



Lord Lawson of  
Beamish Academy

# LORD LAWSON OF BEAMISH ACADEMY

## SEN-D POLICY

**Originator: Nadine McCarthy (Deputy SENDCo)**

**Revision: 005**

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## **SECTION 1: Information about the academy's Special Education Need (SEN) provision**

- In having regard to the Code of Practice 2015 for Special Educational Needs and Disability, the governing body and Principal of Lord Lawson of Beamish Academy are committed to securing the necessary provision for any student at the academy who has special educational needs, and to communicating those needs to all who teach him or her.
- The governing body ensures that teachers in the academy are aware of the importance of identifying and providing for students with special educational needs through an ongoing training programme.
- The governing body will report annually to parents on the academy's policy for students with special educational needs.
- The governing body will ensure that a student with special educational needs joins in the activities of the academy, together with students who do not have special educational needs, so far as is reasonably practicable, compatible with the student receiving the necessary special educational provision, and the efficient education of other students in the academy, and the efficient use of resources.
- The named person responsible for coordinating the day-to-day provision for students with special educational needs at the Academy is Mrs H Potter (Assistant Principal- SENDCo), supported by Mrs N McCarthy as Deputy SENDCo. The academy can confirm that both Mrs H Potter and Mrs N McCarthy are qualified teachers. Mrs Potter holds the National Award for Special Educational Needs Coordinator. Mrs McCarthy holds the National Award for Special Educational Needs and a MA in Education - Special Educational Needs, Disability and Inclusion.
- The arrangements made for coordinating the day-to-day provision for students with special educational needs, and the requirement to provide a high quality provision to meet the needs of children and young people with special educational needs, are in line with the Code of Practice 2015. In addition, those students with special educational needs have an access entitlement to a broad and balanced curriculum, including the National Curriculum. The academy makes a commitment to identify, assess and make provision for all students with special educational needs as early as possible, consistent with thoroughness.
- In line with the Code of Practice 2015, the academy believes that a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.



A child has a learning difficulty or disability if he or she:

- a) *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- b) *has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Difficulties related solely to limitations in English as an additional language are not SEN.

### **Special education provision means:**

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area.

- The academy believes that provision for students with special educational needs is a whole school issue. The governing body determines and has general oversight of the special educational needs policy, whilst the Principal has responsibility for the day-to-day management of all aspects of the academy's work. The Principal and Deputy Principal work closely with the academy's SEN Coordinator and Deputy SENCo who have operational responsibility for the policy, and for coordinating provision for students with special educational needs. All staff must be fully aware of the academy's procedures for identifying, assessing and making provision for students with special educational needs.
- The admission arrangements for students with special educational needs, who do not have a Statement of Educational Need (SEN) or an Education, Health and Care Plan (EHCP) , are in line with the general admissions policy of the academy. The academy aims to be supportive of all of its students, and in particular, of students with special educational needs. The academy has close links with partner primary schools, and the Deputy SENDCo and/or the Transition Coordinator contact each school in the term prior to transfer to gain detailed knowledge of all students transferring who have special educational needs.
- As an academy we are suitably equipped to make provision for students with a range of mild to moderate learning difficulties. The academy has no special units and students are offered support within the national curriculum as much as possible. The academy has a commitment to developing staff expertise to deal with a range of special educational needs, including specific learning difficulties (SpLd) and those encompassed within Neurodiversity which may co-occur, alongside literacy and numeracy difficulties.



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- The academy is a purpose built school, incorporating buildings on three floors. It is a generally well-resourced school, and the special educational needs area in particular has a range of facilities and resources designed to enable it to meet the requirements of a range of students with special educational needs. The academy has made a commitment to appropriate staffing levels within special educational needs, and it is resourced on terms commensurate with other areas in the academy.

## **Guiding principles of SEND provision at Lord Lawson of Beamish Academy:**

- Clear identification of student needs followed by implementation (where required) of appropriate intervention across ability range and subjects. The appropriate interventions (including those written into EHCP's) should enable students to develop skills and strategies which are transferable across the curriculum.
- Collaboration between Lord Lawson staff and outside agencies to provide the best holistic support. Raising awareness of individual students with barriers to learning and the impact this may have on their progress.
- Support high quality adaptive provision to meet the needs of SEND students.
- Engaging content used in the basic acquisition and demonstration of literacy and numeracy skills. Appropriate and well considered research-based content used in all SEMH interventions.
- A focus on inclusive practice which removes the barriers to learning while maintaining the fair treatment of SEND students.
- Successful preparation and support for all SEND students throughout the exam period, additional advice given when required to allow ease of access into further education or employment. Students assessed for Exam Access based on evidence from their normal working practice, no earlier than year 9.

## **SECTION 2: Information about the academy's policy for the identification, assessment and provision for all students' with Special Educational Needs (SEN)**

- Parental involvement is actively encouraged at each stage of the students journey through the Academy. Parents have a minimum of three SEND Review meetings per academic year to discuss the needs and progress of their child. Every student on the SEN register has a trusted adult (Key Worker) known to parents through these meetings. Parents can make contact at any time and are encouraged to do so in addition to the three review meetings. Staff within the department proactively provide regular updates to parents through telephone and e-mail communication.



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- SEND resources are allocated to students with special educational needs in line with general academy policy. Students with the highest level of learning difficulty benefit from in class support where a low student/teacher assistant ratio is maintained at a level which allows more contact with the children. All students follow the national curriculum.
- Early Identification - Initial information is gathered about students transferring to the academy from the primary sector by preparatory visits in the term prior to transfer, and through close liaison with primary schools. The Transition Coordinator manages the information collection process and the Deputy SENDCo gains further insight from the primary school SENDCo. In year 7, students are screened for their reading ability (using NGRT) and perceptions of their learning are monitored (using PASS tests). All students with a reading age and/or spelling age of more than two years behind their chronological age will be offered and encouraged, with parental permission, to attend intervention programmes run by specialist staff. Assessment is a continuous process and may identify students with special educational needs.
- If a child is known to have special educational needs when they arrive at school the SENDCo, Deputy SENDCo and SEND staff will:
  - Inform all staff of the strengths and weaknesses and strategies to help support them.
  - Use information from the primary school focusing on actions to support the students in the classroom.
  - Involve the student in the planning and agreeing targets to meet their needs.
  - Involve parents in developing a joint learning approach at home and school.
  - Conduct ongoing assessments, observation and monitoring, and provide feedback about a student's achievement to inform future planning of their learning.
- The Academy adopts a graduated approach to Assess, Plan, Do and Review as outlined in the Code of Practice 2015 with regard to identifying, assessing and making effective provision for students with special educational needs. When a subject teacher identifies a student causing concern, then these concerns can be reported using the internal referral form. Further information is gathered by the SENDCo or Deputy SENDCo from staff relating to the concern in order to ensure the process is efficient, accurate and additional intervention is timely. When appropriate, the advice of external agencies (e.g. Educational Psychologist, SENIT, and Medical/Health) will be sought. Further assessment of the student's needs can then take place, and strategies adopted to aim to support those needs.



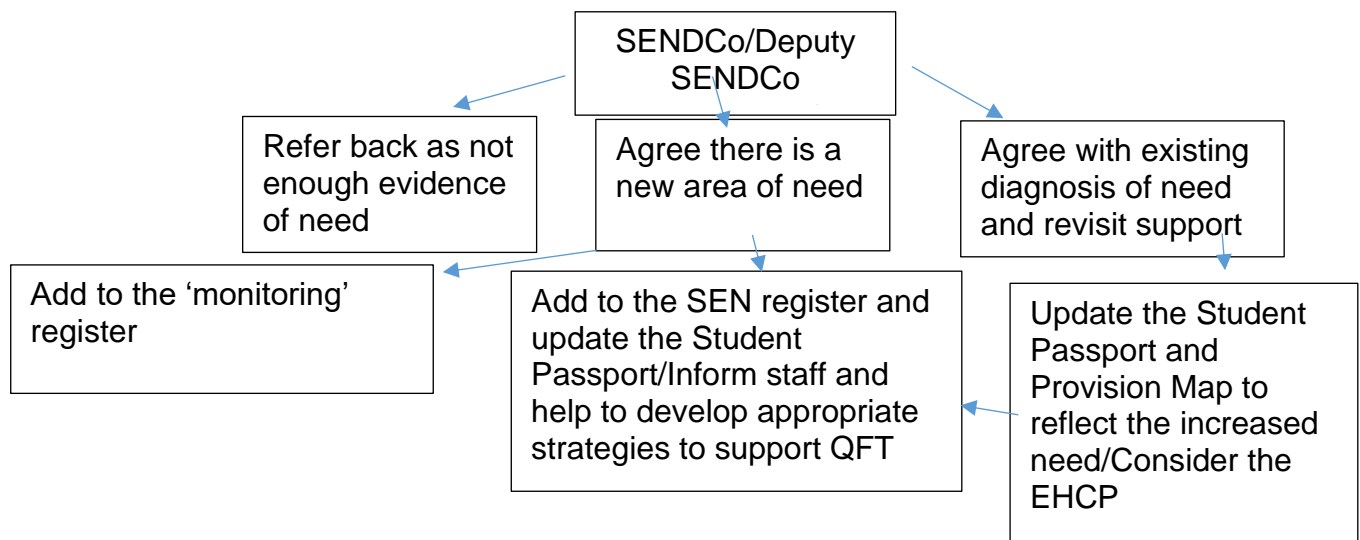
## Assess, Plan, Do, Review process

The SENDCo/Deputy SENDCo is informed of either:

- A student who has previously been assessed with SEND
- A student who has been identified as potentially SEND

Referrals will come as part of the Graduated Response from:

- Pastoral staff using the internal referral form with evidence from observations and/or a round robin from subject staff outlining concerns
- Teachers/Heads of Departments and/or HLTA's/TA's/Mentors using Subject Staff Concern form
- Parents
- Students themselves
- Previous schools
- The SENDCo/Deputy SENDCo will **Assess** each student:



- Where a specific need persists and further resources are required, referral can be made to the Local Authority for a formal multi-disciplinary assessment, possibly leading to Needs Assessment and an EHCP being written.
- All EHCP's are reviewed at least annually with the parents, the student, the LEA, outside agencies and the Academy. The annual review should focus on what the student wants to achieve using the Preparing for Adulthood framework and how the plan is going to support them to get there, including any obstacles/barriers they need to overcome.
- The SEND Team maintains comprehensive records and a register of special educational needs to ensure a thorough and consistent approach. Parental involvement is an inherent part of this process, and the Academy has a commitment to maintaining positive links with parents.



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- All students, including those identified as having special educational needs, follow a balanced and broad curriculum, including the full menu of the national curriculum subjects. The academy has a commitment to partnership teaching and in-class support for students with special educational needs. Where the special educational needs of the student are deemed such that further intervention is necessary, teaching can be done in small groups, focusing on specific skills and needs for a set period of time.

Alternatively, a student may receive 1:1 teaching where the needs identified require such a high level of support. When these withdrawal strategies are employed, the child's entitlement to a broad and balanced curriculum is maintained.

- Students identified as pupil premium are identified as part of the normal monitoring cycle. Some will receive additional support from the wider Pastoral and Curriculum Teams.
- The special educational needs of Looked After Children will be identified as part of the normal monitoring cycle. A PEP will be drawn up by the designated person, SENDCo/Year leader and LA representative, which will include appropriate educational targets.
- The Academy follows 'Supporting Pupils at School with Medical Conditions December 2015'. Where a student also has SEND, their provision will be planned and delivered in a coordinated way with their EHCP.
- The Academy has a commitment to helping students become caring, capable and confident individuals. Each student is valued in the same way, irrespective of whether or not he/she has special educational needs. The activities of the academy are available to all students, and all are encouraged to take a full part in school life. Tutor groups are arranged on a mixed ability basis, and social integration is encouraged for all students, irrespective of age or ability.

The governing body will evaluate the success of the education provided to students with special educational needs in a number of ways which include:

- Students are given a standardised reading test to measure level of reading on entry to the academy. Post testing will indicate the gains made: for those students with the most severe delays in reading skills, the gains will be in very small steps.
- Subject teachers measure the gains made by all students, including those with Special Educational Needs, using the criteria set out for each subject. The use of





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this small steps approach will inform individual programme planning, particularly for those students with special educational needs.

- The level of parental involvement in the partnership between academy and the home, and the satisfaction of parents in the education process is not only vital, but a sound indicator of the success of the education on offer for students with special educational needs.
- Students with special educational needs will become more independent in the learning situation, and have a more positive perception of themselves as learners.
- Support for students with special educational needs will focus on more collaborative planning, the development of appropriate resources and approaches.
- Effective partnerships are established with external agencies.
- Records are maintained which have regard to the Code of Practice 2015.
- Parents of students with special educational needs feel that the Academy supports them, and is doing everything possible to meet the student's needs.
- The governing body has a commitment to deal with complaints from parents, including those students with special educational needs, fairly and with respect. Complaints from parents of students with special educational needs will be dealt with in line with current academy policy, and with the sensitivity required by the situation.

The progress of students with special educational needs is tracked and monitored in line with the general policies within the academy. In addition to these generic policies, the individual progress of all students with special educational needs is monitored and reviewed termly. This additional level of progress monitoring is conducted by considering the special educational needs of each student under the main categories contained within the Code of Practice 2015. Any student with special educational needs receiving individual or small group tuition will have their progress tracked separately for these lessons.



## **SECTION 3: Responsibilities of the academy in line with the Equality Act 2010**

### **Equality Act 2010 - Definition of disability**

The Equality Act 2010 defines disability as:

*A person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.*

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

The Equality Act 2010 prohibits Lord Lawson of Beamish Academy from discriminating against, harassing or victimising both staff and students. This includes:

1. Direct disability discrimination
2. Indirect disability discrimination
3. Discrimination arising from disability

Unlawful behaviour with regard to disabled students:

- **Direct Discrimination:** A school must not treat a disabled student less favourably simply because that student is disabled – for example, by having an admission bar on disabled applicants. There is no justification for direct discrimination in any circumstances.
- **Indirect Discrimination:** A school must not do something which applies to all students but which is more likely to have an adverse effect on disabled students only – for example, having a rule that all students must demonstrate physical fitness levels before being admitted to the school.

### **Reasonable adjustments and when they have to be made**

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:

*Where something a school does places a disabled student at a disadvantage compared to other students then the school must take reasonable steps to try and avoid that disadvantage. Schools will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so and if such an*



*aid would alleviate any substantial disadvantage that the student faces in comparison to non-disabled students.*

## **Promoting equality of opportunity**

Reasonable adjustments will be made to secure equality of opportunity. In addition, staff will consider the reasonable adjustments required to involve all students with exam consideration, educational trips and visits with appropriate risk assessments.

## **Eliminating discrimination and harassment**

- Training opportunities for teaching staff, teaching assistants and other staff in meeting the needs of students with SEN-D and general learning difficulties,
- Information on all students with disabilities to be made available through confidential student passports,
- Support from the pastoral system within school and awareness made to students regarding reporting any concerns to their form tutor or house block,
- Regular review of anti-bullying policy.

## **SECTION 4: Information about the academy's staffing policies and partnership with bodies beyond the academy**

- The governing body is committed to an ongoing programme of in service training for all staff. In following the Code of Practice's guidelines for identifying, assessing and providing for students with special educational needs, the academy ensures that all staff are involved in this process. Through the SEND Development Plan, a range of relevant in-service training issues are identified and undertaken each year.
- The Academy has well-established links with a range of external agencies, particularly those pertaining to special educational needs. The Academy aims to build on these links to extend the opportunities available to those of our students who have special educational needs. Involvement from the Educational Psychology Service, and the Special Educational Needs Improvement Team (SENIT) are actively encouraged, in an advisory capacity, as well as through direct assessment and intervention. In addition, the academy has close liaison with agencies such as the Social Services, Health Service and Connexions. Referrals are made with thoroughness, as early as possible, commensurate with the needs of the student. Due to the intake profile of the academy, these links are established and maintained throughout Gateshead, Sunderland and Durham Local Authorities.



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- It is the aim of the academy to involve parents of all students as much as possible. To this effect, parents of students with special educational needs and the academy continue to enjoy a positive relationship. Communication is an ongoing process, and parents are welcomed into the academy to discuss issues relating to their child. Parents are encouraged to attend review meetings, visit the academy and to express their views.
- At the transition stage between the primary and secondary phases, the academy's Deputy SEN-D Coordinator and/or the Transition Coordinator, contacts the primary schools to ensure that the communication process is thorough, and that the academy is aware of the needs of the student. The Deputy SENDco will, where possible, attend the final review of students to ensure continuation of intervention strategies. The information regarding students with special educational needs can then be disseminated effectively, and confidentially to academy staff.
- As an integral part of the review process, the Academy seeks the advice and involvement of the careers advisory service, particularly in the drawing up of a transition plan for post 16 students with special educational needs who are at a transition point within the academy. The academy recognises the additional needs of a student with special educational needs, and is committed to assisting the student during transition.
- In line with the close links with a range of external agencies involved in the whole educational process, the academy is committed to furthering links with the Health and Social Services, and with the Education Welfare Service along with other organisations working on behalf of children with special educational needs. The academy is well respected by all of the agencies it deals with and is committed to maintaining this respect.