



Outcomes  
First Group



# SEND and INCLUSION POLICY

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## 1. INTRODUCTION

*“A good teacher needs to tailor his/her teaching method to the child. To be successful, the teacher has to be gently insistent. A good teacher knows how hard to push. To be successful, the teacher has to intrude into the autistic child's world.”*

Temple Grandin, 1998

At Bradford Beacon School our aim is for every child to feel safe, in a nurturing and caring environment which meets their individual needs and educates them, enabling and empowering them to reach their full potential.

Our aim is to ensure every pupil feels safe and confident to achieve their emotional, social and academic goals.

As a centre of learning, Bradford Beacon School holds the effective management and implementation of Special Educational Needs provision and Inclusion as central to realising the whole school aims and objectives.

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and or Disabilities (SEND)
- Describe the roles and responsibilities of everyone involved in providing for pupils with SEND

Every pupil at the Bradford Beacon School has an Education, Health & Care Plan. Each pupil will have an Annual Review, chaired by the SENCO, to review the needs of the pupil and the appropriateness of the provision. Recommending to the respective LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child. (in accordance with SEN Code of Practice)

## 2. LEGISLATION AND GUIDANCE

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs)

### **3. DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. Bradford Beacon School is committed to providing an appropriate, ambitious and high-quality education for children and young people with special educational needs. We believe that all our pupils, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and fully inclusive of all aspects of school life. We believe that all our pupils should be equally valued in school and we strive to eliminate prejudice and discrimination, developing an environment where all our pupils can flourish and feel safe.

At Bradford Beacon School we are committed to inclusion. We aim to improve and develop cultures, policies and practices that include all our pupils. We aim to provide a sense of community and belonging, and to offer new opportunities to pupils who may have experienced previous difficulties.

This does not mean that we treat all pupils in the same way, but that we respond to pupils in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all pupils, whatever their age, ethnicity, impairment, attainment and background.

We pay particular attention to the provision for and the achievement of different groups of pupils:

- Pupils from minority, ethnic and faith groups, Travellers, asylum seekers, refugees
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with special educational needs
- Pupils with physical disabilities
- Pupils who are gifted and talented
- Pupils who are looked after by the local authority
- Pupils who are young carers and those who are in families under stress
- Pupils who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children and young people who experience barriers to their learning, which relate to one or more of the following:

- Communication and Interaction difficulties
- Cognition and Learning difficulties
- Social, Emotional and Mental Health development
- Sensory and/or Physical Impairment

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the need for a nurture approach, as many of our pupils have had difficult and traumatic experiences in a previous school setting. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Bradford Beacon School we aim to address and meet the SEND EHCP outcomes and provide teaching and learning contexts which enable every pupil to achieve their full potential.

We recognise that in some cases, the full national curriculum may not be the most appropriate route to maximise pupils learning and achievement. We provide 3 learning pathways for our pupils:

- **Pathway 1: Informal Pathway**  
Informal curriculum pathway supports pupils who are working consistently and over time within the early reaches of the severe learning difficulties spectrum, supported by Equals Informal, always working towards EHCP long term outcomes and short-term targets.
- **Pathway 2: Semi-Formal Curriculum**  
Semi-Formal Curriculum pathway promotes what the children need through curriculum areas rather than discrete subjects, with all curriculum areas following a common topic theme supported by Equals semi-formal.
- **Pathway 3: Formal Pathway**  
Formal Curriculum pathway is reflective of the Equals Formal curriculum, programmes of the National Curriculum and EYFS Development Matters.

We identify a child's suitability for each curriculum which is never rigidly fixed. For many pupils, it will be the right curriculum to see them through their time at Bradford Beacon School. However, for others where barriers to education are removed, or such progress is made that they are viewed as more suitable to transition to another pathway this is facilitated as appropriate.

We see the inclusion of children and young people identified as having special educational needs as an equal opportunities issue, we also aim to model inclusion in our staffing policies, relationships with parents/carers and the community

#### **4. THE SEND AIMS OF THE SCHOOL**

1. To ensure the SEN and Disability Act, Children and Families Act 2014 and relevant Codes of Practice and guidance including SEN Code of Practice 2014 are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children and young people with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to either curriculum through differentiated planning by class teachers and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision.
6. To ensure that pupils are perceived positively by all members of the school community, and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To enable pupils to move on from us well equipped to continue learning and developing their social independence to meet the demands of their community.
8. To involve parents/carers as much as possible in plans to meet pupils needs.
9. To involve the pupils themselves in any decision making and planning that affects them.

#### **5. ROLES & RESPONSIBILITIES**

##### 5.1 The SENCO

The SENCO is Shelley Daniels

The SENCO will:

- Work with the School Leadership Team to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

- Ensure that initial baseline assessments including therapy assessments are completed within the first term of a pupil's admission.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the School Leadership Team and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

#### 5.2 The Head of School will:

- Work with the SENCO to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

#### 5.3 Class teachers:

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions including how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

## 6. SCHOOL ADMISSIONS & INCLUSION

Bradford Beacon School is set up to meet the specific needs of learners with Autism and complex needs. Bradford Beacon School believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the revised SEND Code of Practice, in that all schools should admit pupils with already identified special educational needs. Please refer to our Admissions Policy and Procedures for more information

## 7. PARTNERSHIP WITH PARENTS

Bradford Beacon School firmly believes that partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, Local Authorities and any other external agencies. This is important in enabling our pupils to achieve their potential.

Parents should be supported to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education and supporting them to achieve their outcomes identified in their EHCP.
- have knowledge of their child's entitlement within the SEND framework
- have access to information, advice and support during assessment and any related decision-making
- make their views known about how their child is educated.

When pupils are "looked after" by the local authorities, every effort is made to ensure that parents are encouraged to continue to play an active role in their children's education where appropriate.

## **8. PUPIL PARTICIPATION**

Where possible, pupils at Bradford Beacon School participate in all the decision-making processes that occur in education, including the setting of learning outcomes and contributing to the annual review and transition processes. Some pupils at Bradford Beacon School might have severe communication difficulties, therefore, ascertaining their views may not always be easy, but the principle of seeking and taking into account the ascertainable views of the young person is important.

## **8. ANNUAL REVIEW**

Education Health and Care Plans are reviewed at least annually. Annual reviews focus on what the pupil has achieved, what the next steps are for the pupil, reviewing the strengths and needs of the pupil and addressing any areas of difficulties that need to be resolved.

The Annual Review should:

- Assess the child's progress towards meeting the outcomes as specified in their EHCP and set new outcomes.
- Share Personal Learning Intentions which are set as small steps towards EHCP targets, along with the evidence of progress as a learning journal.
- Review special educational provision made for the pupil.
- Review current levels of attainment in all subject areas
- Consider the continuing appropriateness of the EHCP content

The Special Educational Needs Coordinator (SENCO) initiates the review process, sets a date and invites attendees. The SENCO can delegate to a qualified teacher at the school any or all of the duties and functions given to them in the regulations.

In preparing for the review meeting, the SENCO will request written advice from:

- Pupils' Parents
- Clinical involvement
- Anyone specified by the authorities
- Anyone else the SENCO considers appropriate

The SENCO will circulate a copy of all advice received to all those invited to the review meeting at least two weeks before the date of the meeting, inviting additional comments, including comments from those unable to attend the review meeting.

The review report is prepared by the class teacher. The clinical team will also write a contribution for each annual review and where necessary written advice will be prepared by the Clinical Lead at Bradford Beacon School.

The Annual Review meeting is chaired by the SENCO.

The SENCO provides the Local Authority with a report following each Annual Review meeting within 14 days of the meeting being held. The report summarises the outcome of the review meeting, setting out the SENCO's assessment of the main issues discussed at the meeting, the recommendations about educational targets for the coming year and any other steps that ought to be taken.

In Year 6, a transition plan is compiled and incorporates the views of the pupil and their parent/carer. The plan is attached to the annual review document and is subsequently reviewed in the annual review meeting. This document is used by all professionals involved to inform the next phase of the pupils' education journey, identify and set outcomes to support them to achieve their aspirations.

## **10.0 LINKS WITH EXTERNAL AGENCIES**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for our pupils. We welcome multi-agency meetings to ensure that the pupil is receiving the maximum support available.

Important links are in place with the following organisations: Local Authorities Specialist services, Children and Adolescent Mental Health service, Social Services VI Service, School Nursing.