Outcomes First Group

SEND Policy

(Local Policy)

Bankside School

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1.0 INTRODUCTION

The Education Act 1996 says that a young person has Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them. A learning difficulty means that the young person either:

a) Has significantly greater difficulty in learning than the majority of young people of the same age.
b) Has a disability, which either prevents or hinders the young person from making use of the educational facilities, which are provided for young people of the same age in a mainstream school.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for young people of the same age in a mainstream school. Everyone at Bankside School is committed to providing the conditions and opportunities to enable any young person with SEN to be included fully in all aspects of school life.

The Special Needs Policy supports the stated vision, values and aims of Bankside School:

Our Vision: Every child and young person should be given the opportunity to access a relevant and personalised education pathway, which enables them to reach their potential and aspirations and gain the skills and confidence to embrace the world in which we live.

Our Values: We believe in education as a driver for personal development and social improvement. We value effective teaching, commitment to learning and sharing of good practice. We are committed to inclusivity, honesty, compassion and respects for others in everything we do.

Our Aims: To mee the full range of needs that individual learners may have in an inclusive and therapeutic environment. This is essential to meet their social, emotional and health needs, in addition to learning needs. In order to achieve this, our inclusive approach to learning integrates the skills of both teaching staff and care staff, together with a wider team of partners from the community.

2.0 THE SEN AIMS OF THE SCHOOL (INTENT)

To meet the special educational needs of our young people at Bankside School, our aims are:

- Ensure that all students have access to a broad and balanced curriculum appropriate to their individual needs
- Ensure all staff have a clear understanding of the needs of all pupils
- Ensure the curriculum is successfully designed, adapted and developed to be ambitious to meet the needs of all students who have SEND.
- Ensure that all pupils take as full a part as possible in all school activities
- Ensure that parents/carers of all pupils are kept fully informed of their child's progress and attainment
- Ensure that all pupils are involved, where practicable, in decisions affecting their future provision
- Ensure that all pupils are prepared for life beyond Bankside School and their future aspirations.
- Ensure all students who have SEND achieve their best possible outcomes.
- Develop students' knowledge, skills and abilities to apply what they know and can do with increased fluency and independence.
- Provide intervention at a suitable level when a young person is identified as not making sufficient progress.
- Provide additional therapeutic support based on individual needs
- Work with outside agencies who provide specialist support and teaching for young people with SEN
- Inform and involve the parents/carers of young people with SEN so that we can work together to support our young people
- Encourage active involvement by the young people themselves in meeting their needs
- Provide on-going training for all staff working with young people with SEN.

Access to the curriculum

The provision at Bankside School encompasses:

- Setting suitable learning targets;
- Responding to young people's diverse learning needs;
- Overcoming potential barriers to learning.

All class teachers, the SENCo and other internal professionals take part in an on-going process of assessment, planning and review that recognises each young person's strengths as well as areas for improvement.

Strategies which are used to enable access for all young people to the curriculum are:

- Adapted curriculum to match tasks to learning styles;
- Support for communication
- Support for accessibility
- Ensuring all tasks are adapted according to student need as laid out in the student's profile;
- Use of Support Staff to provide additional support.
- Small group and 1:1 teaching.
- Accessibility to resources.
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment.

- Use of positive behaviour strategies within the classroom and as part of the whole school Behaviour Policy.
- Access to the social life of the school.
- In-Service training for all staff on the needs of young people with SEN.

3.0 ROLES & RESPONSIBILITIES

Provision for the pupils is a matter for the school and college as a whole. The head teacher and all other members of staff have important day-to-day responsibilities. The Head Teacher has responsibility for the day to day management of all aspects of the school's and college's work. Oversight of the School's and College's work is provided through the Board of Governors.

All education staff are involved in the development of the school's and college's policy and are aware of the school/college procedures for making SEN provision, and monitoring and reviewing that provision in line with the guidance in the Code of Practice.

The Assistant Headteacher/SENCO, Sian Ackerley, is responsible for the arrangements for SEN provision throughout the school, that includes:

- Responsibility for the day-to-day operation of the SEN policy
- Maintaining a register of young people with SEN and ensures that the records on young people with SEN are up-to-date and supports the school's clinical team in conducting assessments for young people with SEN
- Working closely with the Headteacher, the Senior Leadership Team and the teaching and support staff in co-ordinating provision for our young people
- Liaising with the staff in school who have responsibility for Child Protection;
- Working closely with the parents/carer of young people with SEND
- Liaising with outside agencies, following consultation with the Headteacher to gain advise and support for young people with SEND.
- Contributes to in-service training for staff on SEND issues and training and development needs.

4.0 SCHOOL ADMISSIONS & INCLUSION

Bankside School is set up to meet the specific needs of learners with complex needs including Autism spectrum conditions, mental health conditions and ADHD as well as impaired social or cognitive functioning due to early life trauma and attachment needs. Bankside School believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that all schools/colleges should admit pupils with already identified special educational needs. Please refer to our Admissions Policy and Procedures for more information.

5.0 PARTNERSHIPS WITH PARENTS

Bankside School firmly believes that partnership with parents plays a key role in promoting a culture of cooperation between parents, schools, Local Authorities and others. This is important in enabling our pupils to achieve their potential.

Parents should be supported so as to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special education provision

Communication is the key to success and progress. Parents receive a progress report every half term which can be discussed in a meeting with the form tutor. Senior leaders are also available to meet with parents. SEN provision and pupils' progress towards EHCP aims are also discussed at termly parent/carer multi-disciplinary meetings.

In addition, parents are also able to contact any teacher/tutor via school email.
Throughout the academic year, a number of events will also be held. We encourage parents to attend where possible.

6.0 PUPIL PARTICIPATION

Where possible, pupils at Bankside School participate in all the decision-making processes that occur in education, including the setting of learning targets and Personal Centred Plans (PCP.) Pupils are encouraged to contribute to review meetings and any transition processes. As pupils at Bankside School might have severe communication difficulties, ascertaining their views may not always be easy, but the principle of seeking and taking into account the ascertainable views of the young person is important.

7.0 ASSESSMENT & PROVISION

Provision for pupils with Special Educational Needs (SEN) is a matter for the school/college as a whole. It is our expectation that school teachers and college tutors deliver the Curriculum using a graduated approach to meet the ever-changing needs of our pupils. The school is aspirational, attainment should not be any different to those who are able to access a mainstream provision. Learning is comparable in breadth and ambition. Assessment for each subject enables the school to consider individual pupil attainment and progress. Holistic learning is therefore personalised to meet the individualised needs of pupils.

All pupils at Bankside School have short-term targets set as part of their PCP. The strategies to meet these targets are clearly set out and additional support identified through specific interventions. PCPs are reviewed every term and discussed in multi-disciplinary meetings.

Teachers/tutors can at any time request additional clinical support using the referral system within the school/college. Teachers/tutors can fill in an intervention form if they feel that a pupil is behind target in a specific area. Teachers/tutors are expected to demonstrate strategies they have already tried to ensure that support is targeted appropriately. The SENCO will then review this form with the clinical team and support the teacher/tutor to put an intervention in place using a graduated approach. This will usually commence with a classroom visit and an observation during unstructured times. The allocated therapy assistants will hold weekly intervention sessions, based on specific needs. These sessions are monitored and reviewed regularly in order to evaluate the effectiveness and impact of planned intervention strategies.

Bankside School has an on-site clinical team made up of a clinical psychologist, assistant psychologist, occupational therapist and speech and language therapist. The clinical team meet the provision of the EHCP prescribed before entering Bankside School, support all school staff in meeting the needs of the EHCP, liaise with the SENCO in meeting the changing needs of the pupils and have a minimum of a half-termly meeting with senior leaders to discuss the emerging needs of the pupils. Pupils access the clinical team on an individual or small group basis or indirectly through an assessed or observed need by school staff. Any staff in school can make a referral to the clinical team and the whole school works collaboratively to meet the SEND needs of the pupils.

For more information, please refer to our Planning, Assessment, Recording and Reporting Policy

9.0 ANNUAL REVIEW

All Education Health and Care Plans (EHCP) are reviewed at least annually. These reviews focus on what the pupil/pupil has achieved as well as on any difficulties that need to be resolved (for more information please refer to our Planning, Assessment, Recording and Reporting Policy).

The Annual Review aims:

- To assess progress towards meeting the objectives specified in the statement
- To assess progress towards the targets in the PCP set at the previous review
- To review any special provision made.
- To provide a profile of current levels of attainment in literacy, numeracy and life skills, and a summary of progress achieved in other areas of the curriculum
- To consider the continuing appropriateness of the statement/EHC plan.
- To set new targets for the coming year

The Head teacher and/or SENDCo initiates the review process upon receipt of the termly list of annual reviews for the Local Authority.
In preparing for the review meeting, the SENDCo must request written advice from:

- Pupil's parents
- Anyone specified by the authorities
- Anyone else the Head teacher considers appropriate

The SENDCo must also circulate a copy of all advice received to all those invited to the review meeting at least two weeks before the date of the meeting, inviting additional comments, including comments from those unable to attend the review meeting.

The Annual Review meeting is chaired by the Head teacher or SENDCo.

The SENDCo provides the Local Authority with the annual review report following each Annual Review meeting within 15 working days. The report summarises the outcome of the review meeting, setting out the assessment of the main issues discussed at the meeting, the recommendations about educational targets for the coming year and any other steps that ought to be taken.

10.0 LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for our pupils.

Important links are in place with the following organisations:

- Local Authorities
- Social Services
- CAMHS
- Outcomes First CEIAG career guidance