



Acorn Education And Care



Smallbrook School Special Educational Needs and Disability Policy

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The guidance should be read in conjunction with: Special educational needs and disability code of practice: 0 to 25 years. Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities, July 2014.



1. Basic Information about SEN Provision

1.1 Objectives:

Smallbrook School strives to create a sense of community and belonging for all our students. The school believes in designing educational programmes which meet the needs of each individual student with or without an EHCP and as a result every young person has a broad and balanced curriculum designed specifically for them.

How will we achieve our aims?

- We will work within the guidance provided in the SEND Code of Practice 2015.
- We will seek guidance of SEN teams and Virtual schools from our placing authorities and past providers to give us a picture of the SEN needs of our students and make suitable provision.
- We will identify through a whole school monitoring system and individual staff feedback, the students whose progress is insufficient.
- We will operate a whole school approach to the management and provision of support for our students, all of whom have special educational needs – always considering the 'student as a whole'
- We will provide support and advice for all staff working with special educational needs.
- We will work in partnership with students, parents/carers, local authority teams, BMC clinical team and external agencies to ensure all students can achieve their best.

1.2 Principles and management:

At Smallbrook we have agreed to the definition of SEND stated in the SEND Code of Practice 2015:

xiii. A child or young student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young student has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *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 xv. For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.*

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

xvii. Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

At Smallbrook:

- Involvement of all agencies around the child is vital to the success of the education of the children and especially those with SEND. We work closely with all those with parental responsibility;



parents, care managers, social workers to listen to their views so as to build on childrens' previous experiences, knowledge, understanding and skills, so that they develop in all aspects of the curriculum.

- In line with the SEND Code of Practice 2015 (6.65) Parents/carers will be invited to attend at least three extended conversations per year to discuss progress, any concerns and any future actions required to assist any further progress to coincide with the PEP.
- The annual review should, if possible and appropriate, coincide with one of the reviews in their Care Plan and in particular the personal education plan (PEP) element of the Care Plan (9.169)
- In addition we work with students to develop their own picture of their needs and the support that they find most beneficial.
- Students, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. Students will participate, where possible, in all the decision making processes, including setting outcomes and contributing to their student centred plan; plan, do, review.
- Students who need assistance with communicating their views have an advocate who attends school regularly.
- We believe that all practitioners are teachers of children/students with SEND and should meet the needs of the children in their care through high quality teaching and appropriate differentiation and in-class intervention.
- We endeavour to monitor all children/students in the four broad areas specified in the SEND Code of Practice i.e. communication and interaction, cognition and learning, behaviour, social, emotional and mental health, and sensory and/or physical development.
- Monitoring the progress of all children/students is an ongoing process that enables early identification of any child who may require additional or different provision to be made.
- We believe in equality of opportunity for all and understand we must make reasonable adjustments to meet the physical, emotional and intellectual needs of all students under the duties outlined in the Equality Act 2010.
- We recognise the strengths of every individual as well as any areas for development, and ensure that everyone has the opportunity to contribute to the social and cultural activities of the school.
- Care managers, parents and social workers are encouraged to discuss any issues and concerns with Senior Leaders.
- All children will receive a broad and balanced curriculum, relevant to their individual needs. Access to the curriculum is, therefore, carefully differentiated and progress monitored to ensure that success is achieved:
 - 1) Setting suitable learning challenges.
 - 2) Responding to students' diverse learning needs.
 - 3) Overcoming potential barriers to learning and assessment for individuals and groups of students.



The staff responsible for SEND at Smallbrook School are:

- All staff
- Joanne Dawson –SENCo
- Andrew Huxley – Head teacher

The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans:

The head of SEN is responsible for:

- Being a key point of contact with external agencies, especially the placing local authority and its support services; social care team, inclusion team, SEN case workers, Virtual School.
- Ensuring there is liaison with care managers, social workers and where appropriate parents and other professionals in respect of children with SEND.
- Ensuring that appropriate IEPs/ Student Centred Plans: plan, do, reviews are in place, that relevant background information about children with SEND is collected, recorded and updated from virtual schools, social workers, SEN teams and previous placements.
- Coordinating provision according to need.
- Writing and updating the SEND policy and SEND Development Plan
- Ensuring that the SEND policy is understood by, and adhered to by all staff.
- Ensuring that every placing local authority protocol and paperwork is applied and completed accurately
- Putting into place and monitoring systems that meet the 'Special educational needs and disability code of practice: 0 to 25 years'
- The overall monitoring of students who have SEND
- The overall monitoring of the progress of students who have SEND
- Provide professional guidance to colleagues and will work closely with staff, parents and other agencies; disseminating and training staff in SEND related issues (6.89)
- Managing Teaching Assistants
- Be aware of the provision in the SEND Local Offer of each placing authority and be able to work with professionals providing a support role to care homes and social workers to ensure that students with SEN receive appropriate support and high quality teaching.
- Being aware of the graduated approach to providing SEN support where a child within BMC is within a mainstream setting.
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively



- Liaising with other schools, educational psychologists, BMC Clinical team, health and social care professionals, and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and SLT to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all students with SEN up to date
- All staff are responsible for children with SEND and additional practitioners, Teaching Assistants and BMC Care workers are deployed as appropriate.
- Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of all young people in Bryn Melyn Care. We link with other schools, special schools, voluntary organisations, health and social departments and teams from the placing Local Authorities and BMC Clinical team.

The role of the Senior Leadership Team:

- The Senior Leadership Team is involved in developing and monitoring the Policy. They are kept up to date and knowledgeable about the provision.
- The quality of SEND provision is continually monitored, evaluated and reviewed.
- SEND provision is an integral part of the School Development Plan.

1.3 Admissions

Students at Smallbrook School are Looked After Children normally placed out of Authority. At commissioning stage a decision is made in collaboration with the Virtual School, SEN team, Social worker and Care Managers regarding the most suitable educational provision for the child. If it is considered appropriate by all parties concerned then a child will be placed at Smallbrook. Where it is felt that Smallbrook School does not best fit their needs an alternative setting is sourced and the SENCo will continue to liaise with the alternative setting to ensure the provision is supported in meeting the complex needs of the young person.

At admission stage background information is requested with regard to the child's difficulties and any specialist needs that we would take into account when devising the education programme.

Some of our placing authorities are in Wales, where legislation differs. For more information on how we as a school at times work within this framework see <http://www.assembly.wales/research%20documents/16-059%20sen/16-059-web-%20english.pdf>

2. Identifying special educational needs

2.1 Identification and Assessment

All students are considered to be in the SEN support category (2014) owing to their being placed at Smallbrook School.



This policy should also be read alongside 'The SEND Report' which demonstrates how we identify, assess and support these areas of difficulty appropriately and effectively. We recognise individual strengths and look to use well-evidenced interventions to allow our students to grow.

Our partnership with carers and our placing authorities is key in the development of interventions to meet the need of the 'whole child'.

We also recognise that consideration needs to be given to other factors which may impact on progress and attainment but are not SEND:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Their being Looked After.

Smallbrook School endeavours to provide support and intervention for all students in the four areas specified in the SEND Code of Practice 2014:

Communication & Interaction

Cognition & Learning

Social, Emotional & Mental Health difficulties

Sensory and/or physical needs

- All students have a Student Centred Plan – The Plan, in agreement with carers and social workers and students, will agree what the students (and parents/carers) feel supports them and suggest strategies for use in the classroom by the teacher. The student centred plan contains information regarding 'areas of need' as per the EHCP or in relation to clinician/ EP/ past provider information and sets out the planned provision to meet those needs and overcome barriers to learning. These should be taken into account by all teachers when completing their student centred plans for subject areas.
- The Student Centred Plan will have termly SMART targets which will be informed by the EHCP, past information and the PEP and in turn inform the PEP where appropriate.
- The student centred plan will provide short term outcomes, strategies/provisions to meet those outcomes. These plans specifically look at the identified areas of difficulty; progress will be against the expected outcomes. They are continually under review to ensure that the appropriate outcomes are set enabling the child to overcome their barriers to learning and therefore enabling them to make progress academically, socially and/or emotionally. (Plan, do, reviews)
- In some cases, where a child does not yet have a statement/ EHCP it may be necessary for the SENCo to consider, in consultation with social workers, care managers, virtual schools and any outside agencies involved, whether an EHC plan may be necessary. We use Shropshire LA guidance and the guidance of the placing authority to help make any such decisions. In such cases, if the child's needs are considered to be severe and complex, an Education, Health and Care Plan may be issued by the Local Authority.
- Local authorities should be particularly aware of the need to avoid any delays for looked after children and carry out the EHC needs assessment in the shortest possible timescale. Addressing a looked after child's special educational needs will be a crucial part of avoiding breakdown in their care placement (9.38)
- Upon entry the data and information provided by students' previous provision, past PEPs and other documentation varies in quality and robustness. When starting the school students

complete a range of baseline assessments in addition to the data and information which is provided by their past placements. This can help to inform the Student Centred Plan, identifying areas and targets for development, especially important given that many of our learners have missed large parts of their education. This data also provides a benchmarking tool against which progress can be measured and the effectiveness of interventions monitored.

- At present students complete various assessments depending on their key stage and ability. If it is deemed appropriate a different method of baseline assessment will take place. These include reading, spelling, phonics and Maths baselines. We also generate data and targets through standardised assessments – Wide Range Achievement Tests.
- Provision is also determined through Clinician's reports and testing: The Wechsler Intelligence Scale for Children – fourth edition (WISC-IV) and Vineland Adaptive Behaviour Scales. Bryn Melyn Clinicians also complete SDQ assessments for each child and provide clinical based recommendations and interventions.
- In identifying a child's SEN needs the class or subject teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of carers, the student's own views and, if relevant, advice from external support services.
- Sometimes it becomes apparent that further testing and monitoring may be necessary, in which case the SENCo may complete some assessments or source these externally; Speech and Language Therapist assessments (SaLTs), Educational Psychologist (EP) advice, CAMHS (Child and Adolescent Mental Health Services), and reports from the BMC Clinical team.

2.2 Interventions and support:

- A whole school approach to SEN is Smallbrook School we provide high quality teaching. This is regularly reviewed by senior staff and middle Leaders.
- Small teaching groups
- An allocated Key worker for each young person.
- A robust and whole school literacy policy which implemented by all staff.
- Teachers are responsible and accountable for progress receiving appropriate interventions/differentiation and good quality personalised teaching. This is 'Quality First Teaching'.
- Through staff appraisal and a proactive approach towards Teaching & Learning and continuous professional development we look to provide staff with appropriate opportunities to improve their understanding of strategies to identify and support vulnerable students and knowledge of the areas of SEND frequently encountered.
- In considering what special educational provision a student needs we will look at the overall desired outcomes.
- Liaison with receiving educational establishments is maintained to ensure children identified with or requiring additional or different provision have continuity of support
- Classroom teachers should all be working on a cycle of ASSESS – Assessments of students, PLAN – Planning for any additional in-class intervention, DO – Implementing intervention and then REVIEW – Reviewing the impact of the in-class work before a student should be identified as SEN.
- The SEN register is reviewed termly following the completion of the Whole School assessment and monitoring progress.
- We have regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information, system or legislation.



- Key Staff will attend relevant training and disseminate the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.

We also use a range of Intervention Tools, these are research-led, using information supplied by bodies such as the Education Endowment Foundation, to support strategies, interventions and plans:

It is important to remember that no particular strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling is very important when exploring possible intervention strategies.

3. Partnerships

3.1 Partnership with external agencies:

Smallbrook School works effectively and proactively with a wide range of services when it is felt specialist advice is required. These services might include:

- Educational Psychologists from Shropshire and from placing authorities
- Looked After Children Teams from placing authorities
- SEN Teams from local authorities
- Virtual Schools
- Learning Support Advisory Team
- Shropshire Inclusion team
- Sensory Inclusion Service – visually and hearing impaired students
- Occupational Therapy Services
- Speech, Language & Communication Service
- CAMHS
- Autism West Midlands
- LAC Nurses
- Tuition Medical and Behaviour service
- Multi-Cultural Service/ EAL specialists from Telford and Wrekin.

3.2 Partnerships with Parents/Carers and LAC teams:

- We believe that effective action on behalf of children with SEND depends upon close co-operation between BMC and other professionals.
- We promote a culture of co-operation between parents, School, BMC more widely, Local Authorities and others. This is important in enabling anyone with SEND to achieve their full potential.
- Liaison with receiving educational establishments is maintained to ensure children identified with or requiring additional or different provision have continuity of support
- Parents/carers and social workers are notified early with additional concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings as well as keeping a dialogue on SIMS and via the annual review and Looked After review process.
- Parents/carers attend review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- We promote a culture of cooperation between parents/carers, schools, LEAs and others. This is important in enabling anyone with SEN to achieve their full potential.
- We respect the differing perspectives of all parties concerned with children with SEN and seek constructive ways of reconciling different viewpoints.
- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.
- BMC has a 'Special Educational Needs and Disabilities' section on the school websites and it provides links for parents/carers to: - SEND Information Report - 'Local Offer' - SEND Policy



- Parents/carers can also access other school policies via our Website.

3.3 Partnership with students:

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them where possible in all the decision making processes by:

- Being central to student-centred planning in assess, plan, do, review meetings (student-centred meetings) and setting targets
- Contributing to their One Page Profiles and Student Centred Plans through individual consultation with a member of staff
- Contributing termly to their student voice section of the PEP.
- Discussing option choices.
- Discussing their needs and problems.
- Annual reviews and termly student-centred meetings/ PEPs.

3.4 Transition Partnerships:

At Bryn Melyn Care if there is a plan to move a student to another placement we will work with the SEND team and Virtual School to ensure that the correct process is followed.

When a young person has an EHCP/statement, as such any provision has to be able to meet their needs and outcomes stated in this statutory document.

The SEN team from the placing authority need to consult with any provision to ensure that they can support the young person appropriately and meet their needs. **This consultation should take place before the young person starts any provision.**

The SEND Code of Practice process is as follows;

1. Parent (or someone with PR) tells SEND casework in writing/email they would like a change of school. This would be usually via an Annual Review of the EHCP to ensure that the EHCP is up to date and that all concerns and alternatives have been explored.
2. SEND casework formally consult with the proposed new school, by sending EHCP and all reports.
3. If the new school and "parents" agree that they can meet needs of the YP then Senior SEND management will need to authorise the placement and funding.

The SENCo and the SEN case worker can then work with the SENCo at an alternative or FE provision to facilitate a smooth transition, identify support needs and secure a successful transition.

Other transition approaches:

- A member of the SEND Department attends EHC reviews and PEP reviews at partner schools.
- All Further Education settings are visited by the SENCO to transfer information about a potential student and establish suitability of any place.
- SENCO or assistant attend termly network meetings.
- Shropshire Youth has now disbanded but their Careers teams (now freelance) provide support and advice on post 16 provision for SEND students.
- Post 16 providers invited to annual reviews for Year 11 statement and Education, Health and Care Plan students.



- Additional adult support is provided on taster days/interviews for students.

4. Managing and supporting students with medical conditions

- Smallbrook School recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will make 'reasonable adjustments' to comply with its duties under the Equality Act 2010.
- The policy for supporting students with identified medical needs is available on the school website. Health Care plans are retained at the school medical office with specific individual student advice.

5. Monitoring and evaluation of SEND

- SEND is part of our self-evaluation arrangements and is included as part of our Development Plan.
- Monitoring and evaluation of students is through analysis of termly data, regular contact with parents/carers within Assess, Plan, Do, Review meetings and PEPs, termly review of intervention impact and feedback from subject staff and teaching assistant record of progress.
- The SEND Policy is subject to annual review and should be read alongside other school policies.
- The SENCO regularly reports back to the Headteacher and CEO
- All appropriate records should be kept, available for parents and will provide information to new teachers, schools or further educational establishments.

6. Reviewing the SEND policy

- The SEND policy is subject to a regular cycle of monitoring evaluation and review.
- The SEND policy should also be read alongside the Disability and Accessibility policy and the School Local Offer.

7. Accessibility

- The school has a duty under the Equality Act 2010 to increase its accessibility for disabled students.
- BMC has an Accessibility Plan which outlines its strategies.
- We endeavour to offer all curriculum opportunities and activities available to all students and make reasonable adjustments where necessary to sustain an ethos of an inclusive environment.
- Staff receive input from the Hearing and Sensory (Visual) Team to enable them to adapt their teaching methods and confidently use hearing monitors and adapt materials or the learning environment to support students with visual impairment.
- Parents/carers of students with disabilities receive information through letter, web-site, text and e-mail and sometimes through a follow up telephone call depending often on their preferred method of communication.

8. Procedures for Concerns

- We endeavour to do our best for all children but if there are any concerns we encourage parents/carers to approach the SENCo in the first instance, if the SENCo is unable to remedy the concern then parents can contact the Headteacher and a response will be made as soon as possible.



- Parents/carers are informed about the Independent Advice and Support Service, IASS, so that they can obtain support, advice and information if they wish.

9. Review

Policy Reviewed By: Lucy Wright	Signature	Date
Next Review Date: 09/03/19		09/03/19
Interim Review Comments: Amended SEN Interventions	L Wright	
Policy Reviewed By: C Seretny	C Seretny	25/11/19
Next Review Date: 25/11/20		
Interim Review Comments: SENCo role changed to C Matthews		
Policy Reviewed By:C Seretny		10/12/2020
Next Review Date: 10/12/2021		
Interim Review Comments: No alterations		
Policy Reviewed By:D.Dalton	DD	23/06/2022
Next Review Date:23/06/2022		
Interim Review Comments: Amended to reflect the new SENCo		