



BEECHVIEW ACADEMY

SEND Policy

Reviewed: March 2024

Next Review: March 2025

Aims of the SEND Policy Our SEND policy aims to:

- Set out the vision of the SEND team.
- Provide some background information on legislation pertaining to pupils with SEND;
- Set out how our school will identify, support, make provision for and monitor pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Vision and Value

Beechview Academy aims to achieve excellence in all its fields of endeavour by creating an inspired, ambitious, confident and caring community of young people. The school aspires to deliver an exceptional quality of teaching and learning - it promotes high expectations for all. The staff have flexibility in their practice, while ensuring continuity of learning. The school is committed to the inclusion of children with special needs, but recognises there may be reasons for withdrawal in certain situations. The school encourages parents to be fully involved in the education of their children as equal partners.

The SEND teams vision is to:

- Maximise progress of individuals
- Celebrate the individuality of each of the children in our care, value their differences and develop their self confidence and self-esteem
- To create a learning environment where challenges are welcomed and children are confident in tackling new problems
- To develop positive partnerships with parents/guardians to ensure pupils are given the opportunities to reach their full potential.

Compliance with Legislation:

The Special Educational Needs Policy at Beechview Academy complies with the statutory guidance of the SEND Code of Practice (0-25), published by the Department for Education in January 2015. The policy has also been written with reference to the following;

- The Equality Act (2010): Advice for Schools DFE (Feb 2013)
- The Children and Families Act (2014)
- Bucks County Council's SEN Strategy and Local Offer
- Statutory Guidance on Supporting students at school with medication conditions (2014)
- Schools SEN Information Report Regulations (2014)
- The National Curriculum in England (2014)
- Keeping Children Safe in Education (2022)
- Safeguarding Policy
- Accessibility Policy
- Teachers Standards 2012

You can access our Local offer on our school website under SEN at <https://www.beechview.bucks.sch.uk/send/> or on Buckinghamshire's Family Information Service website <https://family.info.buckinghamshire.gov.uk/send/>

Special Educational Needs Contact Details and Responsibility:

Special Educational Needs Co-ordinator:

Miss A Kalsi

Contact Information : 01494 527113/ sendteam@beechview.org.uk

Special Educational Needs Learning Support Advisor

Miss A Reeve-Parker : 01494 527113 / sendteam@beechview.org.uk

What does SEND mean and Identifying SEND

In the **definition of SEND from the Code of Practice it is set out that:** Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children on 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 children of the same age in schools within the area of the local authority; or
- c) are under compulsory school age and 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. Other difficulties, which are not identified as SEND, but that may still impact on progress and attainment include:

- Attendance and punctuality
- Health and Welfare
- EAL
- Student Premium
- Looked After Children
- Being a child of Serviceman/women
- Having no resources to public funds

As defined by the SEND Code of Practice (2015), Special Educational Needs falls under four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and Physical

A student is considered to have special educational needs if he or she has difficulties in any of the above areas that require support that is additional to, or different from the differentiated approaches and learning arrangements provided as part of high quality, individualised teaching.

Special Education Provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools, other than special schools, in the area; or (b) for children under two, educational provision of any kind.

- (b) The SEND provision at Beechview Academy is guided by the following principles:

- All areas of the school share responsibility for planning, monitoring and evaluating the progress of SEND students.
- Attitudes to students who experience difficulties are positive and constructive and their achievements are valued and recognised
- Regular consultations with parents are ensured, in which opportunities for working collaboratively are sought.
- All support offered at school, is student centred and appropriate to individualised needs

Identifying Special Educational Needs

When it is determined that a pupil does have SEND, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help schools ensure that effective provision is put in place and so remove any barriers to learning.

Prior to placing a child on the SEND register a number of factors will be considered:

- Quality first teaching - The role of the class teacher, planning and differentiation to support children
- Provision and impact of interventions
- Family circumstances and external factors
- Engagement of outside services if necessary
- Other factors which may affect children's progress

There are two levels of SEND support; targeted support and specialist support.

Targeted support is initiated when a child or young person has received quality first teaching (QFT) but has not made expected progress and requires additional support in school. The adaptations and additions that are made as part of targeted support are internal to the school. If targeted support is not sufficient to meet the child or young person's needs they will require specialist support involving external agencies.

Students with Special Educational Needs and Disability at Beechview Academy are identified through:

- Information received from previous infant/primary schools
- Baseline assessments undertaken
- Pixl assessments
- Student input
- Parental input
- Formal/arranged meetings with staff
- Analysis of behaviour logs
- Analysis of welfare logs
- CPOMs
- Record of concern forms/ staff input

The SEND process at Beechview Academy adheres to the Graduated Approach Cycle outlined by the Department for Education in the SEND Code of Practice (2015):

- Assess
- Plan

- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

Assess

This involves clearly analysing the pupil's need using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents.

Plan + Do

Teaching and support staff are at the centre of the day to day responsibility and progress of all students. Through high quality, inclusive and differentiated teaching, many barriers to learning may be overcome. However, where a student continues to make little or no progress, more targeted support and evidence-based interventions will be considered. Any provision will be student-centred and will include consultation and collaboration with parents. A meeting with the SENDCo will take place, where all involved in the process will be given an opportunity to make suggestions as to how best to support the student in making progress.

Review:

Class teachers are accountable for reviewing and tracking the progress of all students, including those with Special Educational Needs. Informal reviews will take place regularly, through marking and feedback opportunities from formal assessments, observations and work scrutiny. For children with a SEN Support Plan a review will take place termly with parents and the class teacher. At this point, it is important to identify whether interventions prescribed during the Planning phase have been successful in achieving the anticipated levels of progress.

More formal, Annual Reviews take place once every twelve months, at this point, long term objectives as well as SMART targets are reviewed.

Where a student continues to make little or no progress, despite targeted support and school based interventions, the school will seek specialist support from external agencies and will request, where appropriate, that county carries out a statutory assessment of the student's needs, which may result in an Education, Health and Care (EHC) Plan. Students and parents/carers are involved at all stages of this process.

School Roles

Leadership and Governance

The designated SEND Governor is Ms R Williams who maintains an overview of the SEND team with Beechview. The Governing Body, in conjunction with the Headteacher, have responsibility for the school's general policy and approach to provision for SEND children including the allocation of resources. The Governors monitor the progress of SEND and the effective implementation of SEND policies, procedures and developments. The Governing Body will report annually, through the SEN information Report, to parents and carers on the implementation of the SEN policy and ensure that the school is accountable for the provision it makes. The Head Teacher or Head Teacher's

representative is the designated responsible person in overall charge of the management of SEND provision and resourcing. The Senior Leadership Team works closely with the SENDCo.

Class Teacher

All teachers are accountable for the SEND children in their class as stated in the SEND Code of Practice (2015) and the progress they make. They work closely with all relevant professionals to design and implement provision for the children with SEND in their class.

Learning Support Assistants

Those who are directly involved with a child or a small group will work with the class teacher and SEND team to meet the needs of individuals. For some children who have EHCP it may be the most appropriate use of funding to allocate some time from a Learning Support Assistant to work with them in class or in small group interventions. However, the duration and allocation of this support would be dependent on the child's holistic needs and may change over time.

Home School Partnership

We encourage parents and teachers to meet and share concerns at the earliest possible time. If a child needs extra support, teachers and parents will create a plan working with other professionals if required. Wherever possible, we will involve the child in this too.

Supporting Students at School with Medical Conditions:

- The school recognises that students at school with medical conditions should be properly supported so that they have full access to the curriculum, including trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.
- Some students may have SEN and may have a Statement/EHCP which brings together their health and social needs as well as their SEN provision. Students at Beechview with medical needs have a Health Care Plan.

Storing and Managing Information:

- Information is stored online and / or in a paper file to ensure relevant information is available; any relevant information will be shared with relevant bodies. Confidentiality is an important aspect for students, parents and staff and student records will be shared only as appropriate and in line with GDPR requirements.

Monitoring and Evaluating SEND

The SENDCo and headteacher, both monitor and evaluate the practices of teachers and provision for pupils including those with SEND, then give feedback to staff about strengths and areas to develop. This is embedded in their professional development along with pupil progress meetings and targets. This is done in a number of ways such as through observations, learning walks, book looks and gathering pupil voice. The SENDCo formally observes LSAs annually; informal observations are also carried out within the school year. Feedback is given about LSAs practice, including strengths and areas to develop and appropriate training and support is provided. As part of their appraisal, LSAs are set goals to work towards to improve their practice.

The progress and attainment of pupils with SEND is monitored every term by the SENDCo and feeds into whole school termly monitoring. Termly and annually the effectiveness of different interventions are evaluated. Interventions may be changed or amended to best deliver provision which matches the needs of the pupils with SEND and tackles school priorities.

Training and resources

We run training via workshops with external professionals throughout the school year on specific areas of SEND for different staff members. The school has a number of skilled LSAs who have received training from therapists and outreach specialists in supporting and implementing programmes in specific areas such as; OT, SALT, ASD etc.

Outside professionals regularly liaise with the school as part of their role and offer advice and support to different staff.

Many informal training and advice sessions are held virtually with school staff and some through meetings for teachers and LSAs with the SENDCo.

Bullying

- The policy is to be read in conjunction with the School's Anti-Bullying Policy- available online or on request.
- Bullying is not tolerated at Beechview, and any concerns raised are taken seriously. Any incidents specifically involving a student with SEN will be sensitively dealt with by the SENDCo and relevant staff in line with the schools Anti-Bullying policy and The Equality Act.

Annual Report

- An Annual SEND Report will be published, to bring together a transparent and comprehensive picture of the support offered at school for students with SEN. It will also summarise our ethos when working with students, parents and staff in providing effective SEN support. The Annual Report will form part of the Buckinghamshire Local Offer, which is available on the Buckinghamshire Family Information Service Website.
- The school welcomes any comments or suggestions in order to ensure parents, students and staff continue to find it helpful.

The report should be read in partnership with the Beechview SEND Policy.

Other relevant policies :

- Anti Bullying
- Attendance
- Behaviour
- Child Protection and Safeguarding
- Equality
- Medical Needs

Comments, complaints and concerns

We would always want to hear from parents/carers at the earliest possible opportunity, if you have any issues you feel are not being well addressed by the school in relation to SEND generally and /or working with our SEND children.

In the first instance, please talk informally with either the class teacher and/ or SENDCo to see if we can effectively address the concern. If the situation remains unresolved please make contact with the Headteacher who will act to address the concerns. If, in exceptional circumstances, the matter remains unresolved it is possible to refer the matter to the Governors. Formal documents to use in these circumstances can be found as appendices in our Complaints Policy found on our website.

Additional Information and Resources:

- Information on the Buckinghamshire Local Offer: [Information](#)
- Information on Statutory Requirement to Support Children and Young People with Special Educational Needs (Children and Families Act, 2014):[Information](#)
- The National Attention Deficit Disorder Information and Support Service:[Information](#)

- The National Autistic Society [Information](#)
- The British Dyslexia Association: [Information](#)
- The Information, Advice and Support Services Network [Information](#)
- Royal National Institute for Deaf People [Information](#)