The Bath & Mendip Partnership Trust

SEN POLICY

THE MENDIP SCHOOL

POLICY DATE

WRITTEN BY   EMILY MASSEY

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POLICY REVIEWS

LENGTH OF POLICY   ANNUAL

REVIEWED DATE   MAY 2020

REVIEW BY   EMMA COOPER

APPROVED BY GOVERNORS

Date approved

SEN POLICY

Introduction

The Mendip School ("the School") is a designated special school which is part of a Multi Academy Trust known as The Bath and Mendip Partnership Trust ("the Trust"). The Trust delegates responsibility for the preparation and implementation of the special educational needs policy to the local governing body of the School.

The School caters for up to 145 pupils from the ages of 4 to 19 with a wide range of Special Educational Needs with priority in Autistic Spectrum Disorder and Speech, Language and Communication Needs.

Admission to the School is through the LA as set out in the Admission Policy.

All pupils at the School of school age have a statement of special educational needs (SEN) or Education, Health and Care Plan (EHCP).

The Local Governing Body is responsible for monitoring the provision of education for the pupils at the School. The Chair of the Local Governing Body, Hilary Macaulay is the governor with specific responsibility for special educational needs. The person responsible for delivering and co-ordinating the day-to-day provision is Emily Massey, Principal.

Rationale

The aim of this policy is to clarify SEN access and entitlement and explain how the School meets the individual needs of its pupils through the effective allocation of available resources. This policy should be read in conjunction with the School's SEND Information Report.

Policy Procedures

The aim of all staff working at the School is to provide an education appropriate to the specific needs of pupils, achieved by structured, well-planned and broadly based programmes of work with regular review procedures as part of a continuous assessment process.

At the School, pupils are provided with a supporting and stimulating learning environment, celebrating individual achievements and preparing for life after school.

The School provides a broad and balanced curriculum.

An essential element of this provision is the emphasis placed upon close working relationships with professionals from other agencies who share in the assessment, planning, implementation and evaluation of pupils' needs. All adults are required to interact with pupils in a way which is designed to promote a positive attitude that is age appropriate to their learning needs and disabilities.

The School environment and the expectations of staff are designed to promote maximum independence for pupils while providing the appropriate level of individual challenge and support. Throughout the School there is a strong commitment to meeting the needs of pupils in partnership with parents, and a high level of contact and information is maintained with families.

Procedures

The provision for Early Years is based upon the Early Years Foundation Stage Profile and for older pupils on the National Curriculum at relevant Key Stages. At Post 16, courses are compliant with the Programmes of Study Guidance. For further information, please refer to the Curriculum Policy or Overviews.

For each individual pupil attainable skills are identified by rigorous benchmarking continuous assessment and key targets agreed with parents (and pupils where appropriate). This is the

Assess – Plan – Do – Review cycle to enable provision to be refined and revised as the pupils develop.

The School follows the Special Educational Needs and Disability Code of Practice 2014 when organising annual reviews. The purpose of the review is to consider a variety of perspectives on a pupil's progress and to ensure that the provision made is still appropriate to their identified needs. The Principal will request written reports from everyone who is invited to attend and wishes to contribute – parents/carers, teachers, and any other professionals closely involved with the child or young person. Copies of all advice received will be circulated either prior to or at the review meeting.

Where possible assessment by teaching and multi-agency staff is supported by the use of Standard Attainment Tests & Tasks at the end of Key Stage1 and 2, and by regular input into the school's assessment tool, Evidence for Learning. Among older pupils a range of externally accredited courses are taken, which include GCSE, &, Edexcel & WJEC Entry Level Certificate, ASDAN & Ascentis Functional Skills. For further information please refer to the Assessment, Recording & Reporting Policy.

A variety of teaching methods and techniques are adopted where appropriate to meet individual pupil's needs. This may include strategies from structured teaching (TEACCH), Picture Exchange (PECs), Makaton signing and symbol use, intensive interaction and positive behaviour strategies (PROACT SCIPr UK). Staff use a range of methods and techniques in a flexible way that will allow all pupils to access learning.

Where possible staff are recruited to the School who have additional qualifications or who demonstrate experience in the education of pupils with special educational needs. Staffing arrangements are reviewed annually to ensure a balance between teaching and non-teaching staff is as effective as possible in providing for the needs of pupils.

Pupils may spend part of their time at a mainstream school or college. Where possible, such arrangements are developed with the pupil's local school; transition arrangements are

supported and carefully monitored by the School to ensure that the balance of provision is meeting the needs of the pupil.

The School promotes an inclusive education system, and works closely with mainstream colleagues encouraging guest placements or dual placements where appropriate.

Resources

The School has a delegated budget, which is monitored by the Local Governing Body and Trust Audit Committee. The Principal and Leadership Team identify recommendations for expenditure and set the budget in liaison with the Trust Business Director. Following agreement with the Local Governing Body the budget requires approval from The Bath and Mendip Partnership Trust Board of Trustees.

It is recognised that the most valuable resource is staffing and there is a commitment to use every available resource to retain and recruit skilled teachers and assistants. There is a need to provide for on-going staff development, in order to meet children's needs effectively. All staff have an interest and professional expertise in meeting the needs of pupils with learning difficulties and physical disabilities and are supported by continuing professional development.

Equal Opportunities

Equal opportunity is the right of everyone to equal chances and each individual is respected for who they are – regardless of age, ethnicity, gender, social circumstances, ability / disability and sexuality.

A wide range of teaching materials, approaches and technological aids are used to achieve this. The School ensures resources are available with a variety of role models / representations. Imaginative drama and role-play is also used to explore equality of opportunity, as well as the concept of access to achievement. For those pupils from homes where English is the second language every support is given through access to a flexible and individual curriculum.

Health & Safety

Computer and other electrical equipment, lifting & moving and PE equipment are checked regularly and repaired using appropriate technicians.

Health & Safety issues are described fully in the School and National regulations and guidance

– Copies are held at the School.

Professional Development

All staff are given the opportunity and encouraged to enhance their knowledge and skills as relevant to individual and whole school development needs through on-going staff training & development.

Strong links are maintained with other special and mainstream schools and shared training & development encouraged.

Additional Relevant Documents

Health and Safety Policy
Equalities Policy
Communication Policy

Teaching and Learning Policy
Subject Schemes of work
SEND Information report