



**Perry Beeches**  
The Academy Trust

## SEND Policy

Date policy reviewed and approved by Directors	Updated September 2016
Current version	1.2

Reviewed Annually

## **Rationale**

### **Equality and Inclusion**

At Perry Beeches The Academy Trust we accept the wider definition of Special Educational Needs and Disability (SEND) contained within the SEND Code of Practice: 0 to 25; relating to part 3 of the Children and Families Act, 2014. We understand our responsibility to have 'due regard' to the considerations and implications set out in the Equality Act, 2010. In doing so, we strive to prevent discrimination, to promote equality of opportunity and to foster good relations.

We acknowledge our duty to make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage in comparison to others of the same age.

### **Aims:**

**All Perry Beeches students are entitled to an education that enables them to make progress so that they:**

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

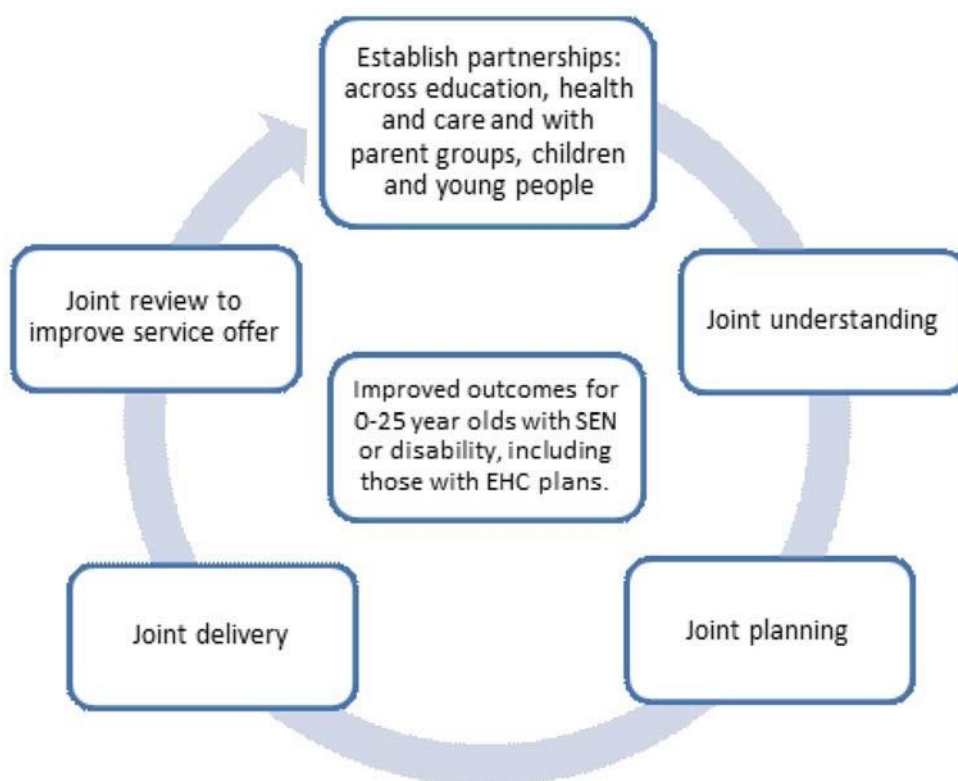
### **Objectives:**

**To remove barriers to learning by:**

1. ensuring that SEND is a leadership priority
2. establishing a clear process of early identification through internal and external assessment
3. using a four part cycle of 'Assess-Plan-Do-Review'
4. implementing joint commissioning arrangements and specialist services
5. effectively tracking the progress and development of SEND students through a culture of high aspirations and expectations
6. involving parents and students in the planning and reviewing process

## Establishing effective partnerships across education, health and care

Perry Beeches works closely with the local authority to integrate educational provision and training provision with health and social care provision where we think that this would promote the wellbeing of our students with SEN or disabilities, or improve the quality of special educational provision.



## Joint commissioning arrangements and specialist services

In addition to Educational Psychologists (EP), Pupil and School Support (PSS) and the Communication & Autism Team (CAT), Perry Beeches students with specific needs can access a range of external services. These may include specialist support and therapies, such as clinical treatments and delivery of medications, speech and language therapy, assistive technology, personal care (or access to it), Child and Adolescent Mental Health Services (CAMHS) support, occupational therapy, habilitation training, physiotherapy, a range of nursing support, specialist equipment, wheelchairs and continence supplies and also emergency provision.

## Definitions of SEND

We recognise that a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age in mainstream school or mainstream post 16 institutions.

### **Areas of Need**

The Code of Practice (2014) outlines four broad areas of need:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical needs
- Social, emotional and mental health difficulties

These four broad areas give an overview of the range of needs that should be planned for at Perry Beeches. The purpose of identification is to work out what action is required, not to fit a student into a category.

The Special Educational Needs and Disability policy complements and supports the Academy Trust's curriculum statement, anti-bullying strategy, safeguarding policy and other existing policies, especially in relation to equality of opportunity.

### **Special educational provision at Perry Beeches**

At Perry Beeches, we believe in high aspirations and expectations for all children including those with SEN and Disabilities. We regularly review and evaluate the breadth and impact of the support we can offer or can access.

Our teachers are responsible and accountable for the progress and development of the students in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Perry Beeches regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

## **Role of the SENCO**

All Perry Beeches schools have a qualified teacher designated as the SENCO

The role of the SENCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- liaising with professionals or agencies beyond the setting

## **Assess - Plan - Do – Review**

Perry Beeches adopts the four-stage model for the identification and assessment of Special Education Needs and the wider definition contained within the Code of Practice.

We believe in using a cycle in which earlier decisions and actions are revisited, refined and revised as our knowledge and understanding of an individual's needs develops, in order to support the student in making outstanding progress and securing appropriate outcomes.

## **Curriculum**

All students at Perry Beeches have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Perry Beeches staff should use appropriate assessment to set targets which are deliberately ambitious.

Our teachers understand that students with Special Educational Needs are the shared responsibility of all staff, and that they should use their best endeavours to meet the needs of all students in their classes. Teachers at Perry Beeches are required to plan lessons meticulously and adapt knowledge and skills in order to respond appropriately to individual needs. All lessons and interventions must be tailored to address potential areas of difficulty and to remove barriers to student achievement.

## **Parents, Students and Specialists**

Involving parents and students in the planning and reviewing process is integral to our SEND provision.

The Code of Practice states that all schools **must** provide an annual report for parents on their child's progress. Perry Beeches' schools go beyond this and provide regular reports and SEND surgeries for parents to monitor and evaluate their child's progress.

Where a pupil is receiving SEN support, Perry Beeches will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the student and the school.

These discussions can build confidence in the actions being taken by our schools, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school and any changes in the student's needs.

Meetings will need to allow sufficient time to explore the parents' views and to plan effectively. The views of the student should be included in these discussions. This could be through involving the student in all or part of the discussion itself, or gathering their views as part of the preparation.

Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all students. They will, however, be longer than most parent-teacher meetings.

### **Transition**

Our SEND team makes Y6 summer visits to support the transition from primary to secondary. This process is strengthened by detailed conversations between the student's current teacher, parent/carer and PB SENCO

In the first academic term, SEND students receive additional induction/transition support from their allocated Assistant Teacher.

Perry Beeches is also committed to preparing students for adulthood from the earliest years. Independent careers guidance and educational advice is available as part of the regular 'assess-plan-do-review' process.

**Perry Beeches Schools' SEND Reports, Accessibility Plans and Birmingham Local Authority's Local Offer are available on individual school websites.**

### **Evaluation**

Where a student has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. Perry Beeches co-operates with the local authority in these review process. Further information about EHC plan reviews is given in The Code of Practice, Chapter 9, Education, Health and Care needs assessments and plans.

The quality of teaching, learning and assessment for all students with SEND, and the progress made by those students, is an integral part of Perry Beeches performance management arrangements.

The views of parents and students are sought through questionnaires, SEND surgeries, EHCP review meetings and informal discussions.

School leaders and the school's SENCO regular review the progress of SEND students as part of the whole-school Self Evaluation Form (SEF) and the School Improvement Plan (SIP).

Crucially, a designated member of the local governing body has specific oversight of the arrangements for SEN and disability.

From a training perspective, meeting the needs of all learners is central to our approach to the on-going professional development of all teaching and support staff.

In accordance with statutory responsibilities, each Perry Beeches Academy Trust school has an **SEND Information Report**, which is updated annually and displayed on each individual website.

### **Acknowledgements**

Special educational needs and disability code of practice: 0 to 25 years  
Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities