

Special Educational Needs (SEN) Policy including role of SENDCO

October 2019

Rationale

- This policy is written in accordance with the Special Needs and Disabilities (SEND) Code of Practice and legislation from Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities and The Special Educational Needs and Disability Regulations 2014. Its purpose is to provide an overview of the needs of our children and how the school plans to meet these needs including responsibilities for education, health and care (EHC) plans. 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:

Growing Together, Celebrating Us.

Mission Statement:

To create a happy, safe and stimulating learning environment in which all members of the school community can grow in confidence and develop their full potential.

The School's Aims are:

- To value and recognise the uniqueness and achievement of every member of our school community.
- To promote British and Co-operative Values and attitudes of care, tolerance, trust and respect within the school and wider communities.
- To nurture and support all abilities, helping every child and young person to achieve their potential in all areas of learning – intellectual, emotional, physical, social, moral, spiritual and cultural.
- To ensure excellence in teaching and learning within a high quality, safe and supportive learning environment, through leadership and within all aspects of school life.
- To equip children and young people with the resilience and perseverance to become creative and independent thinkers and to become learners for life within an ever-changing world.
- To provide a range of Curricula that meets the needs of learners throughout their school life.

- To work together with parents and with professionals to ensure all aspects of a child or young person's needs are identified and met.

We keep our Mission Statement and Aims at the heart of all that we do, including our Governors' policies and our School Development Plan. Our Mission Statement and School Aims are underpinned by Safeguarding Children and Keeping Children safe in Education.

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, particularly those between 2–5 years can be placed in the school for continuous assessment and may have a wider range of needs. Other pupils can occasionally be placed in the school for assessment.

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.
- All pupils have an EHCP.

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 and forest area

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 individualised curriculum and timetable are 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 teaching assistant. 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.

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 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 monitors and scrutinises all aspects of the school's provision. Governors have access to a range of information through which they can monitor the success of the education provided at the school. Performance information is prepared at least annually. 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. For further information about the role of the Governing Body, please contact the Clerk to Governors @ clerk@bettridge.gloucs.sch.uk

Monitoring by the SENCO

SENCO – Roles and Responsibilities

Key Tasks

- Co-ordinate My Plan, My Plan+ & EHCP Assessments for pupils on assessment places.
- Be the designated Teacher for Looked After Children (LAC)
 - Budget Review
 - Ensure meetings are attended by the Class Teachers and other relevant professional information shared
 - Attend relevant training and disseminate information
 - Provide information or reports to the Governors re: LAC
 - Liaise with DHT to ensure progress is in line with Peers
- Attend local SENDCO cluster meetings and disseminate relevant information including any changes to the LA's systems regarding assessment EHCP's
- Contribute to the SEN Policy and Information Report alongside members of the LT and Governors.
- Contribute to the on-going development of the whole school.