Barrs Court School

Policy for Special Educational Needs and Disability (SEND)

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1. Introduction
   1.1 The aim of this policy is to clarify SEN access and entitlement, and explain how the school meets the individual needs of its pupils through the effective allocation of available resources.

2. Definitions
   2.1 The law states that a child has a special educational need if he/she has a:
      • Significantly greater difficulty in learning than the majority of others of the same age;
      • Disability or health conditions that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

3. Areas of special educational need
   3.1 Barrs Court School is a Special Academy catering for pupils from 11-19 who have identified severe and complex learning difficulties and/or disabilities, including pupils on the Autistic Spectrum and pupils with Profound and Multiple Learning difficulties.

Local Offer
   3.2 Barrs Court School will cooperate generally with the Local Authority and local partners in the development and review of the local offer.

4. Objectives
   4.1 Barrs Court School intends to work with Herefordshire Council and within the following principles which underpin this policy.
      • The involvement of children, parents and young people in decision making;
      • The identification of children and young people’s needs;
      • Collaboration between education, health and social care services to provide support;
      • High quality provision to meet the needs of children and young people with SEN;
      • Greater choice and control for young people and parents over their support;
      • Successful preparation to adulthood including independent living and employment where appropriate.

   4.2 This policy should be read in conjunction with the schools SEND Information Report which contains additional details.
5. **Our School Vision and Aims**

   5.1 Barrs Court Academy Trust's overarching mission statement is that;

   ‘Together we empower and believe to thrive and achieve’

**Vision**

5.2 We will create and facilitate a centre of excellence in which the educational and therapeutic needs of children and young people with special educational needs and disabilities (SEND) can be addressed effectively and within a learning environment that is safe, relevant, inclusive and purposefully creative and enjoyable. All contributions and achievements will be recognised and celebrated.

5.3 The high quality curriculum will be broad, creative and appropriate with access to the curriculum driven by individual pupil need. Barrs Court School will treat each of its pupils with respect and ensure that their rights, needs, aspirations and personal preferences remain central to the school’s organisation and pupils are empowered to benefit from a meaningful, contributing and rewarding adulthood. Our expertise will be shared to promote awareness, social integration and tolerance within the wider community and promote the best outcomes for all young people and adults with SEND in Herefordshire.

**Our Statement of Purpose**

5.4 Together we will;

- Nurture mutual respect, honesty and trust for our surroundings and community.
- Offer and promote a personalised learning pathway that is both challenging and inspirational, delivered within a positive learning environment that is supportive and caring, encouraging one another to make healthy choices for ourselves.
- Communicate effectively and in partnership, taking into account the voice of the student.
- Build resilience and overcome barriers, empowering pupils to achieve personal fulfilment and we recognise and celebrate the talents, achievements and contribution of all our students.
- Inspire students to develop their independence and take risks so that they experience what the world has to offer and are stimulated to actively contribute to society.

**Legal Framework**

5.5 This policy provides guidelines to ensure that the school will:-

- Identify the special educational needs of individual pupils.
- Work in partnership with parents, carers and colleagues in health and social care to meet children’s special educational needs.
- Differentiate curriculum provision and resources as appropriate to meet a range of individual needs.
- Ensure that policies and practices maximise opportunities for SEND pupils to gain full curriculum access.
5.6 It will also take into account statutory and non-statutory related guidance including but not limited to:

- SEN Code of Practice 0-25
- Supporting Children with Medical Conditions
- Working Together to Safeguard Children

5.7 This policy will have due regard to legislation including but not limited to:

- Children and Families Act 2014 (and related regulations)
- Health and Social Care Act 2015
- Equality Act 2010
- Mental Capacity Act 2005
- Children’s Act 2004

5.8 The school environment and the expectations of staff are designed to promote maximum independence for pupils while providing the appropriate level of individual challenge and support. Pupils are provided with a supporting and stimulating learning environment, celebrating individual achievements and preparing for life after school.

5.9 All adults are required to interact with pupils in a way which is designed to promote a positive attitude that is age appropriate to their learning needs and disabilities.

6. Admissions

6.1 Barrs Court School will ensure it meets its duties under the Schools Admissions Code of Practice by following its agreed admissions policy and supporting legislation. Admission to the school is through Herefordshire Local Authority and is fully explained in the Admission Policy.

6.2 All pupils of school age have a statement of special educational needs (SEN) or Education, Health and Care Plan (EHCP).

7. Organisation

7.1 The management of the School is led by the Headteacher, the Deputy Headteacher, the Family Support and Student Well-being Manager, together with the Business Manager. The school is structured into three Key Stages: Key Stage 3, Key Stage 4 and Key Stage 5 (6th Form). This structure allows pupils to work mostly within their ‘Year Groups’. All classes are small and provide individual attention where needed. The Teachers are well supported by a large team of Teaching Assistants. A broad, balanced, relevant and differentiated curriculum is offered to all pupils and caters for a wide range of educational needs.

7.2 The Headteacher is the school’s Special Needs Co-ordinator (SENCO), responsible for the day to day management of all special needs matters, ensuring that an agreed and consistent approach is adopted. The Headteacher is supported in this role by the Senior Leadership Team. All Class teachers are responsible for planning detailed programmes to meet the needs
of the pupils in their Class and ensuring that any extraordinary information is communicated
to everyone in the school, including CSOs, Lunchtime Supervisors, Facilities Technician and
other appropriate professionals. They refer concerns and/or additional needs to the
Headteacher who discusses needs with staff, involving families and support agencies as
appropriate, and reviews the child’s individual education plan.

7.3 The Standards sub-committee of governors work with the Headteacher and consider
measures of progress within the school and how the children’s special needs are being met.
Meetings between the Headteacher or Deputy Headteacher and the Class teacher take place
once a term. This can be supplemented by both formal and informal meetings with the Subject
Leaders or other members of the Senior Leadership Team in order to meet the specific needs
of the pupils.

8. Roles and Responsibilities

8.1 The Governing Body has responsibility to ensure that the school will:

- Fully engage parents/ carers and young people with SEN when drawing up policies that
  affect them;
- Identify assess and make SEN provision for all children and young people with SEN;
- Use their best endeavours to secure the special educational provision called for by a child
  or young person’s needs;
- Appoint a designated teacher for “Looked After” children where appropriate;
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial
disadvantage they experience because of their disability;
- Take necessary steps to ensure that pupils with disabilities are not discriminated against,
harassed or victimised;
- Publish annual information on the school’s SEND Policy, setting out the measures and
  facilities to assist access for pupils with disabilities;
- Publish annual information about the arrangements for the admission of pupils with
  disabilities, the steps taken to prevent children from being treated less favourably than
  others, the facilities provided to assist pupils with disabilities and the school’s accessibility
  plan;
- Publish accessibility plans setting out how they plan to increase access for pupils with
  disabilities to the curriculum, the physical environment and to information renewable
every 3 years;
- Develop complaints procedures which, along with details about appealing to the SEND
  Tribunal will be made known to parents/ carers and pupils through a single point of access.

8.2 The Headteacher has a responsibility to:

- Ensure that those teaching or working with the pupil are aware of their needs and have
  arrangements in place to meet them;
- Ensure that teachers monitor and review the pupil’s progress during the course of the
  academic year;
• Cooperate and work collaboratively with local authorities during the annual EHC plan reviews and processes;
• Regularly and carefully review the quality of teaching for pupils at risk of underachievement as a core part of the school’s performance management arrangements;
• Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.

8.3 Class Teachers must:
• Plan and review support for their pupils in collaboration with parents/ carers, other professionals and where appropriate the pupil themselves;
• Set high expectations for every pupil and aim to teach them a personalised curriculum whatever their prior attainment;
• Use appropriate assessments to set targets that are appropriately challenging;
• Plan lessons to address potential areas of difficulty to ensure that any barriers to learning are identified and appropriate provisions are in place e.g. IEP targets.

9. Identification, Assessment and Reviews

Identification

9.1 To identify pupils with SEND, Barrs Court School will:
• Assess each pupil’s current skills and levels of attainment on entry.

9.2 Barrs Court School will make regular assessments of all pupils so that interventions:
• Ensure the child’s progress is similar to that of their peers starting for the same baseline;
• Matches or betters the child’s previous rate of progress;
• Closes the attainment gap between the child and their peers ;
• Prevents the attainment gap growing wider.

9.3 Barrs Court School will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.

Assessment

9.4 Barrs Court School will employ the graduated approach to meeting the pupil’s needs including:
• Establishing a clear Assessment of the pupil’s needs;
• Planning with the pupil’s parents/ carers the interventions and support to be put in place as well as the expected impact on progress, development and behaviour along with a clear date for review;
• Implementing the interventions;
• Reviewing the effectiveness of the interventions and making any necessary revisions.

9.5 Assessment by teaching and multi-agency staff is supported by formative assessment using the Wilson Stuart P-Levels. At Key Stage 4 and 5 externally accredited courses are taken,
which include Edexcel Entry Level Certificate. For further information please refer to the Assessment, Recording and Reporting Policy.

9.6 A variety of teaching methods and techniques are adopted where appropriate to meet individual pupil’s needs. This may include strategies from structured teaching (TEACCH), Picture Exchange (PECs), Signalong and symbol use, intensive interaction and positive behaviour strategies (MAPA). Staff use a range of methods and techniques in a flexible way that will allow all pupils to access learning.

Reviewing the Education Health & Care (EHC) Plans

9.7 In common with all Local Authorities (LA) Herefordshire follows the Code of Practice that has a staged approach to meeting special needs.

9.8 During the period of transition from Statements of Special Educational Need to EHCP some pupils will continue to have an annual review of their statement whilst others will have an EHCP conversion meeting, chaired by a conversion officer from the local authority. All paperwork is on the template provided by the LA and completed in line with their guidelines.

9.9 Once an Education, Health and Care Plan (EHCP) has been written, it is reviewed annually and revised if appropriate. Parents are fully involved in line with the LA guidelines and Code of Practice and other relevant professionals are invited to attend or contribute reports. Individual education plans (IEPs) are kept under continuous review, and are discussed with parents at termly review evenings and as part of the annual review process.

9.10 The school’s equal opportunities policy reinforces the view that all pupils have a right to education of equal relevance and value. We seek to involve all pupils in the range of experiences offered. Our aim is to capitalise on strengths and minimise obstacles to learning.

9.11 Refer to the following statement and policies for further details of procedures;

- Annual Reviews Statement
- Assessment, Recording and Reporting
- Admissions
- Equal Opportunities

10. Resources

10.1 Resources are allocated to the school through the LA and in recognition of the need to provide specialist equipment and teaching materials. The school seeks to ensure that sufficient staffing allows mixed ability groups to function, offering all pupils a fair allocation of staff time and access to appropriate classroom resources. The school also takes into consideration the extraordinary needs of the pupils within the school, ensuring that all have access to the specialist equipment that they require.

10.2 We have a structured resource room where specialist equipment is located and every class is equipped to a very high standard in order to meet the learning needs of all our pupils. The school has a responsibility to meet the special needs of every pupil by offering an informed,
full, relevant and balanced education. This is monitored by the SENCO, Senior Leadership Team and the Subject Leaders and is reviewed termly.

10.3 All staff are kept well informed about the strategies required to manage pupils’ needs effectively and we encourage as much independence as possible within a safe and caring environment. Barrs Court School has undergone many internal adaptations to improve access for those with special needs. It has specialist bathroom and toilet provision and provides additional seating, mobility and communication aids to meet individual needs. A hydrotherapy pool enhances the quality of movement and physical education for all pupils. Playground equipment includes items which are accessible to pupils with restricted mobility.

11. **Working in Partnership with Families**

11.1 The whole staff team at Barrs Court School are committed to building positive and effective home/school links and encourage parents to become partners in the education process.

11.2 Effective planning should involve parents/carers, children and young people with SEND to express their needs, wishes and goals and be fully involved in any decision making. At Barrs Court we will:

- Focus on the child or young person as an individual, not their SEND label;
- Highlight the child or young person’s strengths and capacities;
- Enable the child or young person and those who know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future;
- Provide Parents and Carers with accurate information when they meet with teachers in order to ensure that they have a full picture of their child’s skills and abilities, as well as their behaviour;
- Use clear ordinary language and images rather than professional jargon to enable the young people and their parents/carers to understand the information shared and the options available to them, and therefore to make informed choices;
- Tailor support to the needs of the individual;
- Organise assessments to minimise demands on families;
- Bring together relevant professionals to discuss and agree collaboratively the overall approach.

12. **Relationships with other Schools and Transfer Arrangements**

12.1 Barrs Court School has a strong relationship with the local community and plays an active role in special needs network groups and the local Headteachers’ group.

12.2 This is achieved through a carefully monitored and staged approach as outlined in the school’s Transition Policy, taking into consideration the full range of the pupil’s needs.

12.3 When progressing from one class to another, and across different sectors of the school, we ensure that teachers liaise closely and both formal and informal meetings are held to enable the process to be as smooth as possible.
12.4 Barrs Court School offers opportunities for mainstream staff to visit in order to discuss and observe alternative strategies for working with their pupils as well as providing access to specialised equipment and resources.

12.5 The school also operates an outreach service, providing assessment and advice regarding individual children in mainstream schools, as well as training for TAs and teachers.

Preparing for Adulthood

12.6 Barrs Court School will ensure that it meets its duty to provide for pupils in Yr9-14 including:
- Preparation for adulthood in the planning meetings with pupils and parents from Year 9;
- Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEN;
- Helping pupils and parents/ carers understand and explore how the support they will receive in school will change as they move into different settings and what support they are likely to need to achieve their ambitions.

13. Joint commissioning, planning and delivery

Links with Child Health Services and other Agencies

13.1 An essential element of this provision is the emphasis placed upon close working relationships with professionals from other agencies who share in the assessment, planning, implementation and evaluation of pupils’ needs. All adults are required to interact with pupils in a way which is designed to promote a positive attitude that is age appropriate to their learning needs and disabilities.

13.2 Barrs Court School will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

13.3 Identifying improved system outcomes in consultation with pupils and their parents/ carers, taking into account:
- Prevention;
- Early identification/recognition;
- How pupils and their families will be able to access services;
- How transitions between life stages and settings will be managed including from early years to primary to secondary, and secondary to further education (FE);
- How provision and support services will enable pupils to prepare for their future adult life.

13.4 The community paediatrician carries out regular medicals at school, offering advice to the school and families as well as contributing to annual reviews and assessments. The school also currently receives support from physiotherapy, occupational therapy and speech and language therapy services, whose staff are employed by the NHS to work alongside staff at the school and offer advice to parents.

13.5 Plan, deliver and monitor services against how well outcomes have been met including but not limited to:
- Improved educational progress and outcomes for children and young people with SEN;
• Increasing the proportion of children with SEN whose needs are identified before school entry.

13.6 Draw on the wide range of local data sets about likely education needs of children and young people with SEN to forecast future need, including:
• Population and demographic data;
• Prevalence data for different kinds of SEN and disabilities among children and young people at national level;
• Numbers of local children with EHC plans and their main needs;
• The numbers and types of settings locally that work with or educate children with SEN and disability;
• An analysis of local challenges/sources of health inequalities.

14. Complaints
14.1 The complaints procedure is outlined in the Complaints policy, which is available on the school website. A hard copy of the procedure is available from the school on request. If there are occasions when parents are unhappy about issues to do with school and their children they are invited to come and talk to us, or telephone with any concerns. The vast majority of concerns can be resolved by talking to the school. Pupils too may wish to share their concerns or anxieties and to this end all staff are encouraged to develop sound listening skills and to follow laid down procedures on confidentiality.

15. Training and Professional Development
15.1 It is recognised that the most valuable resource is staffing and we will use every available resource to retain and recruit skilled teachers and assistants. There is a need to provide for on-going staff development, in order to meet children’s needs effectively. All staff have an interest and professional expertise in meeting the needs of pupils with learning difficulties and physical disabilities and are supported by continuing professional development.

15.2 The school is highly committed to developing and extending its expertise in the area of SEN. We will conduct regular training sessions for all staff within the school and have a formal induction process in place for new staff. There is targeted whole school in-service training that is directed to meet specific needs within the school. There are weekly formal meetings involving the entire teaching team with the explicit aim of monitoring and developing the school’s curriculum. Staff are encouraged to attend external training where appropriate and there are formal structures in place to meet the training needs of both newly qualified and newly appointed teachers.

16. Evaluation

16.1 This is achieved through the monitoring of planning and classroom practice by the Subject Leaders, the SLT termly meetings with individual teachers, the School Development Plan, external monitoring by the school’s School Improvement Partner and OfSTED, and through
frequent staff meetings of both an informal and formal nature. This is further supported through the annual review process and the target setting that occurs here and throughout the academic year.

17. **Associated Documents**

   - Accessibility
   - Administration of Medication in School
   - Annual Reviews Statement
   - Assessment, Recording and Reporting
   - Admissions
   - Complaints
   - Equal Opportunities
   - SEND Information Report
   - Transition

18. **Reviewing the Policy**

The policy will be reviewed every three years, unless circumstances dictate that it should be reviewed sooner. The policy will be reviewed and revised by the Headteacher and approved by the Full Governing Body.

**Signed:**

![Signature]

Mrs. Julie Cohn (Chair of Governors)

![Signature]

Lisa Appleton (Headteacher)

**May 2018**

Date for review: **May 2021**