

# SEN policy and information report

The Belsteads School

Updated October 2018



**Approved by:** Governing Body

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### 1. Aims

Our SEN policy and information report aims to set out how our school supports and makes provision for our pupils, all of whom have special educational needs (SEN) as outlined in their EHCPs.

At our school we value and support learning; recognising the worth of each individual. Our mission is to ensure pupils acquire knowledge, skills and abilities that will enrich their lives and enhance their ability to be a part of and contribute to the community by engaging in a meaningful educational experience, appropriate to each pupil.

### 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [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

### 3. Definitions

A pupil has SEN 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 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.

## **4. SEN information report**

### **4.1 The kinds of SEN that are provided for**

Our school currently provides for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, anxiety, speech and language difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Moderate and more severe learning difficulties

### **4.2 Consulting and involving pupils and parents**

Prior to placement, we will review EHCPs and professional reports, as well as meeting and consulting with children and parents to ascertain if placement would be appropriate. It is important that children and parents visit the school so that they gain full understanding of the facilities and can make informed decisions. During consultation, we aim to ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns and views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Information gained from these discussions, together with the EHCP and professional reports, is used to create an initial support plan that outlines strengths, interests, behaviours, triggers and strategies for each child.

### **4.3 Assessing and reviewing pupils' progress towards outcomes**

As part of assessment practice, pupil progress is assessed against their EHCP desired outcomes each half term. A tracking sheet shows each step towards an outcome and colour codes them as Green (achieved), yellow (partly achieved) or Red (not yet achieved). This ensures that all staff keep a focus on EHCP targets as a priority. All staff involved with the pupil contribute to this assessment, so that there is moderation and consensus.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

When steps towards an outcome have been consistently Green for three half terms, new steps are agreed and EHCPs amended via Annual Review.

### **4.4 Supporting pupils moving between phases and preparing for adulthood**

Transition into the school can be as gradual as required. Some pupils are able to start on a full time basis immediately, others require a gradually increasing time table. We have also worked with pupils in their home environments so that they get to know staff prior to attending school.

In the event of transition from the school, we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Due to the school having only pupils up to Year 10 during 2017-2018, no pupils have yet moved on to post-16 provision. However, we support this future transition by giving Key Stage 4 pupils access to college based courses so that they are more confident and knowledgeable about college life when transition is to take place. For example, during 2017 – 2018, one of our two Year 10 pupils completed the first year of an Engineering Certificate and will continue with this next academic year.

We are working with the Information and Guidance Services in Essex to ensure that pupils have access to relevant and impartial careers advice, as well as support with college applications and ensuring that their support needs are met post-16.

### **4.5 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class, working alongside a team of support assistants.

High quality teaching is differentiated for individual pupils, taking account of their particular needs and talents.

We also provide the following interventions and approaches:

- Forest School
- High levels of staffing
- Riding and Golf as therapeutic activities
- Trips and activities in the community to support development of social skills
- Explicit teaching of strategies to manage anxiety and associated behaviours

#### **4.6 Adaptations to the curriculum and learning environment**

Our curriculum is skill and context based and encourages active engagement in learning. The curriculum focuses on developing the key skills of communication, cognition, independence, physical development and self-care, all transferrable skills that equip children and young people for life beyond the school.

Our curriculum strives to be responsive to each learner, and build on individual strengths and interests. A rolling plan is in place, which supports a balance of stimulating contexts for learning through different learning experiences, themes and subjects.

Flexible approaches and supportive, knowledgeable staff mean that provision can be tailored around each child. For example, a pupil may refuse a classroom based lesson so the learning is delivered outdoors or in a less formal environment until they have experienced success and gained in confidence.

Classrooms are small but well-equipped, with class sizes no more than five. Class groups are arranged on the basis of personalities and interests, rather than by Year group, so that the atmosphere in each class is a positive and supportive one. Teachers then differentiate work and support given appropriately to suit each child's ability and needs.

#### **4.7 Additional support for learning**

In 2017-2018 the school expanded from 4 pupils on roll to 11. Staffing levels increased to match so that by the end of the year we had seven teaching assistants to work alongside four teachers.

Teaching assistants will support pupils on a 1:1 basis when the pupil requires that for academic, safety or emotional support.

Teaching assistants will support pupils in small groups when pupils have developed some independence and are more able to manage their anxieties and emotions in safe ways.

#### **4.8 Expertise and training of staff**

The Head Teacher has 25 years teaching experience, including 18 years of leadership. All staff are trained to support the particular needs of our pupils, including training in Team Teach (de-escalation strategies and the use of safe restraints in the event of need).

During the year, continuous professional development challenges and supports staff, increasing their understanding of each child and strategies to support their progress. Performance Management targets are based on promoting achievement for our pupils.

#### **4.9 Securing equipment and facilities**

The school is set up to provide for the needs of our pupils. However, where a pupil has a need for a particular facility, we endeavor to make this possible. For example, in 2017-2018, we purchased a larger horse to allow access to riding lessons for older pupils.

As the school has grown, we began a building project to increase the number of classrooms, a music room and a larger kitchen and dining room. This will be completed during the start of the next academic year.

In 2017 -2018, pupils and staff raised funds to create and improve a sensory garden.

#### **4.10 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils by:

- Reviewing pupils' individual progress towards their goals each half term

- Reviewing the impact of interventions or strategies via staff meetings as needed. Some strategies may be short term and require more immediate review.
- Pupil focus meetings
- Using pupil questionnaires
- Holding annual reviews and PEP / LAC meetings.

#### **4.11 Support for improving emotional and social development**

The school has the improvement of emotional well-being and social development as its main purpose. Most of our pupils have considerable difficulties in these areas and struggle to make and maintain appropriate relationships with peers and adults.

As well as a focus on EHCP outcomes for this area, we track essential skills for every child including skills such as turn taking, accepting 'No,' losing in a game etc.

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

Explicit teaching tailored to each child for example the use of social stories.

Interventions that focus on particular difficulties – for example in 2017-2018 we worked on one child's use of abusive language, another child's use of the Internet and another child's obesity. In each case, we involved parents and shared strategies for success.

Pupils are encouraged to see the school as their own community and take on responsibilities. Starting in this year, there is a Student Council and pupils also have a daily task, drawn at random each day that helps the whole school (helping to prepare lunch or watering plants, for example).

Self-esteem is supported through immediate recognition of successes and celebration of success in ways that are helpful to each child.

We have a zero tolerance approach to bullying and when a problem has arisen, we have worked directly with the perpetrator to help them gain an understanding of impact and change their approaches.

#### **4.12 Working with other agencies**

**We use advice from professional agencies including CAMHS and Educational Psychologists to improve our understanding of needs, sharing information appropriately. We have strong links to the Essex Safeguarding Board.**

#### **4.13 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the head teacher, Jo Burdon, in the first instance. They will then be referred to the school's complaints policy published on our website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND 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

#### **4.14 Contact details of support services for parents of pupils with SEN**

**As we take pupils from different Local Authorities, information on support services in a child's local area are based obtained directly from the Local Authority SEN team. Each child will have a placements officer assigned to them by the LA who will be able to signpost local support.**

#### 4.15 Contact details for raising concerns

**Any concerns should be raised directly with the Head Teacher, Jo Burdon, in the first instance.**

[Jo.burdon@belsteads.essex.sch.uk](mailto:Jo.burdon@belsteads.essex.sch.uk)

**01245 330510**

**07415 585867**

#### 4.16 The local authority local offer

Our contribution to the local offer is shown on our website. For 2017-2018 it is:

*The Belsteads School provides full-time Education for up to 12 pupils between the ages of 10 and 16. Pupils must have an EHCP to attend and placements are funded by Local Authorities. Pupils attending the school typically have diagnoses of ASD and/or ADHD with attendant behaviours and anxieties.*

*The school offers a core curriculum of Literacy, Numeracy, Science, PE, Art, DT, Humanities, PSHE and Careers. This curriculum is enhanced through the provision of tailored social stories, Forest School, Learning Outside the Classroom and Drama. There are also opportunities for Riding and Golf lessons included within the fees and school day.*

*High staffing levels and very small class sizes of no more than four allow for personalised approaches. There is an emphasis on teaching emotional and behavioural regulation and self-management, using the 5P approach supported by detailed knowledge of triggers and calming strategies for each child in consultation with parents and carers.*

*The school makes use of calm spaces within the school and in the extensive grounds to teach alternative, positive responses to stress. We have seven acres of land and adjoin a large Nature Reserve, which we visit frequently to support curriculum and social activities, often in the company of our school dogs.*

*The school is not designed to be highly academic. Pupils who attend will have missed much of their education and we seek to fill gaps in essential knowledge as a priority, rather than prepare them for exams. We aim to prepare pupils so that they are better able to cope when they are ready to resume a more formal education post-16 or before. However, we are able to offer some qualifications as prequels to GCSEs. First examinations will be in Summer 2019.*

Our local authority's local offer is published here:

[www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

### 5. Monitoring arrangements

This policy and information report will be reviewed by the Head Teacher (currently Jo Burdon) and approved by the Governing Body **every year**.

### 6. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Curriculum
- Behaviour
- Equality and Diversity