



Special Educational Needs & Disability Policy

*Updated Autumn 2020
To be reviewed Autumn 2022*

Baycroft School Special Educational Needs and Disability Policy

This policy is written in accordance with the advice given in the Children and Families Act 2014 and the SEND Code of Practices 0 to 25 years, 2014, overall ethos and values of the school.

- Every Child Matters – Outcomes Framework DfES 2004.
- The Special Educational Needs and Disability Regulations 2014.
- SEND Code of Practice: 0 to 25 years 2014.
- Children and Families Act 2014.
- Removing Barriers to Achievement DfES 2004.

The following Special Needs Policy should be read and used to assist in identifying and reviewing specific arrangements and responsibilities for Special Needs at Baycroft School and adapted as necessary.

The purpose of this policy is to ensure that there is a plan in place for how Special Needs is managed, and to ensure that staff are aware of their responsibilities and arrangements.

Baycroft School is a secondary school catering for children with learning difficulties and autism. Many of the children also have additional difficulties, which preclude them from accessing the curriculum at a mainstream school.

Our Vision:

As a community, we will work together to provide a safe, dynamic environment that develops students' desire to take responsibility for their learning and actions, encourages a positive self-image and enhances independence skills for 21st Century living.

This policy ensures that curriculum planning and assessment for students with special educational needs takes account of the type and extent of the difficulty experienced by each student.

Aims:

- to create an environment that meets the special educational needs of each student;
- to ensure that the special educational needs of students are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for student's special educational needs;
- to enable all students to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our students have a voice in this process

Educational inclusion:

In our school we aim to offer excellence and choice to all our students, whatever their ability or needs. We have high expectations of all our students. We aim to achieve this through the removal of barriers to learning and participation. We want all our students to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that students:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences

Teachers and other support staff respond to student's needs by:

- providing support for students who need help with communication, language and literacy;

- planning to develop students understanding through the use of all their senses and of varied experiences;
- planning for students full participation in learning, and in physical and practical activities;
- helping students to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress and to take part in learning

Teachers use a range of strategies to meet students' special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning.

Individual Education Plans and new Student Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that students experience success.

Where additional support is needed from outside services, we consult parents prior to any support being actioned.

Admission

Referrals are made by the Local Authority and considered by the Head teacher and Governing Body. Referrals are considered against the following criteria:

- The individual student's needs and the provision in the school i.e. the child has the necessary skills to access the curricular provision in the school.
- The integration of the student in relation to the other students in the school and the composition of the teaching groups he or she will go into.
- The efficient and effective use of the school's resources.

The Provision

Each child's needs are considered on an individual basis. All the children have a Statement of Special Educational Need or EHCP which summarises their difficulties. From the Annual Review of this statement an Individual Education Plan is set for each child. This plan usually covers learning targets in the following areas:

- Curriculum access – social and emotional development
- Any specific learning difficulties- OT, Dyslexia, Speech and language
- Autism

Autism

The school has a well-resourced provision for autism, under the direction of the ASD Coordinator with responsibility for Individual Needs. This includes the Hub Base for those children with profound autism. There is also an ASD based tutor group which accommodates those children who need additional support on a daily basis.

Curriculum Targets

Each curriculum area sets targets for each child and these are reported on in the child's annual report, parents' consultation days and the various interim reports during the school year.

Each child is baselined on entry. This includes, standardised testing in reading, spelling as well as across all subjects. Reading and spelling are retested each year to track individual progress.

Curriculum

The school is committed to delivering a broad and balanced curriculum with a clear focus on the individual needs of each child. Each child follows the Curriculum at the correct age related Key Stage at a step appropriate to their need.

Accreditation

The school uses a wide range of publicly accredited courses.

Organisation

The Head teacher and the Governing Body are responsible for the overall educational provision in the school.

The role of the Special Educational Needs Co-ordinator

We do not feel it is appropriate or necessary to have a designated member of staff to fulfil the Special Educational Needs Co-ordinator (SENCO) roles as required in a mainstream school. The Head/Assistant Head will nominally take on the assigned role of the SENCO but this will be a role of ensuring that appropriate paperwork is filtered to the identified person and who will attend any courses to keep abreast of new developments in this area.

The key responsibilities (as defined in the revised SEN code of practice) of the SENCO in a mainstream school are listed below together with the role responsible at Baycroft:

- Overseeing the day to day operation of the school's SEN policy

Head/Assistant Headteacher

- Co-ordinating provision for children with special educational provision

Headteacher and Governors

- Liaising with and advising fellow teachers

Assistant Headteacher

- Overseeing the records of all children with special educational needs

Assistant Headteacher and Class teachers

- Managing support staff

Headteacher, Assistant Heads and Class teachers

- Contributing to the in-service training of staff

Headteacher, Assistant Heads and Class teachers

- Liaising with external agencies including the LA's support and educational psychology services, health and social care and voluntary bodies

Headteacher, Deputy Headteacher, and Assistant Heads

- Managing the Annual Reviews / PEP's

Headteacher and Assistant Headteacher

Curriculum Support and Guidance Team

are responsible for the following:-

- welfare of all students in the school and the devising and monitoring of behaviour support plans, where appropriate with Individual needs deputy
- Individual behaviour support plans
- liaising with parents and support agencies
- organisation of the schools tutor system KS3 and KS4 including student groupings
- liaising with other schools and teachers for entry transition and at KS4

- the organisation of specialist resources and staffing through the school's Learning and Behaviour Profile system
- liaising with other school staff
- liaising with parents

ASD Coordinator is responsible for

- all ASD students in the school.
- managing the schools ASD Hub
- advising training staff in working with ASD
- act as the SENCO
- liaising with staff and other agencies when appropriate
- developing the school's ASD provision
- providing advice and help to staff, parents and others.

Role of the SEN Governor

Developing and maintaining an awareness of special needs provision in the school on behalf of the governing body.

- Understand how the responsibilities for SEN provision are shared within the school
- Meet the Head on a termly basis to gain information about the provision made for students with special educational needs and to monitor the implementation of the SEN policy
- Discuss with school staff the outcomes of the school's monitoring and evaluation of the provision made for students with special educational needs
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that SEN students are actively involved in all aspects of school life
- Take opportunities to meet and talk with parents of SEN children
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

SEN Governor

Lynn Watts – contact adminoffice@baycroft.hants.sch.uk

Designated Teacher Safeguarding

The designated teachers for safeguarding are:

Marijke Miles - Headteacher

Christine Sidney - Assistant Headteacher

Matthew Hanlon – Assistant Headteacher

There are two additional staff who have received the full training as Child Protection Liaison Officers

Julia Povey and Sarah Kiff

Contact adminoffice@baycroft.hants.sch.uk

Staff Development

The school is committed to developing the expertise of the staff team and a wide range of in service opportunities is available for all staff.

Assessment and Review

All students have a statement or EHCP, therefore, the initial identification and assessment of need has been completed prior to admission. The progress of each child is continually monitored against the child's Individual SEN Support Plan and their progress in all subjects.

Annual Reviews are time-tabled throughout the year. EHCP reviews are written to take account of the most up to date achievement data available.

Evaluation Criteria

The criteria for measuring the school effectiveness are the outcomes of individual students in both personal and academic terms. This can be seen in the following:

- Progress with IEP targets
- Improvements in social skills/behaviour
- Subject outcomes are currently measured by school steps of progress and final accreditation
- Literacy standardised scores
- Level of public accreditation gained by the students
- Placement at 16
- Perceptions of the community of the school's worth and effectiveness
- Perceptions of the parents as seen by the level of support from parents and
- The recorded comments on their child's Annual Review
- Surveys of students and parents – November

Other Agencies

- Where additional support is needed from outside services, we consult parents prior to any support being actioned
- The school works closely with a range of outside agencies which include:
- Speech and Language Therapists
- Educational Psychologists
- School Nurse
- Locality Team
- Hampshire Youth Support Adviser
- CAMHS
- Specialist CAMHS team for children with learning difficulties
- Children with Disabilities Team – Social Care
- Teacher advisors for Physical, Hearing and visual impairment.

The local health authority determines the input of Physiotherapy and Occupational Therapy.

Partnership with Parents

The relationship between school and parents is vital and underpins all we do at school. Parents are welcome to visit school and talk to the Tutors, Assistant Heads and Headteacher. Parents are formally invited to their child's EHCP Reviews..

Various formal events are held throughout the year: Open Evening, New Parents' Evening and other consultation days, plus other special events. Also, each child has a Home School Diary which they complete and take home every day.

The school also operates a Home School service for all students and their families in the school. The Home School coordinator will liaise with parents to draw up an admissions profile on entry and a transition plan in Y9 in preparation for leaving at 16.

The Governing Body is responsible for monitoring this policy.

Equal opportunities

No child is discriminated against on the grounds of race, sex or disability in: providing teaching or allocating students to teaching groups; excluding students; applying standards of behaviour, dress and appearance; giving careers guidance and work experience; allocating resources and providing other facilities and services. The building does have constraints with regards to access to the first floor.

Please see also the Local Offer, Accessibility Plan and the SEN Information Report on the school website or by requesting a copy from the school office.

*Updated Summer 2018
To be reviewed Summer 2020*