

Beaminster School

Policy and Procedures Statement



Special Educational Needs and Disability (SEND) Policy	MANAGEMENT: Headteacher
DATE APPROVED: October 2025	REVIEW DATE: October 2026

All schools must have a Special Educational Needs (SEN) and Disability Policy also known as a SEN Policy. This is a duty set out in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (Jan 2015).

The SEN Policy explains how a school will identify and support pupils with special educational needs (SEN) and disabilities.

WHAT ARE SPECIAL EDUCATIONAL NEEDS?

The *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (Jan 2015) explains that a pupil has special educational needs (SEN) if:

- they have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age; and
- they require special educational provision to be made for them.

There are four main areas of SEN:

- communication and interaction needs
- cognition and learning difficulties
- social, emotional and mental health difficulties
- sensory and/or physical needs.

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.' More detail about SEN and disability can be found on Dorset's Local Offer.

ROLES AND RESPONSIBILITIES

The Governing Body ensures that the school meets the duties set out in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years*.

The Governor with oversight of the arrangements for SEN and disability at our school is **Mrs Philippa Tanner**. Philippa can be contacted via the school.

Our Headteacher, **Mr Keith Hales**, has overall responsibility for SEN and disability at our school.

Our Special Educational Needs Coordinator (SENCo) is **Mrs Siobhan Dinsmore**.

The SENCo has an important role to play with the Headteacher and Governing Body in determining the strategic development of the SEND policy and provision in the school. In addition, the SENCo has day-to-day responsibility for the operation of the SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have Education and Health Care Plans (EHCs) or Statements.

The SENCo provides professional guidance to colleagues and will work closely with staff, parents or carers and other agencies. The SENCo is aware of the provision in the Local Offer and works with professionals, providing a support role to families to ensure that students with SEND receive appropriate support and high-quality teaching. The SENCo is supported in her role by the Learning Support Team.

Parents and carers can contact our SENCo on 01308 862633 or by email SDinsmore@beaminster.dorset.sch.uk

VISION AND AIMS

Our aim is to make all our pupils feel welcome, valued and included in the school community. We have high aspirations for our pupils with SEN and disabilities and will provide them with high quality learning opportunities to ensure that they achieve their best.

We also want to help our pupils with SEN and disabilities to develop a positive view of themselves so that they can become confident individuals and go on to live fulfilling lives by making a successful transition into adulthood. We will endeavour to fully involve our pupils with SEN and disabilities in all decisions that affect them, to help identify what works best for them.

The views of our pupils and their parents/carers are especially important to us and we will take these into account when consulting on, implementing and reviewing this policy.

To achieve the above, we will:

- create an atmosphere of encouragement and acceptance in which all pupils can thrive
- be sensitive to individual pupils' needs and celebrate their achievements
- enable each pupil to take part and contribute fully to school life
- provide access to and progression within the curriculum
- involve pupils in planning to support their SEN or disability
- work in partnership with parents/carers to support children's learning and health needs
- provide quality training for staff enabling them to support pupils with SEN and disabilities.

OBJECTIVES OF THIS POLICY

Beaminster School will do its best to ensure that the most appropriate provision is made for each pupil with special educational needs and disabilities and we are committed to discovering and providing the best learning conditions for each pupil. In implementing this policy, our goals are to:

- identify all pupils who have SEN and/or disabilities at an early stage
- ensure that pupils with SEN and/or disabilities have their needs met and that they make progress
- work in line with the *Special Educational Needs and Disability Code of Practice: 0 – 25 years* (Jan 2015)
- provide support and advice to all staff who work with pupils with SEN and/or disabilities
- operate a whole school approach to meeting SEN and/or disabilities, in which all members of the school community have an understanding of their role
- ensure that pupils with SEN and/or disabilities join in with all the activities of the school alongside their peers
- adopt a 'person centred approach' to supporting pupils with SEN and/or disabilities, ensuring pupils and their parents/carers are fully involved in decisions which affect them
- ensure there is effective partnership working with outside agencies when appropriate.

ADMISSION ARRANGEMENTS

Beaminster School follows the Local Authority arrangements for school admissions. This arrangement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS (SEN)

Our teachers are responsible and accountable for the development and progress of all pupils in their class, and we have systems in place to ensure that special educational needs are identified as early as possible. We start by:

- providing teaching that is of a high quality
- regularly assessing our pupils' progress and targeting areas of difficulty
- adjusting work for pupils who need this.

If a pupil continues to struggle with the curriculum despite the above support, we will consider whether they have a special educational need. To do this we will:

- investigate further by liaising with parents/carers
- gain the views of the student
- observe the student in class
- gather more information about the student from other staff who teach or support them

- carry out testing and, if appropriate, refer the student to the specialist services at Dorset County Council (Educational Psychologists, Specialist Teachers in Complex Communication Needs and Advisory Support Teachers) or to Health Professionals.

If it is decided that a pupil has SEN and requires special educational provision (provision that is additional to and different from that which is available to other pupils at the school) they will be added to the SEN register under the category of SEN Support. Parents/carers will be informed in writing when this happens. The provision given at SEN support will be individual to each child, according to their SEN but it could include:

- a special learning programme
- extra help from a teacher or a teaching assistant
- working in a small group.

We will involve parents/carers in decisions about the support to be provided for their child by meeting with the SENCo to discuss a support plan.

Beamminster School will support most pupils with SEN at SEN Support. However, some pupils with more severe, complex and long term SEN may need an Education, Health and Care (EHC) Plan, especially if they have not made progress at SEN Support. If we feel this is the case, we will discuss this with parents/carers. Parents/carers can also contact the SENCo if they feel their child might need an EHC Plan.

EHC Plans are issued by the Local Authority following an Education, Health and Care (EHC) needs assessment. Beamminster School will work with parents/carers and other services to request an EHC needs assessment where it is felt this will be beneficial.

Some students with EHC plans have a place agreed in our Specialist Resourced Provision Hub (SRP). Places in the Hub are agreed at termly meetings, attended by a panel of professionals, including colleagues from the local authority. Together, we decide if the young person meets the entry criteria for the Hub. The Hub operates as an integral part of our school community, fostering inclusion, while providing a structured and supportive setting that meets individual needs.

Further details about the assessment process and EHC Plans can be found on Dorset's Local Offer.

Sometimes other factors can affect a pupil's progress but are not considered to be a special educational need, for example: attendance and punctuality, ill health, English as an additional language, looked after child, service child, behaviour (where there is no underlying SEN) and bereavement. These needs will be addressed appropriately using other processes or strategies.

SUPPORTING PUPILS WITH SEN AND DISABILITIES

At Beamminster School we use the "Assess, Plan, Do, Review" approach to support pupils with SEN and disabilities. This is also known as the graduated response. It helps us to learn more about the pupil and what helps them to make good progress. The four parts of this approach are as follows:

1. **Assess.** As already outlined above, we assess the pupil's needs and listen to the views of the pupil and their parents/carers and other professionals as we do so.
2. **Plan.** The teacher and our SENCo will plan the support needed, involving the pupil and their parents/carers. A review date will be agreed.
3. **Do.** Our SENCo will help the class teacher to support the pupil. They will think about the pupil's strengths and weaknesses and how best to help them. The teacher will also work with any teaching assistants or specialist staff involved.
4. **Review.** Everyone, including the pupil and their parents/carers will decide how effective the support has been. We will then adapt the support in light of the pupil's progress.

If needed, during this process, we may ask for advice from specialist support services, such as Educational Psychology, Speech and Language Therapy, Specialist Teaching and Advice, Behaviour Support and Children's Therapy. Parental permission will always be sought prior to this.

The SENCo will invite parents to meet termly to discuss the support available and review the support plan. Additionally, pupils with EHC Plans have an Annual Review held at the school, each year. The pupil, their parents/carers and any relevant professionals are invited to this. Annual Reviews at Beamminster School are person centred and focus on the pupil's progress. They also:

- consider whether the outcomes in the EHC Plan are still appropriate
- review the special educational provision in place

- review any health or social care provision currently in place
- consider whether the EHC plan is still needed.

For pupils in Year 9 and above there is a specific focus on preparing for adulthood. This includes thinking about:

- further or higher education (e.g. college, an apprenticeship or university)
- employment
- independent living
- participating in society
- being as healthy as possible in adult life.

A report of the meeting is sent to the Local Authority. Further details about Annual Reviews can be found on Dorset's Local Offer.

COMING OFF THE SEN REGISTER

A pupil will be removed from the SEN register if it is decided that they have made sufficient progress and are able to access the curriculum successfully. However, they will continue to be monitored in case any issues arise. Some pupils may dip in and out of SEN Support and parents/carers will be consulted at each stage.

Following the Annual Review of an EHC Plan, the Local Authority will decide whether to keep the EHC Plan as it is, amend it or cease it, based on the recommendation of the Annual Review meeting. If it is decided to cease an EHC Plan because the pupil no longer requires the special education provision within it, we will continue to monitor the pupil's progress using the school's tracking systems.

TRANSITION ARRANGEMENTS

Beaminster School is committed to ensuring that parents/carers have confidence in the arrangements for pupils entering the school, progressing through year groups and when transferring to their next school or college.

The SENCo visits primary schools to ensure that students make a successful transition to us in Year 7 and careful guidance is provided to all students before they move on to further or higher education.

TRAINING AND RESOURCES

Beaminster School aims to keep all staff up to date with relevant training, in relation to the needs of pupils with SEN and disabilities. Funding is set aside to support continued professional development. Training needs are identified through analysis of need with the SENCo and senior leadership team ensuring that training opportunities match school priorities. The SENCo will also provide information on specific special educational needs for new staff.

Additional training may also be arranged to support pupils with specific medical needs and will be arranged with relevant medical professionals.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law. All paper records will be held in line with the school's policy/protocol on security of information.

LINKS TO OTHER INFORMATION

This policy closely links with other policies, plans and information produced by Beaminster School and these are outlined below.

Accessibility Plan

In line with the Equality Act 2010 our Accessibility Plan sets out how we:

- increase access to the curriculum for our disabled pupils
- improve the physical environment of the school to increase access for our disabled pupils
- make written information more accessible to our disabled pupils by providing information in a range of different ways.

Our Accessibility Plan can be found on the school website.

Supporting pupils with medical conditions

In line with the Children and Families Act 2014 and the associated guidance, *Supporting pupils at school with medical conditions* (Dec 2015), Beaminster School makes suitable arrangements to support all pupils with medical conditions, so that they have full access to the same opportunities as their peers, including school trips and physical education.

Our 'Supporting pupils with medical conditions' policy can be found on the school website.

SEN Information Report and Local Offer

This policy, along with our annual SEN Information Report (a summary of how this policy has been implemented over the previous year), forms our 'Local Offer' of support for pupils with SEN and disabilities at Beaminster School. You can find all this information on our school website.

Information about our school can also be found on our record on the Family Information Directory, part of Dorset County Council's website.

Further information about the support available to all children and young people in Dorset with SEN and disabilities, and their families can be found on Dorset's Local Offer.

MONITORING AND EVALUATION

Our SEN Information Report will provide an annual account of the implementation of this policy, detailing how we have identified and supported pupils with SEN and disabilities. This policy will therefore be kept under regular review but it will be fully updated every three years.

Pupils with SEN and disabilities and their parents/carers will be involved in this process through discussion at termly meetings and regular opportunities to feedback through surveys. We will evaluate the success of our policy through:

- our Self Evaluation Form (SEF)
- feedback from our pupils, parents/carers and professionals working with the school
- analysis of lesson planning to take account of differentiation
- progress data, including use of the school's tracking system and comparative national data to monitor the level and rate of progress for pupils with SEN and disabilities
- success towards outcomes included on SEN Support and EHC Plans
- external evaluations or inspections.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion with teacher and early action. However, if a parent/carer feels that their concern or complaint has not been dealt with satisfactorily, an appointment can be made to speak with the SENCo.

More formal complaints can be made following our Complaints Policy, full details of which are available on our website.