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Braidwood School

Turning Potential into Success

Special Educational Needs (SEN) Policy

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Statement of intent

This policy outlines the framework for Braidwood Trust School for the Deaf to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

At Braidwood, wellbeing is at the heart of what we do and we embrace the many school practices that support health and wellbeing, to minimise the harmful effects of stress or ill health and ensure that there is cohesion in supporting the mental and physical health and wellbeing for all.

Braidwood School therefore intends to work with Birmingham City 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 all children and young people in our school.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Signed by:

Head Teacher

Date:

Chair of Governors

Date:

Guiding Principles on the Provision of SEN

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- The needs of all the deaf learners at Braidwood are recognised and are paramount in decisions on curriculum provision
- We recognise and praise the achievements of all our learners
- All learners at Braidwood have the same entitlement to receive the full National Curriculum, as far as is possible
- We have high expectations for all our learners
- We believe that all learners should be fully included in the school and that they should feel fully included
- Learners with long term ill health should have continuity of education and this includes in the home, school and in hospitals
- SEN is the responsibility of all staff
- Attitudes to SEN must be positive
- Parents are encouraged to be partners in their child's education and the school is proactive in involving parents
- The ethos of the school is founded on the strength of the diversity of its community
- Staff have access to relevant training
- We recognise the experience and expertise all our staff already have
- The basis of our SEN policy is to ensure equality of opportunity and outcomes for our learners

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1. Legal framework

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 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

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.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

2. Definitions

“A pupil 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 pupils of the same age.” Code of Practice 2014 (6.15)

At Braidwood we take a whole school approach to meeting the needs of learners. Rather than having one SENCO, we have seven teams of staff who work together, and independently, to meet the needs of all learners using the following identified headings:

- Cognition and learning
- Communication and interaction
- Mental health and wellbeing
- Physical
- Sensory
- Transition and Careers

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Our teams support additional SEN as follows:

- Making referrals to multi-professional agencies
- Liaising with multi-professional agencies for specialist support and guidance for staff
- Providing support for relevant staff in understanding learners' needs
- Developing strategies and individual programmes and monitoring additional SEN provision
- Identifying extra resources using Additional SEN budget
- Liaising with and supporting Parents/Carers

3. Admissions

Braidwood School ensures it meets its duties under the Schools Admissions Code of Practice. Deaf children who are admitted are those that will benefit from the education we provide and whose needs can be met within existing resources.

When a young person is referred to the school for possible admission we will:

- Invite the young person for an initial visit with parents
- Read the most recent EHCP and updated reports on the young person
- Engage in consultation and where necessary, pupil observations with professionals from the pupil's residing borough
- Visit to the child's current provision by Transition staff to observe and assess their needs

If the admission assessment identifies that the child has additional needs that can be met through the inclusive practice that the school offers, appropriate provisions will be planned and implemented to personalise their learning.

If 1:1 TA support is needed, then this would need to be requested from the child's LA with outlining reasons for this need.

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Braidwood will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.

The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place to meet them.

The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly changes.

Please refer to our Admissions Policy for specific criteria for general admissions.

4. Roles and responsibilities

The SEN teams will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual learners with SEN
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet learners' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

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- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all learners with SEN up to date
- Ensure all staff are aware of the SEN policy and monitor its implementation.

The SEN governor has a responsibility to:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SEN teams to determine the strategic development of the SEN policy and provision in the school
- Visit the school regularly to monitor this provision

The Head Teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of pupils with SEND
- The Headteacher will include the information on additional SEN provision in the Headteacher's report to governors.

Every teacher is responsible for:

- The progress and development of every learner in their class

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- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SEN teams to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the school's SEN policy

5. Facilities and interventions for additional SEN

- Speech and language therapists
- Occupational therapy (received through direct referrals and contractual arrangement)
- Physiotherapy on-site
- School nurse support
- a lift for those unable to use staircases
- Specialist nurse visits/training as and when needed
- In-class support
- Outreach TA for long term unwell pupils

No learner is ever excluded from taking part in activities because of their SEN or disability, e.g. P.E. lessons include adaptations for pupils with physical disabilities.

We ensure that any young person with SEN, regardless of type, is not treated less favourably than other learners. Our Equality, Diversity and Inclusion Policy outlines the ways in which we do this. Our Accessibility Plan ensures that school premises and systems are inclusive of all pupils and can be found on our school website.

6. MEDICAL NEEDS

The needs of learners with chronic or long-term medical conditions are considered alongside other vulnerable groups. Outreach workers are employed (subject to funding) to ensure the safeguarding of their needs and the continuation of their learning whether the pupil is at school, home or in hospital.

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Refer to the Administration of Medicines Policy for information regarding the giving of medicines in school. Consent must be obtained from parents/carers before administering any medication.

The appropriate SEN team lead will liaise with hospital professionals and where appropriate, medical specialists will visit school to share information and provide training for staff. This training might be around the care of an individual child or training on specific medical conditions e.g. asthma.

Please refer to our Supporting Learners with Medical Needs Policy for more details.

7. Resource Allocation

In order to assess each learner's current skills and levels of attainment, Braidwood staff will make regular assessments of all learners progress to ensure that :

- the learner's progress is similar to that of their peers starting from the same baseline
- matches or betters the young person's previous rate of progress
- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider.

The school will provide extra support to learners falling behind or making inadequate progress given their age and starting point.

Assess whether a learner has a significant learning difficulty where they continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

We have a high number of teaching assistants who are trained to deliver interventions for specific pupils or groups of pupils.

- General Teaching Assistants (TAs) or Higher Level Teaching Assistants (HLTAs) support pupils on a 1:1 or small group basis under the guidance of the teacher.
- 1:1 Teaching Assistants are employed to support individual pupils in line with specific needs as outlined in the pupil's EHCP.

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8. Providing a Personalised Curriculum for all Pupils

All teachers are required to show personalised learning for the learners they teach, should these be required. The curriculum is differentiated to ensure all learners are able to access it, e.g. by grouping, 1:1 work, teaching style, content of the lesson.

Clear strategies will be shown and, in some cases, additional support and/or resources will be provided, e.g. using recommended aids such as laptops, coloured overlays, visual timetables, larger font, etc.

Resources allocated are related to the additional SEN of children, needs of staff and needs of the whole school. The allocation is monitored regularly by the SENCO and other SEN teams staff involved.

9. Arrangements for Co-ordinating SEN Provision

All teachers are accountable for referring learners that they feel should have more support.

The Head Teacher is responsible for co-ordinating identification, assessment and monitoring of additional SEN. This includes liaising with the school SEN team leads, LA SEN departments, educational psychologists and other professionals. The Head Teacher, in collaboration with the DHT and teachers is also responsible for monitoring the use of Provision Maps (appendix 1) and organising support within the school.

10. IDENTIFICATION, ASSESSMENT & REVIEW

Learners at Braidwood either already have an EHCP or are undergoing a full LA assessment towards a final EHCP (Education and Health Care Plan) that identifies their first SEN need as Deafness.

However, there may be additional needs some of which may not have been included in the EHCP due to these needs becoming apparent as the young person

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develops. In this case we follow the procedures set out in the Special Educational Needs Code of Practice.

At an EHCP Review Meeting these emerging needs can be discussed and amendments can be made to the outcomes and support needed set out in the EHCP. Should the young person's additional needs require 1-1 TA support, the appropriate Education authority will be requested to cover the staffing cost and the child's EHCP will be amended to include this required support.

For all learners an EHCP Annual Review meeting will take place every academic year.. Parents, school staff, LA staff and any other professionals involved in the pupil's education/life will be invited to attend the EHCP Review Meeting.

The Clerk to the meeting will record the content of the Review Meeting, and share the documents with those to be involved in the child's education and health care review:

- reports from all professionals involved including
 - school reports
 - house points records
 - attendance
 - information from teaching staff
 - information from any SEN teams as appropriate
- targets set for the end of the current Key Stage (long term targets).

The Annual Review Meeting is also an important opportunity to celebrate the young person's achievements over the course of the previous year, highlighting the young person's strengths and capacities.

The young person will be invited (where appropriate) to join the meeting, (or part of the meeting) where they can:

- share some of their work
- contribute their views as part of the EHCP Review process
- reflect upon their progress for short term targets/outcomes of the previous year

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- say what they have done, what they are interested in and what outcomes they are seeking in future
- agree the updated targets/outcomes for the year ahead (short term targets)

11. Partnership with Parents

If a concern is raised by a parent regarding an additional SEN then a meeting will be held with the parent(s) and relevant staff. A referral may be filled in if necessary.

At all stages parents must be involved and their views must support the targets set and development of strategies e.g. Annual Reviews / EHCP amendments / Secondary Transition Meetings

Meetings with parents will be supported by BSL interpreters and where required foreign language/community interpreters will be provided.

Relevant translations of this policy can be made available upon request.

Braidwood School will, once a potential additional SEN has been identified, 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, 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, with support of the SEN teams.
- **Reviewing** the effectiveness of the interventions and making any necessary revisions.

12. Preparing for adulthood

Braidwood School will ensure that it meets its duty to secure independent, impartial careers guidance for learners aged 11-19, including:

- Preparation for adulthood in the planning meetings with learners and parents from year 9.

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- Helping learners and their families prepare for the change in legal status once a young person is over compulsory school age.
- Ensuring that careers advice and information provides high aspirations and a wide range of options for all learners.
- Helping learners and parents 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.
- Securing access to independent face-to-face support for learners with additional SEN or disabilities to make successful transitions.

Links....

with Health Services, Social Services & Voluntary Organisations

- The school nurse co-ordinates medical assessments as part of the EHCP Review process.
- The Headteacher is the Designated Child Protection Officer for the school who liaises with social service departments in feeder authorities.
- The school has links with the major deaf organisations and specialist support agencies (eg. BDA, NDCS, High Trees – Deaf CAMHS)
- The school has a speech and language service based in the school and funded by the health authority.
- The Educational Audiologist liaises with all relevant NHS audiological clinics and hospitals

NOTE:

Due to the nature of the school, it is important the staff record conversations they have with multi-agencies and/or parents and pass this information to the SENCO and relevant persons.

Confidentiality

Braidwood will not disclose any EHC plan without the consent of the learner's parents with the exception of disclosure:

- To the SEN and Disability Tribunal when parents' appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.

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- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.
- To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.