

## **SPECIAL EDUCATIONAL NEEDS POLICY**

Date of Review: October 2009  
Approved by Governors:

### **AIMS**

The wider aims of Beauchamp Community College are as follows:

- To increase whole College and Community awareness of the importance of both quality and equality of opportunity for ALL students, regardless of ability or disability
- To develop understanding and practice by identifying needs and then acting to optimise their educational and social experience whilst at College
- To provide a structured and flexible response to individual learning needs, promoting positive achievement for all
- To provide advice and support for students when deciding the next step after College

### **GOVERNOR'S OBJECTIVES IN MAKING SEN PROVISION AND HOW SEN POLICY WILL CONTRIBUTE TO MEETING THOSE OBJECTIVES**

The governing body of the College will

- Do its best to ensure that the necessary provision is made for any student who has special needs
- Ensure that where the 'responsible person; - the Principal or the appropriate governor - has been informed by the LEA that a student has special education needs, those needs are made known to all who are likely to teach them
- Ensure that teachers and all College staff are aware of the importance of identifying, and providing for, those students who have special education needs
- Consult the LEA and the governing bodies of other Schools/Colleges when it seems necessary or desirable in the interests of coordinated special needs provision as a whole
- Ensure that a students with special educational needs joins the activities of the College together with students who do not have special needs, so far as is reasonably practical and compatible with the student receiving the special educational provision their learning

needs require and the efficient education of the students with whom they are educated and the efficient use of resources

- Report to parents on the implementation of the College's policy for students with special educational needs
- Have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all students with special educational needs
- Ensure that parents are notified of a decision by the College that SEN provision is being made for their child

## **THE LEARNING DEVELOPMENT DEPARTMENT AT BEAUCHAMP COMMUNITY COLLEGE**

The Learning Development Department (LDD) consists of two SENCOs, one whose responsibility is Teaching and Learning and the other's responsibility is administration, a second in Department (in charge of Looked After Children), an HLTA working with EAL students, an autism co-ordinator who facilitates the support of very autistic students and approximately 20 learning support assistants. There is also a Hearing Impaired Unit attached to the College.

### **Joint SENCOs and Head of the Learning Development Department:**

#### **Ms Katherine Pearson**

**Qualifications:** MSc in Educational Leadership, BA (Hons), QTS gained 2003.

**Experience:** 8 years teaching at Beauchamp College and 1 year SENCO.

#### **Mrs Shirley Wozniakiewicz**

**Qualifications:** Ba Hons in Fashion and Textile Design, PGCE in Art and Design, OCR (Certificate in Teaching Learners with Specific Learning difficulties), OCR Level 7 Certificate in Teaching and Assessing Learners with Specific Learning Difficulties.

**Experience:** Three years teaching part-time, 14 years at Beauchamp as LSA/Specialist Teacher. Joint SENCO since 2008.

### **Assistant Principal (Inclusion):**

#### **Mrs. Jenny Piper**

**Qualifications:** MSc in Educational Leadership, M.A. (Cantab), BA (Hons), PGCE with second teaching subject in Special Needs, Diploma in Specific Learning Difficulties and Certificate in SENCO standards.

**Experience:** 2 years in a Hereford Secondary School and then at Beauchamp College since 1998, including SENCO from 1999 to 2005. 2005 to date in charge of Inclusion.

## **ARRANGEMENTS FOR COORDINATING SPECIAL EDUCATIONAL PROVISION AT BEAUCHAMP COMMUNITY COLLEGE**

The responsibilities of the SENCO:

- Overseeing the day to day operation of the College's SEN policy
- Coordinating the provision for student's with SEN
- Liaising with and advising fellow teachers
- Providing advice and guidance for parents of students with special education needs
- Overseeing the records of all students with SEN
- Guiding and supporting the Learning Support Assistants
- Contributing to in-service training of staff
- Liaising with LEA support services and other external agencies such as health and social services

### **ADMISSIONS ARRANGEMENTS FOR STUDENTS WITH SEN BUT WITHOUT STATEMENTS**

Beauchamp Community College strives to be a fully inclusive College. It acknowledges the range of issues that students can experience at different times during their education. All students are welcome, including those with special educational needs, in accordance with the LEA's admission policy.

Under section 316 of the Education Act (1996), if a parent wishes to have their child with a statement educated in a mainstream school the LEA must provide a place, unless this is incompatible with the efficient education of other students and there are no reasonable steps that can be taken to prevent this incompatibility.

No School can refuse to admit a student on the grounds that he/she does not have a statement of that he/she is currently being assessed for one.

Leicestershire's current admissions policy gives priority to students with statements of SEN in allocating out-of-catchments places to students when places are oversubscribed.

### **SEN SPECIALISM AT THE BEAUCHAMP COMMUNITY COLLEGE**

Beauchamp College has attached a very highly successful Hearing Impaired Unit. The unit is run by Mrs. S. Challacombe, who is an experienced teacher of hearing impaired students. Anyone wishing more information should directly contact the Hearing Impaired Unit.

## **FACILITIES FOR STUDENTS' WITH SEN AT BEAUCHAMP COMMUNITY COLLEGE**

The main building at Beauchamp College is two storeys with a lift to access the upper floor when needed. There is disabled access to the majority of the College and disabled toilets. In the event of a student being unable to gain access to some classrooms then the student would be timetabled to rooms that could be accessed to ensure full access and inclusion.

The Learning Development Department consists of two rooms, one being a base that is open at break and lunch times.

## **THE ALLOCATION OF RESOURCES TO AND AMONGST STUDENT'S WITH SEN**

- The College allocates resources in line with the Local Authority scheme of financial delegation and normally in excess of legislation laid down by applying for external and additional funding and grants. The budget covers basic staffing and resources expenses for teaching and curriculum provision derived from the whole college AWPU. This budget also gives non contact time to the SENCO and team. The college allocates additional funding to support the professional development of the Learning Support Team including LSAs and Learning Mentors. The college actively supports its gifted and talented students and allocates specific resources for these students in addition to the Learning Support Budget.
- Using the base budget and additional resources provided by the LEA jointly, the College funds:
  1. A support group, per population, in English, Maths and Science in years 10 and 11.
  2. The smaller group size in Applied Learning.
  3. In class support by the team of LSAs .
  4. More non-contact time for the SENCO.
  5. Allocation of the Learning Support Base.
  6. After College support for students in the Learning Base.
  7. Specialist teaching and testing resources.
  8. Literacy and Numeracy on-line testing.
  9. Small group/One2One as necessary.
  10. Literacy Club

## **ARRANGEMENTS FOR IDENTIFYING STUDENTS WITH SEN AND FOR DETERMINING AND REVIEWING NEEDS**

The revised SEN Code of Practice is based on the assumption that student's SEN fall into four broad areas:

- Communication and Interaction
- Cognition and Learning

- Emotional, Social and Behavioural Difficulties
- Sensory and Physical Difficulties

Students are placed on the SEN record in one of three ways:

1. Information provided from the High Schools before transfer
2. Literacy testing of all students on entry to Beauchamp College. A spelling age of below 11½ years will result in further investigation.
3. Concerns from a teacher that a student is exhibiting a special need they will refer the student to the SENCO who will gather information from other curriculum areas to see if there is a general difficulty rather than one related to a specific area of the curriculum.

The SENCO will then arrange full testing of the student and will look at other available information such as year files, YELLIS results and SATs levels.

In light of this information the SENCO will make a decision whether the student should be placed at School Action (SA) on the SEN record. If the student is placed at SA the parents will be informed and an **Individual Education Plan (IEP)** will be written, which will support the teachers in differentiating work for the student and make them aware of the student's needs.

Beauchamp is committed to the ethos of the code of practice of SEN:

'Sensitivity, honesty and mutual respect in encouraging pupils to share concerns and discuss strategies and see themselves as equal partners with the school'

The IEP will normally be reviewed twice in the following academic year, parents will be invited to contribute to the IEP. The student will also be involved in the review and developing the new IEP targets.

At the review a decision will be taken to:

- Leave the student at SA and revises the targets in light of the progress made
- Move the student off the register if sufficient progress has been made
- Move the student to school action plus (SA+) if they have made no progress and fulfil the LEA criteria.

At SA+ the College will call in outside agencies to bring in their expertise for the assessing, setting IEP targets and teaching the student. At the IEP review a decision will then be made to:

- Leave the student at SA+ and revise the IEP targets
- Move the student back down to SA (or even off the register) if sufficient progress is made
- Begin the process of **Statutory Referral**

Statutory referral is the process that can result in the student being given a statement of educational need resulting in their education becoming the responsibility of the LEA.

A referral can only be made if the student fits the LEA criteria.

If the referral is successful then the student will receive a **Statement**, which may result in the allocation of additional resources. The student will also have a full **Annual Review** within 12 months of the date of the statement in order to review it and make further recommendations to the LEA.

The records of those students on the Record are held by the SENCO, they are available for parents to view at any time.

**ARRANGEMENTS FOR PROVIDING ACCESS FOR STUDENTS WITH SEN TO A BALANCED AND BROADLY BASED CURRICULUM  
AND  
ARRANGEMENTS TO ENABLE STUDENTS WITH SEN TO ENGAGE IN COLLEGE ACTIVITIES WITH OTHER STUDENTS**

The Beauchamp Community College strives to be an inclusive College, with a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum
- A comprehensive pastoral system including all students being members of a form
- Systems for the early identification of barriers to learning and participation
- High expectations and suitable targets for learning for all students
- Encouragement to take part in the full range of extra-curricular activities

**THE GOVERNORS' CRITERIA FOR EVALUATING SUCCESS OF EDUCATION PROVIDED FOR WITH SEN**

The governing body ensure the quality of the education provided for students with SEN at Beauchamp Community College by ensuring:

- The maintenance of accurate up to date records by the SENCO and other staff
- The efficient analysis of reports and test results
- The collection of value added for students on the SEN record
- The monitoring of procedures and practices by a designated SEN governor
- Collect self evaluation, including a three year rolling programme of evaluation by the SENCO of the SEN provision

And through evidence found in:

- OFSTED/HMI reports
- Governors' annual reports to parents
- Evidence from the LEA's SEN audit where available
- College Development Plan

## **ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT SEN PROVISION FROM PARENTS OF STUDENTS WITH SEN**

Parents should initially contact SENCO who will investigate the complaint and seek to remedy it. If this does not answer the complaint sufficiently then the parents should follow the College complaints procedure.

## **ARRANGEMENTS MADE FOR STAFF TO RECEIVE IN-SERVICE TRAINING**

All staff are constantly made aware of available training offered by the LEA. The SENCO also offers SEN awareness training for all new staff and will arrange specialist training with outside agencies as necessary, such as the visual impairment team.

The SENCO identifies the training needs of the support staff and all new support assistants are offered the opportunity to attend the four day induction training offered by the LEA. They are also given an experienced LSA as a mentor. All support staff are given the opportunity to attend a variety of courses to ensure their professional development e.g.

- NVQ
- HLTA
- Foundation Degree
- GCSE
- A levels

## **THE USE MADE OF TEACHERS AND FACILITIES OUTSIDE THE COLLEGE, INCLUDING THE LEA SUPPORT SERVICES**

The Beauchamp College makes use of a wide range of facilities, in seeking advice, diagnostic testing and training, and in working directly with individual or groups of students. They include:

- Advice and Inspection Unit at County Hall
- Autism Outreach
- The Careers Service
- Child and Adolescent Mental Health Service
- TheConneXions Advisor
- The Educational Psychology Team
- EMASS
- Hearing Impairment Service
- ICT Assessment Service (for County Students)
- Microtechnology at Ashfield School (for City Students)
- Multicultural Resource Centre
- Paediatric Physiotherapy and Occupational Therapy
- Social Services
- The Specialist Teaching Service
- Student Support Services
- Visual Impairment Service

## **ARRANGEMENTS FOR PARTNERSHIP WITH PARENTS OF STUDENTS WITH SEN**

The Beauchamp Community College actively seeks the partnership of parents of students with SEN. It does this by engaging parents fully in the process of writing IEPs, reviewing both IEPs and statements and by encouraging both parents and students to be fully engaged in target setting and the SEN record.

Parents are unique in terms of knowledge and experience they can offer about their children; we depend on that knowledge to inform our action.

The SENCO is able to put parents in touch with the LEA Parent Partnership Service if they require additional support.

## **LINKS WITH OTHER SCHOOLS/COLLEGES**

The Beauchamp Community College has close links with the feeder High Schools its students come from, Gartree High School and Manor High School. Close links have also been established with other High Schools and with the family of schools through regular SEN meetings.

A member of the Learning Development Department attends all year 9 annual reviews and the SENCO attends meetings with feeder Higher Schools to discuss the transfer of students with SEN. The SENCO also attends the Year 9 Parents' Evenings at each feeder High School and is present at the 'Entry to Year 10 Open Evening' at the College to meet with parents and answer any concerns.

The College has also forged strong links with Leicester College and South Leicestershire College.

## **LINKS WITH HEALTH AND SOCIAL SERVICES, EDUCATION WELFARE SERVICES AND VOLUNTARY ORGANISATIONS CONCERNED WITH SEN**

All relevant agencies are invited to Annual Reviews of Statements and, where appropriate, reviews at SA+.

Advice is sought from CAMHS when meeting the needs of students with Emotional/Behavioural difficulties or from Physiotherapy/Occupational Therapy when meeting the needs of students with physical/medical conditions.