Special Educational Needs and Disability Policy

Date of Policy:	September 2022
Review Date:	September 2023
Review Date:	September 2024
Review Date:	September 2025
Next Review:	September 2026
Review Period:	1 year

Signed by: Chair of Governors Date:

Brooklands School provides for pupils from the age of 4 years to 19 years who have a wide range of severe or complex learning disabilities. Pupils may experience additional needs associated with medical conditions, sensory impairments, physical and neurological impairments and autistic spectrum disorders. All pupils have an Education, Health and Care Plan.

OBJECTIVES

1. To ensure that all learners' individual and specific needs are met effectively so that they receive their educational entitlement and are given equal access to a broad, balanced and relevant curriculum.

2. To ensure that provision for learners with individual and specific needs is central to curriculum planning. Teaching and learning will be differentiated appropriately so that learners may achieve high standards and make good progress from their starting point.

3. To recognise and record students' strengths and successes to encourage a positive self-image.

4. To ensure that staff with leadership and management responsibilities, and individual members of staff, accept responsibility for the planning, organisation, and provision of appropriate educational materials and resources for pupils with individual and special needs.

STRATEGIES

- Regular monitoring, evaluation and review carried out by the leadership team will ensure that our aims for learners' individual and special needs are met to the highest standard.
- All teachers at Brooklands School are teachers of pupils with special educational needs and have appropriate skills, training and expertise to meet a wide variety of Special Educational Needs. They follow appropriate practices and procedures linked to the SEN Code of Practice.
- The governing body ensure that parents are appropriately involved in procedures and practices related to SEN and that the provision identified through the Education Health and Care Plan is secured.
- Training opportunities will be provided for staff, to raise awareness of and provide practical examples of suitable curricular materials.
- A flexible approach will be used, involving a variety of forms of intervention such as in-class support, short term individual withdrawal, monitoring and production of appropriate teaching and specific advice to teaching and support staff.
- The positive achievements of learners will be recognised and celebrated, in line with the school's policy on assessment reporting and recording.
- Learners will continue to have access to the whole curriculum unless a specific exemption has been made and agreed.

ADMISSION ARRANGEMENTS

All pupils admitted to Brooklands have an Education and Health Plan. Through LA procedures school has been identified as the appropriate placement. Some pupils are taken on an assessment placement. Parents are involved in this process and are kept informed at all stages. Families who are considering Brooklands as a placement for their child are welcome to visit.

Pupils start school at various times according to their needs. Some begin at a pre-school age, others join part way through the year, are older or join the Post Sixteen provision from other special educational settings. Many pupils join school from mainstream settings.

IDENTIFYING AND REVIEWING NEEDS OF PUPILS

Pupils will have had a full multi-disciplinary assessment in order to draw up their Education Health and Care Plan. The Plan will be reviewed at least annually and recommendations for any changes or amendments will be forwarded to the LA. The review meeting is held in school and is chaired by a senior member of staff and attended by parents, class teacher and other professionals involved with the child. The school report and any other updates provided by professionals involved with the pupil are sent to the Local Authority after the meeting takes place. Parent's views are valued and recorded and where possible parents are encouraged to make a written contribution before the meeting. The meeting will consider: 'What's going well?', 'What's not going well?' the support required for the pupil, pupil views and parents' views. The meeting is pupil centred, it is based on pupil's dreams and aspirations. The previous outcomes held in the Plan are reviewed and those involved contribute their views on whether these have been achieved. New outcomes are suggested if this is appropriate.

The majority of pupils remain at school until they are 19 and arrangements for their transition from school are reviewed and revised during the final few years of schooling.

If it is evident that different provision would better meet their needs, then planning meetings would be held with the parents and an appropriate transition plan arranged.

Pupil progress is under continuous assessment through analysis of their Learning Journey, other data, teachers' records and through the review of the Education Health and Care Plan.

Annual school reports are prepared at the end of the school year and teachers review the EHCP ahead of each review meeting. The local authority format for recording an annual review of the EHCP is consistently used. Reports summarise pupil progress through the year and annual assessments. Learning Journey scores are reported in the EHCP meeting and through the end of year report.

ACCESS TO THE CURRICULUM

The School makes provision for pupils to access their entitlement to a balanced and broad curriculum. The curriculum has been developed so that it matches the aims for each identified group of learners, addresses individual needs and fulfils statutory requirements.

See curriculum information on website.

EVALUATION PROCEDURES

Governors hold the Headteacher to account and the minutes of Full Governing Body meetings demonstrate the evaluation provided through the school context document.

Parent's contributions to Annual Reviews of Education Health and Care Plans and surveys of parental views, provide valuable information on the quality of education.

The school received a good Ofsted judgement in September 2018.

Pupil progress is carefully monitored by School Leadership.

The school uses a range of assessment procedures including Learning Journeys which tracks small steps of progress for each pupil.

COMPLAINTS PROCEDURES

A copy of the North Yorkshire complaints procedure is available on request from the school and can be found on our website.

OTHER RESOURCES AND SUPPORT SERVICES

The Local Authority Inclusion Service provide additional skilled and experienced professionals to work with schools and families. We are able to request the services of educational psychologists, advisers/advisory teachers specialising in specific subject areas and advisory teachers for hearing and visually impaired pupils.

The School works closely with a multi-disciplinary team of physiotherapists, speech and language therapists, nursing staff and a paediatrician who holds clinics on site.

Many of our pupils and their families have a designated social worker who will be invited to attend Annual Reviews. Social workers often visit the child in class to enable them to get to know them more fully. Sometimes the school and social workers will need to work particularly closely to support a family through a difficult period or to foster an initiative.

PASTORAL CARE AND PARENTAL INVOLVEMENT

The involvement of parents and carers is a vital element of any child's education. Class teachers and staff will make every effort to ensure that parents are kept fully informed about progress and achievement at school. This will be done through school reports, PLG meetings, Class Dojo and Facebook.

The success of the School is dependent upon the continuing goodwill and co-operation between parents, governors and staff. Parents are welcome to visit the school and class teachers are always willing to meet parents or talk to them on the telephone.

Parent Governors make an invaluable contribution to the life of the school and their opinions on proposed developments and current issues are a crucial part of the decision making process.

INCLUSION

Brooklands School has developed good-working relationships with a range of primary, secondary and special schools within the authority. These links provide opportunities for pupils and staff to benefit from sharing facilities, resources, training and expertise.

Post 16 Provision is based at Craven College, providing outstanding age-related learning and social opportunities for all pupils, and effectively supporting the transition of pupils from school to their next destinations

We have continued to welcome pupils from local secondary schools and colleges on work experience placements.

Pupils from other schools may request a placement at Brooklands for Work Experience. We accept a small number each year, who often go on to seek vocational qualifications in the area of Special Needs.

ACCESSIBILITY

The school has an accessibility plan which identifies steps to be taken to improve access to the building. School is planning to improve the access to our shower area and personal care areas in the coming year. The main thresholds to school will also be improved this year to allow for greater access

EQUAL OPPORTUNITIES

Brooklands School is strongly committed to meeting the diverse needs of pupils from 4 – 19 years of age, with due regard to their ethnic origin, religion, gender, disability and social background. Within the school community we recognise the importance of

combating racism and promoting cultural diversity and equality of opportunity for pupils, families and staff.

In Brooklands School all learners have special educational needs. They will have their needs met fully so that they thrive, make good progress and achieve high standards.

This policy will ensure that pupils with SEN are included, treated as others, and given appropriate access to the curriculum, teaching and learning experiences.