



SPECIAL EDUCATION NEEDS & DISABILITY POLICY (SEND)

School Policy/Procedure No: 32

The Policy was formally adopted by the Governing Board on:	Date: October 2024
--	--------------------

Last Reviewed: October 2025

Last Amended: October 2025

Next Review: October 2026

Special Educational Needs Co-ordinator (SENCO) hclarkson@beauchamps.essex.sch.uk

Mental Health Lead – mallan@beauchamps.essex.sch.uk

Preparing for Adulthood Curriculum Leader (KS4) elong@beauchamps.essex.sch.uk

Senior Send Coordinator – singram@beauchamps.essex.sch.uk

Special Educational Needs and Disability (SEND) Link Governor – Mr Paul Strange c/o Beauchamps High School.

“Inclusive teaching is the responsibility of every teacher for every student.”

Our actions and our strategic vision for the support of students at Beauchamps High School embrace the overriding philosophy that early intervention starts with Quality First Teaching and collaborative working. The School’s Inclusion Matter’s Department, led by the SENCo, aims to identify, monitor and support students with a wide range of additional needs to access the curriculum and to make expected and better than expected progress.

To this end we aim to ensure that after evaluation and where appropriate in consultation with a range of professionals, a package of personalised support is implemented, assessed and reviewed at regular points throughout the academic year.

In this way we are able to ensure that the model we endorse is that of a graduated response:

Assess – Plan – Do – Review

“This approach reflects our commitment to students by ensuring that allocated funding delivers support that is truly additional and tailored beyond the standard educational experience. It guarantees a person-centred, outcome-driven model that prioritises individual needs while providing measurable value for resources invested.”

This policy should be read in conjunction with the school policies on: *Supporting Pupils With Medical Conditions, Access Arrangements and Anti-Bullying*

AIMS

It is the intention of Beauchamps High School to provide a high-quality inclusive experience for every student in the school. The Leadership of the school have high aspirations in relation to outcomes for students with additional or special educational needs.

This is to ensure that students who attend our school achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood whether this is in the form of employment, further education or training.

This outcome-driven approach moves beyond traditional models focused on ‘hours of support’ or 1:1 LSA support. Instead, alongside targeted classroom support, we provide a comprehensive range of learning strategies and interventions tailored to meet each student’s unique needs.”

To fulfil these expectations the school:

- Will embrace the guidance outlined in the SEND Code of Practice 0-25 May 2015, operating within its framework to provide support to students who have additional and special educational needs. This is implemented with a graduated response to individual needs and starts with Quality First Teaching
 - Offers a comprehensive programme of Continuing Professional Development (CPD) designed to strengthen Quality First Teaching. Through this system, staff receive targeted guidance and practical strategies to support students who face challenges in accessing the curriculum due to additional educational needs
 - Supports the SENCO and I Matter Department who provide teaching staff with Inclusion Profiles and Inclusion Plans which are designed in consultation with the student and often parents/carers and intended to provide all staff with information, which will inform and guide the personalisation of the classroom experience for learners
 - Have an expectation that any in class support is well directed and firmly focused on learning and building independence
 - Support a SENCO who works closely with other professionals and agencies who can contribute to the provision for individual students and their families and which support high quality teaching. Parents/carers are supported to have a good understanding of the effectiveness of the support put in place by the school
-

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice 0-25 May 2015 describes the four broad categories of need as:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health
- Sensory and/or Physical Needs

These categories provide an overview of the diverse needs practitioners should plan for. We recognise that individual learners may present needs across multiple areas and that these needs can evolve over time.

Our approach is person-centred and graduated, grounded in a clear understanding of each student’s strengths and challenges. We aim to address all identified needs through evidence-based interventions targeted at specific areas of difficulty, and where appropriate, by incorporating specialist equipment or assistive technology.

This strategy helps remove barriers to learning and participation, enabling students to access a broad and balanced curriculum and make sustained progress from KS2 to KS4. For some learners, progress may be relative to their starting points, particularly where needs are complex.

While other factors can affect progress, they do not constitute a Special Educational Need. Placement on SEND Support or receipt of an Education, Health and Care Plan (EHCP) must be based on an educational need. Contributing factors that are not classified as SEND may include:

- **Disability** – While the Code of Practice requires schools to make *reasonable adjustments* under current Disability Equality legislation, disability alone does not constitute SEND. The SENCO will work closely with students and parents/carers to ensure all necessary adjustments are implemented.
- **Attendance and punctuality challenges** – Persistent difficulties in attending school or arriving on time can impact learning but are not classified as SEND.
- **Health and welfare concerns** – Issues related to physical or emotional well-being may affect progress but do not automatically indicate a special educational need.
- **English as an Additional Language (EAL)** – Language acquisition needs are distinct from SEND and require tailored support strategies.

Any concerns about a student's behaviour displays are carefully assessed to identify the underlying cause, whether linked to an educational need or a social, emotional, or mental health difficulty.

The SEND Code of Practice states that students should only be identified as having SEND if they fail to make adequate progress despite receiving consistent, high-quality teaching and appropriate interventions.

At Beauchamps High School, all teachers are responsible and accountable for the progress and development of every student in their class. This includes active involvement in Inclusion Planning and monitoring for students who receive additional support. High-quality, adaptive teaching remains the first and most effective response to learning needs—additional interventions cannot replace strong classroom practice.

To maintain high standards, the school regularly monitors and reviews teaching quality through formal observations, appraisal processes, and frequent learning walks by senior leaders. Teachers are formally observed three times a year.

Senior Leaders, Heads of Faculty, Year Leads, and the SENCO work collaboratively to identify underachievement early, ensuring that teaching quality is consistently good or better. Staff can report learning concerns electronically at any time to the SENCO or senior members of the I Matter team, enabling swift action and targeted support.

Where a need for further training or development is identified, staff are supported to broaden their understanding of teaching students with High Incidence, Low Need and Low Incidence, High Need.

The SENCO may determine, in line with the graduated response, that a student should be placed on the SEND register for SEND Support. This decision involves consultation with the student, their parents/carers, and their teachers. Assessment data is carefully analysed to evaluate progress against peers within the school, nationally, and in relation to expected standards. A range of high-

quality assessment tools is used to provide standardised scores and detailed data, helping to identify specific areas of need.

Where a higher level of need is identified, the SENCO may seek input from inclusion partners, health care professionals, or Educational Psychologists to conduct more detailed assessments. This collaborative approach ensures a deeper understanding of the student's needs and informs the most effective response.

In some cases, this process may lead to an application for an Education, Health and Care Plan (EHCP) to secure additional funding for enhanced provision that supports the student in making at least expected progress. However, schools can also apply to the Local Authority for additional funding without an EHCP. Parents and carers are advised that they have the right to apply for an EHCP independently of the school.

To ensure that additional support is appropriate and effective, Beauchamps High School adopts a graduated, student-centred approach that prioritises individual needs. Our focus is not on categorising students by ability but on equipping teachers and support staff with the understanding and strategies needed to personalise learning experiences. Where a specific diagnosis requires deeper insight, staff receive targeted training and support to meet those needs.

We follow the **Assess – Plan – Do – Review** cycle:

- **Assess** – Once needs are identified, we design a tailored support package to address them. This may include well-managed in-class support focused on progress and independence, as well as access to specialist services such as Occupational Therapy, Speech and Language Therapy, Specialist Teaching, Counselling, or Educational Psychology.
- **Plan and Do** – Commissioned support is delivered for a defined period, reviewed at least termly (or sooner) to ensure it is effective, impactful, and offers value for resources. If an intervention is not achieving its intended outcomes, we re-evaluate and adapt the plan.
- **Review** – At the end of the intervention, we analyse robust data to answer key questions: Has the student made measurable progress? Was the support effective? Should the programme be repeated or replaced with a better alternative?

This evidence-driven process ensures that every decision enhances student outcomes and informs future inclusion planning.

These questions enable evidence-based decision-making and guide the continuous improvement of support services for each student. Outcomes from interventions are shared with teachers and incorporated into the student's individual Inclusion Plan or Inclusion Profile. This ensures that students and parents/carers remain informed about progress, ongoing needs, and the provisions in place to address them. It also equips teaching staff with practical strategies that positively impact classroom learning.

Inclusion Plans and Inclusion Profiles are dynamic documents, regularly updated in collaboration with the student and, where appropriate, their family. This collaborative approach ensures consistency and cohesion across our school community as we strive to maximise opportunities and outcomes for every learner.

Where additional costs arise beyond the school's standard SEND funding allocation, the SENCO will request further funding from the Local Authority. This funding, drawn from the High Needs Block, covers expenditure exceeding £6,000. If additional services are required, students and parents/carers are consulted throughout the process, and reports from involved professionals are shared with both the school and the family.

If it becomes clear that a student is consistently not making progress despite a wide range of support and interventions, a more specialist setting may be considered to better meet their needs. In such cases, the SENCO, in consultation with the Headteacher, the student, and their family, will begin gathering evidence of all interventions implemented by the school. This evidence will be shared with the Local Authority via SEND Operations to explore and facilitate a transition to a more appropriate educational setting.

This step is only taken when the school has fully utilised its own resources and any additional support available, and the student is still unable to make meaningful progress.

EXITING THE SEND REGISTER

Our goal is always for the support provided—at any level—to enable students to make progress comparable to their peers. When sustained progress is evident over time, the school aims to gradually reduce support to promote independence and prepare students for a successful transition into adulthood.

If this progress continues, we may recommend that an Education Health Care Plan (EHCP) is no longer required. This decision would be discussed during the student's Annual Review meeting. For students receiving SEND Support, a monitoring period may precede complete removal from the register to ensure progress remains secure.

A student will only be removed from the SEND register after demonstrating sustained progress with support that has been gradually reduced, culminating in independent achievement.

SUPPORTING STUDENTS AND FAMILIES

At Beauchamps High School, we place great importance on student and parental engagement. Our school website provides clear links to the Local Authority's Local Offer and includes our SEND Information Report, a parent/carer guide to the report, and links to the Department for Education's guidance on the SEND Code of Practice. We also provide flowcharts to help parents understand processes such as applying for an Education, Health and Care Plan (EHCP) and appealing decisions.

The school maintains strong partnerships with external agencies that can support families in various ways, including addressing poor attendance or managing behaviour displays at home. Where appropriate, referrals may be made to these agencies or to health and social care professionals.

Admission arrangements are detailed in a separate document available on our website. In line with the Admissions Code of Practice, we ensure that young people with SEND are treated fairly. Applications from students with SEND but without an EHCP are considered according to our published admissions procedures. Where a child has an EHCP, the school named in the plan will be the one identified by the family as best suited to meet the young person's needs

At Beauchamps High School, we are committed to ensuring that all students, including those with SEND, have fair and equitable access to internal and external examinations. This includes implementing appropriate access arrangements that reflect each student's normal way of working. Examples may include 25% extra time, the use of a reader, or a scribe.

Where such support is required, the SENCO arranges standardised testing by a qualified in-house specialist assessor, whose credentials are regularly updated. These assessments provide the evidence required by the Joint Council for Qualifications (JCQ) to validate access arrangements. Applications must present a clear picture of need, demonstrating the student's current classroom experience and why additional support is necessary.

Testing for access arrangements is typically carried out in Year 9 and again in Year 11 to confirm that provisions remain appropriate and are still in use. Adjustments are made if needed. The SENCO works closely with the school's examinations officer to submit applications online. Students joining the school or continuing into Sixth Form are always reassessed to ensure compliance and support continuity.

For further information see the school's policy on Examinations and Access Arrangements.

Beauchamps High School works closely with our feeder primary schools to ensure smooth and effective transition arrangements. Senior members of the I Matter team may attend Year 5 and Year 6 reviews where appropriate, and all vulnerable students are offered additional visits to help them feel confident and prepared for the move to secondary education.

We collaborate with the student, parents/carers, their primary school teacher, and SENCO to create an Inclusion Profile before the student joins Beauchamps High School. This ensures that their needs are clearly recorded and any necessary adaptations or inclusive classroom planning are in place from day one, supporting the best possible start.

When students leave the school, we provide the next setting with all relevant information about their needs and the support strategies implemented. This includes their SEND file, reports from external agencies and other professionals, ensuring continuity of care and provision.

Where students are making the transition to another Post 16 provider we will ensure that time is spent in Year 11 supporting the young person to make a positive transition. This may mean that they spend some time at the new provision and in some cases, they may attend some lessons there. Again, all relevant information will be passed to the new setting in order to fully support the student and the provider in getting it right.

SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

Beauchamps High School recognises the importance of supporting students with medical conditions to ensure they have full access to education, including participation in school trips and physical education. Where a medical condition also constitutes a disability, the school complies fully with its duties under the Equality Act 2010.

Some students may also have SEND requiring an Education, Health and Care Plan (EHCP), which integrates health, social care, and educational provision. Further details can be found in the school's policy on supporting pupils with medical conditions.

MONITORING AND EVALUATION OF SEND

The school follows the graduated approach of the ASSESS–PLAN–DO–REVIEW model to monitor progress and evaluate the quality of provision for students requiring additional support. This structured approach ensures continuous improvement and refinement of our 'School Offer,' enabling us to meet individual needs effectively.

All students with SEND requiring substantial additional support, are recorded on the SEND Register, which is accessible to all staff to support consistent and informed practice.

TRAINING AND RESOURCES

Beauchamps High School offers a comprehensive programme of professional development to strengthen inclusive practice and Quality First Teaching in conjunction with Ordinarily Available. Where learning walks or observations identify a need for further training, members of the I Matter Team and the Deputy Headteacher responsible for Continuous Professional Development encourage staff to undertake targeted training. This may be delivered in-house by specialists within the I Matter team or through external providers to ensure staff have access to the most relevant expertise.

A structured induction programme ensures that all new teaching and support staff meet with members of the I Matter Team to understand expectations around the graduated response, statutory obligations for delivering high-quality teaching, and the systems supporting SEND provision. Additional briefings are provided to individuals, groups, or the whole school as required.

Members of the I Matter Team regularly attend SEND Cluster meetings, Local Authority updates, and training sessions to keep the school's approach aligned with local and national developments.

ROLES AND RESPONSIBILITIES

The SEND Link Governor plays a vital role in monitoring and overseeing the school's compliance with the SEND Code of Practice and current legislation. The Link Governor, Mr Paul Strange, meets with the SENCo at least once per term to review provision and gain insight into student progress. They are also briefed on funding arrangements and have a clear understanding of the interventions and support facilitated by this funding.

SEND Learning Support Assistants are deployed using a curriculum-based model, primarily within specific subject areas. This approach enables them to develop specialist knowledge and maximise their impact. Additional adults are expected to work under the guidance of teaching staff to ensure full engagement in teaching and learning. Staff receive resources and training to understand best practices for utilising additional adult support effectively.

The designated teacher for safeguarding is our Deputy Headteacher, Mr Darren Windeatt, who also serves as the designated teacher for Looked After Children.

Responsibility for managing the school's response to students' medical needs lies with Mrs Victoria Peters (First Aid Officer), Mrs Leanne Sherman (Medical Lead), and members of the I Matter Team.

STORING AND MANAGING INFORMATION

Records relating to individual students are retained until the student reaches the age of 25, unless transferred to their next school or educational institution. For students with an Education, Health and Care Plan (EHCP), records are kept until the student reaches the age of 30. After this retention period, all records are securely destroyed as confidential waste.

REVIEWING THE POLICY

This SEND policy is reviewed annually to ensure it remains a 'live' document that accurately reflects current practice within the school. As our approach evolves and improves over time, the policy is updated accordingly to maintain relevance and effectiveness.

ACCESSIBILITY

Statutory responsibilities:

Under the Disability Discrimination Act, as amended by the SEND and Disability Act 2001, schools and Local Authorities have a duty to improve accessibility for students with disabilities over time. For further details, please refer to the school's Accessibility Policy.

Inclusion Plans or Profiles are used for students who require access arrangements, modified equipment, or resources but may not have a formal special educational need. These plans ensure that all relevant information about a student's individual needs is shared with teachers in consultation with the student, their family, and any involved healthcare professionals.

All key staff are contactable via email and telephone.

DEALING WITH COMPLAINTS

If you have a concern regarding provision for an individual student, please contact a member of the **1 Matter Team** in the first instance, either by telephone or email. If you feel this is not appropriate, please refer to the school's **Responding to Concerns and Complaints Policy**.

BULLYING

Beauchamps High School is committed to the principles of **Every Child Matters** and has a comprehensive **Anti-Bullying Policy**. Our Raising Standards Team actively challenges poor behaviour displays during social times and provides strong support for vulnerable students through a network of staffed 'safe spaces.'

For students with social communication difficulties, we use strategies such as social stories to help them understand different situations and develop appropriate responses.

The full Anti-Bullying Policy is available on the school's website.

Note: All data relating to Special Educational Needs is shared only in accordance with the school's **Privacy Notice** (e.g., with other educational establishments, the Local Authority, or the DfE).