



Greys Education Centre

An Alternative Provision Academy

BILTT Greys Education Centre

Special Educational Needs & Disabilities Policy

Reviewed by Jo Tift 5.3.21
To be reviewed 5.3.22
Subject to LAB Approval

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Greys Education Centre Special Education Needs Policy

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

Principles

- Special Education Needs is a whole school issue at Greys. All teachers are considered to be a teacher of Special Needs, whose role is to plan and develop the curriculum to take account of individual differences.
- Pupils are entitled to have access to a broad, balanced and relevant curriculum. The curriculum must be well-matched and appropriately differentiated to their individual needs and underpinned by specialist approaches and strategies to address those needs.
- Pupils within Greys are regarded and treated as unique individuals who must be given the opportunity to excel and experience achievement. Their success, however small, will be recognised and celebrated.
- Staff are committed to working together for the benefit of the pupils at Greys. Greys will provide a positive, caring approach where the achievements and successes of each pupil are celebrated whenever possible.
- The pastoral and academic areas of the curriculum are managed in such a way as to ensure that the participation of pupils in their own learning is maximised and to enable them to fully achieve their potential.
- The school promotes the emotional and social development of all its pupils.
- The school believes that in order to support pupils appropriately it has to have a good relationship with parents/carers. Regular communication with parents/carers is key to supporting the needs of pupils.
- The Local Advisory Board, in co-operation with the Executive Principal, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview.
- It is recognised that the 1996 Education Act, The Children and Families Act 2014 and the 2014 SEND Code of Practice are valuable sources of structure and guidance in developing systems and processes which will help to ensure that the needs of all the pupils at Greys are met.

Aims

We will aim to:

- Ensure that all pupils at Greys receive appropriate teaching and support which takes into account their Special Needs.
- Ensure that work is well matched and differentiated where necessary and that teaching methods and practice are regularly reviewed to ensure that they remain appropriate and relevant to the needs of the individual.
- Provide a safe, stimulating learning environment and each pupil will be valued as an individual.
- Involve pupils and families in decisions regarding education and the meeting of the pupil's needs, to support them to promote learning and development and planning for their future.
- Provide a broad balanced curriculum which enables the students to progress academically and socially according to their potential.
- Liaise effectively with other agencies who have an interest in, or are able to make a positive contribution towards, pupils' lives
- Work in partnership with other schools and educational organisations to develop inclusive practice.
- Ensure that resources available to Greys (including financial, staffing, technical and advisory) are deployed appropriately and effectively to meet pupils' needs.

1) Aims of our provision in regards to pupils with special educational needs and/or disability

- The aims of our policy and practice in relation to special educational need and disability in this school are:
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional & mental health
 4. Sensory/physical

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs & disabilities (SEND)?

At our school we use the definition from the SEND Code of Practice (2014). This states:

- **Special Educational Needs:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England
- **Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is 'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3) The kinds of special educational needs (SEN) for which provision is made at the school

- At Greys all pupils are taught in small groups with specialist teachers who are able to identify and address the needs of the pupils. This is done through an appropriate curriculum that will meet the needs of the pupils.
- Where necessary we will request assessment for an EHCP and will work closely with partner agencies.
- For those pupils with an EHCP we will work closely with the SEND team to ensure that pupils needs are met and for those pupils moving to a new school an appropriate placement is sought.

4) How does our school know if children need extra help?

- We know when a pupil needs help if:
- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

5) What should a parent do if it thinks their child may have special educational needs?

- If Parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher/subject teacher/ form tutor. This then may result in a referral to the appropriate school SENDCo:

Jo Tift (Primary) 01234 889325
Karen Dell (Secondary) 01234 408477

- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND?

- All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 1. classroom observation by the senior leadership team
 2. ongoing assessment of progress made by pupils with SEND
 3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 4. pupil and parent feedback on the quality and effectiveness of Interventions provided,
 5. attendance and behaviour records
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these through regular discussions.
- Pupils' attainments are tracked and those failing to make expected levels of progress are identified very quickly. All pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.

7) How will pupils be involved in decisions regarding provision that can better meet their needs?

- Pupils will be encouraged to identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each term, this information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

8) How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' attainment levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs and Disability Coordinator (SENDCo) and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

9) How will parents know how their child is doing?

- Attainments towards the identified outcomes will be shared with parents through discussion, meetings with parents and review meetings
- Parents may also find a home-school diary a useful to communicate with school staff on a more regular basis.

10) How will parents be helped to support their child's learning?

- The class/subject teacher or SENDCo may also suggest additional ways of supporting your child's learning.

11) How will the school evaluate the effectiveness of the SEND provision made for pupils

- The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with members of the trust board and be judged by external moderators such as Ofsted.

12) What support will there be for children overall well-being?

- The school offers a wide variety of pastoral support for pupils. This includes:
- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Senior Leadership Team
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

13) Pupils with medical needs (Statutory duty under the Children and Families Act)

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the School Medicine Administration Policy.

14) What specialist services are available at the school?

- The school has access to a range of specialist support such as;

Local Authority support services,
Specialists in our other BILTT schools
Social Services,
Health partners such as school nurse and CAMHS

15) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

16) How accessible is the school environment?

- Disabled parking spot marked and located next to the school reception
- Ramps have replaced steps into school huts to ensure the site is accessible to all
- There are toilets for visitors with a disability on the Primary site
- One toilet has been adapted to ensure accessibility for visitors with a disability on the Secondary Site

- A medical room/area has been provided in order to enable a safe place for insulin testing/injections
- Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website

17) How will the school prepare/support my child when joining or transferring to a new school

- A number of strategies are in place to enable effective pupils' transition. These include:

On entry to Greys:

- The previous school records will be requested immediately and a meeting set up with the previous school to identify any concerns.
- An admission meeting will be set up with the parents/carers to discuss SEND and discuss how these needs will be met.

Transition to the next school, preparation for adulthood and independent living

Primary:

- After a new school place has been identified either by the parents/carers or FAP (Fair Access Protocol) a transition plan will be put in place taking into account the needs of the child.
- For those pupils with an EHCP support will be provided by the SEND team to identify the next placement. A transition plan will then be put into place by staff at Greys.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.

After school:

Pupils are offered bespoke and generic CIAG (Careers independent advice and guidance) from year 7 through to year 11 delivered during PSE lessons and supplemented by external visitors to the school from local organisations and businesses, including SEMLEP and Job Centre Plus.

Various organisations offer careers clinics for year 11's throughout the year and every pupil on leaving us at the end of year 11 has a robust careers plan in place detailing their next steps. Pupils with EHCP's are supported in liaison with the SEND team.

18) How are the school's resources allocated and matched to children's special educational needs?

- All of our pupils have funding for Special Education Needs
- In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
- Out of class support (relationship building, social, emotional skill development,)
- Small group tuition to enable catch up (subject or targeted at additional need)
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
- Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Access to support from in-school sources e.g. learning mentors (peer or adult) or from charities (e.g. Barnardos, Relate)
- Implementation of strategies from support agencies e.g. Communication and Sensory Advisory Teacher/Educational Welfare Support

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENDCo or a member of the Senior Leadership Team.

19) How is the decision made about how much support each child will receive?

- For pupils with SEND but without an EHCP, their needs will be met within the normal remit of greys. If it is felt that additional support is needed it will be discussed with the SENDCO, parent/carer and member of SLT.
- For pupils with an EHCP, this decision will be based on identified need when the EHCP is being produced or at an annual review.

20) How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, SENDCo or senior leadership team member,

- during parents meetings,
- meetings with support and external agencies.
- If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:
 - Your child's class teacher
 - The SENDCo
 - The Head of School
 - The Executive Principal
 - For complaints, please contact the School's Chair of LAB

21) Support services for parents of pupils with SEND include: (Schedule 1: Point 8)

- SEND Advice offers independent support for parents. They can be contacted on 01234 276267 or contacted by e mail at sendadvice@bedford.gov.uk
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

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