

OUR CO-OPERATIVE ACADEMIES TRUST

Special Educational Needs Policy 2017 - 2018



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Adopted: July 2016

Date of Review: July 2018

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Beaufort Co-operative Academy is a fully inclusive 11-18 comprehensive school that welcomes all students from the local area. This policy recognises the duty upon schools to publish its compliance with the SEN Code of Practice and sets out our approach to supporting students who have special educational needs (SEN) so that they are able to thrive and achieve their potential.

Principles underpinning this SEN policy

The academy fully accepts its responsibility to have regard for the Special Educational Needs and Disability Code of Practice (2014) and recognises the rights and responsibilities set out in The Children and Families Act 2014. The academy understands the importance of:

- Recognising that SEN provision is a matter for the school as a whole and that 'all teachers are teachers of SEN'.
- Involving children and young people in decision making and supporting them to do so;
- Involving parents/carers in decisions about SEN provision for their child;
- Identifying children and young people's needs so that appropriate interventions can be put in place;
- Working with health and social care services to achieve outcomes for our SEN students;
- High quality provision that meets the individual needs of our students;
- An inclusive approach to teaching and learning that recognises children with SEN have the right to a mainstream education;
- Supporting SEN students to make successful preparations for adulthood.

OUR Co-operative Values and students with Special Educational Needs

As a Co-operative academy that belongs to the Schools Co-operative Society, our values are at the core of everything we do with all our students. However, they are particularly relevant to the approach we take to supporting students with special educational needs:

- **Self-help**
SEN students are helped to help themselves and encouraged to become increasingly more independent as they progress through the school.
- **Self-responsibility**
We work with SEN students to encourage them to take responsibility for themselves and their actions and see themselves as positive force that can secure good outcomes for themselves and others.
- **Democracy**
We listen and respond to the views and ideas of students with SEN and always involve them in important decisions about their provision.
- **Equality**
SEN students at Beaufort Co-operative Academy have full equality of opportunity and are able to experience the success associated with making a contribution to the life of the school.
- **Equity**
SEN students are entitled to a fair and unbiased approach where the policies of the academy apply to them as they do to other students, but the implementation of those policies will always take into consideration the nature of the student's difficulties.
- **Solidarity**
Support for each other is valued just as highly as the support given to individuals. SEN students are encouraged to feel part of a school community that works together.

All staff at the academy are teachers of SEN and have a responsibility to ensure that every student has an equal opportunity to reach their full potential in all aspects of the curriculum. Students with special educational needs are entitled to a broad and balanced curriculum that incorporates personalised provision where appropriate. Through high quality teaching, the academy aims to raise the aspirations and expectations of all SEN students in a learning environment that is positive, supportive and places an emphasis on achievement and success for all regardless of ability

Definition of Special Educational Needs

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting...' **SEN Code of Practice 2014.**

Admissions Policy

The academy's admissions policy recognises children and young people with SEN must be treated fairly. Students with an Education, Health and Care Plan (EHCP) or Statement can request a place at Beaufort Co-operative Academy and every effort is made to provide the necessary adjustments or support they require to be fully included in the curriculum. Students with special educational needs who do not have an EHCP or Statement are subject to the academy's Admissions Policy, which is available on the academy website www.beaufort.coop or upon request.

Special Educational Needs Co-ordinator

The academy's **Special Educational Needs Co-ordinator (SENCO)** is Mrs. Emma Price, who holds a BA Honours Degree in History and English, a Postgraduate Certificate in Education and a Postgraduate Diploma in Inclusive Education. The SENCO also holds a local authority accreditation as a GlosEd Leader for SEND. The SENCO is part of the academy's Operational Leadership Team. The SENCO can be contacted at the academy on 01452 301381 or by email e.price@beaufort.coop. The SENCO is supported by a Deputy SENCO. The Special Educational Needs department is line managed by the Vice Principal, Mrs Clare Hankey, who is the advocate for SEN on the academy's Senior Leadership Team. The role of the SENCO involves:

- Contributing to the strategic development of SEN provision;
- Overseeing the day-to-day operation of the SEN Policy;
- Coordinating, tracking and monitoring the impact of provision for students with SEN;
- Promoting the inclusion of SEN students within the school community;
- Liaising with and advising teachers and contributing to the wider professional development of staff;
- Effective management and deployment of SEN support staff;
- Maintaining records of provision and disseminating information about students' needs;
- Liaising with parents and carers;
- Liaising with external agencies;
- Reporting on the progress of students with SEN.

SEN Governor and other relevant roles and responsibilities

The SEN Governor is Mrs Margaret Fendall. The SEN Governor is responsible for informing the Governing Body on all aspects of the school's work with SEN students and ensuring the Governing Body as a whole oversees effective SEN provision and offers appropriate support and challenge in the areas of SEN that relate to:

- Clarity of vision, ethos and strategic direction for SEN;
- Accountability for the educational performance of SEN students;
- Effective use of funding and resources to meet the needs of students with SEN;
- Monitoring of SEN provision and taking account of the views of students and parents;

The Governing Body will publish an SEN Information Report annually.

The academy's Governor for Looked After Children is Mrs Margaret Fendall.

The academy's Designated Safeguarding Lead is Mrs Clare Hankey (Vice Principal).

Deputy Designated Safeguarding Leads are Mr James King and Mrs Christine Phillips.

The member of staff responsible for managing the medical needs of students is Mrs Clare Hankey.

The Role of SEN Staff

The SENCO deploys a large team of Learning Support Assistants to support students. Higher Level Teaching Assistants (HLTAs) deliver targeted and specialist interventions such as the Year 7 Transition Group, Literacy, Social Skills and Sound Training in addition to supporting learning in the classroom. There are Specialist Learning Support Assistants in the areas of Cognition and Learning, Communication and Interaction, Physical Disabilities and Maths. Learning Support Assistants provide support across the curriculum for students with Statements/EHCPs, as well as for other students with SEN.

SEN Funding

SEN funding is agreed locally through Schools' Forum and is given to schools under three headings:

- Core Funding- this is determined by the total number of students on roll in each academic year.
- Additional Support Funding- this is also referred to as the 'notional SEN budget'. This is based on a formula agreed between Schools' Forum and the Local Authority and takes into account the number of students in Year 7 who did not attain a Level 4 in English or Maths at the end of Key Stage 2.
- Top-Up Funding- this funding is provided from the high needs block of the Dedicated Schools Grant for students with an EHCP or Statement that specifies a high level of provision is required in excess of the amount of support expected to be provided from either the Core Funding or notional SEN budget.

Support for Students

The academy identifies needs within the four broad areas of need outlined in the SEN Code of Practice. These are:

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

The academy recognises that students' needs may fall into more than one category. We adopt a holistic approach to meeting needs that places outcomes at the core of any decisions made about how best to meet a student's needs.

The academy uses a **graduated approach** that enables the right level of intervention and support when needed. In Gloucestershire, a system of 'Plans' ensures needs and outcomes are identified. Students at SEN Support will have a 'My Plan' or 'My Plan +'. These are person-centred plans that are regularly reviewed as part of a cycle of 'Assess, Plan, Do, Review'. The academy will:

- Identify students who have special educational needs through use of data, assessment and liaison with previous educational settings so that appropriate provision can be made and they are placed on the academy's SEN Register;
- Work within the guidance in the SEN Code of Practice and the Gloucestershire Guidance Booklet for Professionals Working with Children and Young People (0-25) to ensure provision is effective within the universal, targeted and specialist approaches that are outlined for meeting different types of needs;
- Provide support and advice for all staff working with special educational needs students;
- Promote quality first teaching in the academy that emphasises an appropriate level of challenge is the first step in responding to students who have SEN and recognises that additional interventions and support cannot compensate for a lack of good quality teaching;
- Use regular monitoring and assessment procedures to review the attainment of SEN students and identify those at risk of underachieving;
- Involve specialist and external agencies/professionals to determine how best to meet the needs of students with higher levels of need. The academy subscribes to the local authority's Educational Psychology Service;
- Review provision with students and parents using the 'Assess, Plan, Do, Review' process so that support can be adjusted in line with progress the student has made towards their outcomes.

*For specific details of the academy's current provision for special educational needs, please see our **SEN Local Offer** document.*

Supporting students with medical conditions

The academy recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the academy will comply with its duties under the Equality Act 2010.

Some students with medical needs may also have SEN and may have a Statement or EHCP that outlines the provision they require. The SEN Code of Practice would be followed for these students.

Beaufort Co-operative Academy Local Offer

Gloucestershire County Council has published a Gloucestershire Local Offer that can be viewed at www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page. The Gloucestershire Local Offer requires all education settings to produce their own Local Offer that details the provision made for students with SEN.

The academy's Local Offer is updated at least annually and provides detailed information on current SEN provision. It is designed to be helpful to parents when deciding whether Beaufort is the school that can best meet their child's needs. The Local Offer should be viewed in conjunction with this policy. The Local Offer can be accessed via the academy website www.beaufort.coop/academy/parents/sen/sen_local_offer or a printed copy can be provided upon request.

Accessibility

The academy recognises the duty placed upon it by the SEN and Disability Act 2001 to increase over time the accessibility of the school site and is proud of the improvements made in recent years. All new building works undertaken are compliant with the regulations under the Act and the academy has accessibility plans in place. Following an Access Audit Report in 2011, actions were completed in 2012 that addressed the accessibility and usability of the academy site. The site has ground floor access to all school buildings. An Evac-Chair is available to assist evacuation of wheelchair users from the main corridor and staff have received the appropriate training. Students with sensory and/or physical difficulties have a Personal Emergency Evacuation Plan. Ramps, handrails and other equipment/aids have been installed or acquired where the needs of a student has required it. Staff in school have utilised their own skills to modify and adapt existing furniture and equipment to meet the needs of students. The SENCO liaises with the Physical Disabilities Team within the Advisory Teaching Service, as well as Occupational Therapy, to ensure students have appropriate wheelchairs, seating, hoisting equipment and resources/equipment to enable full participation in the curriculum. The academy's Sports Centre has recently had major refurbishment that has improved access for disabled students and members of the community. The school's policy on Off-Site Visits acknowledges the academy's anticipatory duty to ensure trips are planned with individual student needs in mind and appropriate risk assessments are carried out.

The academy operates an 'open door' policy for parents/carers who wish to look around the school or discuss matters relating to their child's education. For us to fully deal with your enquiry, it is advisable to phone the academy office on 01452 301381 in advance if possible, so that a time can be arranged when an appropriate member of staff can be available to meet with you.

Complaints

Beaufort Co-operative Academy strives to do the best for all students and their parents/carers. We value your feedback about how we can improve. SEN Department staff are friendly and approachable and always look to resolve issues at the earliest opportunity through an effective home-school partnership.

If a parent or carer is not happy with the support their child is receiving, they should, in the first instance, contact the SENCO who will be happy to help. If a parent or carer is still not happy, they should approach the Vice Principal, Mrs Clare Hankey. Further information about the academy's complaints procedure is available on the school website:

http://www.beaufort.coop/files/the_academy/parents/policies/Complaints-Procedure.pdf

About this policy

This policy has been written by the SENCO, Mrs Emma Price, in conjunction with the academy's Senior Leadership Team and the Governing Body. Comments and feedback from staff, the Student School Council and parents/carers have been sought at the draft stage. This final policy represents the aims, values and ethos of the academy as a whole.

Reviewing the policy

The SEN policy will be reviewed annually by the Governing Body, in conjunction with the SENCO.