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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding students with SEND
- Set out how our school will:
 - Support and make provision for students with special educational needs and disabilities
 - Provide students with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND
 - Help students with SEND fulfil their aspirations and achieve their best
 - Help students with SEND become confident individuals living fulfilling lives
 - Help students with SEND make a successful transition into adulthood
 - Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the student
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At our school we will provide all students with access to a broad and balanced curriculum.

We are committed to making sure all our students have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of students, no matter how varied.

Our school values are encapsulated in our RICHER motto: Respectful, Inclusive, Creative, Honest, Empathetic and Resilient

3. Legislation and guidance

- This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for students with SEND

- The [School Admissions Code](#), which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Students may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.
Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENDCO

The SENDCO at our school is Mrs Lindsay Cutress: l.cutress@cwlc.email

They will:

- Inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made
- Work with the headteacher, assistant headteacher for inclusion and SEND, MABCO, intervention manager and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual students
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with feeder schools and potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher, assistant headteacher for inclusion and SEND and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all students with SEND up to date and accurate
- With the headteacher and assistant headteacher for inclusion and SEND, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The MABCO

The MABCO at our school is Mr Dan Court: d.court@cwlc.email

They will:

- Work with the headteacher, assistant headteacher for inclusion and SEND, SENDCO, intervention manager and SEND governor to determine the strategic development of the SEND policy and provision in the Beacon

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students attending the Beacon.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students on role at the Beacon receive appropriate support and high-quality teaching
- Advise on the deployment of the school's delegated budget for the Beacon and other resources to meet students' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with feeder schools and potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher, assistant headteacher for inclusion and SEND and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

6.3 The Intervention Manager

The intervention manager at our school is Mrs Kat Mazurczak: k.mazurczak@cwlc.email

They will:

- Work with the headteacher, assistant headteacher for inclusion and SEND, SENDCO, MABCO and SEND governor to determine the strategic development of the intervention programme within school
- Work with Heads of Department, the Deputy Headteacher (curriculum), the Assistant Headteacher (Data) and the Data Manager to identify students who require intervention to access the full curriculum
- Have day-to-day responsibility for identifying students in need of intervention
- Provide professional guidance to colleagues and liaise and work with staff, and parents to make sure that students with SPLD receive appropriate support and high-quality teaching
- Advise on the deployment of the school's delegated budget for academic intervention and other resources to meet students' needs effectively

6.4 The SEND link governor

The SEND link governor is Mrs Julie Swan: j.swan@cwlc.email

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings and ensure data is accurate
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher, assistant headteacher for inclusion and SEND, SENDCO and MABCO to determine the strategic development of the SEND policy and provision in the school

6.5 The Headteacher

The headteacher will:

- Work with the assistant headteacher for inclusion and SEND, SENDCO, MABCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the assistant headteacher for inclusion and SEND, SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Have an overview of the needs of the current cohort of students on the SEND register and ensure training is put in place for staff to ensure they are able to support the students fully.

6.6 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach
- The progress and development of every student in their class
- Working closely with any learning support assistants or specialist staff to assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the assistant headteacher for inclusion and SEND, SENDCO and MABCO (where appropriate) to review each student's progress and development, and decide on any changes to provision
- Referring SEND concerns about students via the appropriate internal referral system
- Knowing the information about students and having carefully thought about how they use their seating plans to support individual learners in their class.

6.7 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to annual meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given an annual report on the student's progress

The school will take into account the views of the parent or carer in any decisions made about the student.

6.8 The student

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The student's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes an SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Autistic Spectrum Disorder (ASD). The brand new Enhanced Mainstream Autism Base; The Beacon opened in September 2023.
- Communication and interaction; speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments
- Moderate learning difficulties.

8.2 Identifying students with SEND and assessing their needs

- Transition meetings between the SEND team and the staff and students of the feeder schools prior to entry.
- Assessments and recommendations provided by external agencies.
- Assessments of each student's current skills and levels of attainment on entry, including the use of Cognitive Ability Tests and Screening procedures in literacy and numeracy early in year 7, which will build on data provided by previous settings and Key Stages, where appropriate.
- Assessment of identified students by the school's specialist tutor, including assessment relating to Access Arrangements for formal examinations.
- Class teachers will make regular assessments of progress for all students and identify those whose progress is of concern. This may include progress in areas other than attainment, for example, social needs.

- Slow progress and low attainment will not automatically mean a student is recorded as having SEND.
- When deciding whether special educational provision is required the views and the wishes of the student and their parents are paramount.
- Students on roll at The Beacon will have already identified SEND needs as described in their EHCP. Further assessment and input by external professionals could still be required.

8.3 Consulting and involving students and parents

Regular review meetings are held to ensure that:

- All involved develop a good understanding of the student's areas of strength and difficulty.
- Clear outcomes and next steps are agreed for the student.

We will formally notify parents when it is decided that a student will receive SEN support.

8.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teachers will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment or behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The student's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress.

8.5 Supporting students moving between phases and preparing for adulthood

- Liaison with feeder schools and parents of students with SEND prior to attending CWLC.
- Extended transition for identified students.
- Bespoke transition arrangements for students with an EHC plan where necessary.
- All students on roll at The Beacon will be supported with bespoke transition arrangements.
- Information is shared with the school, college, or other setting the student is moving to and appropriate transition arrangements are made based on an individual student's needs. From Year 9 onwards transition plans for students with EHC plans are reviewed through the Annual Review process.
- Careful 1-1 careers guidance/interviews and bespoke work experience is provided.

8.6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students. A weekly Additional Needs bulletin is shared with all staff, which addresses whole school issues relating to SEND and informs differentiation. Individualised learning profiles are developed. Representatives from across the school attend regular meetings with the SEND team.

We will also provide the following interventions according to individual need:

- Subject specific intervention is carried out by specialist staff.
- Literacy and Numeracy intervention is carried out by specialist staff following assessment and identification by subject teachers.
- Disapplication from Modern Foreign Language (MFL) courses for a targeted group of students entering KS4. They then follow an active life skills programme.
- A group of students access the Foundation Learning (FL) programme which focuses on functional skills in literacy, numeracy and IT, as well as emotional well-being.
- Individual tuition for specific students, including Speech and Language (S&L) support, numeracy, working memory skills, organisational skills, handwriting development, support with home learning, mentoring and social and emotional support.
- The curriculum is adapted to suit the needs of individual students when appropriate.
- In exceptional circumstances students who have a high level of need, usually those with EHC plans, are disapplied from specific subject areas in consultation with the student, teaching staff and parents.
- Students at The Beacon will be provided with a bespoke curriculum according to individual need. This will include access to the core curriculum as appropriate, as well as more individually personalised and specialised autism specific provision.

8.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources, staffing and where possible size of group.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- The Beacon is a new, purpose-built building which has been designed following a sensory audit. Teaching will be adapted based on the content of the EHCP, taking account of professional contributions, bespoke to each student's specific needs. Teaching will be informed by evidence based ASD approaches, such as SCERTS, as dictated by cohort and individual need.

8.8 Additional support for learning

We have a large team of experienced and highly trained Learning Support Assistants (LSAs). LSAs will support students on a 1:1 basis within the terms of an EHC plan.

LSAs will support students in small groups within lessons under the guidance of the teacher.

We work with the following agencies to provide support for students with SEND:

- CCN (ASD)
- Speech and Language
- VI and HI teams
- PD outreach
- Providers of Social and Emotional support programmes
- Educational Psychology

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEND by:

- Conducting SLT led departmental/whole school reviews that identify SEN practice.
- Monitoring by the SENDCO
- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions regularly
- Using student voice
- Holding regular SEND reviews and annual reviews for pupils with EHC plans

9. Expertise and training of staff

Our MABCO and SENDCO have a wealth of experience in this role.

- The MABCO has gained the National Award for Special Educational Needs. The SENDCO is currently completing the course.
- MABCO and SENDCO attend the Worcestershire 'SENCO network'
- The MABCO and SENDCO have significant experience of teaching in Special schools as well as extensive mainstream SEND experience.
- The school has two specialist tutors, including the intervention manager, who hold the Level 7 OCR award in teaching and assessing students with specific learning difficulties (SpLD).

10. Links with external professional agencies

School works closely with other bodies, including WCF, health and social care bodies, local authority support services and voluntary sector organisations, in meeting students' SEND and supporting their families.

11. Admission and accessibility arrangements

11.1 Admission arrangements

Please refer to the admissions policy for information on how applications from students with SEND are considered in the [policies section of our website](#)

Admission to the Beacon

- Places at The Beacon will be offered following consultation with the Local Authority, where the school will decide whether a child's needs can be met at The Beacon, based on the provision detailed in the child's EHCP. The school is not able to offer places directly.
- Students accessing The Beacon will have an ASD diagnosis and an EHCP funded at an appropriate level according to the Enhanced MAB criteria.
- Consultation processes will take place as set out in the SEND Code of Practice. As part of this process the EHCP and professional advice attached will be carefully considered as well as parental preference. This consideration will typically also involve discussion with specialist professionals and discussion with the host school. The compatibility of student needs with the efficient education of other students will be considered, to ensure there is no incompatibility.

11.2 Accessibility arrangements

Steps taken to prevent disabled students from being treated less favourably than other students

- Disability access to the school is good. The main entrance is adapted for wheelchair access.
- Ramped access is available at main entrances/ exits where necessary.
- Two lifts provide wheelchair access to all floors in the arts block and large parts of the science block.
- Two bathroom management areas (BMA) including hoisting facilities are available for use by disabled students.
- Adjustable height desks are provided across the school to improve access, particularly to practical subjects.
- Please refer to the school's accessibility plan
- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide.
- Improving the availability of accessible information to disabled pupils.
- The Beacon (Enhanced Mainstream Autism Base) is a new, purpose-built building which has been designed following a sensory audit.

Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways dependent on individual need:

- Students with SEND are encouraged to be part of the school council.
- Students experiencing anxiety related issues are identified across the school's House system and supported appropriately using trained staff from both inside and outside school.
- One to one adult mentoring.
- Counselling services.
- Referral to external support including CAMHS and MET (Medical Education Team).
- The [Mental Health](#) focus on the school website provides useful information and links to suitable resources.
- The school's extensive safeguarding team ensures that staff training is relevant and updated as detailed in our [child protection and safeguarding policy](#)
- Emotional well-being is covered extensively within the Values and Ethics curriculum.
- Student understanding of emotional wellbeing is supported by the school's House system.

- We have a zero tolerance approach to bullying as detailed in our anti-bullying policy in the [policies section of our website](#)

12. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO, MABCO or headteacher in the first instance.

Headteacher: Mrs Cath Clark c.clark@cwlc.email

SENDCO: Mrs Lindsay Cutress l.cutress@cwlc.email

MABCO: Mr Dan Court d.court@cwlc.email

Please also refer to the school's complaints policy in the [policies section of our website](#)

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of students with SEND at the start of the autumn term
- How early students are identified as having SEND
- Students' progress and attainment once they have been identified as having SEND
- Whether students with SEND feel safe, valued and included in the school community
- Comments and feedback from students and their parents

13.2 Monitoring the policy

This policy will be reviewed by Curriculum Governors Committee every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.