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Special Educational Needs (SEN) and disability Policy

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Bardwell Lead: Matthew Selsdon (Interim Headteacher)

Signed LAB:

Signed TGT:

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**SECTION 1 - INTRODUCTION**

Bardwell School is a Special School for children and young adults from 2-19 years old. We educate pupils with a wide range of abilities and learning difficulties, including those with Severe Learning Difficulties (SLD) and complex health needs.

The school mission is to provide high quality teaching and learning so that pupils realise their full potential in every aspect of their lives.

In a fully inclusive learning environment where the contributions and achievements of every individual are equally valued, Bardwell School is committed to:

* providing a secure, enjoyable, and stimulating learning environment which will enable pupils to realise their potential as individuals in society.
* providing equal access to a broad and balanced curriculum which:

+ meets statutory requirements.

+ meets the needs of all pupils.

+ develops skills for independence and a pathway for an active role in society

+ reflects the cultural diversity of society

* maintaining close contact with the home: making parents welcome in the school and to enable them to play a full part in the education of their children
* ensuring a constant focus on positive ‘Outcomes’ for all of our pupils, both within and beyond the school

**SENCO RESPONSIBILITY**

The headteacher is our Special Educational Need Coordinator (SENCO) and is responsible for ensuring the implementation of this policy. The headteacher can be contacted on 01869 242182 or at head.7029@bardwell.oxon.sch.uk

**DEVELOPING THIS POLICY**

This policy was produced by the headteacher reviewing the above documentation and policy and practice in other special schools. This was shared and discussed with the Local Acadamy Board (LAB). A draft version was shared with all staff for comment and a small working group were asked to discuss the content and feedback. The draft policy was made available on our school website and parents were invited to review and comment. The principles of this policy were shared with Bardwell Voice (our student council). Amendments were made accordingly throughout the above consultations and a final version was presented to the full Governing Body in November 2014.

We believe this approach is fully in line with the SEND Code of Practice 2014 spirit of co-producing policies.

**SECTION 2 – AIMS AND OBJECTIVES**

The aims of this policy are to ensure that:

* our practice reflects our school mission statement:

*“To empower our students to go further in learning and life by recognising their strengths and providing a respectful environment that builds confidence, raises aspirations and equips them to succeed.”*

* pupils receive the provision set out in their Statement of Special Educational Need and their Education Health and Care Plan (EHC)
* we identify the changing needs of pupils; and respond to these changing needs so that pupils can further develop their potential as individuals.

**OBJECTIVES**

These aims will be achieved by:

* ensuring pupil, and their family members, views and aspirations are at the forefront of our minds

when planning pupils learning:

* providing all staff with up to date and relevant information on the needs of pupils.
* providing staff with regular opportunities to discuss pupils needs and progress.
* providing staff with regular professional development opportunities to expand their SEN skills and knowledge.
* providing a structure within which information on pupils can be collected, provided, and processed systematically:
* acting promptly on decisions made.

**SECTION 3 - IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

All pupils at Bardwell School have an EHC Plan. In most cases these documents are in place prior to a pupil receiving a place at Bardwell. This means that pupils entering Bardwell will always be undergoing statutory multi-professional assessment or have a EHC Plan.

EHC Plans are reviewed annually and revised as appropriate. Parents are fully involved in line with the LA guidelines and the Code of Practice. Other agencies and professionals involved with the pupil are invited to attend or contribute reports.

EHC Plan outcomes are reviewed with parents termly. Progress is reviewed annually prior to an Outcome setting meeting.

Students from Year 7 upwards, where appropriate, are encouraged to take part in the annual reviews and contribute to their own outcomes as far as they are able.

Whilst our involvement in initially identifying SEN is limited, we constantly review our pupils learning and progress to ensure their needs are being met. If this was not judged to be the case the school would consult with parents to trigger a multi-disciplinary assessment to ensure the pupils was accessing appropriate provision.

Copies of our admissions and accessibility policies are available in school and on our school website.

As a school we are aware that whilst a pupil’s SEN is likely to have the most significant impact on their learning, there are a range of other factors that can impact on a pupil’s progress. We proactively monitor these and take necessary supportive action: These factors include:

* Physical Disability
* Attendance and Punctuality
* Health and welfare
* English as an additional language
* Being entitled to the Pupil Premium Grant
* Being a child we care for (CWCF)
* Being a child of serviceman/woman
* Medical Condition

**SECTION 4 - SUPPORTING AND MANAGING PUPIL NEEDS**

Our process starts with the individual pupil, including the following information:

* current abilities and most recent achievements
* current level of attainment
* pupil interests and hobbies
* pupil aspirations and ideas for the future
* views of others about the pupil (parents and family)
* views of others about the pupils (friends and school staff)
* information from other professionals

From the above information we focus on working collaboratively to set priority Outcomes. These are agreed and proposed for inclusion in the child’s Educational Health and Care Plan.

**The Annual Review procedure**

Annual Reviews are held in the summer term. The LA is informed of this Annual Review Schedule with an open invitation to attend all review meetings.

Additional transitional Annual Reviews for students in Year 11 and Year 14 are held in November, with further meetings planned to manage the transition process as they prepare to leave the school.

The reviews are held as follows:

* Informing parents and other professionals
* Parents are informed of their child’s review date during the spring term.
* At least two weeks before the set date for the annual review, annual review paperwork is sent out to parents and any professionals involved with the pupil to the meeting. Follow up phone calls are made where appropriate.

**Gathering information**

The following information is collated for the review:

* An Annual Review of the pupil’s achievements.
* Latest EHC Plan with Annex A updated in line with most recent achievements against agreed ‘Outcomes’.
* Details of the pupil progress.
* Record of attendance.
* Speech and language report if the pupil receives SaLT.
* Educational Psychology report if needed.
* Physiotherapy report if needed.
* Occupational therapy report if needed.
* Latest medical reports or a summary (via our school nurse).
* Reports and reviews from Care Settings (where appropriate).
* Other relevant reports or information.

**Attendance at the review**

The review is facilitated by a member of the Senior Leadership Team. Where appropriate students from Year 7 upwards can be invited to attend the review, along with their Parents or carers and their class teacher, this is agreed with parents and carers before the meeting takes places. Professionals who are currently involved with the pupil are asked to submit a written report in advance of the review. Parents can request any other professionals are invited to the review. Other professionals are welcome to attend reviews where they feel attendance would be beneficial to the outcomes of the meeting. Our School Nurse will be invited to attend the reviews of pupils with complex medical needs. Professionals involved may include:

* Physiotherapist
* Occupational therapist
* Speech and language therapist
* Social worker
* Children with disabilities worker
* Educational psychologist
* Health visitor or other health practitioner
* Transition coordinator
* Work experience supervisor
* Respite or care professionals

**The Role of the Educational Psychologist (EP)**

The EP is not usually involved in Reviews at Bardwell School but may be involved in an assessment of a pupil if there is a specific need or request.

**Co-ordination of the reviews**

The Senior Leadership Team along with Office Manager co-ordinate the review process. A member of the Senior Leadership Team chairs each meeting.

**The school’s responsibility**

At the end of a set of reviews the papers are duplicated and sent to the LA. The school will recommend updates to an EHC Plan based on developments over the last 12 months and agreement of the priority outcomes. The final decision to amend the Education, Health and Care Plan is made by the LA.

When the LA has received the review papers and no changes are needed the LA then informs the school and parents in writing and the pupil review papers are placed in the pupil file.

When changes are made to the EHC Plan the LA informs the school and parents in writing and the amended EHC Plan then follows and is placed in the pupil file.

Bardwell School will make recommendations relating to the educational needs and provision sections of an EHC Plan. We look to support our students by ensuring their view is listened to and valued, we do this by both developing their self-advocacy skills and if necessary, advocating on their behalf. We also support parents and carers in ensuring their views are listened to and considered, again if appropriate advocating on their behalf to ensure their child has a good quality of life now and achieves positive outcomes in the future.

When amending Annex A – Outcomes Planning of an EHC Plan, the school, along with those present may make suggestions with regards to other provisions role in supporting a pupil in achieving their outcomes. The school may communicate and promote these but does not take the lead in enforcing the requests or holding other provision to account. This remains the role of the local authority.

**Partnership with outside agencies**

The co-ordination of work with agencies takes place through the relevant member of our Senior Leadership Team, who has oversight of a team’s working around the child. Minutes are taken of all case notes and discussions, these are placed on file and actions are recorded.

Bardwell School has excellent links with local care providers (respite care providers) who attend annual meetings to discuss the needs of pupils who attend Bardwell and provide advice and information accordingly.

Where an outside agency has a recommended action on an EHC Plan, the school will inform the Local Authority and request post meeting documents are circulated to the relevant professionals. It is the role of the Local Authority to circulate such documents.

**SECTION 5 – SUPPORTING PUPILS AND THEIR FAMILIES**

At Bardwell School we recognise how important it is that our pupils and their families receive appropriate levels of information, support, and guidance. When this relates to aspects of the young person’s education, we aim to provide this support, advice, and guidance directly, when it relates to non-educational needs, we aim to signpost parents toward an appropriate route.

The following are proactive steps we take to ensure our pupils and families receive appropriate levels of information, support, and guidance.

* Provide a link to the Local Offer on Oxfordshire County Council’s Website
* Provide information regarding Parent Partnership Oxfordshire and other support groups through
* letters sent home to parents and on our school website
* Engaging with an independent SEN Consultant to encourage parents to seek information, support, and guidance
* Provide a link to the school’s policy of Managing Pupils with Medical Conditions in School.
* Transition

Transition is crucial for our pupils. Internally the teaching team use consistent transition documentation so that movement between classes is as smooth as possible and all essential care, medical and learning information to shared.

Each student joining Bardwell School will receive the following transition offer:

* Each student with have a face-to-face meeting with the class teacher and/or a member of SLT. It will give the new student and parents the opportunity to meet teacher and ask any questions.
* When teachers meet the student and their family, we will gather key information about the student.
* If appropriate a follow up telephone / virtual / face to face meeting will be arranged.
* A social story will be provided which will include pictures of staff and students in the class that they will be joining as well as pictures of the physical classroom.
* An example of a daily timetable from the class they will be joining to get an idea of what to expect during their school week.

Students joining at the start of a new academic year will be offered the opportunity to join their new class during class transition. This takes places during the final two weeks of the summer term when academic year class changes occur.

Students joining Bardwell during the academic year will have a tailored transition programme. We have close links with local schools to support the transition into Bardwell School. This is tailored to each individual child and usually involves joining several transition sessions that increase in length and regularity.

From Year 9 we hold transition events where post-16 and post-19 providers are invited to share information with our students and their parents and carers, this takes place every two years. These are to help with forward planning. We also maintain close links with these providers to share all necessary information on transition from school to new provision.

**SECTION 6 – SUPPORTING PUPILS WITH MEDICAL CONDITIONS**

Bardwell School recognises that pupils at school should be properly supported so that they have full access to education, including school trips and physical education. The SEND Code of Practice 2014 and Equality Act 2010 are followed to ensure we meet our pupils’ needs.

Our School Nurse plays a crucial role in enabling us to support pupils with medical conditions and ensure they have full access to their learning and our curriculum. This includes training staff and providing guidance. The school hosts medical clinics. These encourage attendance at the appointments and minimise pupil time out of school.

We follow the guidance set by the DFE for Supporting Pupils Medical Needs in Schools.

**SECTION 7 – MONITORING AND EVALUATION**

As all pupils at Bardwell have Special Educational Needs our thorough whole school monitoring and evaluation systems ensure all pupils’ needs are met. Our systems include:

* Annual Reviews of EHC Plans
* Termly Review Meetings to monitor progress against outcomes
* Parent Questionnaires completed in line with review cycles
* Lesson observations by the Senior Leadership Team and Subject Leaders
* Review of Pupil Perspectives through Bardwell Voice meetings and annual pupil voice

**Questionnaires**

Our cycle of monitoring and evaluation informs our School Development Plan to deliver a continuous cycle of improvement.

The Local Academy Board (LAB) review our School Development Plan and related progress through relevant committee meetings.

The LAB work closely with the headteacher to ensure this policy remains up-to-date, relevant and is in line with our key values. The LAB also provide support by ensuring that the policy is reflected in day-to-day practice across the school.

**SECTION 8 – TRAINING AND RESOURCES**

All pupils at Bardwell School are funded in line with OCC’s Exceptional Needs formula for funding special school places. This means we receive a set amount, plus top-up for each ‘planned place’. To ensure we are fully inclusive in our approach we budget to meet the needs of all pupils throughout the school and recognise that the costs of doing so fluctuate for individuals from year to year. For example, a child may require a piece of physical equipment that costs several thousand pounds, and this may last for several years, or a pupil may require higher levels of staffing for a short period to support in managing their behaviour.

Staff levels are also allocated by class, as oppose by pupil, this reflects that staffing ratios are different based on the dynamics of whole group of pupils working together.

There are two routes to plan staff training:

**Whole School Training Plan**: This is produced by staff on all levels contributing suggestions for whole school training. The Senior Leadership Team use the contributions to develop the training plan.

**Professional Development Opportunities**: These individual needs and opportunities are identified through performance management cycles.

An internal system ensures training budgets are spent in line with school priorities and that training is effectively disseminated throughout the school team.

The school actively engage in county special school leadership groups and local groups for staff on all levels.

Our headteacher works closely with the local authority and other special school heads to ensure our practice is up to date with local and national updates in SEND.

**SECTION 9 – HYDROTHERAPY**

We have a hydrotherapy pool on site. This is an excellent resource that enables all pupils in the school to access weekly swimming lessons. Pupils who receive physiotherapy input and complete movement programmes are allocated sessions in the pool twice a week.

**SECTION 10 - ROLES AND RESPONSIBILTIES**

Safeguarding Governor for The Trust: James Shryane

Designated Teacher for Safeguarding and Child Protection: Matthew Selsdon

Designated Safeguarding Lead: Jade Levine

(Headteacher) Designated Teacher for Looked After Children – Matthew Selsdon

The headteacher is responsible for:

Allocating budgets, including Pupil Premium Grant and Looked After Child funding and managing the school’s responsibility for meeting the medical needs of pupils.

**SECTION 11 – STORAGE AND MANAGING INFORMATION**

Please see our data protection policy and confidentiality agreement for this information.

**SECTION 12 – REVIEWING THIS POLICY**

This policy will be monitored and reviewed annually.

**SECTION 13 - COMPLAINTS**

The Gallery Trust have produced a Complaints Policy which is available on the school website. A full copy is available on request.

**SECTION 14 - BULLYING**

Bullying type behaviour is very rare at Bardwell School. It is covered within our Behaviour Policy

**SECTION 15 - COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice and has been written with reference to the following guidance and documents:

• Equality Act 2010: advice for schools DfE Feb 2013

• SEND Code of Practice 0 – 25 (January 2015)

• Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire’s Illustrative Regulations as a guide for schools completing SEN Information Report)

• Statutory Guidance on Supporting pupils at school with medical conditions December 2015

• Bardwell School Safeguarding Policy

• Bardwell School Accessibility Plan

• Teachers Standards 2011

**SUMMARY**

This policy explains some of the systems in place for supporting pupils to enhance learning.

It is reviewed annually by the Headteacher, SLT and is agreed by the Local Academy Board The governors recognise that all pupils have special needs and that they all have a right to a high-quality education. This aims to meet these needs within an environment that values their achievements, learning, self-esteem, safety, welfare, and happiness.