



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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| Committee: | Governing Body |
| Author: | Claire Brooks |
| Last reviewed: | July 2023 |
| Review cycle: | Annual |
| Required to publish on website? | Yes |
| Statutory: | Yes |

In devising this Special Educational Needs and Disability policy The St Marylebone CE Bridge School (the School) has had regard to the following prevailing relevant guidance and legislation:

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice September 2015
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments Regulations) Clause 49; 2014
- The SEN Information Report Regulations 2014
- Teachers’ Standards 2012, updated 2021
- The School’s current “SEND Information Report” (found on school website)
- The School’s Accessibility Policy & Plan, 2022

This policy is informed by the School’s Church of England ethos, ensuring that the School provides high quality provision for all our learners taking into account their varying profiles and special educational needs.

1. Aims and Objectives of this Policy

The aims of our SEND Policy and practice in the School are:

- to provide curriculum access for all
- to reach high levels of achievement for all
- to meet individual needs through a wide range of provision

- to attain high levels of satisfaction and participation from pupils, parents/carers and carers
- to map provision carefully for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to, at least, good learning outcomes
- to ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- to promote pupils' self-esteem, physical and emotional well-being and positive mental health and help them form and maintain worthwhile relationships based on respect for themselves and others
- to prepare our pupils for the post-school challenges and opportunities in terms of employment, qualifications, social and leisure opportunities
- to ensure our pupils have the skills, knowledge and understanding to lead happy and productive lives as adults and potential parents/carers.

2. Partnership with Parents/Carers

2.1 The School aims to work in partnership with parents/carers. We do so by:

- making parents/carers feel welcome
- giving parents/carers opportunities to play an active and valued role in their child's education
- encouraging parents/carers to inform the School of any difficulties they perceive their child may be having, or other needs the child may have which need addressing
- instilling confidence that the School will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents/carers opportunities to discuss ways in which they and the School can help their child
- aiming to work closely and effectively with all other agencies supporting pupils and their parents/carers
- agreeing targets for all pupils, and involving parents /carers in monitoring and reviewing progress against these targets
- keeping parents/ carers informed and giving support during assessment and any related decision-making process
- making parents/carers aware of the local Independent Special Educational Needs and Disability Information Advice Support Services (SENDIASS)
- providing all information in an accessible way, including, where necessary, translated information for parents/carers with English as an Additional Language
- providing family learning opportunities and support
- involvement of pupils.

- 2.2 We recognise that all pupils have the right to be involved in making decisions and exercising choice. As part of the continuous assessment of pupil needs pupils are given the opportunity to feedback on their perception of areas of difficulty and what support is available to them to address these difficulties in learning contexts. This information is then fed back to staff through team briefings and tailored training sessions.

3. Management of SEND within School

- 3.1 The Head of School and the Governing Body are responsible for the ongoing implementation of this SEND Policy. The Head of School is responsible for reporting regularly to the Governing Body on the ongoing effectiveness of this SEND Policy.
- 3.2 All pupils at the School have an Education, Health and Care Plan or are here on an assessment place and therefore all have pre-identified SEND. As such, all teachers are teachers of SEND. All staff receive additional training and have a responsibility for maximising achievement and opportunity for all our learners. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all pupils at all times. Class teachers are responsible for providing differentiated expectations for all pupils and good quality personalised teaching. Teachers will be continually assessing, planning, implementing and reviewing each pupil's individualised needs in their subject.

4. Head of School

- 4.1 The Head of School is responsible for coordinating, monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- 4.2 The Head of School will be actively involved in and informed of the progress of all learners and any issues with regard to the School's provision in this regard through:
- analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for learners (this may be devolved to another member of staff with the Governing Body's approval)
 - pupil progress meetings with individual teachers/tutors
 - discussions and regular meetings with pupils and parents/carers
 - regular liaison with members of the therapy team
 - analysis of therapy outcome data

5. Special Educational Needs and Disability Coordinator

- 5.1 The School's Special Educational Needs and Disability Coordinators (SENDCOs) will oversee the day- to-day operation of this policy in the following ways:
- maintenance and analysis of whole-school provision map
 - maintenance of information relating to the specific needs of the pupils
 - liaising with and advising staff in relation to pupils' needs

- overseeing the SEND records of all pupils
- liaising with parents/carers, in conjunction with class teachers/tutors/Speech and Language Therapists
- contributing to the in-service training of staff
- implementing a programme of Annual Reviews for all pupils, carrying out referral procedures to the Local Authority to request multi-professional involvement
- overseeing the smooth running of transition arrangements and transfer of information for pupils transitioning to and from the School
- seeking out opportunities to raise the profile of need types, such as ASD, ADHD and dyslexia with staff, pupils, families and all stakeholders.
- regularly evaluating the impact and effectiveness of all additional interventions for all learners
- gathering information from class teachers/tutors and Speech and Language Therapists to review and revise EHCP and Annual Review outcomes
- liaising sensitively with parents/carers and families of pupils regarding their progress
- attending area SENDCO network meetings and training, as appropriate
- liaising with the School's SEND and Inclusion Governor, keeping them informed of current issues regarding provision for learners (nationally, locally and within school)
- liaising closely with the School's onsite therapy team
- liaising closely with a range of outside agencies to support our learners, including Educational Psychologists), Occupational Therapists, Physiotherapists, Westminster Special Schools Training and Outreach Service, Children and Young Peoples' Service, Local Health Trust(s), Education Welfare Service, Virtual School for Looked After Children, etc.

5.2 The Subject Teacher liaising with the Head of School/SEND/CO/ Therapy team will agree:

- which pupils in the class require different, adapted or additional interventions, beyond that which is provided as part of the universal offer, to support their learning needs
- which pupils are underachieving and need to have their additional interventions monitored within intervention sessions
- which pupils require advice/support from an outside professional advisory or support agency

They will also secure as a minimum good provision and good outcomes for all learners by:

- providing differentiated teaching and learning opportunities ensuring there is adequate opportunity for all pupils to work on agreed targets
- ensuring effective deployment of resources - including LSA support - to maximise outcomes for all learners
- promoting awareness and understanding of speech, language and communication needs and their possible presentation both within and outside the classroom
- using a highly visual approach

- providing additional adult support in class to support communication, attention and listening and social interaction skills throughout their day-to-day activities.
- creating opportunities to practise and develop positive social relationships with peers in a structured and supported manner
- creating opportunities to experience success on a regular basis in order to support the development of their self-esteem and confidence
- allowing additional time to respond to questions and organise language and ideas
- using reduced language levels (less language and more simplified language)
- establishing a clear behaviour policy which is easily understood by pupils and staff, and which is applied consistently and rigorously
- maintaining a strong focus on developing communication skills in all areas of the curriculum and school environment
- creating a positive, supportive and caring environment where pupils can develop confidence in their communication and interaction skills
- employing a broad range of strategies to support and develop pupils' language and communication skills (particularly relating to strategies to support pupils' understanding of language in class and strategies to support pupils' social and emotional development in school)
- expecting all staff to be aware of and facilitate progress towards individualised communication targets and EHCP outcomes

6. Complaints

If there are any complaints relating to the provision for pupils at the School, these will be dealt with in the first instance by the Form Tutor, Subject Teacher or Head of Key Stage and then, if unresolved, by the Head of School or other member of the SLT. The governor with specific responsibility for SEND may be involved if necessary. *See Complaints Procedure.*

7. Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for our learners is carried out in the following ways:

- formal lesson observations by the Senior Leadership Team and line managers, learning walks, threshold progression observations and, where appropriate, by members of the therapy, wellbeing and behaviour team visiting lessons and giving feedback
- ongoing assessment of pupil progress
- monitoring of targeted intervention programmes
- work sampling
- joint planning
- teacher/tutor interviews with the Head of School
- informal feedback from all staff
- pupil interviews when setting new targets or reviewing existing targets

- pupil progress tracking using assessment data and whole-school processes
- maintenance of attendance records and liaison with the LA Attendance Team
- regular pupil progress meetings and Head of School's reports to parents/carers and governors.

8. The EHCP Annual Review process

- Parents/carers will be invited to review their child's progress towards their EHCP outcomes. Parents/carers will receive key documents in advance of the Annual Review meeting. These documents include:
 - School Subject Report
 - Feedback from key staff members on progress towards the EHCP outcomes
 - SaLT Progress Report or full SaLT Assessment Report (in Year 7 and 10)
- Pupils will be invited to attend a portion of all meetings/reviews. Meetings will be run by the SENDCO and will be attended by the pupil's designated School SaLT.
- EHCP Annual Review meetings follow a cycle and run through the Autumn, Spring and Summer terms depending on the pupil's Year Group and Local Authority.
- Meetings will last approximately 50 minutes
- Pupils' views are gathered in advance of the meetings through a tailored Google Slides document which enables pupils to reflect on their learning, their experiences over the year, relationships, strengths and areas of difficulties and priorities for the future.
- Parents/carers are invited to provide their views by completing a proforma in advance of the meeting and then again through their participation in the meeting itself.
- Parents/carers and pupils will be consulted regarding who they would like invited to the Annual Review (careful consideration is made to the number of adults in the room to ensure the pupil is not overwhelmed).
- Parents/carers will be given at least two weeks' notice of the date for their review. We will endeavour to rearrange the appointment if parents/carers are unable to attend, however if this is not possible information will be sent home in the post.
- Parents/carers are able to request a telephone/video meeting if they are unable to attend a meeting in school.
- The format of the meeting will follow a discussion of the following headings:
 - Like and Admire (strengths and achievements)
 - Important Now (academic progress, social emotional development, independence, behaviour)
 - in the Future (Post 16 and adulthood)
 - How best to support (support being provided, advice, further support required)
 - Working well (progress, social emotional development, independence, behaviour)
 - Even better if (progress, social emotional development, independence, behaviour and priorities for coming year)

- All Year 9/10/11 reviews will include a focus on preparing for adulthood (employment, independent living and contribution to society)

9. Core Provision

The staff at the School have high expectations and plan carefully to meet the learning needs of all our pupils. We give all pupils a wide range of opportunities to practise, reinforce, generalise and apply their skills; show what they know, understand and can do.

All pupils at SMBS access the following Core Provision:

9.1 Communication and Interaction

Integrated speech and language therapy form the basis of our speech and language therapy provision. This means:

- School staff are provided with regular training pertaining to a range of relevant communication topics and best practice.
- All teachers have joint planning sessions with SaLT to ensure lessons are appropriately differentiated to meet pupils' individual communication needs.
- All pupils' communication needs are assessed on arrival to the setting as well as at key stage transition points, with detailed reports including specific recommendations provided.
- The SaLT contributes to each pupil's annual review.
- The SaLT provides weekly communication focused sessions to groups of pupils.
- Individual monitoring of communication progress which includes recommendations for next steps.
- Parents/carers are invited to attend parent workshops.
- The SaLT team is available to meet parents/carers to discuss pupils' individual communication needs, including advice on how their child's needs can be supported in the home.
- Shape coding is embedded across school
- An oracy programme is embedded across school
- Reduced language load and inclusion of strategies are used to support receptive and expressive communication.

9.2 Cognition and Learning

- Small teaching groups for all subjects (6-14 pupils)
- High staff:pupil ratios
- Individual Chrome Books to support recording of learning by alternative means
- Highly differentiated learning using visual and multisensory approaches
- High levels of structure within tasks and activities to support independent working and self-review.
- Pre-teaching and over-learning of key vocabulary
- Frequent short learning/movement breaks

- Reduced language load
- Differentiated curriculum based on individual subject outcomes
- Comprehensive base lining on entry
- Deployment of LSA support according to need and timely intervention and adaptations within lesson designed to help pupils through repetition, re-phrasing and further breaking down of tasks or use of additional aids to support progress
- Qualified and trained staff committed to meeting the needs of all pupils, with regular opportunities for training
- A strong focus on literacy and numeracy skills across the curriculum
- Targeted literacy and numeracy support
- Range of externally accredited qualifications
- College links and vocational learning opportunities in Key Stage 4
- A range of enrichment opportunities available to support pupil achievement, interests and social and emotional development

9.3 Behaviour, Social and Emotional

- Small tutor groups (max 7 pupils) led by a teacher
- Zones of Regulation embedded across school
- Mental Health curriculum from Year 7 through to Year 11 to support and develop pupils' awareness and understanding of mental health.
- Staff trained in use of comic strips and social stories.
- Values-based reward system embedded across the School supported by our positive Behaviour Policy
- Access to lunchtime and after-school clubs to support social interaction and choice making
- Close liaison with home through termly tutor phone calls, regular meetings between teachers and parent/carers and a comprehensive Parent Workshop programme and Review meetings.

9.4 Physical and Sensory

- Integrated Occupational Therapy (OT) provision coordinated and overseen by on-site OT 2 days per week
- Life skills development through qualifications and Independent Living curriculum.
- Weekly enrichment activities which change on termly basis to provide opportunities for pupils to develop existing or new interests
- Access to specialised equipment to support fine-motor skills, eg seat cushions and ear defenders
- Sensory boxes/fidgets available in every classroom which relate to the Zones of Regulation to help support pupil concentration and self-regulation
- Referral to OT if support is needed and guidance from the OT

9.5 Access to full life at the School

- Weekly enrichment activities which change on termly basis to provide opportunities for pupils to develop existing or new interests
- A wide range of educational trips and visits are organised throughout the school year.
- All pupils are welcome to attend after-school clubs with parental consent.
- All pupils are encouraged to participate in physical education and sport. Any additional requirements needed in order for pupils to participate will be accommodated within reasonable adjustments.
- A variety of Homework Learning tasks are set termly and available through the School website with support in school available to facilitate.

9.6 Access to the building

- The School has good access throughout. The School has ensured that there are washroom facilities designed specifically for disabled users.
- The School has been designed and built to take account of the needs of its pupils, staff and visitors with physical difficulties and other impairments.
- The School building ensures: access to all learning spaces and outdoor areas, lighting appropriate to support sensory needs, acoustic treatment and supportive colour schemes.

9.7 Additional SEND support can take many forms. This could include:

- a special learning programme for the pupil
- extra help from a teacher or a Learning Support Assistant
- making or changing materials and equipment
- working with the pupil in a small group
- observing the pupil in class or at break and keeping records
- helping the pupil to take part in the class activities
- additional targeted or specialist intervention. This support will be made available based on need and funding

9.8 Further external SEND support may include:

- Physiotherapy input
- Occupational Therapy provision (OT)
- Multi-Professional Team, including Children's Services
- SEND pathways service, including Careers
- Child and Adolescent Mental Health Service (CAMHS)
- Children With Disabilities Team (CwDT)
- School Exclusion and Reintegration Officer
- Training/workshops
- Individualised guidance
- Advice from the teacher or SENDCO
- Advice from support agencies

10. Exam Access Arrangements

The SENDCo will assess and evidence entitlement to special access arrangements for pupils taking exams. They will refer to external professionals when further assessments are required. *See Examinations Policy.*

- Progress and attainment is monitored and or reported on regularly through data drops, target setting meetings, Annual Review meetings, Pupil-Parent Conference Days and the Examinations Report.
- Parents/carers are kept informed of the School's interventions on behalf of their children as appropriate.
- Pupils are made aware of the provision available to them.

11. Responsibilities within our school

Any queries relating to this policy should be directed to:

- Claire Brooks, Deputy Head of School and SENDCO
- Katy Hunter, SENDCO
- Kate Miller, Head of School
- Eliza Low, SEND and Inclusion Governor

This policy will be reviewed annually by the Governing Body