**Silver Birch School**

**SEN (Special Educational Needs)****policy**

**Issued:** 04/10/13

**Reviewed:** 19/08/19

**Next review date: August** 2020

The Special Educational Needs Code of Practice (2001) states that students have Special Educational Needs (SEN) if they have a learning difficultly which requires special educational provision to be made for them. These needs mainly fall within the areas of:

* Cognition and learning
* Behaviour, emotional and social development
* Communication and interaction
* Sensory and/or physical disability

# Policy Statement

Silver Birch School is committed to providing the best possible education for all our students across our full curriculum and ensuring that all our students progress in their studies during their time with us.

As a specialist BESD (students with behavioural, emotional, social difficulties) school we anticipate all our students to have SEN with a wide variety of special needs likely to be encountered. Students at the school include those with statements of special educational needs.

As part of the admissions process we are required to assess students’ individual needs (notably those included in statements of special educational needs now known as Education care and health plans\*) and the repercussions these present to the school in terms of facilities and the number and nature of staff employed. We undertake to address them in full before a place is offered to a particular student.

Current staff have experience of working with students with the following –

* Attention deficit hyperactivity disorder ADHD
* Autistic spectrum disorder ASD
* Obsessive compulsive disorder OCD
* Asperger’s syndrome
* Semantic pragmatic disorder
* Schizophrenia

When planning lessons due regard to individuals’ particular learning needs are taken into account and used to inform detailed planning of individual lessons.

\* *Statement of Special Educational Need (Education, Health and Care Plans) – when a student fails to make progress over a period of time they may be referred for Statutory Assessment. The Local Authority (LA) will usually make a statement if, as a result of this assessment, they decide that all the special help a student needs cannot be provided from within the school’s resources. These resources could include money, staff time and special equipment. The LA gives extra funding to support the school in providing the additional resources needed. Interventions maybe delivered in class or through small group/individualised work.*

# Objectives

* To ensure that students with SEN receive a broad, balanced and differentiated curriculum.

* To support our teaching staff, all of whom share the responsibility for teaching SEN students, by providing accurate information and training to develop the knowledge and skills needed to work with all students, whatever their abilities, disabilities or difficulties.

* To include all students fully in the educational and social life of the school, making sure that they enjoy the same resources as other students, in addition to those required to meet their own specific needs.

* To achieve good home-school relationships facilitating involvement of parents/carers as partners in the education of their children.

* To seek and take into account the views of individual students.
* To liaise with colleagues in other schools and educational institutions, and with the Connexions Service to ensure the smooth transition of students between different educational phases.

* To work with outside agencies such as the Educational Psychology Service, Specialist Support Service and Physiotherapy Service to provide the most effective support for our students.

* To ensure that school receives appropriate funding for SEN students and effectively deploy resources across the school.

* To involve all teaching staff (including Teaching Assistants (TA’s)) and students in the delivery of Individual Educational Plans (IEP’s) and Pastoral Support Plans (PSP’s).

# The Management of Special Educational Needs

The governing body has overall responsibility for the delivery of the SEN policy. The governors have a responsibility to review policy annually.

The Principal has responsibility for the day-to-day management of all aspects of the school’s provision for students with SEN.

The Principal’s responsibilities include:

* Overseeing the day-to-day operation of the school’s SEN policy
* Co-ordinating provision for students with SEN, and ensuring that statemented students receive their specified level of support
* Maintaining the records of students
* Ensuring that IEP’s and PSP’s are effectively maintained and reviewed
* Ensuring that funding needs are accurately identified and provided
* Liaising with and advising other staff members, including TA’s
* Liaising with parents/carers, external agencies such as educational, health and support services, feeder schools and post 16 institutions
* Ensuring appropriate arrangements are made for external and internal exams.
* Contributing to the in-service training of all staff
* Ensuring that schemes of work/lesson plans show regard to the school’s SEN policy
* Differentiating schemes of work/lesson plans to reflect the needs of individual students
* Developing resource banks to support the schemes of work
* Disseminating relevant information, including that contained in IEP’s & PSP’s to staff as appropriate
* Monitoring the planning for, teaching and provision made for all students and ensuring equality of opportunity
* Monitoring the assessment and progress of students

Teachers are responsible for:

* Knowing the special educational needs of students, and being familiar with their IEP's
* Using this knowledge to inform planning and teaching, enabling students to work towards achieving their negotiated targets
* Differentiating learning activities to meet the needs of all students
* Providing guidance and information regarding lesson content and learning objectives to the TAs in order to support the learning of students
* Evaluating the progress of students and providing evidence of improvement
* Providing written information for review meetings

# Admission arrangements

Silver Birch School has an admissions policy that meets the requirements of Birmingham LA, which gives a student with SEN the same admission rights as any other student. The transition and admission arrangements for students with a Statement of SEN are carried out by the Local Authority’s Special Educational Needs Assessment and Review Service (SENAR), who consult the Principal about the school’s capacity to meet the needs of such students.

# Facilities for disabled students and adults

The entrance to Shard End Community Centre building is wheelchair friendly.

There is one wheelchair accessible toilet on the ground floor.

As there is no ‘Evac-chair’ for the use in the event of an emergency or lift failure Personal Evacuation Plans (PEP’s) must be drawn up for any wheelchair users visiting Shard End Community Centre.

The classroom has a ‘Smart’ White Boards that can present material in a more visible form for those with visual impairment.

There are computers available for the use by those with dyslexia, dyspraxia or who find writing by hand a learning barrier.

# Parental involvement

Good communication between home and school is very important.

Copies of the SEN policy are available on request (to be provided within 3 working days) or our policy can be viewed via our website –

*www.silverbirchschool.com*

Parents are encouraged to contribute to the writing and review of Individual Educational Plans (IEP’s) and Pastoral Support Plans (PSP’s).Letters informing parents/carers of review dates are sent home and, if the timing is inconvenient, we will rearrange meetings.

Parents/carers are encouraged to discuss their student’s IEP & PSP targets, and to support the student in achieving them.

Parents/carers are invited to send a written contribution, if unable to attend the Annual Review meeting of a statemented student.

We welcome and value informal contact and are pleased to meet parents/carers to discuss their views and concerns regarding the special needs of their children.

The school can provide interpreting services in a range of community languages, if necessary.

# Inclusion Support Services

We have access to advice and support from many outside agencies, including those of the LA.

As appropriate, we can call upon the services of other bodies and voluntary organisations, including:

* The National Health Service and School Nurse
* Educational psychologists – e.g. Educational Psychology Service
* Social Services
* Specialist support services (e.g. Sensory Support Service

Birmingham - for help with visual and hearing impairment)

* Behaviour Support Services (BSS)
* Birmingham SEN Parent Partnership
* Connexions

# Experience, qualifications and training

Staff at Silver Birch School have a wide variety of experience, interests and qualifications. All are encouraged to take part in professional development.

The Principal distributes details of relevant training to staff members and arrangements are made to attend suitable courses (or meetings). The course participant is expected to disseminate information to the rest of the staff. A record of any training should be made and any printed materials made available to other staff members.