching and Learning Assistants who support students' learning and monitor their individual education plans (where applicable)
- all students at Beechwood have access to assistive technology to support with literacy to enable them to access the full curriculum
- access arrangements for internal and external examinations.

Beechwood School adheres to the accessibility arrangements for students with a disability, as set out in the Equality Act 2010.

## Identification of SEND

Our staff have the highest possible expectations for all students, and are dedicated to promoting learning and achievement of all. Quality first teaching and specialist subject knowledge challenges, inspires and encourages our students to help them to succeed and reach their full academic potential. Together we ensure all students make progress and are a valued part of our school community.

If a young person is identified as not making expected progress, extra support is put in place by staff to help them to progress, and they are closely monitored with regular reviews.

### **SEND Support**

Where it is determined that a young person does have a SEND, we work in partnership and collaboration with parents/carers to identify the correct intervention. This SEND support consists of a four-part cycle, known as the graduated approach. This ongoing cycle enables the identification of interventions which are the most effective in supporting a young person with a SEND to achieve good progress and outcomes in line with their peers.

#### **Assess**

- Teachers work with the SENDCo, deputy SENDC, the inclusion team, student and parent / carer, to carry out an analysis of the young person's need(s)
- Initial assessment is reviewed regularly to ensure correct support is in place to meet the needs of the young person
- Where there is insufficient progress made, specialist involvement may be requested.

#### **Plan**

- Interventions are put in place for students to increase their progress and raise their attainment and independence
- Planning will involve consultation between the young person, parents/carers, teachers and SENDCo / Deputy SENDCo.

#### **Do**

- Support is planned and reviewed in collaboration with parents/carers and the student

- Teachers will work closely with relevant staff to plan and assess the impact of support and interventions.

### **Review**

- Teacher and SENDCo/Deputy SENDCo evaluate effectiveness of interventions within agreed time period
- Regular monitoring of the progress of students
- Monitoring of interventions, and make changes if they are ineffective.

Teachers are responsible for the progress of each young person they teach and will regularly review the impact of interventions. If a young person continues to make slower than expected progress, despite personalised teaching and support, the teacher in consultation with the SENDCo/ Deputy SENDCo and parents/carers, will determine whether to refer the student for specialist assessment. Where an assessment confirms that the student has a learning difficulty which requires special educational provision, the SENDCo/Deputy SENDCo places the student on the SEND register at SEND Support.

### **Referral for an Education, Health and Care Plan**

Referral for an EHCP will be made if a young person has lifelong or significant difficulties. This can be requested by Beechwood School or by a parent.

This will occur if a young person's complex need is such that a multi-agency approach is required for planning provision.

The decision about whether the young person is eligible for an Education Health Care Plan will be made by Slough Borough Council however parents/carers have a right to appeal against a decision not to proceed with an Education Health Care Plan.

Beechwood School, the young person and their parent/carer, will be included in the development of the plan.

The Education Health Care Plan will be reviewed annually.

## Assessment and Provision

Students with SEND, who attend our school, are identified as early as possible, ideally during the transition from primary to secondary school. The importance of early identification, assessment and provision for any young person who may have SEND cannot be over-emphasised.

During the first few weeks at our school, students are assessed using standardised reading and spelling tests. If a young person joins our school mid-year, they are tested during the first few days of arrival. This data helps us to identify students who may experience difficulties with a secondary school curriculum.

If a young person is known to have SEND, we will use information obtained from the primary school, and our own assessments, to quickly put support in place. We provide an appropriate curriculum for all students with SEND and set out interventions and expected outcomes for these students, regularly reviewing progress.

If a young person is identified as having a higher level of need, we will in consultation with the parent and young person, seek further assessment and support from an external specialist professional.

## Safeguarding Pupils with Special Educational Needs and Disabilities

We recognise that pupils with special educational needs (SEN) and disabilities or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

We offer extra pastoral support for pupils with SEN and disabilities. This includes:

- Support from the Explore Centre and Horizon Centre
- Support from the School Counsellor
- Support from the Inclusion Department
- Support from the Learning Continuity Team

For our full Safeguarding Policy, please click [here](#)

## Staff Training

Beechwood School is committed to providing INSET and Professional Development for all school staff to help them understand and meet the needs of all students effectively. All staff, on taking up their post, follow an induction programme, which includes Beechwood SENDCo training to show how the needs of students are met and to explain systems and structures.

Continuing Professional Development is given a high priority for all staff, to enable us to maintain and develop the quality of teaching to respond to the needs of all our students.

These include:

- external training
- individual training
- INSET days
- twilight sessions
- visiting speakers
- shadowing experienced staff
- team teaching
- sharing good practice across the school

## External Support

Beechwood School works closely with a variety of external specialist professionals, depending on the individual needs of our students. These include:

- Social, Emotional and Behavioural Difficulties support (Adrian Patrick Services)
- Educational Psychology Service
- Attendance Team
- Social Care
- Looked after Children Education Support
- Autism Outreach Service
- Child and Adolescent Mental Health Services (CAMHS)
- Connexions Service
- Sensory Consortium Service for students with visual or hearing needs
- Speech and Language Therapy Service

## Working in Partnership with Students

At Beechwood School, we aim to promote a culture of co-operation and form a strong partnership with our students. We do this through:

- Ensuring all our students are made aware of the school's arrangements for SEND including the opportunities for meetings between their teachers and the SENDCo/Deputy SENDCo.
- Involving students and their parents/ guardians as soon as a concern has been raised.
- Providing access to the Achievement Centre for students to be able to discuss their individual needs or worries and working with them to plan a solution.
- Keep students informed about their progress towards their targets and providing opportunities to discuss their targets.
- Giving students the opportunity to be involved in target setting in any additional provision and identifying teaching and learning strategies that work for them.
- Incorporating their views in every aspect of their education
- Encouraging self-advocacy and independence.
- Students are able to utilise the school's pastoral system to raise and discuss any concerns or anxieties they may have, such as worries regarding bullying, friendship difficulties or homework.
- Giving students the opportunity to attend lunchtime and after school homework clubs to support them in their learning.



## Working in Partnership with Parents/Carers

Beechwood School prides itself on forging close working partnerships with parents/carers and students. The involvement of parents/carers in all decisions affecting their child's education is crucial to their child's learning and development. The active involvement of students in all decision making concerning their education, is key to their success in school.

We promote the participation of parents/carers and students by:

- ensuring they are included in all decisions about their child
- ensuring that they are included in all formal review meetings, to enable students to make their views, wishes and feelings known and plan for their future
- discussing your student's needs with parents/carers, when setting their individual targets for achievement and review progress
- keeping parents/carers informed and consulted with about the provision or support
- ensuring parental and student's concerns are acted upon
- ensuring that you are aware how to support learning in the home
- providing parents/carers with opportunities to liaise or meet with external agencies that provide additional support e.g., Educational Psychology Service, Speech and Language Therapy Service etc.
- ensuring information from outside professionals working with students is shared with parents/carers
- provide parents/carers with information, advice and support for their child
- providing parents/carers with access to our Local Offer
- providing parents/carers with access to Beechwood School's policy on supporting and managing the medical conditions of our students
- providing parents/carers with access to our Accessibility policy.

## The role of the Governor

Our SEND Governor, reports to the Local Governing Board for SEND and ensures that the LGB:

- has regard to the Code of Practice 2015 when carrying out responsibilities towards students, who have a Special Educational Need and/or disability who attend our school
- is actively involved in the development and reviewing process of our SEND policy
- maintains effective lines of communication through our Headteacher regarding SEND
- ensures that appropriate provision is available and necessary adaptations and support is put in place to meet the needs of students, who have a SEND
- ensures that provision for SEND students promotes high standards of progress
- ensures that a 'responsible person' is appointed to coordinate provision to meet needs of our students with a SEND
- ensures that our students with SEND are given opportunities to a fully inclusive education, which allows them to access all extracurricular activities
- ensures that the school has structures in place to include parents/carers in all aspects of their child's education
- ensures that SEND provision is constantly reviewed and monitored
- ensures Beechwood School keep up to date with changes to national policy.

## Complaints

The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to their child's needs.

All complaints are taken seriously and are dealt with in line with the school's complaints policy and procedure.

---

### **SLOUGH BOROUGH COUNCIL**

The Local Offer gives children and young people with special educational needs or disabilities, and their families, information about what support services the local authority think will be available in their local area.

Should you wish, you can access this information at [Local Offer](#).