



**Bloomfield School and
Dudley Port Annex**

Special Educational Needs and Disability Policy

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The Policy is developed in line with the SEN and Disability Code of Practice 2015

SCHOOL ARRANGEMENTS

At Bloomfield School and Dudley Port Annex we value the abilities and achievements of all our students and are committed to providing for each student the best possible environment for learning. It should be noted that as a specialist school for young people with social, emotional and behavioural difficulties, all of our students are on the SEN register and the majority of students have a statement of SEN

This policy recognises the entitlement of all students to a balanced, broadly based curriculum, relevant to students' needs. Our SEN policy reinforces the need for teaching that is sensitive to and takes account of the complex needs of our students, whilst providing an appropriately modified, robust and challenging curriculum that is tailored to the needs of the individual child. The Directors, Executive Head Teacher and Senior Leadership Team will ensure that appropriate provision will be made for all our students.

THE SEN AIMS OF THE SCHOOL

- To ensure that all students have access to a broad, balanced curriculum, which is modified as appropriate
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all students requiring SEN provision as early as possible; usually upon entry to the School, based on information from a student's mainstream school
- To ensure that students with SEN take as full a part as possible in all school activities
- To ensure that carers and parents of students with SEN are kept fully informed of their child's progress and attainment
- To ensure that students with SEN are involved, where practicable, in decisions affecting their future SEN provision

We recognise that many students will have special needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some students, we believe that much can be done to overcome them by carers/parents, teachers and students working together.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child has Special Educational Needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area
- For a child under two, educational provision of any kind (1996 Education Act, section 312)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

The School will have due regard for the Special Needs Code of Practice when carrying out duties towards all students with special educational needs and ensure that carers/parents are notified when SEN provision is being made for their child.

Roles and Responsibilities

The Executive Head Teacher or Deputy Head Teacher acts as SENCo.

THE ROLE OF THE SENCO

The SENCo plays a crucial role in the School's SEN provision. This involves working with the Local Authorities and Leadership Team to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for students with SEN
- Liaising with and giving advice to fellow teachers and education support staff
- Managing classroom support
- Overseeing students' records
- Liaising with parents/ carers
- Making a contribution to INSET
- Liaising with schools, external agencies, LEA support services, Health and Social Services, and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- SEN is the responsibility of all teachers. The Revised Code of Practice for SEN states that 'all teachers are teachers of SEN' This means that all teachers are responsible for planning and making provision for SEN students within their class with advice and support from the SENCo
- Teaching and non-teaching staff are committed to keep the SENCo well informed about students' progress
- All teachers have access to information about students with SEN

THE ROLE OF THE SENIOR MANAGEMENT TEAM and Schools LEADERSHIP TEAM:

Responsibilities to students with SEN include:

- Ensuring that provision is of a high standard
- Ensuring that a 'responsible person' is identified to inform about the Statement all those involved with teaching and supporting Statemented students
- Ensuring that students with SEN are fully involved in School activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing the SEN policy

THE ROLE OF THE CLASS TEACHER and SUPPORT STAFF

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the School's procedures for the identification and assessment of, and subsequent provision for students with SEN
- Collaborating with the SENCo to decide the action required to assist the student to progress
- Working with the SENCO to collect all available information on the student
- In collaboration with the SENCo, develop IEPs.
- Working with students on a daily basis to deliver the IEP targets within differentiated planning
- Developing constructive relationships with carers and parents

- Being involved in the development and review of the School's SEN policy

THE ROLE OF THE EXECUTIVE HEAD TEACHER

The Head Teacher's responsibilities include:

- The day-to-day management of all aspects of the School including the SEN provision
- Keeping the Senior Management Team well informed about SEN within the School
- Working closely with the SENCo (Deputy Head Teacher)
- Informing carers/parents of the fact that SEN provision has been made for their child
- Ensuring that the School has clear and flexible strategies for working with carers/parents, and that these strategies encourage involvement in their child's education

Co-ordinating and managing provision

The new Code recognises the SENCo's 'Key role in determining the strategic development of the SEN policy and provision in the Centre in order to raise the achievement of children with SEN'

Admission arrangements

The Executive Head Teacher and Senior Management Team believe that the admissions criteria should not discriminate against students with SEN and have due regard for the practice advocated in the Code of Practice, in that 'All schools should admit students already identified as having special educational needs, as well as identifying and providing for students not previously identified as having SEN. Students with special educational needs but without statements must be treated as fairly as all other applicants for admission.' (CoP 1:33)

Identification, Assessment and Review

CATEGORIES OF SPECIAL EDUCATIONAL NEED

The new Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and Learning
- Behaviour, emotional and social development
- Sensory and/or physical

The SEN Code of Practice 2002 makes it clear that 'All teachers are teachers of students with special educational needs.' All teachers are responsible for identifying students with SEN and, in collaboration with the SENCo, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEN can be identified. Whether or not a student is making adequate progress is seen as a significant factor in considering the need for SEN provision.

EARLY IDENTIFICATION

Early identification of students with SEN is a priority. Data obtained from Local Authorities and previous schools informs the School about a student's needs and place on the SEN Register. The School will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by our Educational Psychologist during observation and assessment
- Evidence obtained by teacher observation/ assessment.
- Their performance in N.C. judged against level descriptions.
- Standardised screening or assessment tools such as:
 - Screening /diagnostic tests
 - Reports or observations
 - Records from previous schools
 - Information from parents/ carers

- National Curriculum results
- Student portfolios

NATURE OF INTERVENTION

The SENCo in collaboration with the class teacher will decide the action required to help the student progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the student
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training

SEN PROVISION

On entry to the School, each student's available attainment data from previous school will be scrutinised by staff. Additional entry assessments will be conducted by our Educational Psychologist and SENCo, as well as in most subjects. This will help to inform staff of a child's aptitudes, abilities, and attainments, and will be used to ensure continuity in learning. The records kept on each student helps the School to design appropriate differentiated learning programmes.

For students with identified SEN the SENCo/ class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve carers/parents in a joint home-school learning approach

THE RANGE OF PROVISION

The main methods of provision made by the School are:

- Full-time education in classes, with additional help and support by class teacher/ subject teachers through a differentiated curriculum
- Periods of support within our Learning Support Centre with specialist staff
- Targeted 1:1 support in lessons

MONITORING STUDENT PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour

If a student's class teacher, in consultation with carers/parents, concludes that a child may need further support to help their progress, the teacher should seek the help of the SENCo. The SENCo and teacher will review the approaches adopted. Where additional support to that of normal class provision is required, it will be provided through further assessment and consultation with the company's Professional Clinical Multidisciplinary Team (PCMT) who provide a range of additional support services including an educational psychologist, clinical psychologist, psychotherapists, SALT and OT.

The majority of students attending Bloomfield School and Dudley Port Annex have a Statement of SEN, which clearly identifies progress objectives and the educational provision necessary to meet these objectives. In the unusual event that a statement is not already in place, at time of admission, the School will liaise with carers/ parents and the social worker to ascertain if it is appropriate to request that a statutory assessment of the student's educational needs be considered. In such an event, the School will co-operate fully with the local authority, in providing the necessary data and other information to facilitate this process.

RECORD-KEEPING

The School will record the steps taken to meet students' individual needs. The SENCo will maintain the records and ensure access to them. In addition to the usual records, the student's profile will include:

- Information from parents/ carers
- Information on progress and behaviour
- Student's own perceptions of difficulties
- Information from health/ social services
- Information from other agencies

Teaching students with SEN is a whole-school responsibility. The core of teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in students' abilities, aptitudes, and interests. Some students may need increased levels of provision and support.

The progress of all students attending the Woodbury School are monitored carefully through a variety of means including regular assessment, internal case conferences, statutory reviews such as Looked After Children Reviews, Statement Reviews, Personal Education Plan Reviews and Tutor/ Keyworker/ Parent meetings, which take place termly.

INDIVIDUAL EDUCATION PLANS

IEPs are an integral part of the School's delivery of the Code of Practice. They are reviewed formally, twice yearly, usually as part of the Personal Education Plan (PEP) where a student is 'looked after', as part of the Annual Review of Statement and/or as part of the tutor/ keyworker/ parent meeting which takes place termly, for all students. Additionally, informal review takes place through internal case conferences and teacher assessment. Daily communication about students' progress, through morning telephone handover and whole staff meetings, also contributes to the ongoing review of the IEP, which is a working document and subject to update at any time.

IEPs include the following information:

- 3 Short-term targets, which are linked to the objectives of the Statement of SEN, where applicable
- Strategies for the Student
- Strategies for the teacher
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

IEPs will be discussed with the student and the carer/parent. The School will involve students in the review process

REQUEST FOR STATUTORY ASSESSMENT

The School will request a Statutory Assessment from the relevant LEA when, despite an individualised programme of sustained intervention within School Action Plus, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent/ carer or outside agency. The School will have the following information available:

- The action followed with respect to School Action and School Action Plus
- The student's IEPs
- Records and outcomes of regular reviews undertaken

- Information on the student's health and relevant medical history
- N.C. levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and our Educational Psychologist
- The views of parents/ carers
- Where possible, the views of the child
- Social Services reports
- Any other involvement by professionals

A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision beyond what a school can offer. However, the School recognises that a request for a Statutory Assessment does not inevitably lead to a Statement.

A Statement will include details of learning objectives for the student. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Of shorter term
- Established through parental/student consultation
- Set out in an IEP
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

REVIEWS OF STATEMENTS

Statements must be reviewed annually. The LEA will inform the Executive Head Teacher/ SENCo at the beginning of each school term of the students requiring reviews. The SENCo will organise these reviews and invite:

- The student's parent/ carer
- The student if appropriate
- The relevant teacher/ Tutor
- A representative of the LEA
- Any other person the LEA considers appropriate
- Any other person the Executive Head Teacher/ SENCo considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to the IEP targets
- Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Statement in relation to the student's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

With due regard for the time limits set out in the Code, the SENCo will ensure that a report of the annual review meeting is sent, with any supporting documentation, to the LEA. The School recognises the responsibility of the relevant LEA in deciding whether to maintain, amend, or cease a Statement of SEN.

Curriculum Access and Inclusion

The School strives to be inclusive, engendering a sense of community and belonging through its

- Inclusive ethos
- Broad and balanced curriculum for all students
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all students

We have adopted a whole-school approach to SEN policy and practice. Students identified as having SEN are fully integrated into classes. Every effort is made to ensure that they have full access to the curriculum on offer and are integrated into all aspects of the School.

Evaluating success

The success of the School's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCo and subject teachers
- Analysis of student tracking data and test results
- Consideration of each student's success in meeting IEP targets
- School self-evaluation and self-review

In evaluating the success of this policy, the Centre will consider the views of:

- Teachers
- Parents/ Carers
- Students
- External professionals

Staff development and appraisal

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN students. Part of the SENCo's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with students with SEN. As a routine part of staff development, INSET requirements in SEN will be assessed. Staff new to the School will be given training on the SEN policy as part of their induction.

Links with other agencies, organisations and support services

The School recognises the important contribution that our internal and external support services make in assisting to identify, assess, and provide for students with SEN. When it is considered necessary, colleagues from the following support services will be involved with SEN students:

- Educational psychologists
- Medical officers, including our own Professional Clinical Multi-disciplinary Team
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services

In addition, important links are in place with the following organisations:

- The LEA
- Specialist Services
- Social Services
- Connexions

Partnership with parents and carers

We firmly believe in developing a strong partnership with parents and carers and that this will enable students with SEN to achieve their potential. The School recognises that parents and carers have a unique overview of the student's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents and carers hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (CoP 2.2)

The School will make available, to all parents of students with SEN, details of the Parent Partnership service available through the LEA. The SEN Code of Practice outlines that 'LEAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.' (CoP 2.14)

The voice of the child

The new Code includes a chapter on pupil participation.

Schools ...should show sensitivity, honesty and mutual respect in encouraging students to share concerns, discuss strategies and see themselves as equal partners with the school. This reflects the UN Convention on the Rights of the Child.

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective students during their school years.

Sources

- 'SEN Resources', Special Needs Edu-Fax, devised and written by P.N. Williams and J.D. Petch, edited by D.N. Roberts, published by The Curriculum Publishing Company Ltd, 2002
- 'Guidance on revising SEN policies for mainstream schools', Oxfordshire LEA, 2002
- 'SEN Policy' section on SEN, www.Schoolmanager.net

References

- The Revised SEN Code of Practice (November 2001)
 - Special Educational Needs and Disability Act 2014
- 'Inclusive Schooling'
Special Educational Needs and Disability code of Practice 0-25 years (January 2015)