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## **1.0 INTRODUCTION**

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Options Bankside School is a specialist, independent day school and day college offering places to pupils aged 11 to 18 (school). Places are offered to pupils who have complex needs including ASC and complex learning needs. A high number of our pupils may also have experienced early childhood trauma and may present with attachment difficulties.

The school operates on one site within Worcestershire and offers up to 60 places. .

The curriculum which includes Maths and English is taught from key stage 3 to key stage 5, adapted to meet the needs of individual pupils. The school is also home to a range of outdoor pursuits and activities which provides emotional support for pupils as well as curriculum enhancement. Additional opportunities to study animal care, land-based studies, equine studies and forest school are available for students.

Pupils complete their learning on site and at appropriate off site provisions, dependent upon their curriculum needs.

**Implementation:** It is the responsibility of the Head Teacher to ensure that staff members are aware of and understand this policy and any subsequent revisions.

**Compliance:** This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

## **2.0 DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

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

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

- a. has a significantly greater difficulty in learning than the majority of others of the same age, or
- b. 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

Special education provision means: educational provision which is additional to, or different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

Taken from the SEN Code of Practice (DfE, 2015)

All of our pupils attend Bankside School or College because it has been identified that their needs cannot be met within their Local Authority provision.

## **3.0 THE SEN AIMS OF THE SCHOOL (INTENT)**

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Our aims are:

- To ensure that all pupils have access to a broad and balanced curriculum appropriate to their individual needs
- To make sure all staff have a clear understanding of the needs of all pupils
- To provide an adapted curriculum appropriate to the individual needs, ability and interests of each pupil.
- To ensure that all pupils take as full a part as possible in all school activities
- To ensure that parents/carers of all pupils are kept fully informed of their child's progress and attainment
- To ensure that all pupils are involved, where practicable, in decisions affecting their future provision
- To ensure that all pupils are prepared for life beyond Bankside School and their future aspirations.

Whilst many factors contribute to the range of difficulties experienced by our pupils, we believe that much can be done to overcome them or lessen their effect, by parents/carers, teachers and pupils working together.

## **4.0 ROLES & RESPONSIBILITIES**

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The SENDCo's role is to ensure that the Options Bankside School Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2015).

The SENDCO is fully supported by a wider clinical team including speech and language therapists, clinical psychologists and occupational therapists.

Provision for the pupils is a matter for the school and college as a whole. The head teacher and all other members of staff have important day-to-day responsibilities.

The Head Teacher has responsibility for the day to day management of all aspects of the school's and college's work. Oversight of the School's and College's work is provided through the Board of Governors.

All education staff are involved in the development of the school's and college's policy and are aware of the school/college procedures for making SEN provision, and monitoring and reviewing that provision in line with the guidance in the Code of Practice.

The school/college has a team of skilled teaching assistants/learning support mentors. Teaching assistants/learning support mentors are allocated to classes to make sure students are supported consistently. The role of the teaching assistants/learning support mentors is to provide support at the point of learning. This can be within the classroom, the grounds or during off site activities. They are expected to know the needs of their pupils and their EHC targets and evidence progress towards these outcomes. This evidence is recorded alongside pupils' Person-Centred Plans (PCP).

## **5.0 SCHOOL ADMISSIONS & INCLUSION**

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Bankside School is set up to meet the specific needs of learners with complex needs including Autism spectrum conditions, mental health conditions and ADHD as well as impaired social or cognitive functioning due to early life trauma and attachment needs. Bankside School believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that all schools/colleges should admit pupils with already identified special educational needs. Please refer to our Admissions Policy and Procedures for more information.

## **6.0 PARTNERSHIPS WITH PARENTS**

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Bankside School firmly believes that partnership with parents plays a key role in promoting a culture of cooperation between parents, schools, Local Authorities and others. This is important in enabling our pupils to achieve their potential.

Parents should be supported so as to be able 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 SEN framework
- 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 education provision

Communication is the key to success and progress. Parents receive a progress report every half term which can be discussed in a meeting with the form tutor. Senior leaders are also available to meet with parents. SEN provision and pupils' progress towards EHCP aims are also discussed at termly parent/carer multi-disciplinary meetings.

In addition, parents are also able to contact any teacher/tutor via school email. Throughout the academic year, a number of events will also be held. We encourage parents to attend where possible.

## **7.0 PUPIL PARTICIPATION**

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Where possible, pupils at Bankside School participate in all the decision-making processes that occur in education, including the setting of learning targets and Personal Centred Plans (PCP.) Pupils are encouraged to contribute to review meetings and any transition processes. As pupils at Bankside School might have severe communication difficulties, ascertaining their views may not always be easy, but the principle of seeking and taking into account the ascertainable views of the young person is important.

## **8.0 ASSESSMENT & PROVISION**

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Provision for pupils with Special Educational Needs (SEN) is a matter for the school/college as a whole. It is our expectation that school teachers and college tutors deliver the Curriculum using a graduated approach to meet the ever-changing needs of our pupils. The school is aspirational, attainment should not be any different to those who are able to access a mainstream provision. Learning is comparable in breadth and ambition. Assessment for each subject enables the school to consider individual pupil attainment and progress. Holistic learning is therefore personalised to meet the individualised needs of pupils.

All pupils at Bankside School have short-term targets set as part of their PCP. The strategies to meet these targets are clearly set out and additional support identified through specific interventions. PCPs are reviewed every term and discussed in multi-disciplinary meetings.

Teachers/tutors can at any time request additional clinical support using the referral system within the school/college. Teachers/tutors can fill in an intervention form if they feel that a pupil is behind target in a specific area. Teachers/tutors are expected to demonstrate strategies they have already tried to ensure that support is targeted appropriately. The SENCO will then review this form with the clinical team and support the teacher/tutor to put an intervention in place using a graduated approach. This will usually commence with a classroom visit and an observation during unstructured times. The allocated therapy assistants will hold weekly intervention sessions, based on specific needs. These sessions are monitored and reviewed regularly in order to evaluate the effectiveness and impact of planned intervention strategies.

Bankside School has an on-site clinical team made up of a clinical psychologist, assistant psychologist, occupational therapist and speech and language therapist. The clinical team meet the provision of the EHCP prescribed before entering Bankside School, support all school staff in meeting the needs of the EHCP, liaise with the SENCO in meeting the changing needs of the pupils and have a minimum of a half-termly meeting with senior leaders to discuss the emerging needs of the pupils. Pupils access the clinical team on an individual or small group basis or indirectly through an assessed or observed need by school staff. Any staff in school can make a referral to the clinical team and the whole school works collaboratively to meet the SEND needs of the pupils.

For more information, please refer to our Planning, Assessment, Recording and Reporting Policy

## **9.0 ANNUAL REVIEW**

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All statements (SEN) or Education Health and Care Plans (EHC plans) are reviewed at least annually. These reviews focus on what the pupil/pupil has achieved as well as on any difficulties that need to be resolved (for more information please refer to our Planning, Assessment, Recording and Reporting Policy).

The Annual Review aims:

- To assess progress towards meeting the objectives specified in the statement
- To assess progress towards the targets in the PCP set at the previous review
- To review any special provision made.
- To provide a profile of current levels of attainment in literacy, numeracy and life skills, and a summary of progress achieved in other areas of the curriculum
- To consider the continuing appropriateness of the statement/EHC plan.
- To set new targets for the coming year

The Head teacher and/or SENDCo initiates the review process upon receipt of the termly list of annual reviews for the Local Authority.

In preparing for the review meeting, the SENDCo must request written advice from:

- Pupil's parents
- Anyone specified by the authorities
- Anyone else the Head teacher considers appropriate

The SENDCo must also circulate a copy of all advice received to all those invited to the review meeting at least two weeks before the date of the meeting, inviting additional comments, including comments from those unable to attend the review meeting.

The Annual Review meeting is chaired by the Head teacher or SENDCo.

The SENDCo provides the Local Authority with the annual review report following each Annual Review meeting within 15 working days. The report summarises the outcome of the review meeting, setting out the assessment of the main issues discussed at the meeting, the recommendations about educational targets for the coming year and any other steps that ought to be taken.

## **10.0 LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS**

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The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for our pupils.

Important links are in place with the following organisations:

- Local Authorities
- Social Services
- CAMHS
- Outcomes First CEIAG career guidance