

NEWBRIDGE SCHOOL

Special Education Needs Policy and School Information Report

Date: May 2017

Review Date: May 2018

Staff Responsible: SENco

DEFINITION

Pupils have *Special Education Needs* when they have learning needs which are significantly different to the majority of their peers.

THE POLICY PROVIDES GUIDELINES TO ENSURE THAT

In accordance with the Code of Practice on the Identification and Assessment of Special Educational Needs the school will:-

- * identify the special educational needs of individual pupils;
- * differentiate curriculum provision and resources as appropriate to meet a range of individual needs;
- * work in partnership with parents, carers and other agencies in meeting children's special educational needs;
- * ensure that policies and practices maximise opportunities for SEN pupils to gain full curriculum access.

OBJECTIVES

- * to ensure that appropriate differentiation is a key feature of classroom practice, demonstrated through effective quality first teaching;
- * to maintain expertise and resources to support a whole school commitment to meeting special educational needs;
- * to ensure that pupils' needs and progress are recorded systematically;
- * to take into account the views of pupils, parents and others who are involved when planning to meet special educational needs.

OUR SCHOOL VISION & AIMS

Our vision is to provide an inclusive, holistic provision that will enable all members of the school community to attain their full potential in an encouraging and supporting environment which is happy, safe and secure, caring and has a positive ethos.

Aims

- To provide a warm and safe environment in which everyone is valued and enabled to develop as happy and confident individuals who appreciate their own worth.
- To develop skills, qualities, knowledge and understanding for life and adulthood.
- To ensure the pupils have a voice in aspects of school life.

- To prepare our pupils for adulthood – becoming caring, confident and responsible citizens in the community.
- To enable individuals to become informed, responsible and caring through use of appropriate learning and teaching styles and practice.
- To offer at an appropriate level a stimulating, challenging and enriching curriculum in a variety of environments during school and beyond which enables the achievement of full potential.
- To promote a climate of high expectation in which the achievements and successes of all are celebrated.
- To create an environment in which individuals are empowered to accept responsibility for their own development.
- To encourage mutual respect and understanding of others so that our pupils become caring and responsible individuals both within school and the wider community.
- To have an inclusive and consultative style of leadership and management that respects and takes account of the views of all.
- To continually evaluate current working practices to ensure work/life balance, staff well-being and good continuing professional development.
- To encourage individuals to participate in the growth and development of the school environment.

ADMISSION OF PUPILS

Pupils are admitted to the school following permanent exclusion. Occasionally pupils are given a place at Newbridge because they are in the Care of the Local Authority and are deemed “hard to place”.

Assessment of Pupils

The school caters for up to 68 pupils. The school is a day school, our pupils range in age from 11 – 16 years. A proportion of our pupils require an assessment of need which can result in an Education Health Care Plan (EHCP).

THE LOCAL OFFER

Pupils and parents can access the Local Authorities ‘Local Offer’, this document shows what parents can expect to be provided within Worcestershire. Our response to this document is the ‘School Information Report’ this document shows how the school will deliver the ‘Local Offer’ and also clarify what resources are available within the school and local partnerships. The School Information Report is included at the end of this document.

ORGANISATION

The management of the School is led by the Executive Principal of Advance Trust, the Headteacher and two Assistant Headteachers, together with the assistant Business Manager. Students at Newbridge are taught in groups based on their social and emotional needs. Students may be learning how to learn, they may need consistent staff members in order to build positive relationships which would support their learning, and some may be emotionally robust enough to change rooms and staff for each lesson. This flexibility which allows pupils

needs to be met more effectively.

All classes are small and provide individual attention where needed. The teaching staff are well supported by a large team of Learning Assistants and Learning Mentors. Some class teams are enhanced to ensure that 1:1 support is available to meet the specific needs of individual pupils. A broad, balanced relevant and differentiated curriculum is offered to all pupils and caters for a wide range of educational needs. We are developing a good balance of academic and vocational pathways open to pupils depending on their individual circumstances.

ASSESSMENT, RECORDING AND REPORTING [*Please see separate policy*]

CODE OF PRACTICE

In line with the Code of Practice, we ensure that we communicate openly with pupils and carers. We involve them in the planning of both their main curriculum but also their own individual timetables.

SCHOOL CURRICULUM

The governors' Curriculum Committee together with the Headteacher and the Assistant Headteachers monitor the delivery of the curriculum and annually detailed reviews and action plans are included in the School Development Plan.

RESOURCES

Resources are allocated in line with the priorities as outlined in the School Development Plan.

ROLE OF GOVERNORS

The school is a self-evaluating school and the success of its SEN policy is monitored through the continuing cycle of school development planning. The governors, on a termly basis, evaluate the achievement of targets as outlined in individual pupil progress targets. This is compared to national database where appropriate.

COMPLAINTS PROCEDURE

The complaints procedure is published on the school website.

If there are occasions when parents are unhappy about issues to do with school and their children they are invited to come to talk to us, or telephone with any concerns.

Any complaints or concerns are, in the first instance, brought to the attention of the class teacher or, where this is inappropriate, to the attention of the Headteacher. If the class teacher has not satisfactorily resolved the issue, then the complaints will be passed to the Headteacher.

If the issue cannot be resolved by the Headteacher, then the complaint will be submitted to the Clerk to the Governors (who will acknowledge receipt of the complaint). If the matter cannot be resolved by the Governors, then the complaint will be submitted in writing to the Advance Trust, who will arrange for an investigation to take place.

The vast majority of concerns can be resolved by talking to the school.

Pupils too may wish to share their concerns or anxieties and to this end all staff are encouraged to develop sound listening skills and to follow laid down procedures on confidentiality. Staff are always available to offer private consultation at the request of any pupil.

CONFIDENTIAL REPORTING

All school staff are made aware of procedures for confidential reporting (whistleblowing) in the staff handbook. Employees are advised that in the event of their feeling unable to raise their concerns with the Headteacher or the Chair of Governors, then they are able to contact Ofsted, the contact details of which are in the handbook.

STAFF DEVELOPMENT/PERFORMANCE MANAGEMENT

Please see Staff Development Policy, Induction Policy, and Performance Management Policy.

All staff are offered professional development in line with the priorities as laid down in the SDP. Inset is provided on the 5 Professional Development Days and also at staff meetings as well as 'off site' training for identified individuals.

PARENT PARTNERSHIP/SENDIASS

We welcome the interest and support of parents in all aspects of school life. We aim to keep all parents well informed about their children's education so that they see it as a partnership between home and school.

LINKS WITH OTHER SCHOOLS:

Pupils are re-integrated back into mainstream school via the local Headteacher's Fair Access Area Panel (FAAP) meetings. Pupils may leave us to access provision at a Specialist School this is usually completed by the pupil being issued with an Education Health Care Plan (EHCP).

PREPARATION FOR LEAVING SCHOOL

By the very nature of the school, preparation of our young people for their future place in society is present throughout school life. Realistic teaching programmes from the early stages are related to both immediate and post school needs.

Each year, pupils in Years 9, 10, 11 and above will take part in group discussions with a Specialist Careers Officer. In addition, pupils in years 11 will receive at least 1 personal interview with these professionals.

A MULTI DISCIPLINARY APPROACH

The school aims to provide an education that is both broadly based and enriching and, at the same time, tailored to meet the individual needs of each pupil. To achieve this, a multi disciplinary approach is essential. We work closely with the following external agencies to ensure that all our pupils fulfil their potential.

Health Authority: Speech and Language Therapy
Clinical Psychologist
Community Paediatrician
CAMHS

Local Authority: Educational Psychology
Educational Welfare
Service for Travelling Children
Learning Support Team
Access and Inclusion Team
Stronger Families
Complex Communication Difficulties Team

Social Care: All Social Service Departments
Child Protection Team

Careers Services: Specialist Careers Officers

CO-ORDINATION

Carl Price is the SEN co-ordinator for Newbridge school.

NEWBRIDGE SCHOOL

SEN Information Report 2016-2017

This SEN Information report details the key points concerning the provision of SEN in our school.

At Newbridge School we cater specifically for pupils who have been permanently excluded from school. As such many of the pupils who attend our school have a range of complex needs and often Special Educational Needs as well. In order to address these we follow a set of simple principles which allow us to be effective.

1. Using three strategies of intervention so that pupils can both access the curriculum and improve their emotional and social development.
2. Using the process of assess, plan, do and review so that interventions can improve over time. This is called the graduated response and is reflected in lesson planning and individual education plans as a result of person centred reviews.
3. Treating all people involved in the process with respect and dignity. Using a principle known as unconditional positive regard.

How we provide for pupils with SEN:

1. We offer an inclusive educational environment which aims to offer a broad, balanced and relevant curriculum. We also aim to provide high quality education which meets the needs of our pupils. Using the three levels of intervention mentioned in Point 1.
 - a) **Level 1 intervention.** The implementation of quality first teaching which meets the needs of all pupils in the classroom. This is teaching which is differentiated and creates inclusion of all by using a range of appropriate activities and strategies.
 - b) **Level 2 intervention.** This is the use of specific, additional and time-limited interventions for pupils who have been identified and have met the thresholds for extra support. For example use of Learning Assistants to help improve basic maths.
 - c) **Level 3 intervention.** Targeted provision for a small number of pupils who perhaps need more specific support e.g. from a Speech and Language Therapist.

To understand how we respond to pupil's Special Educational Needs we use what is referred to as the graduated response.

The graduated response is simply a cycle which should lead to both effective intervention and also an improvement over time in those interventions:

Step 1: Assess needs. We complete assessments for pupils who enter the school. These are based around Levels in Maths, English, Science and ICT. We also test reading ages and spelling ages on entry. Pupils with additional needs are assessed using a range of strategies. Often external agencies will be consulted before a formal referral is made. Depending on the need the referral may be to Speech and Language or a wide range of other agencies. These will be detailed later.

Step 2: Plan. A plan will be formulated with all concerned including the pupil themselves and care will be taken to ensure that the desired outcome is achievable within the constraints of the plan.

Step 3: Do. Carry out the plan keeping a close eye on whether alterations need to be made during the intervention. Ensure this flexibility is communicated to the pupil and parent/carer and they know why it is changing.

Step 4: Review: Evaluate the effectiveness of the intervention against its original intended outcome. Do we need to continue with support, can it be implemented at Wave 1 or can it cease?

For pupils who continue to make little or no progress then we may consider applying for a Education, Health and Care Plan if we feel we cannot meet their needs in our school.

How to contact the SENCO:

Parents can contact the SENCO via phone or email. A meeting can then be set up to discuss any needs that parents feel need addressing.

Pupils can speak to the SENCO when in school. They will not need an appointment – just a reason!

Pupils and parents will be updated on the progress being made and whether specific support will continue, cease or change at regular intervals.

Adaptations to our curriculum:

1. Our school has, as the norm small classes with a high ratio of staff to pupil support.
2. Our curriculum is planned so that pupils receive a varied and interesting curriculum that is taught in a way which helps build both understanding and confidence.
3. We have a good balance and mix of academic and vocational subjects which will together give pupils the opportunity prepare for adulthood.

We regularly train staff in important aspects of the curriculum and aspects of SEN which impact upon the ability of our pupils to progress. Eg. Speech and Language training (SALT).

We evaluate the effectiveness of our interventions and provisions by looking at expected trajectories prior to interventions and then post intervention – this is part of the Assess, Plan, Do and Review cycle.

We take all reasonable steps to ensure that pupils in the school can engage in all activities regardless of their Special Educational Needs. An example of this is organising access arrangements for pupils who need readers or extra time in exams.

Emotional and social development is addressed initially through a very open response to this issue. Pupils are encouraged from the outset to talk openly and clearly about their feelings. Our initial baseline assessment includes an Emotional Wellbeing Assessment. We have form tutors and LA's attached to them. These are usually the first link between a child and their problems.

We also have a pastoral support team who are, on a day to day basis to support the needs of those pupils whose behaviour is affecting their ability to engage appropriately in school. In addition we have a pastoral manager who can liaise with pupil and staff to see if further support is necessary in lessons.

For pupils that also have needs/issues concerning health and social care we have close links with the respective organisations. We also use other specialists if our assessments point to a need that needs to be addressed in such way. A comprehensive list of organisations is set out below:

1. Community Paediatricians'
2. Speech and Language.
3. Autism/CCD team.
4. Learning Support Teachers.
5. CAMHS
6. Occupational Therapy.
7. Social Care/Stronger Families.
8. SENDIASS.
9. Youth Worker Teams
10. Educational Psychologists.

When identifying pupils with SEN we use a range of baseline tests and screening tools so we can quantify what we feel the pupil's needs might be. We talk and listen to staff, pupils, parents and other agencies so we can focus our support most effectively. Ensuring staff are given awareness training, together with a clear line of communication to the SENCO and Headteacher allows concerns to be passed directly to the SENCO.

Complaints should, in the first instance be handled by the SENCO and if the complaint is not resolved then it should be referred on to the Headteacher.

All of the above information should help parents understand where our school fits into the structure of schools in Worcestershire. In addition it should also help clarify how we meet the expectations of the Local Offer in our setting.