

Special Educational Needs (SEN) Policy

November 2016

Rationale

- This policy is written in accordance with the Code of Practice (2014) and its purpose is to provide an overview of the needs of our children and how the school plans to meet these needs. It should be read in conjunction with the school's SEN Information Report.
- The main aim of this policy is to improve outcomes for every child.
- All staff are committed to the continual development of their own and the pupils' skills. The safety and well-being of the pupils is paramount.
- Our Vision Statement is: 'Bettridge is an inspirational school where high expectations, enthusiasm and imagination encourage strengths and talents to flourish within a caring and supportive environment'.

Basic information about the school's special educational provision

The Governing Body has worked with staff to develop the aims of the school. The objective of this policy is to further clarify the approaches to be taken in meeting these aims.

Bettridge is a local authority maintained, county day special school that makes provision for pupils between 2–19 years who have severe, profound or complex learning difficulties (SLD) or (PMLD). Some pupils also have additional sensory, physical or social/linguistic impairments or complex medical needs. Pupils between 2–5 years are placed in the school for continuous assessment and may have a wider range of needs.

Identification and Assessment of SEN

- Children are placed at Bettridge School following agreement by the Children and Young Peoples Service Decision Panel (CYPDS) and the Headteacher.
- Bettridge follows the guidance from the Local Authority (LA) of the Graduated Pathway.

Educational Provision for all Pupils with SEN

The school has a number of special facilities to enable the delivery of a therapeutic curriculum alongside the appropriate statutory curriculum. These include a hydrotherapy pool, soft play room, sensory room, specialist ICT equipment, adapted changing facilities to support personal care, suitable minibuses, sensory garden and extensive outdoor play equipment.

All pupils have access to a broad and balanced curriculum including the appropriate statutory curriculum for their age.

In discussion with parents during the first planned parent meeting/discussion in September/October, the child's individual curriculum pathway and timetable is agreed. Adapted schemes of work are prepared by school staff. These schemes ensure continuity and progression through the subjects at a relevant level. The schemes of work are taught using specialist methodologies and within the context of a Total Communication approach. For those pupils with the highest level of need, their timetables are individually adapted and supplemented through the use of therapeutic curriculum activities and/or further modified schemes of work. A positive approach is maintained at all times to the management of pupils' behaviour so they can achieve maximum access to the curriculum. Further information is available in the Curriculum Policy and the Behaviour Policy.

Resources are allocated across the school in direct relationship to the individual needs of the pupils. The largest resource is staffing. All classes have a teacher and a qualified learning support worker. This core staffing is increased according to the complexity of needs in any one class. Specific resources may be allocated to meet the needs of different age groups or range of pupils i.e. additional funding to provide accredited courses to Key Stage 4 or 5 students, music therapy provision for those with the highest level of need.

Staff Training

The Governing Body is committed to providing in-service training for ALL staff employed at the school. The purpose of this training is to improve the skills and expertise available to meet the needs of the pupils for whom the school makes provision. Further information is available in the Continuing Professional Development Policy and SEN Information Report.

Partnership with bodies beyond the school

The school has specific expertise in the education of pupils with learning disabilities. It continues to develop this by working closely with colleagues in other similar schools within Gloucestershire and further afield. Where pupils have sensory impairments school staff are supported by teachers with specific qualifications in Visual, Auditory or Multi-sensory Impairment as appropriate.

The Educational Psychologists work closely with the school particularly in relation to statutory assessment process, or where additional advice outside of the school's own resources are required.

The school is committed to working in close partnership with the parents of its pupils. The parameters of this partnership are described in the Home/School agreement. Bettridge has a Family Liaison Worker and the Governing Body includes governors elected by parents. Parents are regularly consulted and work in liaison with school staff.

We work closely with Health Authority Professionals so the needs of our children can be met in a holistic way.

Monitoring and Evaluating the Policy

The Governing Body has access to a range of information through which it can monitor the success of the education provided at the school. Performance information is prepared annually and, where possible, compared with nationally available data. Targets for the performance of pupils in specific age groups are prepared following close consultation with staff teaching those pupils. Progress towards these targets is carefully monitored and appropriate actions identified. The Governing Body also receives regular reports from the Headteacher on the provision made within each department and through its curriculum committee on progress in all the subjects of the curriculum. From time to time, the Governing Body also receives reports on other aspects of the school's work e.g. school development.

Different committees monitor different aspects of the school's work, they may make learning walks including questioning to verify the information they have read.