



The Beacon
Folkestone

Special Educational Needs Policy

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Key Principles

- The Beacon Folkestone is dedicated to providing a broad, relevant and balanced curriculum based on the special educational needs of individual pupils
- The Beacon Folkestone's provision ensures maximum access and attainment, within and beyond the National Curriculum, by deploying available resources such that pupils receive the support, and have the opportunities required, to foster their personal, social, behavioural, cultural, moral and educational development
- It is the aim of The Beacon Folkestone to ensure that pupils realise their full potential and therefore leave the school best equipped to succeed in the next stage of their lives
- The Beacon Folkestone's ethos and culture effectively provides pupils with an environment that allows them to realise their academic, moral and social potential in a way that individual pupil support in the mainstream is not able to do
- It is The Beacon Folkestone's aim to work in partnership with pupils' parents/carers and other external agencies to provide for its pupils' special educational needs.

The Governors

The Governing Body of The Beacon Folkestone School is committed to the principle of ensuring that the school may continue to provide an excellent level of service to its community and shows an interest in all aspects of its work.

The governors, in co-operation with the Executive Head Teacher and Head of School, determine the school's general policy and approach to the provision for pupils with an EHCP, establish the appropriate staff and funding arrangements and maintain a monitoring oversight of the school's work.

The Governors are particularly keen to ensure that the pupils are provided with the highest standards of accommodation and resourcing that can be made available.

Paying due regard to ECM;

- To ensure the welfare- pastoral, social, behavioural, physical and educational needs of the pupils are met
- To provide continuing professional development of all staff to meet the pupils' needs
- To ensure that appropriate resources enable the school to serve the needs of its pupils, parents, staff and community effectively and provide good value for money.

Objectives of this Policy

This policy describes;

- The provision made by the school to meet the needs of pupils with Special Educational Needs
- The means whereby these needs are identified monitored and met.

The policy also identifies;

- Other school policies and documents that detail relevant aspects of the school, its provision, organisation and development
- The procedure for considering complaints about the school's SEN provision.
- The criteria for its evaluation.

Meeting objectives

The Beacon Folkestone undertakes a process of continuous review and improvement, and ensures that this is channelled into the achievement of its objectives by;

- The creation of development plans containing goals
- Producing an annual School Improvement Plan (SIP), with clear targets and clearly defined responsibilities
- Maintaining a range of policies with periodic review dates, ensuring that the school can respond effectively to changes in the needs of its pupils and staff.

The School in Kent

The Beacon Folkestone is an essential part of the County's special needs provision, providing a service not only to the community and its pupils, but also filling a part of the County's continuum of service to children with SEN. By effectively meeting needs for a core of pupils, the school supports the County, in meeting its responsibilities to include all children.

Within the County's framework and policy, the school offers: Support to local Special Educational Needs Co-ordinators and individual pupils with SEN in mainstream settings through the STLS Outreach Team.

- Support to the pre-school child, thereby enacting the County policy of early intervention
- A continuum of provision through to 19 for those pupils whose needs exceed the provision available in FE or post 16 placements in mainstream school.

The provision made at The Beacon Folkestone

The Beacon Folkestone is dedicated to the provision of a broad, balanced and relevant education for pupils whose needs are best met by;

- A structured and differentiated curriculum with carefully established and regularly reviewed teaching plans and attainable targets to provide maximum possible access to the National Curriculum
- Frequent opportunities to learn and develop basic skills across the whole curriculum
- The continuous development of independence skills
- Carefully structured and supported opportunities to develop access skills to enable integration into the group, the class, the school and the community
- The provision of EHCP clear, achievable and frequently reviewed targets which reflect the concerns and needs of the pupil, parents and other agencies
- Building of self-esteem through the recognition of pupils' achievements
- A high level of tutorial and pastoral support and guidance within a clearly defined framework of expectations, rewards and sanctions.

The Beacon Folkestone provides this within a caring, considerate and effective school community.

Facilities at The Beacon Folkestone are described in the school prospectus.

They include;

- In addition to classrooms, a range of subject specialist rooms as well as soft play, hydrotherapy pool, high and low tech sensory rooms, gym, and sports facilities
- Grounds which are maintained to provide pupil access to natural and sensory areas, both enhancing the working environment and enabling a broader curriculum to be followed.

The Beacon Folkestone has its own kitchen as well as a public café area, providing a midday meal which facilitates the provision of special diets where appropriate.

Admission Criteria

Admission to The Beacon Folkestone usually follows consideration by the County Panel. Recommendation for a school place is usually based upon recognition that the pupil will make greater progress and speedier development within the curriculum and resource structures of the school. In every case a placement at The Beacon Folkestone is a positive step in furthering the pupil's achievements. All pupils at The Beacon Folkestone have an Education Health and Care Plan that recommends placement in a special school with small teaching groups and individual learning plans.

Some pupils are transferred directly from other special schools following home moves or other special circumstances.

Staffing

Staff across the school are dedicated to raising pupils' attainments.

Teaching staff all carry a subject expertise, thereby acting as resource points for curriculum areas. Individual teachers have attended a wide range of post graduate courses and all teachers or in teacher training, HLTAs and TAs follow our entitlement training courses.

The creation of a highly skilled Teaching Assistant Team is a priority as they lead learning sessions for pupils.

Assessment

The Code of Practice emphasises the need to identify pupils at the earliest possible time. Before a pupil comes to The Beacon Folkestone a member of teaching staff will visit pupils at their school or nursery to discuss the pupil's needs and observe the pupil in situ.

Pupils are assessed on admission, usually over a 6 – 12week period. Most pupils moving into our area arrive at The Beacon Folkestone with;

- An Education Health and Care Plan with its outcomes
- Reports from other agencies if applicable.
- A pupil record from a feeder school, which provides an account of the pupil's attainments and needs, including National Curriculum details.

This information provides a basis for making initial plans for the pupil.

During the first six – twelve weeks of a pupil's time at The Beacon Folkestone:

- Further information/ assessment/ advice may be sought from agencies previously involved or indicated.
- Internal assessment of basic skills and attainment are made using the Pupil Asset programme.
- Staff assessments and observations are made.

A profile of need is established, which indicates the range identified for the pupil. This includes:

- Where possible, a pupil's view of their needs.
- The parent/carer's view of their child's needs.
- A summary of outside agency involvement.
- The school's view of the pupil's needs.

This is updated at a review procedure such as the annual review, individual education plans, outside agency reports and involvement.

Allocation of the resources is the responsibility of the class teacher and leader of learning within that zone according to the availability of resources, e.g. If the requirement is for structured observation of behaviour that is beyond the time capacity of the class teacher:

- The teacher can deploy a TA to carry out the observation.
- If this is not possible an approach must be made to the leadership team.

Pupils' behaviours are logged via Sleuth, with detailed accounts by the class teacher or TA.

Whenever possible the behaviour observations include antecedents and consequences. The logs are reviewed daily or weekly, according to the needs of the pupil by the leader of learning responsible for Behaviour management.

Frequency, intensity and persistence may all trigger interventions, which include:

- Referral to pastoral care review meetings or behaviour meetings.
- Contact with parents.
- Individually negotiated behaviour management plans: pupils, parents and outside agencies may all be included.
- Additional curriculum interventions
- Behaviour support Plans
- Pastoral support plans.
- Alternative curriculum
- Part time Curriculum
- The involvement of outside agencies (child guidance, SPS, CAMHS, Health Authority) to establish causes and/or recommend responses.

The Curriculum:

It is the entitlement of all pupils, regardless of disabilities, gender or race, to have access to the national curriculum, its subjects, themes, dimensions and skills.

All pupils have access to a broad, balanced and relevant curriculum, comprising a fully differentiated National Curriculum, pupils work at the level appropriate to their attainments and achievements, plus a wider curriculum in line with individual need

This wider curriculum provides additional learning experiences, which add breadth to the curriculum with particular emphasis on life skills and social/emotional development. This flexible approach to curriculum planning alters its balance depending on the changing needs of the child at different times and allows a greater emphasis on:

- Therapeutic and other specialised support
- Inclusion activities
- Vocational and work related activities.

Pupils are supported by a highly structured pastoral system which enables them to develop socially and emotionally as they progress through school.

Inclusion

All pupils are included in school life and this is recorded annually at their Annual Education Health Care Plan Reviews.

Monitoring Pupil Progress

The Beacon Folkestone incorporates review as an essential theme of all its activity.

- Curriculum Programmes of Study and Schemes of Work are reviewed regularly.
- Pastoral records are reviewed regularly and patterns of behaviour identified which may trigger a range of interventions, including behaviour logging, involvement of parents, referral to outside agencies, behavioural plans with carefully negotiated rewards and sanctions
- Pupils are actively involved, wherever possible in lessons, in reviewing their progress
- Annual reviews and transition planning meetings involving parents, pupils and outside agencies where appropriate
- Targets are shared with parents and pupils at parents' evenings as well as Annual reviews.

The results of these reviews are available to all staff.

Strategic review takes place through the regular review of the school improvement and budget maintenance plans.

Staffing Policies and Partnership

Working with other agencies;

- The Beacon Folkestone maintains good working relationships with outside agencies, and incorporates their work in the actions and objectives defined in each pupil's EHCP
- Representatives of the school attend multi-agency meetings at every practical opportunity, sending apologies and requesting minutes if representation is not possible.

Facilities are made available to visiting specialists;

- Consultation rooms
- TA and other resources to apply individual programmes
- Where common needs are identified for groups or numbers of pupils, the school “buys in” training for staff to facilitate the delivery of agreed programmes to suit such groups.

Staffing and Staff Development

The Beacon Folkestone recognises that;

- Special education experience is of value, but mainstream school experience is also important for staff supporting pupils in these provisions
- The role of Teaching Assistants is maximised to allow increased intervention against specific targets.

School management is made up of senior and middle management teams, who in turn support the management roles of all staff.

Professional Development

The Beacon Folkestone’s staff development ensures that staff are supported in the development of skills, understanding and expertise, such that they may both better provide for the needs of pupils, and enhance their personal professional development. Performance management and the SIP inform the allocation of staff training resources in response to need.

All staff have a right to in service training. This is supported within the context of the SIP and the need for personal/ professional development.

Personal and professional development is available through a referral system, whereby staff may make application for training. Courses/ training which furthers the expertise of staff as applied to pupils with SEN are favoured in this case.

Whole school issues are addressed through staff development days.

Support Staff

Support staff are highly valued. They are deployed with the following priorities:

- To support medical requirements, medication, catheterisation feeding, changing etc.
- Additional support in “high risk” practical subjects, to ensure access for all.
- Support individual pupil programmes, OT, speech therapy, physio etc.

Voluntary help is also used and encouraged at The Beacon Folkestone. Currently adults regularly assist within the school. Parental help within the classroom is also actively encouraged.

Revised by Tanya Lees on 29/11/2016

Head of School

The Beacon Folkestone

The Beacon Equality Statement

The Beacon Folkestone is committed to ensuring equality of opportunity to all pupils, staff and visitors. Our Core Values are at the forefront of everything we do and we ensure all at The Beacon are treated equally regardless of age, disability, race, colour, ethnicity, nationality, religious belief, gender, gender identity, transgender, sexual orientation or marital status.

The Beacon strives to be an all-inclusive environment and is always looking for opportunities to broaden the knowledge and experiences of everyone who is involved with both our services, and the staff and clients of those using the services of our multi-agency hub.

Our aims for this year are to ensure there are more equal opportunities for pupils, staff, their families and the wider community, regardless of their disability and this forms an integral part of our School Improvement Plan.

The aims for 2016-2019 are to build and improve schemes to help bring down barriers for disabled children and young people and to broaden the experience of life both inside and outside the school community for all staff & pupils.

UPDATE SCHEDULE

Version	Reviewed	Reason for Update	Next review date	Governor agreement
1	Nov 16	Review & transfer	Nov 18	23.01.17