



FOREST BRIDGE SCHOOL

Special Educational Needs Policy

Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care plans (EHCP), SEN co-ordinators (SENCOs) and the SEN information report.

This policy also complies with our funding agreement and articles of association.

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

School Context

Forest Bridge School is a special school for pupil's aged 4 to 16 years old, with a focus on supporting the needs of pupils with a primary diagnosis of autism. However, our pupils may have other co-morbid conditions that require consideration when assessing how best to meet their needs.

All pupils have an EHCP and, therefore have SEN. Occasionally a pupil may be placed at the school without an EHCP while the pupil is undergoing a multi-professional assessment once parents have made a clear indication that they would prefer Forest Bridge School to be the named school.

Aims

- To have high expectations of all our pupil's and to provide an individualised education that helps them to fulfil their potential.
- To enable all pupils to have their educational needs met through teaching informed by effective target setting based on accurate assessment of the pupils' abilities.
- To involve parents as an integral part in the education of their child.
- To provide a multi-disciplinary approach to the meeting of pupils' needs through close working partnerships with speech and language therapists, occupational therapists, behaviour therapists and other professionals.
- To provide opportunities for pupils to be actively engaged in their own learning and the setting of their targets.

Guidelines

Teaching and Learning:

Please refer to the Forest Bridge School's Teaching and Learning policy for detailed information about the teaching and learning.

Assessment:

Please refer to the Forest Bridge School's Assessment policy for detailed information about how the school ensures the accurate assessment of pupils' Special Educational Needs.

Staff work closely with outside agencies including the Educational Psychology Service and the multi-disciplinary teams to support the assessment of a pupil's special needs.

Monitoring of pupils SEN:

- In most instances prior to, or within the first week of joining the school, the school will coordinate a meeting at which parents / carers have the opportunity to share with the school their knowledge and experience of their child's special educational needs.
- A Care Plan and ABLES (Academic, Behaviour, Language, Enrichment and Social skills) plan will be written within six weeks of a pupil joining the school. The ABLES plans will set the annual objectives for all pupils.

The ABLES will be reviewed regularly and formally in February and July.

- There are Parents' Evenings at which parents / carers will have the opportunity to discuss the ABLES with the pupil's Class Teacher and ABA Supervisor.
- The school will hold an annual review once a year at which the pupil's EHCP will be reviewed. Appropriate professionals will be invited to the review. Two weeks prior to the annual review parents will receive a full school report, aspects of which will be discussed at the review. Pupils are asked for their views and are invited to attend the annual review if appropriate.
- The Governing Body monitors the curriculum and assessment process, ensuring they are appropriate and meeting the pupils' needs.

Resources:

- There will be approximately 8 pupils within a class.
- Each class will have a Class Teacher and a number of tutors depending on the needs of the pupils. The staff ratio is approximately 1:2. This allows for a highly individualised curriculum that is tailored to each pupil's needs.
- A Board Certified Behaviour Analyst (BCBA or BCaBA) will supervise approximately 10 pupils.
- The curriculum budget enables different subject areas to purchase resources to support pupils' learning in their subject area.
- The school has in-house Speech and Language Therapy, Occupational Therapy, Drama Therapy and Art Therapy. These are provided in line with a pupil's EHCP or via referral from a pupil's class team.
- The school has links with local health care providers, including CAMHS, the Educational Psychology service and the schools' health team.

Staff Training:

- Appropriate INSET is provided for all teachers and tutors through a comprehensive training programme developed by the School Leadership Team (SLT).
- Training is identified through the School's performance management programme as well as the School Development Plan.
- Staff have regular training in 45-minute twilight sessions, as well as the statutory five training days plus three additional days to ensure the high level of skill that our staff require.
- All staff have access to an Induction Programme ensuring that they have knowledge of the range of SEN within the School.
- All appropriate staff have had crisis management training (PCM) as well as extensive and on-going ABA training (including the RBT (Registered Behaviour Technician) training programme).
- In addition to attending relevant courses, staff are encouraged to work collaboratively with other schools and education provisions offering specific skills to continuously raise their own professional knowledge and skills
- Key staff has PECs and Makaton sign training as well as in-house training on communication by the Speech and Language Team (SaLT) and on occupational therapy and sensory integration training provided by the in-house Occupational Therapist.
- Key staff have been trained to help with certain pupil's medical needs, such as the use of epi pens or seizure related responses.

Roles and Responsibilities

Class teachers and Supervisors are responsible for working together to achieve the following:

- Identifying:

- which students are underachieving and adapting their additional interventions monitored on their ABLES plans
- which student are achieving and require lesser or different support
- which students require additional support because of their special educational need. Some of these students may require advice/support from an outside professional
- Securing at least good provision and good outcomes for all groups of pupils by:
 - providing differentiated teaching and learning opportunities.
 - ensuring effective deployment of resources – including tutor and therapy support to maximise outcomes for pupils

Executive and Senior Leadership Team

In line with the recommendations in the SEN Code of Practice 2015, the Executive and Senior Leadership Team will oversee the day- to-day operation of this policy in the following ways:

- Overseeing the day-to-day operation of the school’s SEN policy
- Coordinating provision.
- Advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively.
- Liaising with parents.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies.
- Liaising with potential next providers of education or employment to ensure a young person and their parents are informed about options and a smooth transition is planned.
- Working with the school governors 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 up to date.

Headteacher

The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn .

The Headteacher will be informed of the progress of all pupils and any issues with regard to the school’s provision in this regard through:

- Analysis of the whole-school pupil progress through the tracking of ABLES plans
- Maintenance and analysis of a whole-school provision for pupils
- Regular meetings with the Executive and Senior Leadership Team
- Discussions and consultations with students and parents as appropriate

Governing Body

The governing body will delegate the day to day implementation of this policy to the Headteacher, Executive and Senior Leadership Team.

Complaints:

Parents / Carers with a concern about the curriculum support being offered should approach the Class Teacher in the first instance. If this does not bring about resolution, parents/carers are asked to write to the school's Headteacher detailing their concerns.

All such concerns/complaints will be recorded and (if necessary) progressed in line with the school's Complaints Policy.

Review of Procedure:

This procedure shall be subject to periodic review and may be changed from time to time.

Management of policy

The Governors and Headteacher have overall responsibility for the maintenance and operation of this policy.

Links with other services:

- [RBWM Early Years Team](#)
- [Berkshire Sensory Consortium Service](#),
- [RBWM Children and Young People Disability Service](#)
- [RBWM School Support Service](#), the [Educational Psychology Service](#), the [Behaviour Support Service](#) and [Well Being Team](#).
- [Child and Adolescent Mental Health Service \(CAMHS\)](#), [RBWM Behaviour Support Service](#), the [Education Psychology Service](#), the [Well Being Team](#) and [Nurture Groups](#).
- [Pre diagnosis help for parents including Autism Berkshire's pre assessment workshops and ADHD support groups](#) offered through [Parenting Special Children](#).
- [Berkshire Healthcare Foundation Trust \(BHFT\)](#) provides many services in the local area such as the [Children and Young People's Integrated Therapies \(CYPIT\)](#) who provide speech and language therapy, occupational therapy and physiotherapy and dieticians.
- [Community Paediatricians](#) who provide assessments, diagnosis and treatment for children with a range of disabilities.
- [Support for families from the Information, Advice and Support \(IAS\) Service formerly known as Parent Partnership](#)
- [Parent forums to shape local services such as Windsor and Maidenhead's Parent Carer Forum](#), [Healthwatch](#) and [consultation forums](#) for parents through the [Children and Young People Disability Service](#).

Information on the local authority's local offer is published here:

<http://directory.rbwm.gov.uk/kb5/rbwm/directory/localoffer.page>

The name and contact details of the SEN co-ordinator:

Elizabeth Farnden

Contact via the School Office: 01628 202030 or head@forestbridgeschool.org.uk

The name and contact details of the SEN Governor:

Contact via the School Office: 01628 202030 or admin@forestbridgeschool.org.uk