

BENTS GREEN LEARNING COMMUNITY



Special Educational Needs & Disability (SEND) Policy

Ratification Date: - July 2019
Review Date: - July 2020



Special Educational Needs & Disability (SEND) Policy

Section 1

Contextual information about the school's SEND Policy

The phrase Special Educational Needs is defined in section 20 of the Children and Families Act 2014.

Section 20 states that:

- (1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- (2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she--
 - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

- (3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made)."

The majority of our students have a diagnosis of autism and all students have an EHC plan. A number of student's additional difficulties including hearing impairment, visual impairment, ADHD and some students have significant medical conditions. Many students require augmentative approaches to communication.

Bents Green Learning Community is a strong and resourceful one with a central commitment to provide outstanding teaching and learning opportunities for all our students. Students are challenged to achieve their full potential. Teaching is designed to inspire and create activity, curiosity and engagement. We pride ourselves on helping to influence and shape future citizens who can contribute to their own well-being and that of others and who can achieve in their own individual goals and aspirations.

Bents Green Learning Community is committed to providing a secure, enjoyable and stimulating learning environment which will enable students to realise their potential as individuals in society; providing equal access to a broad and balanced curriculum which:

- meets statutory requirements;
- reflects the cultural diversity of society;
- meets the needs of all students;

- develops skills for independence and a pathway for an active role in society;
- Aims of the SEN policy
- Ensure practice reflects our school mission statement;
- Ensure students receive the provision set out in their Education Health and Care Plan
- To identify the changing needs of students;
- To respond to these changing needs so that students can further develop their potential as individuals.
- To reflect the school's Local Offer which is available at:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/home.page>

The School's Special Educational Needs Co-ordinator is: Sacha Schofield

She can be contacted at the school: 0114 2363545

Admission Arrangements

Admission to Bents Green Learning Community is arranged by the local education authority in consultation with parents and the Headteacher.

All students must have an EHC plan in order to attend the school. On receiving each student's papers and on first contact with the student and their family, we provide opportunity for parents/carers to visit school and meet with the Headteacher or a member of the senior leadership team.

Placements may be requested at the school for older students e.g. from a family moving into the area or a student who is failing to make progress at another school. A similar admissions procedure is followed.

It is also important to note that students can move from Bents Green Learning Community to other schools if their academic, social and emotional progress is such that school staff, parents and the Educational Psychologist agree in their judgement that this would benefit the student. Reports and views are collected to present to the local authority SENDSARS team. Bents Green Learning Community and the prospective receiving school liaise closely to co-ordinate the transition of the students to the receiving school.

Children with Medical Needs

The school fully supports students who have medical conditions in addition to their SEND, ensuring they have full access to the curriculum. In order to ensure these students can participate fully in educational visits and lessons that use community facilities a number of Teaching Assistants have undertaken additional training in order to be able to administer medication. The school employs one member of staff in the role of health coordinator, and they organise relevant medical training for staff, and liaise with medical professionals and current medical needs of students.

Professional Support Staff

Bents Green works closely with speech and language therapy and with a variety of medical professionals at Sheffield Children's Hospital and Ryegate Children's Centre.

Special Facilities

Bents Green has:

- A designated treatment room for speech therapy
- A sensory suite
- A Forest Schools area
- A designated computing suite, food technology room, art and DT room
- One minibus and 2 cars for use by students for a variety of out of school curriculum and community activities.

Section 2

Identification, Assessment and Provision

Students must enter the school with an EHC Plan. The local authority SENDSARS team meets to agree the appropriate school placement. The parents will already have had an opportunity to look round school and to talk with the Headteacher and any other professionals they feel will help them gain an informed opinion about appropriate school provision for their child/young person.

Using the Statement of Educational Need or EHC Plan and their assessments the class teacher will identify the priority areas of development for the student. To allow small steps in progress to be recorded Bents Green uses B Squared software and the SCERTS framework.

Parents and the school begin to discuss transition from Bents Green during the Year 9 annual review process. The majority of students go into Bents Green's Post 16, further education at College or independent providers or access social care provision within Sheffield. From year 9 Sheffield Futures (independent careers advisors) work with students and their families, offering support and guidance on options available on leaving school.

Reviewing Progress

The use of assessment materials enables teachers to plan appropriate individual targets which are appropriate to the student's individual needs. Each student has a number of targets which form their individual learning priorities. For most students these will focus on the core subjects of English, Mathematics and Social Communication and Emotional Regulation.

Work towards these targets will be reviewed every term.

The information gathered from these targets will go towards:

- Reviewing and qualifying student progress (evidence).
- Evaluating delivery of objectives to student.
- Form the basis of learning for the individual student.
- Helping inform parents of progress.
- Forming the basis of the Annual Review.
- End of year assessments.
- Inform the planning

Further information about assessment can be found in the Assessment and Marking Policy

Annual Reviews

An EHC Plan must be reviewed annually by the local authority. Currently reviews for students on the roll of Bents Green Learning Community are organised and take place in the school. The class teacher, parent(s) and other professionals, if appropriate, discuss progress, identify resources which may be required and set targets for the forthcoming twelve months. Students in year 9 will have a Transition Review which may involve a range of professionals providing information to effectively plan for the student's transition to adult life. Where appropriate, all students are involved in their Annual Review, where they can comment on their learning progress and their next steps in learning

Parents are encouraged to give their views formally in writing prior to the Annual Review Meeting. These comments will then form an important part of the Review meeting by giving their views on their child's progress and the areas of development they feel are a priority for their child over the next year.

The continuing suitability of Bents Green Learning Community in meeting the student's educational needs is also discussed.

The Curriculum

The curriculum is based around the five areas of: Physical (P.E, Health, Food, and Dance); Wider World (Humanities, Languages, WRL, and Science); Creative (Art, D&T, Music, Performing Arts); SMSC (Spiritual, moral, social & cultural education, PSHE, R.E.) and Computing. All of which are underpinned by a central core of maths and English.

How each of these areas is delivered in school depends on the needs of the students in each group and which phase they are in. Our students are organised into three phases – Phase 3 (Yr7 & Yr8), Phase 4 (Yr9, Yr10 & Yr11) and Post 16. Some classes in each phase may have a more specialist approach to teaching and learning – based on the needs of the students. For example, we have classes that follow a Nurture approach.

Accreditation

Where possible student attainment is recognised through nationally recognised accreditation schemes e.g. GCSEs, ASDAN, AQA Unit Awards, Entry Level Awards.

Preparing for Life in Modern Britain

At Bents Green we actively promote the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This is done through our spiritual, moral, social and cultural (SMSC) education which permeates throughout our curriculum and school experience, supporting the development of the whole child. Staff work closely with parents, careers and other professionals to ensure that the pupils at Bents Green are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

Section 3

School Staffing and Partnership with Bodies beyond the School

(a) The Governing Body delegates to the headteacher responsibility for all the organisation, delivery and review of in-service training for staff. The headteacher, in consultation with school colleagues and Governors, works within the School Development Plan to prioritise in-service training to reflect the current and future needs of staff and school targets. A high priority is given to in-service training linked to annual staff appraisals, evaluation of courses, and time for staff to feedback a course attended (and action followed up where appropriate).

(b) The School liaises with a range of outside agencies, including CAMHS, NHS professionals and social care, educational psychology service, Sheffield Futures. The school hosts Ryegate and School Nursing clinics in school.

(c) Parents play an important part in our on-going understanding and development of students. Parents are annually consulted through the Annual Review and parent evenings. Parents are encouraged to fill in a written response sheet to the student report. They are also consulted informally through questionnaires and regular workshops.

Evaluating the Success of the Special Educational Needs Policy

The school's SEND provision will be evaluated as part of the annual whole-school self-evaluation process to ensure that:

- Admissions procedures are followed consistently
- Transitions from primary school to Bents Green meet the highest standards in supporting every student to feel secure
- The curriculum is broad, balanced and relevant for every student
- Assessment data is used successfully to guide teaching and learning and enhance all students' achievements
- We continue to develop new ways to engage our most vulnerable students
- We continue to enhance our work with parents/ carers for the good of our students

Equal Opportunities

All students have equal access to a curriculum that is broad, balanced and relevant to their individual needs.

Review of Policy

The policy will be reviewed annually. Copies are available on request from school