



South Tyneside Council

Special Educational Needs and Disability Policy



The Beacon Centre
Leading The Way To A Brighter Future

Reviewed - January 2020
Next review – January 2021



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Special Educational Needs and Disability Policy

This policy is based upon the Special Educational Needs and Disabilities Regulations (1st September 2014 – updated September 2015).

Definition of Special Educational Needs

Pupils have special educational needs if they have a *difficulty* which calls for schools to provide *special educational provision* to be made for them.

Pupils have a *difficulty* if they:

- have a significantly greater difficulty in accessing the curriculum than the majority of children of the same age
- 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
- are under compulsory school age and fall within the definition above or would do if special educational provision was not made for them

Pupils must not be regarded as having a difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This Special Educational Needs and Disabilities (SEND) policy details how the Beacon Centre will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who teach them. The provision will use all the information gained to ensure that all staff are able to identify and provide for those pupils who have special educational needs to allow them to join in the activities of the centre together with pupils who do not have those identified needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The Beacon Centre will have regard to the Special Educational Needs and Disabilities (SEND) Regulations when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the centre for any assessment being requested.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The Beacon Centre recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. This is actively gained through working with them in the completion of documentation required in an assessment for an Education Health Care Plan. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their children's education.



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Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to enable them to make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Identification, Assessment and Provision

Provision for pupils with special educational needs is a matter for the centre as a whole. In addition to the Management Committee, the Head Teacher, the SENCO and all other members of staff have important responsibilities.

The school must consult with parents and the young person as well as external agencies as soon as practicable before determining whether it is necessary that an Educational Health Care Plan is appropriate.

All teachers are teachers of pupils with special educational needs

Teaching such pupils is a whole-school responsibility, requiring a whole-school response. Central to the work of every teacher is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. For some pupils there may be a need to provide an enhanced level of provision that supports and enhances their learning.

Graduated response

It is expected that the referring school will have adopted a graduated response to meeting special educational needs that requires the initial use of classroom and school resources prior to applying for entry to The Beacon Centre. Upon referral to the school it is expected that the pupil will have required specialist expertise to offer advice to staff with the difficulties that a pupil is experiencing. When a young person is identified as having special educational needs, the school will intervene in an appropriate way in order to try to meet the needs of the pupil within their own educational setting.

The referring school will have carried out a range of interventions prior to admission to the centre and we alongside parents will endeavour to match the provision to individual pupil needs. Records will be kept of the steps taken to meet the needs of individual children. There should be a range of professionals who are engaged with the young person to try to identify their needs and ways in which support can be used most effectively within their own environment.

Early Identification

Assessment is a continuing process that can identify pupils who may have special educational needs. The school will measure children's progress by referring to:



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- evidence from teacher observation and assessment
- their performance against the national expectation of progress within the National Curriculum at the end of a key stage
- their progress against the objectives specified in the medium-term plans
- standardised screening or assessment tools.

English as an additional language

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

The role of the SENCO

The SEN Coordinator (SENCO), in collaboration with the Head Teacher and Management Committee, plays a key role in helping to determine the strategic development of the SEND policy and provision in the centre to raise the achievement of all pupils with additional needs. The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the SEND policy
- liaising with and advising fellow staff
- coordinating provision for pupils with special educational needs
- overseeing the records on all pupils with special educational needs and providing advice for the assessment process
- liaising with parents of pupils with special educational needs
- contributing to the in-service training of staff
- liaising with all appropriate external agencies

Monitoring pupil progress

Where a pupil is not learning as effectively as possible, discussions with all agencies working with the pupil will be held, involving consultation with parents and the pupil to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. Consideration should be given to helping the pupil through 'School Support'.

The key test of the need for action is evidence that current rates of progress are inadequate. Triggers for intervention are documented and underpinned by evidence. Triggers for intervention may consist of a pupil who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness



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- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents persistent social emotional and mental health difficulties, which are not ameliorated by the behaviour management techniques usually employed in the centre
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

If The Beacon Centre concludes, after consulting parents and pupil, that a pupil may need further support to help them progress, they will consider their reasons for concern alongside any information about the pupil already available to them. The SEN Coordinator will support the assessment of the pupil, assisting in planning future support for the pupil in discussion with colleagues and monitoring the action taken.

The pupil's subject teachers will remain responsible for working with the pupil and for planning and delivering an individualised programme.

In some cases, outside professionals from health or social services may already be involved with the pupil. In such instances it is good practice for these professionals to liaise with the centre and keep them informed of their input. If these professionals have not been working with the school, the SEN Coordinator (SENCo), with the parent's permission, will contact them.

Nature of intervention

The SENCo and subject teachers should decide on the action needed to help the pupil to progress in the light of their earlier assessment. This might be:

- through the use of individual learning plans, provide different learning materials or special equipment
- provide individual support
- to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness
- to undertake staff development and training aimed at introducing more effective strategies
- involvement of LA support services for advice and assessment on strategies or equipment or for staff training
- to provide effective intervention without the need for regular or ongoing input from external agencies



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SEND Procedures within The Beacon Centre

Upon arrival the Inclusion Co-ordinator will:

- use information from the feeder school and baseline data to share with all staff in order to develop Individual Learning Plans to provide an appropriate curriculum for the pupil and recommend strategies which can be used to support the pupil within the class prior to them being allocated a teaching group
- ensure that ongoing observation and assessment provides feedback about pupil's achievements to inform future planning of the pupil's learning
- teachers ensure opportunities for the pupil to show what they know, understand and can do through the curriculum
- through the Key Worker involve the pupil in planning and agreeing targets to meet their needs
- involve parents and pupil in developing a joint learning approach at home and in school

School request for assessment

For certain pupils the help given by the referring school and The Beacon Centre through School Support may not be sufficient to enable the pupil to make adequate progress. It will then be necessary, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate an assessment leading towards an Education Health Care Plan (EHCP). Where a request for an assessment is made to an LA, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- the school's action through School Support
- individual learning plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the pupil's medical history where relevant
- attainment in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the pupil
- involvement of other professionals
- any involvement of external agencies

When the LA receives a request for an assessment, it must decide within six weeks whether to carry out such an assessment.

Assessment of Special Educational Needs

Assessment involves consideration by the LA, working co-operatively with parents and child, The Beacon Centre and, as appropriate, other agencies, as to whether an Educational Health Care Plan (EHCP) to support the child is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through completion of a Special Educational Needs Disabilities request by the child's school/the school, from a parent or a referral by



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another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for an assessment of the child's special educational needs.

The LA may decide that the degree of the pupil's difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through the development of an Educational Health Care Plan (EHCP).

An Educational Health Care Plan will include:

- the views, interests and aspirations of the child and their parents
- details of all of the pupil's educational needs
- the child's health care needs relating to their special needs
- the child's social care needs which relate to their special needs
- the outcomes sought for them
- the special educational provision required to meet the pupil special educational needs
- any health / social care provision reasonably required by the learning difficulties
- identify the type and name of the school where the provision is to be made
- where the young person is in Year 9 or beyond the plan must include provision to assist the child / young person in preparation for adulthood and independent living

All children with Education Health Care Plans will have short-term targets set for them that have been established after consultation with parents and the child. These targets will be set out in an individual learning plan and be implemented within the classroom.

Once an Educational Health Care Plan has been produced the pupil may then move onto a specialist provision or return to a mainstream school who can cater for their needs.

Reviewing of the Educational Health Care Plan

The Beacon Centre is a short stay provision and any pupil with an EHCP should not name the centre as the educational provider. Any young person with an EHCP should be moved to a specialist provision as soon as practicable.

For those pupils attending the provision with an EHCP, this will be reviewed at least annually with the parents, the pupil, any relevant agencies and where appropriate the LA to discuss the progress made and to consider whether any amendments need to be made. The review should focus on the progress achieved as well as an action plan for the coming year. The reviews held in Year 9 and onwards will be significant in preparing them for adulthood and independent living. This must involve Services for Young People to offer career advice.