



# **BATTLEDOWN CENTRE FOR CHILDREN AND FAMILIES**

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**

Date of Policy:

September 2022

Review Date:

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Approved by LAB

Date 30-9-22

## **Definition of Special Education Needs and Disability (SEND)**

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others at the same age. Special educational provision means educational or training provision that is additional or different from that generally made for others of the same age (within a mainstream environment). A disability is a physical or mental impairment which has a long-term and substantial adverse effect on the ability to carry out normal day-to-day activities.

## **Background Rationale**

An Education Health and Care Plan (EHCP) is a legal document which describes a child's special educational needs and details the help they should receive. If the Local Authority issues an EHCP it considers the recommendations of all the reports collected during the Statutory Assessment. This detailed investigation into a child's learning needs is the first stage in the process. The school or a parent can ask for a statutory assessment. If a school asks for one, they must inform the parents. Parents are invited to give their views on the proposals set out in the EHCP and which school they would prefer their child to attend.

Once agreement has been reached on the proposed resources and the school placement the EHCP is written. All EHCPs are reviewed annually at a meeting held at the school to which the parents/carers, teachers and other relevant agencies are invited. This meeting will:

- Assess the child's progress towards meeting the outcomes specified in the EHCP
- Assess the success at meeting specified targets over the past year,
- Plan the outcomes for the following year,
- Consider whether the EHCP should be maintained, needs amending or should be discontinued.

The Local Authority will try and meet a pupil's needs within a mainstream school whenever possible. However, there are exceptional cases when it is felt that the child should attend a Special School. Battledown Centre for Children and Families a day special school for children and young people aged between 2 to 11 who are experiencing a variety of learning difficulties. The school is for pupils whose special needs have been identified as: Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Physical Difficulties (PD).

## **Introduction**

Battledown Centre for Children and Families has a countywide catchment area. It is unique in several respects. The school endeavours to meet the needs of pupils with all kinds of special educational needs, including profound & multiple/severe/ moderate learning difficulty, developmental delay, speech and language delay, receptive and/or expressive language disorder, physical disability, sensory loss and emotional/behavioural difficulty. All pupil's needs are considered on an individual basis. Battledown provides access to a broad and balanced curriculum for pupils aged 2 to 11. At Battledown all pupils have identified special needs and will be offered differentiated support to meet their personal learning needs.

Partnership between the school, parents and carers, the child and supporting services is central to our thinking. We strongly believe that there are tremendous benefits gained by a child knowing that parents and school staff are working together to develop learning. Two-way communication is encouraged both formally and informally. Parents are warmly welcomed into school to discuss their child with staff or to work alongside staff in the classroom.

The development of quality partnership between the school and supporting services is actively encouraged, giving pupils the best possible advantage.

### **Our Mission and Ethos**

At Battledown we aim to 'remove obstacles and enable learning for all our pupils' and for 'pupils to reach their full potential and become well rounded, valued members of a community'. The achievement, attitude and well-being of our whole school community is vital. The whole community is responsibly in playing their part in ensuring that Battledown is a great place to be. We respect the individuality of all.

### **Purpose**

**Overall aim:** For all pupils with Special Educational Needs to reach their full potential in a supportive environment that prepares them to become well rounded, valued members of a community, enabling them 'to reach their full potential' and develop:

- Socially
- Morally
- Spiritually
- Culturally
- Academically

### **Aims and objectives:**

The aims and objectives of this policy are:

- To provide a Curriculum which enable our pupils to access learning and school life, irrespective of whether they have physical, sensory, emotional/behavioural, specific or general learning difficulties.
- To allocate our resources flexibly to support all pupil's needs.
- To operate an assessment system to closely monitor our pupils' work.
- To maintain effective channels of communication with everyone involved with our pupils.
- To liaise closely with the appropriate services working with our pupils.
- To create an environment that meets the special educational needs of each child and to ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils.
- To ensure that the special educational needs of each child are identified, assessed, provided for and reviewed regularly.
- To identify the roles and responsibilities of staff in providing for pupil's special educational needs.
- To enable all pupils to have full access to all elements of the school curriculum and school life.
- To regularly review and evaluate pupil's progress and to work in partnership with parents and pupils throughout the process.

Battledown values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. All children and young people with SEN are valued, respected and treated as equal members of the school community. The school seeks to raise achievement, socially and emotionally as well as academically, remove barriers to learning and increase physical and curricular access for all. Battledown strives to be an inclusive institution through it's:

- Inclusive ethos.
- Caring and supportive environment.

- Broad and balanced curriculum for all pupils.
- Systems for early identification of barriers to learning and participation.
- High expectations and appropriate targets for individuals.

### **Admissions Procedure**

Admission is based on the needs of the individual child or young person and may take place at any point in the year but most transition at the start of a year.

All pupils at the school will have an EHCP. All referrals for the placement of children and young people with an EHCP are discussed and decided by the Local Authority's multi-agency Special Needs Resource Panel. The views of an Educational Psychologist are sought in support of this process. Once Panel have approved a Special School placement, paperwork is sent out to Special School heads who will look at whether needs can be met.

Pupils' continuing needs and suitability of school will be monitored through the subsequent process of the Annual Review of the EHCP. Where appropriate, this process will support reintegration into mainstream school with Outreach support.

### **Specialised provision within the school**

In order to provide for the diverse needs of its population, Battledown has adapted its environment to include:

- Improved security, safety and access to the buildings.
- Improved fire exits, ramp access, hand rails and push bars.
- The purchase of appropriate equipment for pupils with disabilities.
- On-going training for staff to administer first aid and medical care associated with individual need.
- A Therapeutic Sensory Room for therapeutic play and sensory activities and an Occupational Therapy room for sensory activities.

Support is also offered from The Primary Care Trust and provides:

- Speech and Language Therapy (SALT)
- In addition, pupils that require extra ongoing support with Speech and Language receive support from school staff who have had training and support from the SALT therapist.
- Occupational Therapy staff in school when appropriate.
- Physiotherapy for pupil in the school when it is appropriate.
- Educational Psychologists observations when appropriate
- The school nursing team meets primary health care needs and liaises with other health professional.

Partnership with parents also plays a key role in enabling pupils with special educational needs to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their pupil's education. Parents are invited to contribute their ideas during parent conversation meetings, annual reviews and through regular communication.

As part of its designation, the school has a role of providing, in liaison with all Gloucestershire special schools, an outreach/ in-reach service to support other providers in the county to meet the needs of children and young people with special educational needs. This enables Battledown to contribute to local area provision, extend its partnerships with a range of

providers, and so contribute to the county's strategy for improving outcomes for all children and young people 0-25 in Gloucestershire.

Further information about the provision and support we provide can be found in our Local Offer and SEND information report, which can be found on our website.

Further information on the services provided by the Primary Care Trust are available from their website at [www.glos-care.nhs.uk/our-services/children-young-people](http://www.glos-care.nhs.uk/our-services/children-young-people)

### **Allocation of Resources**

The school has a fully delegated budget which is managed by the Governing Body through its Finance Premises and Staffing Committee.

Recommendations for expenditure are identified by the Head Teacher and Senior Leadership Team (SLT). However, all members of the staff community have opportunities to suggest expenditure to best meet the needs of our p. Suupilsbjeet leaders have a budget to purchase resources in line with their subject development plans and the needs of the pupils within their subject areas.

It is recognised that the most valuable resource is staffing and there is a commitment to use a high proportion of our resources to invest in our staff to retrain and recruit skilled professionals as the school population continues to expand and grow in diversity. Battledown school identifies the needs to provide staff with continued Professional development to support the learning and progress of the pupils within our school community.

### **Children in Public Care**

A register of looked after pupils who attend Battledown is maintained by the designated Safeguarding lead and LAC teacher. They liaise with all the approved agencies as required by recent legislation. All school staff receive basic training in Safeguarding Children to raise awareness of the signs and symptoms of abuse. For further information, please see our Safeguarding Policy. As a school we recognise that pupils with SEND can potentially abused down to their needs meaning pupils may be prone to isolation and due to this we have put in extra pastoral support. This means that these pupils can be extremely vulnerable and through our assessment of the child and situation we recognise this through our extra PSHE within the curriculum and being a core subject for the school. We ensure we have a dedicated safeguarding lead and deputy safeguarding lead within the school. The school also ensures that additional interventions are put into place to meet their social, emotional and academic needs.

### **Identification, Assessment, Provision and Review**

Gloucestershire follows the Codes of Practice for Special Educational Needs and Disability Rights. Other agencies and professionals involved with the pupil are invited to attend Annual Review meetings or contribute to reports. EHCP outcomes and personal targets are reviewed regularly with the pupils to ensure that they are involved with their learning journey. Where possible and appropriate pupils deemed are encouraged to take part in annual reviews and set their own outcomes.

At Battledown assessment, recording and reporting is an integral part of target setting, planning, teaching and learning. It should provide diagnostic, formative and summative

information about the individual strengths, weaknesses, abilities, needs and progress of each pupil.

The procedures and practices involved in assessment, recording and reporting should be realistic and manageable. We believe pupils, parents and teachers should be actively involved in this process. Teachers and Parents are involved in drawing up EHCP outcomes.

Pupil progress is assessed through the use of National Curriculum and Battledown's bespoke assessment tracking system through SOLAR. Pupil progress is monitored through regular assessments and reporting in conjunction with SOLAR. The class teacher/subject leader liaise with the Assistant Head Teacher, (with responsibility for assessment) to identify where progress is not being made to identify potential strategies and interventions.

### **Access to the Curriculum**

All pupils have an entitlement to a broad, balanced and relevant curriculum. Battledown delivers a curriculum appropriate to the age, interests and abilities enabling them to gain positive learning experiences to achieve their full potential. All pupils are taught with their peers in small groups; however, there are timetabled sessions for pupils to receive additional, one to one or smaller group sessions where staff can focus on their individual physical, learning and/or social and emotional needs.

The school community which incorporates the SLT, teaching staff, parents/ carers and pupils working together with additional professionals create a stimulating and interesting curriculum which continually evolves to meet the needs of our pupils. Our curriculum promotes a 'hands on' creative approach to learning. This curriculum enables teaching staff to assess and monitor needs whilst identifying and developing pupil's individual strengths in order to develop the 'whole child'.

In their planning staff strive to:

- Provide suitable learning challenges.
- Meet the pupils' diverse learning needs.
- Remove the barriers to learning and assessment.

Battledown delivers a challenging curriculum that meets the learning needs and abilities of our pupils. Teachers use a range of strategies to develop the pupils' knowledge, understanding, and skills. Materials are modified and extra support is provided to enable pupils to access the learning or the assessment processes. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

The school acknowledges that its practices make a difference. Because of this the staff regularly review issues related to the specific needs of the pupils and consider classroom organisation, teaching styles and methods as well as materials and tasks to determine how these could be improved.

### **Professional Development**

Where possible the school seeks to recruit staff who have had additional training or experience in working with pupils with special educational needs. All staff are given the opportunity to enhance their knowledge and skills of special needs through continued professional development. All staff are trained in basic Team-Teach positive handling techniques to promote the confidence and safety of the pupils and the adults who work with them. In-service training for staff is highly valued at Battledown Centre for Children and Families, enabling all

staff to be equipped with the knowledge skills and strategies to support the needs of our pupils.

These training opportunities may include:

- Staff to attend a range of local and national courses
- SENCO Link to attend SENCO cluster meetings with other special school SENCO's and link with mainstream SENCO's where appropriate.
- Staff to access a range of externally accredited courses e.g. diplomas
- Training for support staff, e.g. HLTA training,
- School inset and weekly focused sessions - training on range of topics for example: using new technologies, Parental Conversation training, First Aid, Autism Awareness, behaviour for learning, Mental Health and well being
- Induction programmes and peer mentoring for newly qualified teachers and staff new to the school.
- Training/support for parents via Parent conversations evenings, coffee mornings, courses and talks.

### **Links with Other Schools and Teachers**

As an Outreach Provider, strong links have been forged with mainstream school and special schools to provide ongoing CPD and support for all.

### **The Role Played by Parents of Pupils with SEN**

The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND Framework
- Ensure that families are aware of the Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) as required
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision

When selecting Battledown Centre for Children and Families for their children, parents/carers are encouraged to visit classes, meet staff and pupils and discuss the range of provision available. Parents have access to a wide range of information regarding Battledown via our website or admission information packs.

Regular on-going contact and discussion related to their child's education and support is made using a variety of procedures including: Class Dojo (Instant Messaging service from classes), telephone calls, informal end of the day chats, individual letters, school certificates and reports, school assemblies, parent meetings and Annual Review Meetings.

A parent/carer questionnaire is sent out on an annual basis, these views are used to inform the school development plan. Parent and carers are also encouraged to become members of the School Governing Body.

### **Key Roles and Responsibilities**

The SENDCO is responsible for overview and running of the SEND policy, local offer and SEND information report. Ensuring the right provision is in place for all pupils including programming interventions. To plan and have an overview of the EHCP process and parent conversations. The SENDCO is part of the SLT.

The SENDCO is; Nikki Teague

Designated Safeguarding Lead: The Head Teacher: Nikki Teague

Deputy Designated Safeguarding Lead: Pauline Phillips & Jane Davis

Safeguarding Administrator: Jane Davis

### **The Coordination, Monitoring and Evaluation of the Education Provided for Children with SEN including the Role of Governors**

The SLT are responsible for the day-to-day management of special needs matters, including the management of teaching assistants. All class teachers are responsible for planning detailed programmes to meet the special needs of pupils in their class. They refer concerns to the SLT. The aim of all staff working at Battledown is to provide an education appropriate to the specific needs of the pupil, achieved by a structured, well-planned and broad-based curriculum of work with regular review procedures as part of a continuous assessment process.

The governing body, in co-operation with the Head Teacher, has a legal responsibility for determining the policy and provision for pupils with SEN. The governors will:

- Ensure that all pupils with SEN receive access to an appropriately differentiated, broad and balanced curriculum.
- Report to parents on the implementation of the school's policy for pupils with SEN.
- Identify value added data for pupils on the school's SEN register.
- Gather evidence from OFSTED inspection reports and use to inform future school development.
- Compile Governors' annual report to parents.
- Approve the School Development Plan.

The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the governing body report annually to the parents upon the quality of education provided for and the achievements of its pupils. The school employs a series of methods to gather data for analysis including:

- Regular observation of teaching by the Head Teacher and SLT
- Analysis of the attainment and achievement of different groups of pupils with SEN
- Success rates in respect of EHCP outcomes
- Scrutiny of teachers' planning and pupils' work
- The views of parents and the pupils
- Regular monitoring by the governing body
- Maintenance of assessment records
- Regular meetings between SLT, subject leaders, class teachers and support staff

As a result of the above the school reports annually upon its successes and identifies aspects for future development

### **Arrangements for Dealing with Complaints from Parents/Carers**

Information can be found in Battledown's Complaints Policy.

Parents and carers with complaints can request a copy of the schools Complaints Policy and follow the set procedure.



**Policy Review**

This policy will be reviewed annually. Please see also our 'SEN Information Report' and 'Local Offer' (Updated Annually) the latest versions of which can be found on our website.