



**BRANNEL SCHOOL**

**POLICY**

**FOR**

**SPECIAL EDUCATIONAL**

**NEEDS**

Written by: Mr A Edmonds  
Approved by Governors: January 2017  
Next Review: January 2018

**This policy accepts the definition of SEN as set out in the Revised Code of Practice 1:3 (page 6)**

## **1. Aims and Objectives**

- 1.1 The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any student who has special educational needs and ensure that, where the Headteacher or the appropriate Governor has been informed by the LA that a student has special educational needs, those needs will be made known to all who are likely to teach them.
- 1.2 The staff and governors in the school are aware of the importance of identifying and providing for those students who have special educational needs.
- 1.3 Headteacher, staff and Governors will draw up and report annually to parents on the policy and school offer of the school's work for students with special educational needs. This is known as the SEN information report and is published on our website **(This is mandatory)**.
- 1.4 The staff will ensure that students with special educational needs join in the activities of the school together with students who do not have special educational needs, so far as that is reasonably practical and compatible with the students receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- 1.5. The school will make early links with partner primary schools to ease transition and work with Education Out of School if requested to meet the needs of the child.

## **2. Responsible Persons**

The Governor for SEN is Mrs Sarah Phillips.

- 2.1 The person co-ordinating the day to day provision of education for students with special educational needs is Ms K Vincent [SENCO/ARB Manager]. (ref Code 5.3.2 Primary; 6.3.2 Secondary)

## **3. Admission and Inclusion**

- 3.1 All the teachers in the school are teachers of children with Special Educational Needs. As such Brannel School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs and those others with less significant problems.

### **Specialist Provision**

Brannel School has one central passenger lift and a stair climber for emergency evacuation of wheel chair users from floor 1. Access in and around the school is of a good standard.

Brannel School has an Area Resource Base (ARB) as part of its provision. This caters for students with complex and multiple learning difficulties or disabilities. The school provides up to 12 places within this facility. The nature of special needs varies from global developmental delay, severe learning need, ASC and physical disability. Admissions to the ARB are dealt with by the SEN Assessment and Provision team at Cornwall Council. As appropriate, students within the ARB are integrated into mainstream school. The ARB provides many specialist facilities, including a therapy room, a sensory room, an outside sensory garden, life skills work base, full disabled showering and toilet facilities and fully inclusive classroom spaces.

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#### **4 Access to the Curriculum**

- 4.1 The National Curriculum will be made available for all students. Where students have Special Educational Needs a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.
- 4.2 The school will make provision for students with Special Educational Needs to match the nature of their individual needs.
- 4.3 There will be flexible grouping of students so that learning needs may be met in individual, small group or whole class contexts.
- 4.4 The curriculum will be differentiated within the classroom to meet the needs of individual students. Teaching styles and flexible groups will reflect this approach. Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties.
- 4.5 Additional support is offered at lunchtimes to help with homework, basic skills, monitoring behaviour and to provide a safe, secure environment for vulnerable students within IMO.

#### **5. Providing the graduated response at “SEN Support”**

When a student fails to make progress and shows signs of difficulty the school will place the student at “SEN Support” and support that is additional to and different from the differentiated curriculum will be provided. A Provision Map may be used to show where a student requires support within the four key areas of cognition & learning, communication and interaction, emotional, behavioural & social and sensory and physical.

The resources allocated to students that have Special Educational Needs, at School Support, will be deployed to implement the support identified in Provision Maps as outlined in the revised Code of Practice. Parents will be informed and students will be involved in decisions taken at this stage.

If a student does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services referred to in Section 7.1 and the student may be placed on a higher level of intervention or support.

#### **6. Identification and Assessment – a graduated response**

- 6.1 If progress is still not achieved despite “SEN Support”, the child may be assessed with a view to initiating a statutory assessment of special educational needs under the 1996 Education Act.
  - 6.2 Identification of special educational needs will be undertaken by all staff through the SENCO and the appropriate records and LA forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher together with attainment tests. Assessments allow the student to show what they know, understand and can do, as well as to identify any learning difficulties.
  - 6.3 The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. Additionally, the progress of children with an EHCP will be reviewed annually, as required by legislation.
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## **7. Liaison**

Parents will always be informed when an external agency becomes involved with their child.  
(See also 11)

- 7.1 Regular liaison is maintained with the following external agencies for students at “SEN Support” and students with EHC plans.

Autism Spectrum Team  
Educational Psychological Services  
Social Services  
Audiology Service  
Service for the Visually Impaired  
NHS/School Nurse  
Looked after children officer  
Special Education Team County Hall  
Parent Partnership Service  
Behaviour Support Service  
CAMHs, Primary Mental Health Team  
Physio/OT Teams  
Speech & Language Therapists  
CHES  
CICESS

## **8 Arrangements for the Treatment of Complaints:**

The procedure for managing complaints is:

Outlined in the School Complaints Policy

## **9. Staff Development**

- 9.1. In-service training needs related to special educational needs will be identified by the Headteacher in consultation with the staff.

## **10. Working with Parents**

- 10.1. The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with students who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.
- 10.2. Parents will always be kept informed about the Special Educational Needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained.
- 10.3. As mentioned above, parents will be fully consulted before the involvement of any support agencies with their children, and will be invited to attend any formal review meetings at all stages.

**11. Student Participation**

The school will work to ensure that students are fully aware of their individual needs outlined in their Provision Map. Students are involved at all times in decisions which are taken regarding their education targets.

**12. Evaluating Success**

12.1. This school policy will be kept under regular review. The governors will gauge the success of the policy by the achievements of previously agreed targets outlined across departments and/or annual reviews. In addition evidence will be gathered regarding:

- Staff awareness of individual student need
- Success of the identification process at an early stage
- Academic progress of students with special educational needs
- Improved behaviour of the children, where this is appropriate
- The increase in the level of inclusion achieved within the school setting as a percentage of time
- Student attendance
- Number of exclusions
- Number of children supported at school support
  
- Consultation with parents
- Number of students moving between stages – both within the cycle of Assess/Plan/Do/Review at SEN Support and EHC plan
- Students' awareness of their targets and achievements.

Further information is available from our SEN information report published on our school website and updated annually.