



Barndale House School

Special Educational Needs Policy

Rationale: - to ensure that all our practice reflects the new legislation that is statutory with regard to the 2014 'Special educational needs and disability code of practice 0 to 25.'

Aims

- The Governing Body and teaching staff are committed to ensuring that appropriate provision is made for every child/young person on our school roll, all of whom special educational needs, and ensure that, where the headteacher or appropriate governor has been informed by the CSA that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
- The Staff and governors will ensure that all pupils have an education, Health and Care Plan to replace the existing Statement of Special Educational Needs and that these plans are in line with statutory guidelines being replaced on a phased basis between 1 September 2014 – 1 April 2018.
- Staff and governors are aware of the importance of identifying and providing for pupils who have special educational needs, ensuring that all planning reflects the needs of every individual child/young person.
- Headteacher, staff and governors will monitor and review our provision report annually to parents on the policy and effectiveness of the school's practice for pupils who have special educational needs.
- Staff will ensure that pupils with special educational needs join in the activities of the school, regardless of their needs when the activities are accessible and appropriate. All activities are personalised to meet the specific needs of individual children/young people for example some children/young people enjoy hydrotherapy whilst others use the local swimming pool. The safety and well-being of every child/young person guides all decisions made, the only reason that a child may not participate in a specific activity is if they are distressed by doing so and if so equally desirable activities are provided.

Responsible Persons: -

The 'responsible person' for SEN is Mr Colin Bradshaw.



The person responsible for co-ordinating the day to day provision of education for all pupils within school is Mr Colin Bradshaw.

Admission and Inclusion

- All the teachers and support staff are teachers of children/young people with Special Educational Needs and Disabilities. Barndale House School provides a 'whole school approach' for all our learners based upon all staff consistently following models of good practice. All staff are committed to identifying and providing for the needs of all children/young people in a wholly inclusive environment. Inclusion is central to our practice.
- The school prioritizes an equal opportunities policy to ensure that every child/young person benefits from the same rights and opportunities.

Specialist Provision: -

- Barndale House School is a Specialist Provision for children/young people from 2-19 years of age with a diversity additional needs, currently we are a 40 placement school, places in the school are provided for those pupils with a statement at present and in future an EHC Plan, the decision regarding these placements is made by Northumberland Local Authority, Statementing/EHC Plan Panel, not by the school.
- The school provides facilities that are all specially adapted for the children/young people that we support, these include hygiene rooms, hoists, soft play, sensory rooms, sensory garden and a fully accessible site including outdoor play areas.
- School staff have undertaken extensive training. All school staff have an enriched expertise based upon a wealth of knowledge and experience and a comprehensive programme of Continuing Professional Development covering both mandatory and additional training opportunities. On an ongoing basis training focusses upon personalising learning, effective teaching and learning strategies, including curriculum planning, to engage and motivate learners, communication skills including augmented alternative communication, PECS – Picture Exchange Communication System, Interpreted Intentionality, Makaton signs and symbols, sensory curriculum methodology, disordered development and understanding specific conditions such as the autistic spectrum and Attention Deficit Hyperactivity Disorder.



Objectives and Guidelines: -

Access to the Curriculum –

- The 2014 National Curriculum Programmes of Study are followed by all learners through planning which appropriately meets the individual needs of every child/young person. School draws upon external advice and guidance when required and works closely with multi-professional colleagues to ensure that all learners are supported to make progress and achieve.
- Staff keep records of all learner's special educational needs and the support that has been put in place, these records are part of the Annual Review process and ensure that planning is reflective of learner's individual targets to ensure that progress is ongoing.
- There are flexible groupings to support learning at a level appropriate to the learner's developmental needs rather than their chronological age. These groupings are flexible both within class groups and across the whole school with learning needs being met in individual, small group or whole class contexts.
- The curriculum is differentiated to meet the needs of individual learners. Teaching styles and flexible groups reflect this approach alongside learning and progress towards the achievement of individual targets being integral to all planning.
- Schemes of work for learners, within class and year groups reflect cohesive whole school approach to teaching and learning and take into account the needs of all learners.
- Curriculum tasks and activities are broken down into a small series of small achievable steps and we scaffolded with appropriate levels of support for all learners in school.

Assessment

- Records are developed through use of baseline assessments and then continuous assessment by staff supporting the learner or by standardised tests of educational achievement administered by staff in class. Assessments allow the pupil to show what they know, understand and can do, as well as being diagnostic identifying learning needs in specific areas.
- Records are developed through a process of continuous assessment by class staff, these records are updated at specific times of the year and are discussed with the Senior Leadership team. Areas requiring further development are identified and contribute to the School Improvement Plan.



- The progress of the pupil is reviewed through formative and summative assessments as outlined in the Code of Practice. IEP reviews are held termly in line with the school assessment cycle.

Resources

Each pupil is allocated 'Top-up' funding at a level agreed by the SEN panel, which depends upon their individual needs and disabilities, this funding supports pupil's learning within the context of a Special School specialist resources including staffing. All pupils who attend Barndale House School currently have a statement of Special Educational Needs which will in time transfer to an Education, Health and Care Plan. Base funding for forty places is the school's delegated budget share. Pupils on assessment places are funded in accordance with Northumberland local Authority's policy on the provision of assessment places.

Liaison

- Parents are always consulted and involved with the decision to refer to an external agency.
- Regular liaison is maintained with the following external personnel and agencies: -
 - Northumberland Local Authority SEN Support Services
 - Local Inclusion Support Team
 - Social Care
 - Hearing Impairment Team
 - Visual Impairment Team
 - Speech and Language Therapy Team
 - Consultant Paediatrician
 - Consultant Psychiatrist
 - Community Nurse
 - Physiotherapist
 - Occupational Therapist
 - Education Welfare Service
 - Portage
 - Early Years Team
 - Employment and Skills
 - Children and Young People's Service
 - NHS Person Centred Planners



Arrangement for the Treatment of Complaints

Please see the school's complaints policy. In the first instance complaints should be discussed with the headteacher who will strive to support parents to find a solution.

Staff Development

Continuing Professional Development training needs are identified by the headteacher and appraisal team leads as part of the appraisal process in consultation with staff and are incorporated into a staff development plan.

All staff are supported, to attend training, this includes support staff, which is reflective of the school's inclusive ethos and ensures that all staff are supported and trained to ensure that all pupils receive the very best support, in all areas of need including learning and progress, health and medical and personal care, at all times.

Working with Parents

- The school actively seeks the involvement of parents in the education, well-being and care of their child. It is recognised by the school that the support and encouragement of parents is a crucial factor in achieving success.
- Parents are kept informed about the progress their child is making in accordance with the recommendations outlined in the Code of Practice and school are happy to arrange additional meetings when requested for these. Individual Education Plans contain a depth of assessment information, parents review these at home with their child once a year following annual meetings and may request to review these as frequently as they wish.
- Communications between parents and school are supported through twice daily contact with parents who bring their child to school, through regular phone calls, home to school diaries, headteacher letters/newsletters and our open door policy. School regularly forwards details to parents from other sources including courses being run specifically to support parents, organisations who can provide specialist information and resources and fun events for families. Additionally a list of useful contact websites is listed on the school's website.

Pupil Participation

School strives, as far as is possible given the cognitive development of a child/young person, to fully involve all individually in decisions related to their learning and progress, well-being, health and care.



School prioritises support for children and young people to develop their thinking, judgment and decision making skills enabling each individual to participate as fully as possible within the Person Centred Planning process.

Additionally school supports children and young people to develop their social conversational skills, ability to compromise within a group decision making process, to accept others points of view whilst not being unduly influenced and to speak up for right over wrong. The School Council is an active contributor to school life which has a meaningful role with real responsibilities. The schools Spiritual, Moral, Social and Cultural (SMSC) policy further details relative areas of pupil participation in school life through their learning and progress within SMSC.

Evaluating Success

- Pupil awareness of their targets and achievements
- Consultation with parents
- Staff awareness of individual pupil need
- Learning and progress of pupils including English, Maths and all subject areas as well as PHSE and Citizenship and SMSC
- Improved behaviour of pupils where this is appropriate
- Pupil attendance
- The school meeting the statutory requirements of the SEN Code of Practice