



# Special Educational Needs

Adopted by Governors: *June 2016*  
Union Meeting (if applicable) *NA*  
Next Review due: *Summer 2025*

**Committee Reviewed at: ...Full Summer 23.....**

**Signed by Chair of Committee:.....**

**Date:.....**

**Signed by Head Teacher:.....**

**Date:.....**

# Special Educational Needs Policy

## 1. Basic information about the school's special educational provision

Birkett House School is a co-educational Academy catering for a wide range of special needs. It includes the age range 4 – 19. The aims of Birkett House School are reviewed annually and available on the website.

The school provides a broad and balanced curriculum for all our pupils taking into account individual specialised needs to ensure whole curriculum entitlement and access. This includes the National Curriculum. We are committed to providing the highest quality of education for all students commensurate with the efficient use of resources.

This policy will reflect the key elements of the Equality Act with a commitment to promoting equality in disability, race, gender, socio economic circumstances, pregnancy and maternity.

The Headteacher has overall responsibility for the management of provision. Day to day operation is the responsibility of all teachers and support staff. The class teacher also has key responsibility for co-ordinating individual pupil's educational provision through I.E.Ps and in consultation with all who support or provide advice. Birkett House seeks to ensure that parents are informed and involved where their child is receiving support.

Admissions arrangements are the responsibility of the school (academy) in liaison with SENA and in consultation with parents and governors. Criteria are recommendations on a pupil's Education, Health Care plan or for assessment purposes. In addition to the usual facilities offered by schools for pupils with special needs, Birkett House has expertise and specialist equipment to meet the needs of pupils with multisensory and physical impairment, those who require alternative and augmentative communication (A.A.C.) and those with associated medical needs. There are well equipped white and dark rooms, lights and sound in the swimming pool and a soft play area.

The main Wigston site is a new build, purpose built and opened in August 2017. The senior department based at Countesthorpe is purpose built with full wheelchair access. The Centre at Thomas Estley Community College is based in a mainstream school which has provided lifts etc. to increase access however some access does need to be well planned. Special diets can be catered for. There is also a warm water pool on the Wigston site.

### Staff Training

The governing body of Birkett House School supports and invest in the professional development of all staff in order to maintain a qualified and trained staff and improve the quality of learning in the classroom.

All staff receive training in safeguarding, communication, positive behaviour and moving and handling. Funding for in-service training is allocated according to the needs of individuals and the school as outlined in the School Improvement Plan. All staff are encouraged to help identify and meet their development needs through discussions with the Headteacher and through Performance Management.

### Information about Birkett House School's policy for on-going assessment and provision

The budget is monitored regularly throughout the year by the governing body and Headteacher to ensure there is efficient and effective management to meet the special educational needs of the students attending Birkett House

Internal assessment arrangements are continuously updated. Each pupil has an Individual Education Plan (I.E.P.) which is regularly reviewed and amended. Recommendations arising out of assessment by external specialists are incorporated into pupils I.E.Ps.

We believe all children have a right to be heard and to be involved in decision making at an appropriate level. Their support is crucial to the success of educational programmes. In practice students at Birkett House are encouraged to be involved in the following ways:

- Wherever possible being given a choice and a means of communication.
- Recognising their own achievements and where appropriate commenting on progress
- Where appropriate discussing their own problems, feelings and difficulties with sensitive adults and other children.
- The School Council

Annual Reviews are conducted according to the guidance provided in the Code of Practice and by the LA. Appropriate supporting professionals are invited to attend annual Reviews as appropriate e.g. Health, Social Care, Transition Teams etc.

Access to the National Curriculum is provided by a small steps curriculum. The school curriculum provides continuous education for children and young people from the very early levels of learning to the more formal approaches. Lateral, vertical and holistic learning are taken into account when reviewing progress and reporting to parents.. Subsequent levels are broken down into small steps to enable pupils to demonstrate success.

### **Inclusion**

The school aims to be as inclusive as possible in all areas of its work. A large portion of the pupils are based or co-located on mainstream sites.

The governors of Birkett House are committed to the inclusion of all students within the community as far as is reasonably practical and within the efficient use of resources for the good of the whole school.

Inclusion is organised as follows:

- A class of Key Stage 1 students in a primary school where there are some opportunities for inclusion.
- A class of Key Stage 2 students in primary are based in a fully inclusive, mainstream primary school.
- Two classes in KS3 are based in the Centre – an inclusive base at a local High School
- The senior department provides for students from Key Stage 3-5 whose main learning need is not sensory are based in our purpose-built department sited on a mainstream campus.
- Visits to mainstream schools are also made for specific purposes e.g., celebrating festivals, drama productions Carol Concerts, working alongside mainstream classes in a planned activity.
- An important element in inclusion is the number of mainstream pupils including those on work experience who support within the school and visit and use the school's facilities.
- All class teachers provide inclusive learning opportunities across the school.

Confidence in participating in wider community life is developed by regular visits to local shops, shopping centres, museums, restaurants, leisure centres, libraries and attendance at local churches.

## **2. Criteria for evaluating success of SEN policy.**

The governing body will use its best efforts to ensure the best possible provision for SEND (Special Educational Needs and Disabilities) in this school. All governors are aware of their responsibilities for S.E.N. and discuss the issues regularly.

The governing body evaluates the success of the education we provide, using the following criteria:

- Monitoring the allocated budget
- Progress and achievement of pupils through presentation of data
- Monitoring impact of teaching and learning
- Monitoring behaviour and safeguarding
- The existence of detailed individual educational plans linked to policy documents and schemes of work which contain targets, review arrangements and success criteria.
- Views of parents and students inform planning and target setting .
- Regular completion of reviews within required time-scales..
- Parents feeling involved in their son or daughter's education programme and achievements.
- Accurate up to date record keeping.
- Regular collaborative meetings involving all of the class team, to review pupil progress.
- The number as % attendance by parents at Annual Review
- Parental requests for pupils to attend school .
- Increase in pupil attainment particularly through our target setting process .
- CPD (Continuing Professional Development) opportunities of staff and PMR (Performance Management Review) targets achieved.

- Links with mainstream and special schools to increase student contact/staff development.
- Website
- Responses on Facebook page
- Annual S.E.N. policy review
- OFSTED inspection reports and the monitoring and evaluation processes
- Oral and written feedback from pupils/students/parents and visitors
- Attendance at/involvement in/or leadership of inset courses by all staff
- Feedback form partner professionals

Birkett House believes parents and carers play a vital role in the success of their son or daughter's education. We are committed to working in partnership with parents through, annual reviews and daily home-school diaries and the website. All sites operate an open-door policy and parents are welcome in school at any time.

Parents are encouraged to discuss any problems with school. These should be raised initially with the pupil's class teacher, SLT then the Headteacher, most problems can be resolved in this way. If this does not happen, parents are advised of the official Complaints Procedure.

### **GDPR**

Data will be processed to in line with the requirements and protections set out in the General Data Protection Regulation.