

INCLUSION, SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

2016 - 2019

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This policy sets out the Brownhill Learning Community's approach to supporting young people with Special Educational Needs (SEN). It is based on the SEN Code of Practice published in July 2014. It needs to be read in conjunction with the Accessibility Plan both of which are based on guidelines from the Equality Act 2010. This policy ensures that the Special Educational Needs and Equality Act are implemented effectively across the Brownhill Learning Community.

Mission Statement

The Brownhill Learning Community is committed to the inclusion of all the pupils, parents and staff who use its services. It sees Inclusion as a process of identifying, understanding and reducing the barriers to learning and participation. The BLC celebrates diversity and sees it as a strength.

Definitions

Children have Special Educational Needs if they have a significantly greater difficulty in learning than the majority of children at the same age. DfES.

"The BLC believes that all individuals have rights and responsibilities to themselves and others. This is based on the belief that all individuals are of value and should be given the opportunity to learn and develop potential".

The BLC aims to meet the definition of Special Educational Needs and Disability (SEND), as stated in the SEN Code of Practice. Special educational and disability provision means: educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school. At any point in their school life a young person may have Special Educational and or Disability Needs.

This policy ensures that curriculum planning and assessment for children with special educational and disability needs takes account of the type and extent of the difficulty experienced by the child.

Objectives

The BLC is committed to working within its mission statement and adhering to the principles of the SEN Code of Practice by:

- Creating an environment that meets the special educational and disability needs of each child.
- Maximising the opportunities for pupils with SEN and Disabilities to join in with all activities.
- Ensuring that all learners have access to a broad balanced and relevant curriculum which is differentiated to meet individual needs and abilities.
- To encourage learners to develop confidence and recognise value in their own contributions to their learning giving them high self-esteem.
- To encourage regular and effective communication between home and the school/study centre.
- To encourage learners to express their views and be fully involved in their learning
- To involve parents/carers at every stage in meeting their child's special educational and disability needs and to promote effective partnership to involve outside agencies when appropriate.
- To involve the students themselves in planning and in any decision making that affects them.

Leadership and Management of SEN

The role of the SENCO(s) will be a responsibility delegated and overseen by the Headteacher. The role is to:

- Manage the day-to-day operation of the policy
- Organise and operate the statutory annual reviews for all pupils with an Education, Health and Childcare Plan (EHC Plan) for all relevant pupils.
- Implement the transferring of pupils from a Statement of Special Educational Needs to an EHC Plan within the three year window and subject to the timescale dictated by the SEN Department of the LEA.
- Oversee and implement any new requests for assessment for an EHC Plans where appropriate.
- Co-ordinate the provision for and manage the responses to young people's needs. This includes appropriate interventions.
- Support and advise colleagues
- Oversee the records of all young people with special educational needs and/or a disability.
- Act as the link with parents
- Act as the link with external agencies and other support agencies
- Monitor and evaluate the special educational and disability needs provision, and report to the governing body
- Manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational and disability needs.
- Contribute to the professional development of all staff

All teaching staff have a responsibility to contribute to the day to day operation of the SEND policy. This will include:

- Assessing a pupils needs.
- Planning appropriate work for each pupil.
- Using a variety of approaches. to meet individual need.
- Undertaking the writing of progress reports.
- Implementing individual interventions where appropriate.
- Liaising with parents and any agencies involved with the pupils on a regular basis.

The Governors

The Governing Body fulfils its statutory duty towards the young people provided for at the Brownhill Learning Community in accordance with the guidance set out in the SEN Code of Practice and meets its responsibilities under the Equality Act 2010.

It also ensures that arrangements are in place in the BLC to support the range of young people it provides for and works with the Headteacher and the SENCo in determining the strategic development of SEN Policy and provision.

Areas of Special Educational Needs that are provided for at the Brownhill Learning Community.

As described in the SEN Code of Practice:

- **Communication and interaction.** This includes young people with speech and language and communication needs. (SLCN) and those with an Autistic Spectrum Disorder (ASD) including Asperger's Syndrome, pathological demand avoidance (PDA) and other conditions.
- **Cognition and Learning.** This includes young people with moderate learning difficulties (MLD). This also includes young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties.** Social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. Other areas of difficulty in this category can be oppositional defiance disorder (ODD), post-traumatic stress disorder (PTSD) and anxiety.

In addition to this the BLC provides for young people for whom circumstances have meant that they can't be provided for within the usual mainstream educational provision.

Identification and Assessment of SEN

A young person has SEN where their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional to that normally available to young people of the same age.

All young people provided for at the Brownhill Learning Community have Special Educational Needs.

The BLC assesses the young person on entry to the school in terms of current skills and level of attainment. There will then be ongoing monitoring of progress both educationally and in terms of

their individual SEN. This will then identify young people making less than expected progress given their age and individual circumstances.

This is progress which:

- Is significantly lower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Working in partnership with parents

We are committed to working in partnership with parents and carers. We will:

- Have regard to the views, wishes and feelings of parents.
- Provide parents with the information and support necessary to enable full participation in decision making.
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Meet with the parents of young people at least three times each year.
- Provide an annual report for parents on their child's progress.
- Review the young person's EHC Plan on a yearly basis.

Involving young people

We are committed to involving young people with SEN in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of young people.
- Provide young people with the information and support necessary to enable full participation in decision making
- Support young people with their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Assessing and reviewing outcomes

The BLC records evidence of pupil progress with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. We record details of additional or different provision made under SEN support. This forms part of regular discussions with parents about the child/young person's progress, expected outcomes from the support and planned next steps.

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

Reviewing an EHC plan

EHC plans are used to actively monitor young people's progress towards their outcomes and longer term aspirations. They will be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the young person and their parents, and will take account of their views, wishes and feelings. The review will focus on the young person's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a school representative, a Local Authority SEN officer, a

health service representative and a Local Authority social care representative will be invited to the review meeting as appropriate.

Before the meeting we will:

- Give notice to all parties at least two weeks before the meeting and seek advice and information about the young person.
- Send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting.

Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with social care reviews.

Transition

All pupils with SEN, disabilities and /or health issues including mental health difficulties can be supported to achieve to their potential in external accreditation. They can be supported to continue with their education post-sixteen and to access the right support in further education. We work towards all pupils accessing further education and/or training, finding work, living independently and participating in their community. We encourage these ambitions right from the start. Our SEN support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process. We support young people so that they are included in social groups and develop friendships. This is particularly important when young people are transferring from one phase of education to another.

We ensure that pupils from Year 8 until Year 11 are provided with independent careers guidance. For pupils with EHC plans, reviews from Year 9 will include a focus on preparing for adulthood and we will cooperate with the Local Authority to support the development of a post -16 study programme tailored to their needs.

The Brownhill Learning Community has a dedicated site for all Y11 young people. We believe this gives them better opportunities to transition to post-sixteen provision in as effective a way as possible. Included in the approach at the Year Eleven Centre are the following:

- An emphasis on external accreditation.
- An emphasis on a more independent way of learning which will prepare the young person for post-sixteen provision and encourage them to take responsibility for their learning.
- A flexible approach which delivers a personalised curriculum for each young person in order to maximise their potential.
- Access to vocational courses.
- Access to support and advice from the BLC Progression Officer and the Positive Steps Careers Advisor.

The approach to teaching young people with SEN

The BLC's approach is Therapeutic. We set high expectations for each individual young person whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the young people. Some young people need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it within the different sites of the Brownhill Learning Community.

The BLC has a range of provision available to all pupils in its care and aims to provide the most appropriate provision for the individual.

- Therapeutic approach.
- Personalised, differentiated curriculum.
- Working in small groups with a high staff pupils ratio.
- Individual tuition at the centre or another suitable venue.
- Access to the BLC re-integration programme which is available to all young people where appropriate and which involves a supported re-integration into a mainstream school.
- Home tuition.
- Assessment and ongoing monitoring of both educational and behavioural progress.
- Appropriate individual interventions.

Some of our pupils may have been excluded from special school and may receive 1:1 tuition for a time limited period subject to regular review.

Some pupils cannot attend mainstream school for short or longer term medical reasons. These are provided for through the Home Tuition Service.

All pupils have access to a key person to go to when they are feeling unsettled and can be referred to the school counsellor, the school Welfare Team and/or to interventions through the Youth Team.

Curriculum and learning environment

All pupils have access to a broad and balanced curriculum. The approach is therapeutic and each young person has a personalised curriculum. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. The SEN and/or disabilities of all young people are taken into account when developing a personalised curriculum to enable each individual to develop, learn, participate and achieve the best possible outcomes.

Training and continuing professional development (CPD) for staff

All staff are experienced and trained in a comprehensive range of Special Education Needs. Training is delivered through a rolling programme of INSET delivered throughout the academic year and involving external professionals where appropriate. All staff are encouraged to familiarise themselves with the SEN reference base on the BLC website. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying particular patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

Involving specialists

Young people who attend the BLC may have a history of difficulties in a mainstream setting or may have already had input from external professionals. Staff are alert to identifying areas of needs which may need assessment from specialists. The BLC has a close working relationship with all external services.

We will always involve a specialist where a young person makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEN support delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEN and effective support and interventions.

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child/young person's progress. Together, we agree the needs of the child/young person, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff. Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after.

Access and Inclusion

Please see Accessibility Plan for developments in this area. Depending on individual circumstances, the BLC aims to reintegrate pupils back into the most appropriate provision. To do this we follow, as closely as possible, a curriculum appropriate to mainstream provision. We recognise that all pupils are entitled to a broad, balanced and relevant curriculum and endeavour to include pupils in activities available to the BLC .

Resources

The BLC endeavours to ensure each pupil has access to relevant resources. Material resources include relevant I.T. equipment and software, books and physical resources appropriate to their area of SEND. Also a range of resources appropriate to the interventions available through the therapeutic curriculum.

Human resources including the low pupil / staff ratio, in class support staff employed to work with pupils at the BLC bases, support staff to aid appropriate inclusion into mainstream school and staff for the delivery of the therapeutic curriculum.

Data Protection

Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the young person or their parents, except for specified purposes or in the interests of the child/young person.

If you have any questions about this policy please contact the SENCO or Headteacher as detailed above.

This policy was developed by Frances Vermeulen

This policy was amended on July 2017

Ratified by Governors on

Review due July 2018