

Special Educational Needs Policy

Beverley High School



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Beverley High School welcomes students with Special Educational Needs. Our aim is to enable all pupils to participate in the life and work of the school to the best of their abilities, whatever their individual needs. Pupils with a SEN are fully integrated in mainstream classes and follow the full National Curriculum, except where there is an overriding reason for disapplication. All pupils are encouraged to play a full part in the extra-curricular life of the school, including clubs, visits, trips, performances and pupil voice. Every teacher is a teacher of every pupil including those with SEN and it is recognised that any pupil at any time may have difficulties which present barriers to learning and achievement.

1. Aim and objectives of the SEN policy

Our aim is to work within the current SEND Code of Practice to remove barriers to learning, to enable all pupils to develop to their full potential and inspire a love of learning.

Our objectives are:

- To operate a whole pupil, whole school approach to the provision of support for special educational needs
- To identify all pupils who have special educational needs and additional needs
- To provide support and advice for all staff working with pupils who have special educational needs
- To provide additional or different resources based on individual needs
- To ensure parents/carers are aware of their child or young person's needs and have the opportunity to discuss support

2. Identifying Special Educational Needs

Definition: 'A child or young person has SEN if they have 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 if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or 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 schools or mainstream post 16 institutions' (SEN Code of Practice January 2015).

The following four broad areas of need give an overview of the range of needs that a school should plan for.

- Communication and interaction
- Cognition and learning
- Social, emotional, mental health
- Sensory and physical

[Appendix 1]

The purpose of identification is to inform planning, not to fit a pupil into a category. As a school we look at the whole child not just the special education needs of the child or young person.

The following factors can impact on progress and attainment but in isolation do not constitute a special educational need.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality Legislation – these alone do not constitute a special educational need).
- Attendance and punctuality
- Behaviour
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium grant

- Being a Looked After Child (CLA)
- Being a child of service personnel

3. A graduated approach to SEN

3.1 Assess

Transition from Primary School

- Primary Schools identify possible transfers in Year 5 for pupils with Educational Health and Care Plans (EHCP) and invite Beverley High School Learning Support Department representation at reviews as they perceive appropriate.
- Bespoke transition packages are put in place for pupils with high and or complex needs, including those with an EHCP, as required, in consultation with Primary School, parents, pupil and professionals.
- Year 6 Open Evening provides an opportunity for parents to discuss SEN and provision (October of Y6).
- Parents and Primary Schools complete transition information data sheets including any perceived SEN for all pupils (April of Year 6).
- All feeder primary schools are visited by the Year Leader for Year 7 and Learning Support Manager (LSM). Information is gathered from the Year 6 teacher and SENCO as necessary for all pupils transferring (May of Year 6).
- Where pupils are transferring from local non-feeder primary schools the Learning Support Manager visits, where a SEN has already been identified.
- Pupil focused meetings with parents and professionals are held to discuss individual needs and expected provision requirements on transfer (June of Year 6).
- All transferring Year 6 pupils complete an Induction Day where they reflect on their approach to school, strengths and ambitions and the support they feel helps them (July of Year 6).
- Parents of Year 6 are offered an opportunity to discuss individual needs with a member of the Learning Support Department (July of Year 6).
- All staff are updated on transition information to help inform planning, and pupils with an EHCP are placed on the SEN register identified as SEN E. (September of Year 7).
- Initial cognition and learning assessments are completed for the full new Year 7 cohort (and any in year transfers). All pupils complete standardised assessments for reading, spelling, writing and numeracy. Results are cross referenced with primary transfer data and Cognitive Ability Tests (completed in the initial days of Year 7). Diagnostic testing is undertaken for those pupils who show low quotient or anomalies in data. (Autumn Term of Year 7)
- The information for all pupils identified as SEN K for cognition and learning from Primary School is used in conjunction with the initial assessments to determine if Wave Two intervention is required and therefore if they should be placed on the SEN register as SEN K.
- The information for all pupils identified as SEN K for social, emotional, and mental health, sensory and physical or communication and interaction needs from Primary School is reviewed and discussed with parents to determine if Wave Two intervention continues to be required and therefore if they should be placed on the SEN register as SEN K. (Autumn term of Year 7)

Ongoing

- All teachers are responsible for delivering high quality teaching, which is differentiated for individual pupils, and are accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff through an EHCP.

A Safeguarding Policy

- Continuous Professional Development (CPD) opportunities and sharing of good practice help improve teachers' understanding of strategies to identify and support vulnerable pupils.
- Teachers inform the Learning Support Department when they are concerned a pupil is making less than expected progress, possibly due to any of the four areas of need.
- Parents, families and pupils can report concerns directly to the Learning Support Department or via any member of school staff, who will relay the information back to the Learning Support Department.
- Where the concern is related to cognition and learning: Relevant teachers are advised to target high quality teaching at the identified areas of weakness. Where pupils have not made adequate progress, despite having all available classroom-based intervention/adjustments and good quality personalised teaching, the teacher will report their continued concern to the Learning Support Department along with any successes.
- Continued concern/referrals for cognition and learning needs are considered by the Learning Support Department staff, and this will usually trigger diagnostic testing, in the form of high quality and accurate formative assessment materials.
- Where the concern is related to communication and interaction: Relevant teachers are advised to scaffold and model communication and interaction and initiate a range of pupil interactions. Where pupils have not made adequate progress, despite having all available classroom-based intervention/adjustments and good quality personalised teaching, the teacher will report their continued concern to the Learning Support Department along with any successes.
- Continued concern/referrals for communication and interaction needs are considered by the Learning Support Department staff, supported by our Educational Psychologist where necessary, and usually trigger 1:1 meeting with the pupil through the Wellbeing Team (where relevant) or appropriate member of the Learning Support Department, and contact with parents to discuss the concerns. The SALT screening checklist would be completed to determine if a referral to SALT may be relevant at this point (Where specialists or outside agencies are being considered, parental comment and consent is requested, as appropriate.)
- Where the concern is related to social, emotional, mental health: Relevant teachers will be asked for feedback on presentation to gain information from across the curriculum.
- Continued concern/referrals for social, emotional, mental health needs are considered by the Learning Support Department staff, supported by our Educational Psychologist where necessary, and usually trigger 1:1 meeting with the pupil through the Wellbeing Team (where relevant) or appropriate member of the Learning Support Department, and contact with parents to discuss the concerns. (Where specialists or outside agencies are being considered, parental comment and consent is requested, as appropriate.) Boxall profiles may be used as an assessment and review tool to support planning.
- Where the concern is related to physical and sensory: Relevant teachers will be asked for feedback on presentation to gain information from across the curriculum.
- Continued concern/referrals for physical and sensory needs usually trigger a 1:1 meeting with the pupil through the Wellbeing Team (where relevant) or appropriate member of the Learning Support Department, and contact with parents to discuss the concerns and if a referral to SAPTS would be appropriate, or if there is any supporting evidence from medics or any medical guidance for school.

3.2 Plan

- For cognition and learning, our SENCO and LSM reviews all data and feedback, and advise on pupil specific needs and requirements for Wave One and Wave Two interventions [Appendix 2], including, where appropriate, pupils with an EHCP.
- Parents are informed by email or letter of the outcomes of the standardised assessments and any planned intervention. They are also given the opportunity to discuss any further perceived need.
- Staff are informed of pupils receiving Wave Two intervention and being placed on the SEN register identified as SEN K.
- The Master Document and Class Context Sheets are created, detailing information to support staff planning and pupil interaction, and are accessible to all staff in a confidential area.
- For communication and interaction, SENCO and relevant members of the SEN Department and Wellbeing Team review feedback and determine opportunities for 1:1 or small group Wave Two interventions as appropriate, including, where appropriate, pupils with an EHCP.
- For social, emotional, mental health, SENCO and relevant members of the SEN Department and Wellbeing Team review feedback and determine opportunities for 1:1 or small group Wave Two interventions as appropriate, including, where appropriate, pupils with an EHCP.
- Parents are informed by telephone of the concerns raised and planned intervention. They are also given the opportunity to discuss any further perceived need.
- Pupils are encouraged to be actively involved in decisions regarding their education. Students with SEND express their opinions to staff in conversation, in review meetings, when transition planning and other student voice opportunities in school.

3.3 Do

Appropriate support is in place to meet the specific individual needs of a child by using the graduated response model. Our response is informed by the East Riding Matrix of Need and Ordinarily Available Inclusive Provision documents.

Cognition and learning

- Three Wave Two Intervention Cycles are mapped across the academic year, using Evidence Based Intervention Resources.
- Each pupil has a personalised Individual Literacy (ILP) or Individual Numeracy Plan (INP) (depending on need), showing their standardised scores and clear outcomes to be achieved by the end of an intervention cycle. A paper copy of their Individual Literacy and/or Numeracy Plan is available to the pupil, and is kept in their intervention file (within the Learning Support Department) and an electronic copy is available to all staff.
- The intervention is delivered by an experienced, trained member of staff during timetabled non-core lessons. [where there has been an overriding reason for disapplication from an area of the curriculum, intervention is delivered in this time]

Communication and Interaction

- The content of Wave Two Intervention plans are informed by discussion between pupil, parent, Wellbeing Team, relevant members of the Learning Support Team and outside professionals (as appropriate).
- Where relevant, each pupil has a personalised Support Plan with outcomes to be achieved and progress is recorded in CPOMS.

A Safeguarding Policy

- The intervention is delivered by an experienced, trained member of staff during timetabled non-core lessons. [where there has been an overriding reason for disapplication from an area of the curriculum, intervention is delivered in this time]

Social, emotional, mental health

- The content of Wave Two Intervention plans are informed by discussion between pupil, parent, Wellbeing Team, relevant members of the Learning Support Team and outside professionals (as appropriate).
- Each pupil's progress is recorded on CPOM.
- The intervention is delivered by an experienced, trained member of staff during timetabled non-core lessons. [where there has been an overriding reason for disapplication from an area of the curriculum, intervention is delivered in this time]

Sensory and physical

- The content of Wave Two Intervention plans are informed by discussion between pupil, parent, Wellbeing Team, relevant members of the Learning Support Team, Health Care Advisor and outside professionals (as appropriate) and will be reviewed in line with professional recommendations.
- Each pupil has a personalised Support Plan with outcomes to be achieved.
- The intervention is delivered by an experienced, trained member of staff.

Pupils with an EHCP may have alternative intervention/curriculum provision, personalised to their individual needs. This is done in consultation with the pupil, parent/carers and professionals, as appropriate.

3.4 Review

- At the end of each Intervention Cycle the Learning Support Department is responsible for assessing and reviewing each pupil against their set outcomes.
- Pupils are part of the review process. They are invited to RAG rate timetables and to discuss the effectiveness of the support they receive.
- Where a pupil shows sufficient progress that their individual needs no longer show they have a significantly greater difficulty in learning than the majority of others of the same age, they are removed from the SEN register (but remain identifiable as (N) ever SEN) and are monitored through ongoing teacher assessment.
- Parents are informed by letter, email, phone call or in face to face meetings of the outcomes of the intervention cycle and future provision, if relevant. They are also given the opportunity to discuss any further perceived need.
- The Master Document and Class Context Sheets are updated.
- Parents are invited to make an appointment with a member of the Learning Support Department at any time, if they wish to discuss their child's SEN or intervention.
- Where a pupil continues to require a similar level of intervention they maintain their place on the SEN register and their ILP and/or INP or Support Plan is updated. During the next cycle of intervention their timetabled session is rotated, as appropriate.
- Where a pupil makes less than expected progress over sustained time, additional, alternative interventions are considered.
- When a pupil continues to make little or no progress despite evidenced based support and interventions that are matched to the pupil's area of need and all school resources are explored,

(evidenced by termly, costed support plans) we consider involving specialists and outside agencies. (Where specialists or outside agencies are being considered, parental comment and consent is requested, as appropriate.)

- Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of the pupil, the pupil has not made expected progress, we consider requesting an Education Health Care Plan Needs Assessment [Appendix 3].
- Pupils with an EHCP review their planned outcomes, with a member of the Learning Support Department, this could initiate a more formal interim review with parents/carers and professionals, as necessary. Person Centred Annual Reviews are held in line with Statutory Guidance. [Appendix 3]

4. Supporting Pupils and Families

- The East Riding Local Offer provides accurate, accessible up to date information about all services from birth to 25, including all education, health and social care services. It can help families find out what help they can access to meet their individual needs. The East Riding Local Offer can be found at <http://www.eastridinglocaloffer.org.uk/> (link on school website).
- The school has a statutory requirement to provide a SEN Information Report. This is an account of implementation of the SEN policy. The Beverley High School SEN Information Report can be found at [Special Education | Beverley High School](#)
- Beverley High School strives to be fully inclusive and welcomes all students, including those with SEN, in accordance with the LA admissions policy. The Governing Body believes that the admissions criteria should not discriminate against students with additional needs and has due regard for the practice advocated in the Code of Practice.
- Beverley High School strives to be an inclusive school. We have a dedicated Equality Policy, including Accessibility Plan, which can be found at <https://www.beverleyhigh.net/page/?title=Policies&pid=44> .
- Exam access arrangements are applied as appropriate following whole year screening and subsequent assessments and professional request. Arrangements are in place for all internal assessments to evidence current and historic classroom practice in line with JCQ requirements. This provision is overseen by the school SENCO. See Exam Access Arrangement Policy, which can be found on the school website.
- All transitions are supported to meet the individual needs of pupils. The school has positive working relationships with all feeder Primary Schools.
- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions maybe disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an EHCP which brings together health and social care needs, as well as their SEN provision and the current SEND Code of Practice is followed.
- The school has an Intimate Care Policy, which can be found on the school website.
- The school has a 'Supporting Pupils at School with Medical Conditions Policy and Procedures'

5. Training and Resources

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This is funded through the whole school CPD budget. Effective sharing of information is seen as best practice.

A Safeguarding Policy

- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Learning Support Department to explain the systems and structures in place around the school's SEN provision and practice and to discuss the individual needs of pupils, where possible teachers new to the profession shadow a pupil with SEN for a school day.
- The SENCO/Learning Support Manager regularly attends the LA SENCO network meetings in order to keep up to date with local and national updates in SEND.
- Pupils may use mobile phones, with teacher consent, for access to the curriculum if they have a known diagnosed need e.g. diabetics or those with medically diagnosed visual stress

6. Roles and Responsibilities

6.1 SEN Teaching Assistants (line managed by Mrs Helen Butler, Learning Support Manager)

- Teaching Assistants work as part of the Learning Support Team with the SENCO, Learning Support Manager and teachers supporting student's individual needs both in and out of the classroom.

6.2 SENCO (Member of SLT)

The role of the SENCO is:

- To keep the Governing Body informed about the SEN provision in school.
- To determine the strategic development of SEND provision in the school, in line with the individual needs of the current pupils.
- To manage the day to day, SEND provision in the school
- To oversee and authorise Exam Access Arrangements (EAA) in school
- To chair EHCP Annual Review meetings and submit relevant paperwork to the Local Authority
- To oversee Y6 transition

6.3 Learning Support Manager (LSM)

- To support the SENCO with their roles
- To line manage the SEN Teaching Assistants
- To coordinate and standardise core skill assessments for the identification of SEN
- To organise and coordinate preliminary assessments for EAA, administering 1;1 assessment as required
- To organise and coordinate Specialist teacher assessments for pupils identified with the possible need for EAA
- To support the effective transition of Y6 pupils into Y7 meeting primary school staff to identify support needs

6.4 SEN Governor

- The named governor with special responsibility for SEND is Sue Collins.
- The role of the SEN Governor is to meet with the SENCO to discuss the policy and provision for students with SEN and determine whether it is fit for purpose.

6.5 Safeguarding

- Designated Teacher: Ms Sharon Japp
- Child Protection Officer: Ms Tracey Watson
- Deputy Child Protection Officer: Mrs Katie Burniston

6.4 Member of Staff responsible for managing PPG and CLA funding

- Mrs Jayne Laven and Ms Rebecca Calcutt

6.5 Member of Staff responsible for managing the school's responsibility for meeting the medical needs of pupils

- Mrs Jayne Laven

7. Storing and Managing Information

- All pupils have a school paper file which is kept securely locked in the school office.
- Pupils currently on the SEN register or in receipt of EAA have a paper file securely locked and maintained by the Learning Support Department.
- Confidential information and details of specific needs are shared with teaching staff where appropriate via an electronic secured system.
- All information is stored and managed in accordance with the school Data Protection Policy.

8. Reviewing the Policy

- The SEN policy will be reviewed annually.

9. Complaints procedure

- Complaints about SEN provision within the school are first dealt with by the SENCO or Learning Support Manager, where possible the concern should be put in writing. Any further complaint should follow the guidance of the school Complaints Policy.

10. Appendices

Appendix 1: Broad areas of need

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate scaffolding. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to

need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Appendix 2 – WAVES model

Mapping of provision using the 'Waves' model enables schools to identify the full range of provision available to remove barriers to learning and to meet the full range of needs of all pupils.

Wave One Provision

Wave One inclusive 'quality first' teaching is a basic entitlement for ALL pupils as part of everyday classroom practice.

It includes

- differentiated provision which is embedded in assessment for learning so that pupils' learning can progress
- adaptations to the curriculum and teaching approaches which take account of the needs of individuals in order to remove barriers to learning and to improve outcomes for all pupils;
- taking account of pastoral and behaviour support procedures which seek to maximise learners' strengths and keep them engaged in learning.

Where pupils' SEN needs can be met through Wave One intervention, an entitlement for all, they are not placed on the SEN register.

Wave Two Provision

Wave Two is characterised by intervention programmes which are put in place for targeted pupils who are not making expected progress and which take place in a small group setting. Only pupils who meet the selection requirements for the programme go into the intervention group.

All Wave Two interventions are planned in a specific time frame. After a Wave Two intervention, progress is assessed and the effectiveness of the intervention evaluated.

Pupils who require Wave Two provision are placed on the SEN register and continue to receive good quality Wave One provision, to enable them to develop and generalise the skills they are learning through the additional and different approaches of Wave Two.

Wave Three Provision

Wave Three consists of additional highly personalised, targeted interventions for a minority of learners and can involve:

- additional and different provision delivered on a 1:1 or small group basis
- provision delivered by an outside agency
- provision delivered in or out of the school environment

Pupils who require Wave Three provision are placed on the SEN register and continue to get good quality Wave One provision, to enable them to develop and generalise the skills they are learning through the additional and different approaches of Wave Three.

Appendix 3

- Requesting an Education, Health and Care needs assessment- school.

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of the young person, the young person has not made expected progress, we consider requesting an Education, Health and Care needs assessment.

Requesting an Education, Health and Care needs assessment- parent/ carer.

In certain circumstances a parent or young person (beyond compulsory school age) may wish to submit the request for an EHCP themselves. This can be done by writing to SENDART at East Riding of Yorkshire Council. The following should be mentioned when writing- needs, educational setting and outside agencies involved.

- Considering whether an EHC need assessment is necessary

Following a request for an EHC needs assessment, or the young person having otherwise been brought to its attention, the local authority must determine whether an EHC needs assessment is necessary. The local authority must make a decision and communicate the decision to the child's parent or to the young person within 6 weeks of receiving the request. The local authority does not have to consider whether an EHC needs assessment is necessary where it has already undertaken an EHC needs assessment for the child or young person during the previous six months, although the local authority may choose to do so if it thinks it is appropriate.

A Safeguarding Policy

- Annual Review for pupils with an Education Health and Care Plan

As well as interim reviews, there is a formal annual review of the progress made by pupils with an Education Health and Care Plan. Reviews focus on the young person's progress towards achieving the outcomes specified in the EHC plan. The review must also consider whether these outcomes and supporting targets remain appropriate.

- Annual Review of pupils from Year 9 onward with an EHC Plan

All reviews taking place from Year 9 at the latest and onwards must include a focus on preparing for adulthood, including employment, independent living and participation in society. Planning must explore the young person's aspirations and abilities, what they want to be able to do when they leave post-16 education or training and the support they need to achieve their ambition.