SPECIAL EDUCATIONAL NEEDS AND DISABIITIES POLICY AND INFORMATION REPORT

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SPECIAL EDUCATIONAL NEEDS AND DISABIITIES policy and information report

AIMS

As a specialist provider, teaching pupils/students with Special Educations Needs and Disabilities is the core business of Brantridge school. We structure our approach to the individual needs as set out in the Education Health and Care Plan (EHCP) through a pathway model in school.

All pupils at Brantridge school will have an EHCP with identified needs, provision stated and goals/outcomes outlined. Any changes to this will be identified through the Annual review process. Annual reviews will action statutory changes.

We will aim to:

- Ensure that all pupils at the school receive appropriate teaching and support which takes into account their Special Educations Needs and Disabilities.
- Ensure that tasks and activity are well-matched and differentiated where necessary and that teaching methods and practice are regularly reviewed to ensure that they remain appropriate and relevant to the needs of the individual.
- Involve pupils and families in decisions regarding education and the meeting of the pupils' needs, to support them to promote learning and development and planning for their future.
- Ensure that resources available to the school (including financial, staffing, technical and advisory) are deployed appropriately and effectively to meet pupils' needs.
- Liaise effectively with individuals and organisations who have an interest in, or are able to make a positive contribution towards, pupils' lives.
- Work with OHC&AT to ensure that staff are able to access a programme of specialised continuing professional development (CPD) appropriate to their role and career pathway, and ensure that staff participate in such training and development in order to enhance and update their skills in meeting the needs of pupils with Special Educations Needs and Disabilities.
- Ensure that the obligations of the school are met in respect of the Children and Families Act 2014 in accordance with the Special Educational Needs And Disabilities Code Of Practice.
- Work collaboratively with the multidisciplinary team such as therapists and medical professionals and agencies to support the development and wellbeing of the whole person.

Our Special Educational Needs and Disabilities policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs/disabilities (Special Educational Needs and Disabilities)

- Explain the roles and responsibilities of everyone involved in providing for pupils/students with Special Educational Needs and Disabilities
  - Our aim is to meet the needs of all our pupils. In view of this each pupil is placed in a 'Pathway' that best matches their needs. The staff working within those 'Pathways' support pupils in a way that best meets their needs.
  - We recognize the importance of varying roles within the staff team to meet the pupil needs.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (Special Educational Needs And Disabiities) Code of Practice specifically section 6, and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils/students with SEN and disabilities, and with specific reference to section 69 of this legislation
- Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Paragraph 3 of schedule 10 to the Equality Act 2010 which sets out the duty on schools to prepare and enact an accessibility plan.

This policy also complies with our funding agreement and articles of association.

DEFINITIONS

A pupil has Special Educational Needs and Disabilities if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

ROLES AND RESPONSIBILITIES

Brantridge school is a special school. Every teacher is considered to be a teacher of Special Educational Needs and Disabilities (Special Educational Needs and Disabilities), whose role is to plan and develop the curriculum to take account of individual differences and secure good progress. In view of this, the school does not have a Special Educational Needs and Disabilities Coordinator, and all staff are

provided with training to enable them to meet the needs of the pupils in their care. Path in specific Pathways are given training bespoke to the needs of the pupils in their care.

Similarly, while we operate a portfolio governance system, every governor on our Local Governing Body (LGB) is considered to be a governor of Special Educational Needs and Disabilities and is therefore expected to work with the school leadership to ensure that every pupil is supported to achieve their maximum potential. Responsibility for oversight of Special Educational Needs and Disabilities within Brantridge school sits within the Teaching and Learning portfolio. More information about our governors can be found on the Governance page of the school website.

Specific responsibilities are listed below.

The Local Governing Body

Governors will:

- Collectively ensure a continued focus on Special Educational Needs and Disabilities at LGB meetings and within their respective portfolio activities, in order to provide assurance that pupils are receiving a broad, balanced and relevant curriculum, well-matched and appropriately differentiated to their individual needs and underpinned by specialist approaches and strategies to address those needs.

The Teaching and Learning governor will:

- Monitor the quality and effectiveness of Special Educational Needs and Disabilities provision within the school and update the LGB on this.
  - Work with the Principal and Vice- Principal to determine the strategic development of the SEN policy and provision in the school.

The Principal

The Principal will:

- Work with the Senior Leadership Team and Teaching and Learning governor to determine the strategic development of the Special Educational Needs and Disabilities policy and provision within the school.
  - Have overall responsibility for ensuring that pupils are receiving a broad, balanced and relevant curriculum, well-matched and appropriately differentiated to their individual needs and underpinned by specialist approaches and strategies to address those needs.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

- Working with Senior Leadership Team and Education Leadership Team to review each pupil progress and development and decide on any changes to provision.

Ensuring they follow this Special Educational Needs and Disabilities policy.

SEN INFORMATION REPORT

The kinds of SEN that are provided for

Our school is a special school providing for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

Consulting and involving pupils and parents/carers

Local Authorities Special Educational Needs and Disabilities the relevant documentation to all of the schools they feel would meet the needs of the young person. Our admissions team reviews the documents. When considering a potential placement for a pupil, they will take into account that the pupil:

- Is within the age range for the school
- Has needs which the school has the skills and capacity to support
- Is academically within the chronological ability range of the majority of pupils found in a mainstream primary school
- Will benefit from working in small groups and individually

If it is felt that Brantridge school may be able to meet the needs of the young person, the pupil is invited to the school (via the Case Officer) for a 2 day assessment. Following that assessment the school will inform the Case Officer as to whether a place can be offered to the pupil.

If Brantridge feel that they cannot meet the needs of the young person, they will liaise with the Case Officer outlining the reasons for this view.

Assessing and reviewing pupils' progress towards outcomes

Children at Brantridge school have various targets:

EHCP progress/outcomes

- Staff working with a pupil assess the child's progress against the EHCP outcomes as part of the Annual Review process. The state whether a target is 'Achieved' or needs to be 'Maintained'. This information is shared with parents as part of the Annual Review cycle.

- Each child's Annual Review targets are broken down to annual targets and then to termly targets. These targets are shared with parents and reviewed termly.

Academic outcomes:

- Staff measure a child's academic outcomes termly.
- For those pupils who are working on their phonics, progress information is collected termly.

Intervention outcomes:

- Our Intervention programme and outcomes are logged on our 'Provision Map' tool. These are assessed termly.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil/student is moving to. We will agree with parents/carers and pupils/students which information will be shared as part of this.

Changing classes within the school:

- As a result of our Pathway approach, class changes are minimal from one academic year to the next.
- Each July we have a 'Moving Up' day where children are based in their new classroom, with their new teacher and with any new peers who will be starting in September.

Moving to the next school:

- The Speech and Language therapist leads 'transition' sessions for our Y6 pupils to help prepare them for the change of school.
- We work closely with the 'receiving' school to ensure that pupils have a taster day/s at the new school.
- Key information is shared with the receiving school.

Our approach to teaching pupils with Special Educational Needs and Disabilities

We will aim to:

- Ensure that all pupils at the school receive appropriate teaching and support which takes into account their Special Educational Needs and Disabilities.
- Ensure that tasks and activities are well-matched and differentiated where necessary and that teaching methods and practice are regularly reviewed to ensure that they remain appropriate and relevant to the needs of the individual.

- Involve pupils and families in decisions regarding education and the meeting of the pupils' needs, to support them to promote learning and development and planning for their future.
- Ensure that resources available to the school (including financial, staffing, technical and advisory) are deployed appropriately and effectively to meet students' needs.
- Liaise effectively with individuals and organisations who have an interest in, or are able to make a positive contribution towards, pupils' lives.
- Work with OHC&AT to ensure that staff are able to access a programme of specialised continuing professional development (CPD) appropriate to their role and career pathway and ensure that staff participate in such training and development in order to enhance and update their skills in meeting the needs of pupils with Special Educational Needs and Disabilities.
- Ensure that the obligations of the Academy are met in respect of the Children and Families Act 2014 in accordance with the Special Educational Needs and Disabilities Code of Practice.
- Work collaboratively with the multidisciplinary team such as therapists and medical professionals and agencies to support the development and wellbeing of the whole person.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have Special Educational Needs and Disabilities. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Speech and Language based
- Occupational Therapy based
- Literacy
- Maths
- Social skills
- ELSA based
- Lego therapy
- Art Therapy

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils'' needs are met:

- See Accessibility Plan
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- Trauma informed classrooms with 'lounge type' layout
  - Pathway specific layout e.g. some ASD classes use 'booths'.
  - Curriculum is adapted so that each child can fully participate including with off -site trips.

Additional support for learning

If, in agreement with the Local Authority a pupil has 1-1 funding, a teaching assistant will work closely with that pupil. However each class has their own teaching assistant, who along with the teacher will support various children on a 1-1 basis if they are dysregulated or need this support to access their learning.

We work with the following external bodies/agencies to provide support for pupils with Special Educational Needs and Disabilities:

- Local Youth Crime Prevention
- Show Racism the Red Card
- Diversity Role Models
- CAMHS
  - West Sussex Early Help
  - FireWise
  - YourSpace Therapies
- Alternative Provisions – Angling4Education, East Clayton Farm, Quarry Farm, Overworld
  - Brighton and Hove Albion in the Community

Expertise and training of staff

Brantridge school operates a dedicated staff training programme with CPD linked to identified individual and organisational priorities, including Special Educational Needs and Disabilities -specific training. Additionally, staff benefit from OHC&AT's whole organisational CPD and development offer which includes:

- In-house training focused on specific areas of Special Educational Needs and Disabilities, developed and delivered by experienced senior staff;
- Access to bespoke in-house training, delivered by qualified and experienced OHC&AT staff, around specific areas of Special Educational Needs and Disabilities as well as other relevant areas e.g. Safety Intervention, Positive Behaviour Support, First Aid for Mental Health.
- Access to professional and specialist staff networks, enabling peer support and the sharing of best practice around effectively supporting pupils/students with Special Educational Needs and Disabilities;
- For staff wishing to become qualified teachers, the Special Educational Needs and Disabilities-specific Diploma in Education & Training pathway, delivered in partnership with Canterbury Christ Church University.

We have a team of 14 teaching assistants, including 4 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Securing equipment and facilities

We have a wide range of therapeutic resources. These range from smaller items in class such as 'wobble cushions' and 'fidget toys' to larger items such as a Sensory Cubbie. We often take pupils off-site to participate in activities that are not available at Brantridge school but are important to meet the pupils' needs such as 'Rock climbing'.

Evaluating the effectiveness of Special Educational Needs and Disabilities provision

Brantridge school is a special school, therefore all pupils will have an EHCP.

We evaluate the effectiveness of provision for students with Special Educational Needs and Disabilities by:

- Reviewing pupils' individual progress towards their academic goals
- Reviewing the impact of interventions
- Monitoring by the LGB and the Academy Trust team
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

Removing barriers to participation

All of our 'reward' and 'off-site' activities and school visits are available to all our pupils and are encouraged to participate.

No pupil is ever excluded from taking part in these activities because of their Special Educational Needs or disability.

Brantridge school is fully committed to the ideal of maximizing the potential of our pupils by meeting their individual needs. We adhere to the following principles:

- Pupils are entitled to have access to a broad, balanced and relevant curriculum. The curriculum is well-matched and appropriately differentiated to the pupil/student's individual needs and underpinned by specialist approaches and strategies to address those needs.
- Pupils must have free access to the school buildings and facilities so that they can be treated equitably irrespective of their disabilities. Further information on this can be found in our Accessibility Plan on our website.
- Pupils within the school are regarded and treated as unique individuals who must be given the opportunity to excel and experience achievement, which will be recognised and celebrated.
- Pupils benefit most when their individual needs and starting points are clearly identified in a proactive manner, so that programmes of intervention can be effectively planned implemented, monitored and reviewed.

- The personal development and academic areas of the curriculum are managed in such a way as to ensure that the participation of pupils in their own learning is maximized and to enable them to fully achieve their potential.
- Working in partnership with parents, carers and families is key to supporting the needs of pupils.
- A multi-disciplinary and inter-agency approach involving the expertise and resources of outside partners is essential when working with pupils whose individual needs are additional and complex.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils are encouraged to be part of the school council
- Pupils are encouraged to take active roles in supporting each other, with guidance from staff. They are encouraged to report any concerns to a member of staff or via our Worries and Concerns facility on our website.
- Pupils are shown how to use the Zones of Regulation in order to identify and name their feelings. They are then shown effective methods to manage these feelings.
- Pupils have access to our Mental Health Lead.
- Pupils are encouraged to speak to the Anti Bullying ambassadors
- If necessary, referrals are made to CAMHS to request more intensive support

For further information, please refer to our Safeguarding and Wellbeing offer, on our website.

We have a zero-tolerance approach to bullying.

Working with other agencies

The curriculum is consistently reviewed to incorporate any identified safeguarding trends within the School Community. We have established strong relationships with a wide variety of external agencies and organisations to help meet the needs of the pupils and support their families. Safeguarding trends and data are continuously evaluated in our weekly safeguarding team meeting and through the use of the termly OHCAT safeguarding audit. This in turn is supported by the completion of the Innovating Minds audit that helps identify training needs for staff to support the evolving needs of the children. Examples of who we have worked with based on safeguarding data are below:

- Local Youth Crime Prevention
- Show Racism the Red Card
- Diversity Role Models
- CAMHS
- West Sussex Early Help
- FireWise
- YourSpace Therapies

- Alternative Provisions – Angling4Education, East Clayton Farm, Quarry Farm Overworld
- Brighton and Hove Albion in the Community

Complaints about Special Educational Needs and Disabilities provision

Brantridge schoolis committed to dealing with complaints promptly, fairly and carefully. We encourage parents, carers and other members of the school community to raise (on an informal basis) any concerns they have at the earliest opportunity. In most instances, this will involve speaking directly with the member of staff concerned, who will try to resolve the issue as quickly as possible.

Where resolution is not possible, the school has a formal Complaints Policy which sets out a structure under which complaints will be heard. This is available from the school website, or a hard copy can be obtained from the school office.

The parents/carers of pupils/students with disabilities have the right to make disability discrimination claims to the first-tier Special Educational Needs and Disabilities tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents/carers of pupils with Special Educational Needs and Disabilities

There are a series of useful links/websites for Parents/Carers to access on the school website via the link below:
Useful Websites - Brantridge School.
The school bulletin is also used to inform Parents/Carers of any new useful links/sources of information that we have identified e.g. e-safety alerts. The school also hands out information to Parents/Carers on termly Open Days such as new updates from Early Help and access to School Holiday Clubs.
The school will also ensure Parents/Carers are aware of who their SEN Caseworker is during Annual Reviews, as this is a key contact in gaining support around issues such as transition, transport and funding.

Contact details for raising concerns

The school's safeguarding team is always available for Parents/Carers whenever concerns arise. They can be contacted as a collective group via phone (01444400228) or via email at dsl@brantridge-school.co.uk.
The contact details for the DSL (Robert Chowns) are: r.chowns@brantridge-school.co.uk.
Pupils are encouraged to speak to any member of staff, a fellow peer or Family member if they have a concern. There are posters around the school with prompts of how to raise a concern, including how to access our online concern portal "MyVoice." This is available to all pupils and can be accessed both at home and in school via the link below:
Pupil worries/concerns form (thesafeguardingcompany.com)

The local authority local offer

Our contribution to the local offer is HERE
Our local authority's local offer is published HERE

MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the Principal **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Governing Body (LGB) at least annually or whenever the policy is updated.

RELATED POLICIES AND DOCUMENTS

Accessibility Plan
Admissions Policy
Behaviour Policy
Child Protection, Adult Protection & Safeguarding Policy
Complaints Policy and Procedure
Equality, Diversity & Inclusion Policy
Equality information and objectives
Mental Capacity and Consent Policy (Academies)
Personal and Intimate Care Policy (Academies)
Relationships and Sex Education Policy and Procedure
Safeguarding and Wellbeing Offer
Student Mental Wealth, Health & Wellbeing Policy
Supporting Students with Medical Conditions in Education Policy