



SEND Policy

We believe that... 'Children have special educational needs if they have a difficulty, which calls for special educational provision to be made for them.'

Children have a difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age: or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Pupils are referred to the School from their Local Authority primarily because of their Social, Emotional, Mental Health needs and/or social/communication needs linked to Autistic Spectrum Conditions and/or Attachment Disorder or ADHD. The child or young person will already be the subject of an Education, Health, Care Plan (EHCP) and will have been deemed to have educational needs that cannot be met within the mainstream setting.

An increasing number of our pupils have additional communication and interaction, cognitive and learning and/or sensory and physical needs. With high aspirations, and the right support, the vast majority of children and young people at the Brookfield School can go on to achieve successful long-term outcomes in adult life. (Code of Conduct, 2014 1.39)

We will ensure that teachers, teaching assistants (TAs) and support staff are prepared for the challenges and complex difficulties posed by children with Special Educational Needs by providing structured training on a variety of Special Educational Needs issues. We believe teachers are responsible for children's learning and should provide 'Quality First Teaching' and that teaching assistants will be used effectively to provide the necessary support for children with Special Educational Needs within the classroom.

We work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views. The Special Educational Needs Code of Practice (2015) also identifies the need for children to be involved in their own education and provision which we ensure happens through work with the School Council and through individual meetings and discussions such as those identified in the Annual Review.

Statement of Intent

It is the aim of this school to provide every child with the best education possible. Our objective in setting out the school's Special Educational Needs policy is to make everyone aware that we

want all pupils to benefit as fully as possible from the therapeutic informed education and nurture provided within the school.

Aims and Objectives

We aim to CREATE happy, healthy individuals who fulfill their potential by:

- Providing a safe environment to enhance the development of personal and social skills: Confidence, Resilience, Emotional literacy, Ambition, Tolerance and E;
- Recognizing that all students are individuals: we will raise academic achievement through delivery of a relevant and personalised curriculum and participation in nationally recognised accreditation thereby increasing their options;
- Encouraging acceptable behaviour in and around school and the local community by supporting pupils to self-regulate;
- Develop real and meaningful opportunities in the wider community for personal interest and fulfilment;
- Actively involving parents/carers in all aspects of their child's education. This will include effective communication and allowing them to play a key role in supporting all aspects of their child's learning;
- Ensuring pupils express their views and are fully involved in decisions which affect their education and future.

Success Criteria

Pupil progress will provide evidence for the success of the SEN policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting IEP targets and making progress towards EHCP objectives
- Use of standardised tests and Boxall Profiles
- Evidence generated from review meetings and annual review of EHCPs

Identifying and Reviewing Pupils' Needs

As soon as possible into the school placement, a pupil's progress (in relation to literacy, numeracy and social, emotional and mental health development) is reviewed and short term targets are established with both the pupil and key staff. Screening for SpLD (dyslexia and dyscalculia) and a cognitive assessment to details areas of developmental strength and difficulty may also be carried out.

The school uses PASS and the Boxall Profile to observe behaviours and identify specific, tailored and meaningful targets. IEPs are written using a 'child friendly' format with success criteria and evaluations which are monitored by staff. The targets set are to encourage and support pupils in making progress towards the objectives set out in their EHCP. Targets are reviewed every term and also during the annual review.

In terms of human resources, each class has the support of a teaching assistant (TA) in all lessons, and usually two, in addition of the class teacher. There are circumstances and opportunities when a TA may be deployed to work with one pupil.

Some pupils' educational needs are such they may need and have the support of a TA on a one-to-one basis. Pupils have access to other support and resources, such as externally provided advice and support plans and withdrawal sessions for emotional support and development, social skills, literacy and /or numeracy support. ICT resources and equipment and technological learning aids are also used if this support is identified. This is proportionate to the extent and nature of their needs and the statutory/non-statutory guidance in their educational statements.

The school offers 'alternative curriculum provision' for our most vulnerable pupils in Key Stages 3 and 4. These may be pupils who are school refusers or pupils who 'find the demands of school difficult/ meaningless.

All young people deserve and need the best type of educational package that we are able to provide and this may mean a reduction in timetable, access to online learning or 1:1 support and an alternative curriculum including vocational training or work placements.

The school set up and coordinate a range of educational and work based learning activities using available providers. This may consist of outdoor pursuits, motorbike mechanics, construction work, work experience, college placement, etc. School also provide education through one-to-one working towards accreditation in Mathematics, English and PSHE.

Education, Health Care Plans and Annual Reviews

All pupils who attend the Brookfield School must have a statement (or EHCP) of SEN for Social, Emotional, Mental Health difficulties. Occasionally the LA will request we admit a pupil whilst the Statutory Assessment takes place. EHCPs must be reviewed annually.

The Pupil Administration Officer will organise the reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- For Y10/11 the Careers Adviser
- Any professionals involved with the child/ young person
- A representative of the LA
- Any other person the Headteacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the statement objectives and IEP targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment
- Consider the appropriateness of the existing Statement (EHCP) in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set short term outcomes for the following year or longer term outcomes over a Key Stage.

With due regard for the time limits set out in the Code of Practice 2014, the teacher will write a post report of the annual review meeting and send it, with a pre-review report, young person profile, 'our story' (from parents) and 'all about me' (pupil views).

The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP.

Responsibility for the Policy and Procedure

Role of the Board of Trustees

The Board of Trustees is in agreement with the Local Authorities' admissions criteria which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice, 2014 which accompany the Children and Families Act 2014.

The Board of Trustees have:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- to ensure that provision of special educational needs is of a high standard;
- to have regard to the Code of Practice when undertaking its responsibilities
- to report annually to parents on the effectiveness of the school's special educational needs policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities Trustee (Nick Nenadich) to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of special educational needs provision is effective;
- work closely with the SLT, the Board of Trustees and the teaching and support staff;
- keep the Board of Trustees informed of all matters relating to its responsibilities for the provision of special educational needs;
- inform parents when additional provision has been made for their child;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- report to the Board on the success and development of this policy.

Role of the SLT and MLT

The Senior Leadership Team will:

- work with the Headteacher to oversee the day to day provision for pupils with special educational needs within the school and for whom additional learning interventions have been deemed necessary;
- with the Head teacher, lead the development of special educational needs training throughout the school;
- provide guidance and support to all staff;
- organise and manage a team of TAs/ HLTAs who provide learning interventions;
- track progress towards and provide quality assurance over IEPs including providing support and modeling the writing of IEP targets;
- track the progress of children with special educational needs;
- keep up to date with new developments and resources;
- liaise with parents;
- meet with outside agencies;
- work with feeder or transition schools;
- review and monitor annually report to the Board on the success and development of provision.

Role of Teachers

Teachers must:

- be aware of the school's policy for the curriculum and assessment of pupils with special educational needs and the provision it makes for them;
- deliver Quality First Teaching in line with National, Local and school expectations;
- deliver the individual programme for each special educational needs pupil as set out in their IEP;
- develop IEP's for special educational needs pupils by working closely with the SLT, outside professionals and support staff;
- comply with all aspects of this policy;
- undertake appropriate training.

Role and Rights of Parents

We must ensure that parents:

- Work closely with the school in order to develop a partnership that will support special educational needs pupils.
- are given the opportunity to express their views
- take part in the review of IEPs in conjunction with an overarching review of a pupil's Education, Health and Care Plan;
- attend annual reviews

Role and Rights of Pupils

We ensure that pupils with special educational needs understand their rights and take part in:

- assessing their needs;
- devising their IEP;
- setting learning targets;
- the annual review by providing their views as part of the meeting or in a recorded format to inform the writing and updating of their Education, Health and Care Plan

Admissions

We will:

- publish a Local Offer that reflects the services provided within the setting;
- treat all applications equally;
- admit those children with special educational needs but who do not have a statement or Education, Health and Care Plan where deemed necessary;
- not refuse admission to children with special educational needs because we feel that we will be unable to provide the necessary support.

Curriculum

The school aims to provide for pupils: -

- a broad and balanced curriculum
- a curriculum which is differentiated and specifically designed to meet their needs
- a range of teaching strategies to meet and address, their needs
- Individual Education Plans, which set a small number of targets, closely matched to the pupil's needs identified in the Education, Health and Care Plan
- A curriculum that is driven by their potential life outcomes, including employment and maximising independence.

Celebration of Achievements

We will regularly celebrate the achievements of all children not just in core subjects but in all curriculum areas and in all aspects of school life.

Range of Provision

The school aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with specialist teachers and/or learning support assistants;
- withdrawal support either individually or in small groups with specialist teachers or TAs
- integrated work with multiagency professionals

Identification, Assessment and Level of Intervention

Early Identification: We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the school's concerns and that the appropriate special educational needs provision has been made for their child.

Assessment: It is essential that all teachers in the school have the necessary observational skills to identify pupils with special educational needs at an early stage. Teacher observations, records from feeder schools and information from parents provide an overall picture of a child's problems and subsequent needs.

The school has also established a procedure for on-going diagnostic assessments and standardised tests.

Intervention: As advocated in the Code of Practice (CoP) once pupils have been identified as having SEN the school will intervene through:

- High Quality Teaching which will be targeted at the specific area of need. The pupil will be assessed by the class teacher and Middle Leaders. At this point changes in teaching and learning or small scale interventions may be put in place.
- Referral to Multidisciplinary team where necessary to look at specific need
- High Quality SEN Support that is based on the cycle of assess, plan, do and review
- Integrated work with parents, staff (including all support and extended education) members and outside professionals to create a cohesive approach

Partnerships

We believe that a close partnership with **parents** will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Pupils with special educational needs will benefit from the school's close working relationship with the numerous **external support agencies**, which offer advice and support and an integrated provision for pupils within the setting.

We feel that the provision for special educational needs in this school will benefit from the close links we have with **other schools and further education settings** by the sharing of good practice and in making the transition between phases and placements as smooth as possible for the pupils.

Complaints Procedure

The School has an 'open door' policy in relation to pupils' parents and carers. As a consequence of this areas of concern are dealt with usually before they become major issues. The School Staff are aware of specific needs of the children in their care and of the concerns of their parents/carers. Contact between staff and pupils' families is often daily in order to report positive behaviour and achievements and also sometimes because of incidents of significant concern.

Should pupils' families have any complaints about any aspect of school provision, they are usually referred to the appropriate member of the school's Leadership Team. A record of the complaint is made, noting whether or not the complainant was satisfied with the outcome and

handling of the matter. The Chair of the Board of Trustees have access to this information at any time. Where appropriate in consultation with the County's Personnel department, disciplinary procedures may be instigated or complaints reported to the Child Protection team.

In-Service Training

Identified in-service training will be undertaken in line with the School Improvement Plan and individually identified professional development needs.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School website;
- the Staff Handbook;
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- school events;
- meetings with school personnel;
- communications with home such as weekly newsletters and of end of half term newsletters;
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance.

Training

We ensure all school personnel have equal chances of training, career development and promotion. The Directors recognise the need for all staff to train together and share experiences, perceptions and concerns in order to help promote and integrated and inclusive team of whole school staff.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

In addition, staff attend subject specific as well as whole school related training, as identified by them in performance management meetings to develop individual expertise. In house training is delivered through meetings, twilights and INSET days. This is in the form of specialists within the school delivering up to date information, training and requirements relating to the school.

The school takes advantage of the LA's own advisory staff especially through the Educational Psychology service, Educational Welfare service and CAMHS.

Social Care staff, Young People's services staff, health workers and other professionals also are used to develop pupils' provision.

Monitoring

Monitoring pupil progress is vital and is undertaken in line with the school's Teaching and Learning and Marking policies. Each Pathway has its own way of assessing pupil progress which is detailed in each Pathway Overview.

Evaluation and Review

The effectiveness of the **provision** provided by the school will be undertaken annually by the Board of Trustees and reported to parents in the Annual Report.

A review of the **Special Educational Needs policy** document is undertaken every year. The Special Educational Needs policy is a working document and is kept under constant review.

Reviewed July 2020