



# BENSHAM MANOR School

## SEN Policy

Last reviewed: September 2017



## Introduction

This policy document clarifies Special Educational Needs provision made at BMS and those policies, partnerships and procedures that aid the Governing body, Headteacher and staff team in making effective decisions about that provision. It has been informed by guidance from the DfES, QCA and other agencies.

It should be read in conjunction with all policy documents of the school, but particularly those relating to:

- Individual subject areas
- Assessment
- Equal Opportunities
- Behaviour for Learning

BMS is maintained by LB Croydon and has planned places for 200 students aged between 11 and 19 years. The school is a community special school for students with learning difficulties, mainly complex needs and currently has 198 pupils. Many students also have additional difficulties such as Autistic Spectrum Disorder. All students have a Statement of Special Educational Needs.

Students attend the school on a day basis. The school aims to meet the needs of students with a very wide range of learning difficulties. The majority of students are functioning at levels which are significantly below average for their chronological age. Pupils have a very wide range of learning disability. Students present with additional challenging behaviour.

Students with MLD tend to leave BMS at 16, whilst those with severe ASD can stay on in our Post 16.

## Rationale

This policy statement informs on the type of SEN provision the school provides, and the manner of its implementation.

## Scope

This policy statement provides information about:

- the school's SEN provision and resourcing,
- the school's curricular intentions,
- school practice on the identification, assessment and provision for its students,
- school staffing roles and responsibilities,
- school partnerships with stakeholders including parents/carers.

## Implementation

### Accommodation

BMS is a well maintained and resourced building with specialist rooms and resources.

The school is situated in a residential area, with three playgrounds containing a purpose built MUGA and adventure playground.

Access for those with physical disabilities or who use wheelchairs is in place.

### Staffing

The professional staff working directly with students consists of Teachers and Teaching Assistants.

The Headteacher is responsible for co-ordinating strategic provision within the school. The Deputy Headteacher has responsibility for curriculum and behaviour. Three Assistant Heads, the Head of ASD and the Head of Post 16 make up the Senior Leadership team. All have whole school responsibilities and liaise with supporting agencies and professionals to procure additional support for students. They advise staff on appropriate special teaching and learning strategies. They are also responsible for chairing Annual

Reviews which consider student progress and review each student's Statement of Special Educational Needs.

Teachers are also class tutors and support students in their tutor group. They are responsible for writing Individual Education Plans for their pupils and liaising with parents/carers around pastoral issues.

All teaching staff have the responsibility of providing suitably differentiated tasks and activities within their subject area to appropriately challenge students and facilitate progression. They have cognisance of students' special educational needs, their current IEP and any additional planning.

TAs work in conjunction with classroom teachers to support students' learning. TAs spend most of their time supporting students in lessons and have an agreed role with the class teacher. Some TAs have specific responsibility for withdrawing and supporting students engaged on specific intensive programmes such as literacy, numeracy, sensory activities or certain therapy programmes. Some TAs are subject specialist and based with subject specialist teachers.

A full time Speech and Language therapist, a full time Family Support Worker, a part time school counsellor and occupational therapist make up the school staff team.

### Other Professionals

Links with professionals from outside BMS form an essential part of planning and implementing activities to identify and meet the needs of students.

Regular meetings are held between the attached Educational Psychologist and the Deputy Head Teacher to discuss student progress, concerns and strategies. The Educational Psychologist also provides links with some other LA support services and professionals from the Health Service.

The school itself has links with local colleges, the Education Welfare Service, Social Care and Health and some areas of the Health Service including therapy and CAMHS. The school aims to work as closely as possible with all relevant agencies in providing the best overall package of education and support for each individual student. SALT and OT is delivered on an individual basis, small GP/whole class basis.

### Identifying the needs of the students

The school has three main mechanisms for identifying specific individual needs, but staff can identify concern about a student at any time. The concern can be educational, medical, social, personal, behavioural or a combination of some or all.

### Baseline Assessment

All students are baseline assessed on entry to BMS. This is done as soon as is expedient. This allows students' IEPs to be formulated, written and distributed to relevant personnel within the mandatory eight weeks time scale of the Code of Practice. Tutors consult previous school records, latest end of year report, assessment reports, SAT results, any SALT/OT/EP reports and the statement. A summary of all information is prepared by the Form Tutor and a "pen picture", learning profile is made available to all staff.

### Major Incident Reports

The school's system of recording and monitoring student behaviour allows staff to identify the incidence of behaviours and any patterns of behaviour that emerge for individual students. These may highlight areas where students require additional support or guidance, and inform risk assessments. Students are on the SLT weekly meeting agenda so those requiring interventions are discussed. A WRAP meeting is held if a student is causing major concerns. This is for a single student who is not making the progress expected

and emerges as a cause for concern in any two of the four categories a WRAP (Wrap around Progress) meeting will be held. The categories for concern will be:

- Attendance
- Academic Attainment
- Health/CP
- Incidences concerning behaviour

The meetings will involve all stake holders within the school who may be a:

- Member of SLT
- Head of relevant department/Subject Teacher
- Tutor/HOY
- SaLT/OT

The meeting will discuss the academic progress of the student in detail. It will take into account any issue that may arise and judgements will be made on the student's progress looking at the whole child.

An action plan will be produced and placed on the server (insert Hyperlink) which will outline the pastoral and academic strategies put in place with expected, measurable outcomes and a time in which each objective should be met. The Individual Education plan (IEP) will be updated to reflect this. At the end of the meeting a date will be agreed for a follow up.

### Annual Review Reports

The school based Annual Review Report provides a basis for discussing a student's progress and planning for the future. The Review Report includes information on:

- academic functioning
- curriculum skills
- personal qualities
- behavioural characteristics which impact on learning
- health issues which impact on learning
- attendance

### Meeting the needs of the students

The school fully supports the principle of curriculum entitlement which includes access to the core and foundation subjects of the National Curriculum. This involves the need for differentiation and modification for individual or groups of students.

The degree and complexity of students' learning difficulties interface with and impact upon curriculum entitlement. The range of experiences both within and outside the classroom during the teaching day are important to student progress. This often involves a balance between the need to access the statutory curriculum and the specific personal needs of individual students.

Overall, the school attempts to raise student achievement through the curriculum by:

- identifying challenging, but realistic targets
- creating a supportive environment
- assessing progress
- monitoring student progress through CASPA and putting into effect intervention
- strategies
- celebrating individual success

Students are taught in small age related class groups. Some pupils are class based and work with the same staff for the majority of the week. Pupils with MLD complex needs move around the school to have lessons with specialist teachers.

In Key Stage 3 students have lessons in all the National Curriculum subjects, RE and PSCHÉ.

At Key Stage 4 students follow the National Curriculum within the permitted modifications that allow students to study fewer subjects so that they can consolidate their learning across the curriculum and access opportunities for work related and vocational learning. All courses at Key Stage 4 lead to public accreditation. In Key Stage 4 students spend time engaged in work related learning including Careers Education and Work Experience.

Small class groups, additional support staff and appropriate differentiation assist teachers in providing relevant and suitably challenging work for individual students or community based learning experiences.

### Annual Review

All students admitted to the school, whether statemented or not, have their progress reviewed at a minimum of annual intervals. The Annual Review establishes a plan for the future and specifies targets to achieve the plan.

The review is informed by school based reports and those from other involved professionals.

A comprehensive summary of the review is produced and includes:

- recommendations to the LA in respect of changes to the Statement,
- a summary of verbal professional views,
- a summary of verbal parent/carer views,
- a summary of verbal student views,
- a summary of targets,
- provision needed to meet the targets.

### Individual Education Plans

All students at BMS have a Statement of Special Educational Needs.

Objectives identified in Statements of Special Educational Needs are updated at the Annual Review where targets for the following year are discussed. Although most objectives and targets will be met through normal working practices, those which are specific to a particular student are identified in an Individual Education Plan (IEP) for English and Maths, which is revised twice a year. Students set targets in all subjects for themselves each term, in consultation with their subject teachers.

Additionally, some students with challenging behaviour may have

An Individual Behaviour Plan (IBP) may be created because student behaviour is either excessively challenging, and is severely impacting upon their achievement and progress, or in order to make staff aware of any particular de-escalation and preferred handling strategies to use with the student.

The IBP are designed to be short term and frequently reviewed. Updates to pupil risk assessments relating to behaviour are shared with staff through weekly briefings and are placed on the school's shared drive.

Current IEPs are distributed to all teaching staff electronically.

Some pupils have individual moving and safer handling plans, which are updated regularly by a member of the SLT. SLT also liaise with therapists to ensure that school has access to up to date programmes of therapy for those who need it.

The designated school nurse based at St Giles School produces and shares Medical Management Plans for those young people who have additional medical needs such as epilepsy.

### Staff Training

In order to meet individual needs safely, relevant staff undertake a rolling programme of training in the following:

- Moving and handling
- Team Teach
- First Aid

### Other staff training

BMS is committed to equipping staff with T&L pedagogy to promote outstanding SEN provision. Staff receive regular CPD.

### Resources

The school staff are the most important resource the school has. All staff contribute to the social and academic progress of the students. An increasing number of staff have been especially trained to provide students with intensive support in specific areas through individual department and whole school staff training.

Material resources relating to Special Educational Needs provision are based upon needs identified through the following:

- School Development Planning
- Reviews, Department
- Staff Meetings

### Importance of Parents/carers

Parents and carers play a vitally important role in supporting the school in the education of their children. They have easy access to staff and are encouraged to visit the school regularly to attend annual reviews, parent's evenings and organised school events.

Also, as part of the ongoing work of the school, parents/carers are encouraged to keep in regular telephone contact with school staff. Staff similarly maintain regular contact with parents/carers via telephone and email. Parents/carers comments are requested and reported at each Review of their son or daughter on the Parent/Carer Review Questionnaire. All pupils have home school diaries. We conduct an annual questionnaire with parents/carers and students.

The school urges parents/carers to deal with any concerns directly and swiftly through the Headteacher who will involve any relevant staff. In the event of any issue not being resolved satisfactorily the school has a Complaints and Grievance Procedure.

### Evaluation of the school's SEN policy and strategy

A variety of means are available to both the SEN Governor and the Governing Body as a whole to evaluate the success of the school in implementing its SEN Policy. The following are examples:

- Key Stage Assessment Results
- Improved performance in annual literacy and mathematics testing
- Annual Review Meetings
- Evidence of improved student performance on specific targets through IEPs
- OFSTED Inspection Reports
- Reports and comments from LB Croydon, Inspectors/Advisors/Officers

- School Improvement Plan Outcomes
- Information presented in the Headteachers half Termly Report to Governors
- Communication from parents/carers
- Personal observation
- Student comments and views
- Information presented at a range of Governor Committees.

## Review

This policy and practice will be reviewed by the Behaviour, Safety and Personnel Committee on an annual basis.