



BEACON ACADEMY

SEN Inclusion Policy

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Responsible Department:	Leadership Team

The Equality Act 2010 requires public bodies, in carrying out their functions, to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act*
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it*
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.*

In the development of this policy due regard has been given to achieving these objectives.

1) THE SPECIAL EDUCATIONAL AIMS OF THE ACADEMY:

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring Special Educational Needs provision as early as possible in their school career.
- To ensure that Special Educational Needs pupils take as full a part as possible in all Academy activities. To ensure that parents of Special Educational Needs pupils are kept fully informed of their child's progress and attainment.
- To ensure that Special Educational Needs pupils are involved, where practicable, in decisions affecting their future Special Educational Needs provision. To enable students with Special Educational Needs to reach their full potential by making expected progress in all subjects.
- To fully include students with Special Educational Needs in the academy community through giving students access to the full curriculum, inclusion in drama, choir or sports teams and full inclusion in extra-curricular clubs, trips and visits.
- To support students with Special Educational Needs at times of transition.
- To ensure that the views of students with Special Educational Needs are routinely and systematically gathered and where appropriate acted upon.
- To enable parents of students with Special Educational Needs to support their child's education through communication and involvement with decision making.
- To ensure students with Special Educational Needs have full access to a broad, balanced and relevant curriculum that prepares them fully for post 16 transition by meeting their future needs.
- To ensure that all staff teaching and teaching assistants have the capacity to support students with Special Educational Needs.
- To maintain the academy's Special Educational Needs register and ensure that all staff have access to that information to inform lesson planning and effective delivery.
- To ensure that there is a graduated approach to the identification and provision of Special Educational Needs students in line with their Education and Health Care Plan (EHCP).
- To ensure that all teaching staff and teaching assistants are trained to deliver 'good' lessons that meet the needs of all students, especially those identified with Special Educational Needs.
- To ensure that all students with Special Educational Needs are able to develop into functional adults, able to contribute fully to society and benefit from it.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties. The policy takes into account procedures used within the Academy which are in line with The Climate for Learning Policy and Departmental Policies.

The teachers and wider staff at Beacon Academy are committed to helping pupils achieve their potential whatever their level of need.

The Academy's Development Plan ensures that Special Educational Needs within the Academy is evaluated regularly and new ideas are implemented to help each individual child. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

2) DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child has Special Educational Needs if he or she has learning difficulties which call for special educational provision to be made.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority;
 - c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.
- ii) Special education provision means:

That which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area. Beacon Academy will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when Special Educational Needs provision is being made for their child.

3) STAFFING

The Special Educational Needs team of the Academy will include the designated Special Educational Needs Coordinator (SENCO) and a number of support staff.

4) ADMISSIONS

The Governing Body will have due regard for the statement in the Code of Practice, in which 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having Special Educational Needs. Pupils with special educational needs but without EHCPs must be treated as fairly as all other applicants for admission.' (CoP 1:33)

5) INCLUSION

The Governing Body recognises the entitlement of all pupils to a balanced, broadly based curriculum and to teaching which is as inclusive as possible. The Governing Body will ensure that appropriate provision will be made for all pupils with Special Educational Needs.
Access to the Curriculum, Additionality/Withdrawal

The Academy believes that 'quality first' teaching is the key to effective provision for students with Special Education Needs. Teaching staff are expected to meet the needs of students with Special Education Needs through lesson planning and differentiation using differentiated tasks, resources and materials that meet the needs of all students, but especially those with Special Educational Needs. 'Quality first' teaching enables students to achieve and exceed expectations and fulfil their full potential is the cornerstone of a good education. For this reason the academy will ensure that all students with Special Educational Needs are taught wherever possible, within their normal timetable with good teaching.

However, in the best interests of the child, there may be occasions or periods of time when the most appropriate solution is withdrawal for intensive intervention and/or alternate programmes.

Parents and students will be involved in discussion when these situations arise and the student's welfare will be a major factor considered when decisions are taken.

The types of provision available in the Academy:

- Planned withdrawal for individual structured programmes designed to meet the needs of each particular child.
- In-class support with the Teaching Assistant.
- 1 : 1 support.
- Counselling.
- Information and Communication Technology to aid learning.
- Support provided by an outside agency.
- Personalised learning timetables to accommodate specific needs. This may include dis-application from particular subjects as agreed through formal requests.

6) EVALUATING THE SUCCESS OF OUR SPECIAL EDUCATIONAL NEEDS POLICY

The Governing Body will report annually to parents on the success of the policy and, to facilitate this, we have identified specific objectives which are given under ‘THE SPECIAL EDUCATIONAL NEEDS AIMS OF THE ACADEMY’ at the beginning of this policy.

Pupil progress will provide evidence for the success of the Special Educational Needs policy and this will be analysed carefully through:

Consideration of each pupil’s success in meeting the targets outlined in their Education and Health Care Plans (EHCP). Use of standardised tests. Evidence generated from EHC Plan review meetings.

7) IDENTIFICATION, ASSESSMENT, AND PROVISION

Beacon Academy, we have adopted a whole-school approach to Special Educational Needs policy and practice. As far as is practicable, pupils identified as having Special Educational Needs are fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the Academy.

The **Special Educational Needs Code of Practice** makes it clear that ***all*** teachers are teachers of pupils with special educational needs.

All teachers are responsible for identifying pupils with Special Educational Needs and, in collaboration with the Special Educational Needs Coordinator, will seek to ensure that those pupils requiring different or additional support are identified as early as possible.

Early Identification

Early identification of pupils with Special Educational Needs is a priority. Students with SEN may be identified by:

- Referrals from staff, parents, student self-referral and outside agencies.
- Primary transfer documents and primary liaison.
- Monitoring procedures within the Academy.
- Assessment procedures within the Academy.
- Admission arrangements for students new to the Academy.

The Academy will use appropriate screening and assessment tools, and ascertain pupil progress through: Information given by Feeder Schools (including through a Joint Access team). Evidence obtained by teacher observation/ assessment. Their performance in National Curriculum judged against level descriptions. Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies. Standardised screening or assessment tools.

The Assessment tools which will be used may include:

- Reading and Comprehension tests.
- GL Assessment tests.

- Reports or observations from subject teachers.
- Records and Individual Education Plans from feeder schools.
- Information from parents.
- Internal examination results.
- National Curriculum results.
- External examination results.
- Pupil files.
- Information from discussion with pupils.

The type of assessments used will be in response to the nature of the need. This may be information gathering, diagnostic assessments, National Curriculum Attainments, assessments by outside arrangements within the school. These assessments will then determine the need and inform the type of provision required.

Admission Arrangements for Students with SEN

Staff making primary school visits to students in the new year 7, will complete an information gathering form, requesting SEN information. When a student is highlighted as requiring Special Educational Needs, the SENCO will make follow-up contact and/or an additional visit(s) when appropriate.

Contact will be made with the primary school of the new year 7 student, in order to gather further SEN information, in addition to preferred learning & teaching styles. Arrangement for the transfer of the SEN files will also be made. For students at either 'SEN Support' or with an EHC, the SENCO and/or Safeguarding Manager will endeavour to arrange collection, especially with those students for whom a smooth transition may depend upon prior knowledge and information.

New year 7 students who were identified as having Special Educational Needs in their primary school will remain on the SEN register at the academy for the first term, after which an assessment of individual need will be made, particularly with those students at 'SEN Support'.

As part of the induction programme for Y6 pupils coming to Beacon Academy, all students will be CAT tested in addition to being tested for reading and spelling ages. These diagnostic tests will also be used as part of the early identification process for SEN.

8) ALLOCATION OF RESOURCES

The Governing Body will do its best to ensure that resources are available to support appropriate provision for all pupils requiring it. This may be complimented by additional funds from Additional Family Need funding and Higher Level Need funding (LA). These are delegated in the same year to meet the needs of pupils with particular needs.

SEN Budget Allocation and Analysis in Relation to the Delivery of SEN Support

The annual budget is allocated to:

- Staffing for delivery of SEN programmes.
- Teaching Assistants
- Resources for SEN Department
- Resources for other Departments
- Reprographic costs
- Enrichment activities for SEN pupils
- External testing (where appropriate) for conditions such as Dyslexia
- CAT testing.

9) SPECIAL EDUCATIONAL NEEDS PROVISION

On entry to the Academy each child's attainment will be assessed in order to ensure continuity of learning from Primary School, or transference from another Secondary School. For pupils with identified Special Educational Needs the Special Educational Needs Coordinator, literacy and pastoral colleagues will:

- Use information from the Primary School to shape the pupil's curriculum and pastoral provision in the first few months.
- Identify the pupil's skills and note areas which require support.
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning.
- Ensure that pupils have opportunities to demonstrate knowledge and understanding in subjects and in the broader life at the Academy.
- Involve pupils in planning and agreeing their own targets.
- Involve parents in a joint home-school learning approach.

The Range of Provision

The main methods of provision made by the Academy may include:

- Full-time education in classes, support by subject teachers and, if required, a teaching assistant, through a differentiated curriculum.
- Periods of withdrawal to work with a support teacher or support assistant.
- Progress Units in English for literacy programme.
- Access to a highly differentiated curriculum within the Year 7 Project group.
- Support for behavioural and emotional need through the pupil referral unit.
- Planned withdrawal with Level 3 TA in the SEN Harbour.
- Liaison with external agencies.

Access for the Disabled

Beacon Academy has provided access for disabled pupils through additional external and internal handrails and ramps, which enable wheelchair access to the ground floor and disabled toilet facilities. Any other special facilities such as specialist equipment are provided according to need with support from outside agencies.

The needs of each student will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum available.

10) ENGLISH AS AN ADDITIONAL LANGUAGE

- i) The Academy will seek to identify pupils whose first language is not English.
- ii) The Academy asks parents to state if the first language of their child is a language other than English.
- iii) The Academy could seek to employ a qualified Teacher of English as an Additional Language or will provide additional resources and interventions, which will support some pupils in mainstream lessons and withdraws others to follow a specialist scheme of work to improve their English language skills.

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to

assess their proficiency in English before planning any additional support which may be required.

11) MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. The following parameters will be used, as appropriate, to monitor whether or not adequate progress is being made.

As a result of such monitoring levels of support will be determined.

- Adequate progress is that which:
- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline.
- Equals or improves upon the pupil's previous rate of progress.
- Ensures full curricular access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the pupil's behaviour.
- Is likely to lead to Further Education, training, or employment.

The SENCO and Leadership Team will analyse the progress of students with Special Educational Needs. The following criteria are used to measure the impact of SEN provision within the Academy:

- Students on the SEN Register having made 'expected progress' (3 levels)
- Students on the SEN Register having made above 'expected progress' (4 levels).
- Regular reading and spelling age tests & assessments, demonstrating an individual's progress in their reading and spelling age.
- Progress in coursework for BTEC, OCR or Vocational courses.
- Final GCSE/BTEC outcomes (for Y11 students), including students with access arrangements for examinations.
- Analysis of the learning cycle data during the academic year.
- Extra-curricular activities.
- Work experience success and post-16 destinations.
- Attendance of students with Special Educational Needs
- Student Voice of students with Special Educational Needs
- Parental survey of students with Special Educational Needs.
- OFSTED reports
- Movement within the SEN Register.
- Level of involvement of outside agencies.
- Successful applications for additional provision/resources.

12) GENERAL LEARNING DIFFICULTIES

The Special Educational Needs Code of Practice defines adequate progress for pupils with General Learning Difficulties as that which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Is on a par with pupils starting from similar base line but less than most of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Enjoys full curricular access. Is satisfactory to pupil and parents.
- Is likely to result in accreditation in F.E., training, and/or employment.
- Is likely to result in usable levels of skills.

Teaching Special Educational Needs pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.

13) SEN SUPPORT

Where a teacher decides that a pupil's learning is unsatisfactory, the Special Educational Needs Coordinator is the first to be consulted. The Special Educational Needs Coordinator and respective teacher will review the approaches adopted. Where additional support is needed, it will be provided through SEN Support.

"SEN Support" is also characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at 'SEN Support' will be made by the Special Educational Needs Coordinator after full consultation with parents. External support services will advise on targets for a new Individual Education Plan and provide specialist inputs to the support process.

SEN Support is characterised by interventions which are different from or additional to the normal differentiated curriculum. SEN Support intervention can be triggered through concern, supplemented by evidence which, despite receiving differentiated teaching, pupils:

- Make little or no progress.
- Demonstrate difficulty in developing literacy or numeracy skills.
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies.
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment.
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the Academy decides, after consultation with parents, that a pupil requires additional support to make progress, the Special Educational Needs Coordinator, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

SEN Support intervention will usually be maintained and/or increased through continued or particularly serious concern, supplemented by evidence which, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period.
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age.
- Continues to experience difficulty in developing literacy/numeracy skills.
- Has emotional/behavioural problems which often substantially impede his/her own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems which impede the development of social relationships, thus presenting barriers to learning.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting Individual

Education Plan will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults. Where appropriate, the Academy may well request direct intervention/support from a specialist/teacher.

14) Education and Health Care Plan (EHC)

Where concerns remain despite sustained intervention, the Academy will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

The Academy also recognises that parents have a right to request a Statutory Assessment.

Use of Support Staff

The Special Educational Needs Coordinator in collaboration with the subject teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions may be:

- Deployment of extra staff to work with the pupil.
- Provision of alternative learning materials or special equipment.
- Group support.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development and training to undertake more effective strategies.
- Access to LA support services for advice on strategies, equipment, or staff training.

15) REQUEST FOR STATUTORY ASSESSMENT

The Academy will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The Academy will have the following information available:

The action followed with respect to SEN Support.

The pupil's Individual Education Plans.

- Records and outcomes of regular reviews undertaken.
- Information on the pupil's health and relevant medical history.
- National Curriculum levels.
- Literacy/Numeracy attainments.
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of parents.
- Where possible, the views of the child.
- Social Services/Educational Welfare Service reports.
- Any other involvement by professionals.

An Education Health Care Plan (EHCP)

An Education Health Care Plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the Academy can offer. However, the Academy recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHC Plan will include details of learning objectives for the child. These are used to develop targets which are matched to the longer-term objectives set in the EHC Plan, matched to shorter-term objectives, established through parental/pupil consultation, set out

in Individual Education Plan, implemented in the classroom and delivered by the subject teacher with appropriate additional support where specified.

Reviews of Education Health Care Plan (EHCP)

Education Health Care Plan must be reviewed annually. The LA will inform the Head Teacher at the beginning of each term of the pupils requiring reviews. The Head Teacher will ensure that these reviews are organised and that the following are invited:

- The child's parent.
- The child if appropriate.
- The relevant teacher.
- The Special Educational Needs Coordinator.
- A representative of the LA.
- Any other person the Head Teacher considers appropriate.

The aims of the review will be to:

- Assess the pupil's progress in relation to the Individual Education Plan targets.
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills.
- Consider the appropriateness of the existing EHC in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- Set new targets for the coming year.

Year 9 reviews will be significant in preparing for the pupil's transition to employment, Further Education, work-based training, Higher Education, and adult life. Beyond Year 9 the Transition Plan will be reviewed and involve career advisors. The Academy recognises that the responsibility for such Transition Plans lies with these specialist services and The Head Teacher.

With due regard for the time limits set out in the Code, the Head Teacher will ensure that a report of the annual review meeting is written and sent, with any supporting documentation, to the LA. The Academy recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a EHC Plan.

16) THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with Special Educational Needs include:

- Ensuring that provision of a high standard is made for Special Educational Needs pupils.
- Ensuring that Special Educational Needs pupils are fully involved in Academy activities.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing and subsequently reviewing Special Educational Needs policy. Reporting to parents on the Academy's Special Educational Needs Policy.
- Ensuring there is a Special Educational Needs liaison Governor.

17) THE ROLE OF THE HEAD TEACHER

- Have the overall responsibility for the proper provision of Special Educational Needs in the Academy.
- Keep the Governing Body well informed about Special Educational Needs within the Academy.
- Work closely with the Special Educational Needs Coordinator/Special Educational Needs team.

- Ensure that parents are informed of the fact that Special Educational Needs provision has been made for their child.
- Ensure that the Academy has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

18) THE ROLE OF THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR

The Special Educational Needs Coordinator plays a crucial role in the Academy's Special Educational Needs provision. This involves working with the Head Teacher and Governing Body to determine the strategic development of the policy, supported by other relevant staff. Other responsibilities include:

- Overseeing the day-to-day operation of the policy.
- Co-ordinating the provision for pupils with Special Educational Needs.
- Liaising with and giving advice to fellow teachers.
- Managing Learning Support Assistants.
- Overseeing pupils' records.
- Liaising with the parents.
- Making a contribution to CPD.
- Liaising with external agencies, LA support services, Health and Social Services, Career advisors, and voluntary bodies.
- Arranging review meetings for pupils.
- Arranging for reports to be produced and circulated.
- Ensuring that a 'responsible person' is identified to inform about the EHC Plan all those involved in teaching and supporting pupils with EHC Plans or at SEN Support.

For effective co-ordination staff must be aware of:

- The roles of the participants.
- The procedures to be followed.
- The responsibility all teachers have in making provision for Special Educational Needs pupils.
- The commitment required by staff to keep the Special Educational Needs Coordinator well informed about pupils' progress.
- Mechanisms which exist to allow teachers access to information about Special Educational Needs pupils.
- What exactly constitutes a 'level of concern' and at which point SEN Support is initiated. Mechanisms which exist to alert the Special Educational Needs Coordinator to such 'levels of concern'.
- The procedure by which parents are informed of this concern and the subsequent Special Educational Needs provision.

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

19) THE ROLE OF THE SUBJECT TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the Academy's procedures for the identification and assessment of, and subsequent provision for, Special Educational Needs pupils.
- Collaborating with the Special Educational Needs Coordinator to decide the action required to assist the pupil to progress.
- Working with the Special Educational Needs Coordinator to collect all available information on the pupil.
- In collaboration with the Special Educational Needs Coordinator, developing Individual Education Plans for Special Educational Needs pupils by helping with the collection of information.

- Working with Special Educational Needs pupils on a daily basis to deliver the individual programme set out in the Individual Education Plan.
- Developing constructive relationships with parents.
- Being involved in the development of the Academy's Special Educational Needs policy.

20) THE ROLE OF THE TEACHING ASSISTANT

Deployment of Support Staff

The Academy has a team of Teaching Assistants (TAs) who provide support to students as part of an Educational Health and Care Plan (EHC) and act as key workers to specifically named pupils. The Teaching assistants are deployed according to the following criteria:

- Priority will be given to English, Maths and Science for TA support (in that order).
- The SENCO will consider the subject specific strengths of the TAs.
- The SENCO will consider any purposeful working relationships that have been established between the student and the TA over time.
- The SENCO will be responsible for re-allocating TAs on a day-to-day basis to ensure effective deployment and allocation of college resources at all times. For example in the event of staff or student absence.
- If there are any periods during the day when not required for cover by the Data and Examinations Manager, the cover supervisors will report to the SENCO for deployment.

Expectations of Teaching Assistants (TAs)

Be punctual to lessons, break/lunch duty and tutor group.

- Do not leave the lesson unless at the direction of the teacher.
- Let the teacher/tutor/SLT line manager know in advance if you know you won't be present.
- Obtain a copy of the teacher's planning and their expectations of your support in the lesson.
- Be involved in the teacher's planning for the student if required.
- Support the teacher in settling students and enabling a prompt start to the lesson.
- Avoid talking to individuals when the teacher is addressing the class
- Avoid confrontation/argument with students, which may disrupt the flow or learning environment of the lesson.
- Complete record sheet following meetings with students highlighted as having them as their key worked
- Inform teacher of any missed inappropriate behaviour at the end of the lesson. Try to ensure the lesson flows smoothly.
- If any students are absent from the lesson but are thought to be in school, offer to report to reception/patrol.
- Check individuals understanding of instructions only when the whole class have started work
- Avoid giving the students the answers, do not do the work for the students.
- Offer support in the differentiation/creation of resources.
- Avoid sitting with one student for the whole lesson (if they are making good progress) be flexible in helping other 'SEN Support' students.
- If a student/s in the lesson are making good progress allow them to get on and offer support to 'SEN Support' students.
- Maintain a record of professional development.

21) PARTNERSHIP WITH PARENTS

Beacon Academy firmly believes in developing a strong partnership with parents and that this will enable children and young people with Special Educational Needs to achieve their potential. The Academy recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (CoP 2.2)

The Academy considers parents of Special Educational Needs pupils as valued partners in the process. Depending on age and appropriateness, Special Educational Needs pupils will also be encouraged to participate in the decision-making processes affecting them.

The Academy will make available, to all parents of pupils with Special Educational Needs, details of the parent partnership service available through the LA. The Special Educational Needs Code of Practice outlines that 'LAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.' (CoP 2.14)

Parents/carers are viewed as partners in their child's education. Parents/carers will be contacted directly regarding any change in their child's educational provision within the academy. The process for contact with parents in respect of students who have special educational needs will be:

- SENCO will inform parents of child's placement at SEN Support.
- Progress data from learning cycles to be shared at scheduled parents' evenings.
- SENCO to initiate additional meetings/reviews to take place when appropriate or where there may be a concern over a student's progress.
- SENCO to meet with parents where a request for formal assessment is to be made.
- In addition to the review/parents' evenings, those parents who have a child with a EHC Plan will be invited to attend an Annual Review meeting.

Further to this, the academy operates an open-door policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at a mutually convenient time. They have the right to access the records relating to their own child and any academy documentation they may feel appropriate.

22) LINKS WITH EXTERNAL AGENCIES/ ORGANISATIONS

The Academy recognises the important contribution which external support services make in assisting to identify, assess, and provide for, Special Educational Needs pupils. When it is considered necessary, colleagues from the LA Children and Young Peoples support services will be involved with Special Educational Needs pupils. In addition, important links are in place with a range of organisations.

The Academy works closely with all other outside agencies to focus on identification and provision for those pupils who, at any given time, have a special educational need. All services involved with the Academy are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality, holistic mode of support which focuses on the needs of the child.

The following services / agencies are available / involved with the Academy:

- SAS
- Education Welfare Service

- Social Services
- Young Minds Matter
- Career Advisors
- Team@Work
- Educational Psychologist
- Emotional and Behaviour Support Service
- Speech therapy
- Sensory Impaired Service
- Physiotherapy
- Occupational therapy
- Educational Welfare Officer
- Social Services
- Gifted and Talented Support Service
- Parental Partnership
- Autistic Outreach
- Grief and Loss
- School Nurse
- Barnardos

23) RECORD-KEEPING

The Academy will record the steps taken to meet pupils' individual needs. The Special Educational Needs Coordinator will maintain the records with full regard to confidentiality and will ensure proper access to them by only those legally entitled to such access. In addition to the usual Academy records, the pupil's profile will include information from previous schools/phases, information from parents, information on progress and behaviour, the pupil's own perceptions of difficulties, information from health/social services and information from other agencies.

A register is kept of pupils with English as an additional language.

SEN Records & Procedure for Removal of Files.

The school's SEN files will record all relevant information of students with special educational needs. Including:-

- Documentation from meetings such as: Annual Reviews, LAC, Single Assessment, CIN or CP meetings.
- Documentation/Reports from outside agencies that describe the nature of a student's condition, which will affect examination access requirement.

The SEN files are kept centrally, stored and locked in the Headteacher's office area, with the Headteacher's PA holding the key. Files **must** be signed in and out by the user under the supervision of the Headteacher's PA. Only the senior leadership team & SENCO have access to these files, which must be returned immediately after they are no longer required. No content should be removed unless they have permission from the Headteacher or SENCO.

24) SPECIAL EDUCATIONAL NEEDS PROFESSIONAL DEVELOPMENT

All staff are encouraged to attend courses which help them to acquire the skills needed to work with Special Educational Needs pupils. Part of the Special Educational Needs Coordinator's role in Academy-based CPD is to develop awareness of resources and practical

teaching procedures for use with Special Educational Needs pupils. As a routine part of staff development, CPD requirements in Special Educational Needs will be assessed. Suitable courses available for Governors will be supported. Support Assistants' requirements in supporting pupils' needs will be considered. The Academy's CPD needs will be included in the Academy Development Plan.

25) COMPLAINTS PROCEDURE

The Academy's Complaints Procedure should be used if the need arises.

26) SPECIAL EDUCATIONAL NEEDS POLICY REVIEW

The policy will be reviewed annually.