



The **GALLERY** TRUST

A community of special schools

Special Educational Needs (SEN) and disability Policy

Written: November 2021

Reviewed: September 2023

Reviewed: October 2024

Next Review: October 2025

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SECTION 1 - INTRODUCTION

Bardwell School is a special school for pupils aged 2-19 who have either Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD) as their primary special educational need. In addition, many of our students also have physical difficulties, sensory impairments, speech and language difficulties and social communication needs. All of our pupils have an Education, Health and Care Plan (EHCP) detailing their individual needs and therefore SEND is at the centre of everything that we do.

Our Bardwell 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 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 to enable them to play a full part in the education of their child/children
- ensuring a constant focus on positive 'Outcomes' for all of our pupils, both within and beyond the school

SECTION 2 – AIMS AND OBJECTIVES

The aims of this policy are to ensure that Bardwell School:

- enable every pupil to experience success at a level that is appropriate to each individual.
- promote confidence and a positive attitude to all aspects of school life.
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum, that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- ensure equal opportunities for all pupils to enable them to access all aspects of the Bardwell school's provision, as appropriate to the individual.
- identify, assess, record, and regularly review pupils' progress and needs.
- involve pupils in reviewing their experiences and learning.
- involve parents/carers in planning and supporting at all stages of their child's development and encourage them to actively take part in their child's learning.
- work collaboratively with parents, other professionals and support services in order to develop the pupils' learning and progress.
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

The objectives of this policy seeks to outline the manner in which Bardwell School provides for the special educational needs of pupils.

Please refer to additional documents for further information how pupil's Special Educational Needs are addressed through the delivery of our curriculum:-

- Bardwell School's vision, values and aims
- Bardwell School New Curriculum 2024

SECTION 3 - IDENTIFYING SPECIAL EDUCATIONAL NEEDS

All pupils at Bardwell School have an Education, Health and Care Plan (EHCP); these documents are in place / in the process of being finalised, prior to a pupil receiving a place at Bardwell. This means that pupils entering Bardwell will always be undergoing / have undergone statutory multi-professional assessment.

EHCPs 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 and contribute reports.

EHCP outcomes are reviewed with parents annually and smaller targets towards these are discussed termly. Progress is reviewed termly and reported annually as part of the EHCP review process.

Where appropriate, pupils are encouraged to take part in the annual reviews and contribute to their own outcomes.

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 pupil was accessing appropriate provision.

Copies of our admission indicators 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

The Local Authority controls the admissions of pupils to all special schools. Parents of prospective pupils are invited to visit the school prior to commencement. Parent visits take place one a term after school hours. Parents are encouraged to visit the school website. If appropriate, parents may be offered a 'home visit' prior to commencement or staff will visit the pupil in their current setting. Please see Admissions Policy for further information.

SECTION 5 – ROLES AND RESPONSIBILITIES

1. The Headteacher has an overall view of provision and ensures the adequacy of staff support.
2. 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
3. and is the SENCO [Special Educational Needs Coordinator].
4. The Senior Leadership Team (SLT) keeps the Local Academy Board (LAB) informed of SEN issues, through the committee structure. The SLT ensures that all the procedures identified in the SEND Code of Practice 2014 are followed and maintains an overview of how the special needs of every pupil in the school are being met.
5. The SLT has responsibility for monitoring the quality of teaching and learning across the school and lead the Annual Review meetings.
6. The LAB have regard to the requirements of the SEND Code of Practice 2014 [available online]; set up appropriate funding and staff arrangements and regularly monitor the SEN provision through the committee structure.

7. The Curriculum Lead, Subject Leaders and teachers plan a broad, balanced and relevant curriculum.
8. Class teachers assess pupil needs, set individual objectives and monitor progress. They are responsible for timetabling; delivering an appropriate differentiated curriculum; leading their class Teaching Assistants (TAs) and liaising with additional professional staff and parents.
9. Class TAs support the teachers to educate and care for the pupils.
10. Lunchtime Supervisors (LTS) work with class staff to support lunchtime feeding, personal care, play and social skills programmes.
11. Volunteers and placement students support staff and children.
12. The SLT arranges for relevant Health and Safety and professional development training for staff throughout the year.

SECTION 6 – EDUCATIONAL PROVISION FOR PUPILS WITH SEN

All pupils at Bardwell school have SEN. Our classes are broadly grouped into 5 phases: Early Years Foundation Stage [EYFS] / Key Stages 1, Key Stage 2, Key Stage 3, Key Stage 4 and Post 16. Pupils are grouped each year taking into consideration their age, abilities and individual needs [medical and behaviour], to create a class group that will work well together.

Each pupil within the school has an EHCP, this is evaluated annually and new outcomes are agreed with parents and pupils, as appropriate. Parents and all relevant professionals are invited to submit reports two weeks before, and to attend the review meeting.

SECTION 7 – WORKING WITH PARENTS / CARERS

It is vital that staff and parents / carers work closely together to ensure a consistent approach to meeting the child's needs. Links with parents / carers are both informal and formal:-

- Pupils have a home - school daily diary
- Parents are also welcome to arrange an appointment to meet with the class teacher / have a telephone conversation.
- Parents attendance at organised social and fund-raising events
- Parents attend school activities such as Lodge Café, Sports Day, Celebration of learning events and performances.
- Weekly Newsletter
- Termly and Annual progress review meetings
- Parent Questionnaire
- Termly publication of Bardwell Bark
- Letters via Parentmail
- Learning Journeys through MultiMe

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 is shared.

SECTION 8 – CURRICULUM

Arrangements for providing access for pupils with SEN to a relevant, balanced and broad curriculum.

- Bardwell School believes that all pupils are entitled to a relevant, broad and balanced curriculum. We therefore strive to ensure that all pupils are able to access all areas of learning.
- As a special school, we recognise the importance of our curriculum meeting pupil's individual learning needs. We always start with the child at the centre of their learning. The curriculum then wraps around the child, beginning with core curriculum subjects and branching out to wider curriculum subject. This provides a breadth of opportunities for personal development and subject specific learning.
- All pupils at Bardwell have coverage of core curriculum subjects as part of our universal offer: This includes: Early Development; Communication and Language; PSHE and RSE; Physical Education; Mathematics; Reading and writing.
- For children working beyond our Early Development framework, wider curriculum subjects are taught as part of a rolling programme through a thematic approach, these include: Our World: History, Geography, Modern Foreign Languages; Our Community: Religious Education, Inclusion, Enterprise; Life Skills: Cooking, Travel, Shopping; Explore and Investigate: Science, Outdoor Learning, Technology; Creative and Expressive: Art, Drama, Music.
- Our curriculum has three overarching principles:
 - To ensure our pupils can communicate effectively.
 - To give our pupils the attributes to develop and maintain strong trusting relationships.
 - To support our pupils to become as independent as possible and go on to lead fulfilled lives.

For more information on our curriculum, please visit our website.

SECTION 9 – INCLUSION

Bardwell School is an inclusive environment. Each pupil's needs are assessed on an individual basis and, wherever possible, the school will adapt to meet the needs of the individual. We aim to work closely with other schools locally and within The Gallery Trust, to offer pupils inclusive opportunities with peers and within the local community.

SECTION 10 – LINKS WITH OTHER AGENCIES

Bardwell School works very closely with a range of agencies and professionals to enhance the education, health and well-being of pupils and to raise awareness of SEN within the local community. There are strong links with:-

- School nurse
- Community Paediatrician
- Community Nursing Team
- Immunisation Team
- Occupational Therapy Service
- Physiotherapy Service
- Speech and Language Therapy Service

- Children with Disabilities Team (Social Care)
- Special Educational Needs Support Services [SENSS]
- Educational Psychologist
- Local businesses

SECTION 11 – LINKS WITH OTHER SCHOOLS ESTABLISHMENTS

Bardwell School is situated in close proximity of Glory Farm School and Cooper School. The grounds surrounding Bardwell school are public right of way for all three schools. Links have been formed with both schools in order to facilitate inclusion opportunities as appropriate.

We have links with Further Education [FE] providers and host an annual ‘Meet the colleges’ event to support families to make decisions about next steps in career and education. Pupils complete a wider range of work experience placements with us. This is coordinated by the Assistant Headteacher, post 14 lead.

We work closely with several local businesses and provisions to provide inclusion opportunities as part of our curriculum offer at Bardwell. We also facilitate residential stays 4 times per year with a range of providers across the UK.

Leaders attend network meetings to connect with the local community, including the Bicester Learning in Partnership (BLiP) group for EYFS, Headteachers and SENDCO; and the North Oxfordshire School Sports Partnership NOSSP.

We offer an Outreach/ Inreach services to local schools, to support the development of SEN practice.

SECTION 12 – EQUAL OPPORTUNITIES

Equal opportunity is the right of everyone to equal chances. Each individual is respected for who they are regardless of age, ethnicity, gender, social circumstances, ability/disability and sexuality. Please see Equality and Accessibility Policy and Plan for further information.

SECTION 13 – COMPLAINTS

Arrangements for considering complaints about SEN provision within the school. If there are any concerns with regards to the education we are offering or any other aspect of the school, then we encourage families to contact the class teacher in the first instance, but if this is not appropriate then the SLT class line manager is always available for arranged appointments. A copy of the Complaints Policy is available on Bardwell School website.

SECTION 14 – COMPLIANCE

The criteria for evaluating the success of Bardwell School’s SEN Policy and measuring how well the school is meeting the identified individual needs of pupils is achieved by the monitoring and evaluation of: -

- Learning, teaching and classroom practice;
- Annual Review reports;
- Termly pupil progress and data analysis;

- Bardwell School Self-Evaluation;
- Bardwell School Raising Achievement Plan (RAP);
- feedback from parents, staff and pupils;
- the Local Academy Board committee

The successful implementation of the whole of this policy can be taken into account at the time of each child's Annual Review meeting. For the policy to be successful the:

- child should be making progress and their needs are being catered for
- parents and staff should be aware of each child's needs and how their individual objectives are being approached
- school reports are clear and concise; they show how each pupil is meeting their objectives, and highlight any areas of concern;
- staff fulfil their roles and responsibilities;
- parents feel they are involved in their child's education.