



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

BASKERVILLE SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Date reviewed: February 2015
Next review: February 2018

BASKERVILLE SCHOOL, FELLOWS LANE, HARBORNE, BIRMINGHAM, B17 9TS

TELEPHONE : 0121 427 3191
FAX : 0121 428 2204

VISION STATEMENT

We will ensure the entitlement of each student to access a variety of opportunities to promote academic, social, emotional and physical development.

We will use autistic specific, empathetic approaches and an autistic sympathetic learning environment to promote student learning and personal development.

We will provide choices and challenges in order to maximise potential and build upon strengths and interests.

All the members of the school community are valued equally and work in partnership with parents, carers and the wider community.

We will work within a supportive school framework to promote and celebrate individual success, integration into the wider community and prepare students for life after school.

Rationale

All of the students at the school have special educational needs, resulting from their autistic spectrum disorder, which either prevent or hinder them from making use of educational facilities of a kind provided for most children of the same age in schools within Birmingham. Many of the students also have a significantly greater difficulty in learning than the majority of children of the same age. Some have additional special needs arising from other difficulties.

Formal assessment procedures, including the involvement of parents, have resulted in special educational provision at Baskerville School being seen as appropriate.

Admission to the school only takes place following a formal request from the Birmingham Education Department (see Admissions Policy).

All students at the school have a statement of special educational needs, and therefore the appropriateness of their placement is considered as part of the process of Annual Review.

Aims

To ensure that:

- All students in the school receive their entitlement to a broad and balanced curriculum, including full access to the National Curriculum.
- All statements of special educational needs are reviewed on an annual basis.
- All students have an Individual Education Plan.
- All teachers share the responsibility for identifying and assessing individual students' needs, and for planning, and putting into practice, a curriculum which meets the full range of students' abilities and needs.
- All teachers work collaboratively with parents, teaching colleagues, support staff, residential social workers and other agencies.
- The school makes optimum use of the support services that have a responsibility for providing advice and support relating to students with special educational needs.

Objectives:

- Providing a broad, balanced, relevant and differentiated curriculum
- Identifying and assessing the individual learning needs of all students.
- Translating the principles of entitlement, and access to the National Curriculum into daily provision for students with special educational needs.
- Making curricular breadth available to all students.
- Holding an annual review meeting for each student – either a review of Statement or an Education, Health and Care Plan.
- Ensuring that individual education plans for all students are drawn up, implemented and reviewed.
- Providing a good learning environment for all students.
- Ensuring that all students record progress through the National Curriculum, matched to their ability and maturity.
- Enhancing the relationship between home and school, and the residential setting.
- Providing advice, support and professional development for all staff, in meeting the individual learning needs of all students.

These Objectives will be achieved by:

- Ensuring that all curriculum planning documents consider the differentiation of, and access to, curriculum activities in the light of, the special educational needs of our students.
- Developing curriculum based assessment tasks to assess achievement as well as identifying students who are experiencing difficulties with learning.
- Ensuring that all staff know the nature of each student's special educational needs and how best to meet those needs.
- Providing an atmosphere of encouragement, acceptance, respect for the achievement of each individual student, and sensitivity to individual needs.

- Planning and delivery of the twenty-four hour curriculum to meet the needs of residential students.
- Providing a climate of support in which self-confidence and self-esteem can grow and in which all students feel valued and able to risk making mistakes as they learn, without fear of criticism.
- Managing student behaviour through a whole school approach.
- Developing differentiated curriculum materials to reflect the abilities of all students.
- Providing specialist resources to meet identified student needs.
- Timetabling Annual Review meetings to:
 - Review the progress of each child, including the objectives specified in the Statement/Education, Health and Care Plan, and goals and targets set at subsequent reviews.
 - Review the special provision made for each student.
 - Consider the continuing appropriateness of Statements/Education, Health and Care Plans for individual students.
- Involving staff in setting, and reviewing, targets for individual students in those areas of the curriculum for which they have a timetabled responsibility.
- Ensuring that staff are aware of the targets that have been agreed in the Individual Education Plans of the students with whom they work.
- Developing home-school-residential partnerships which enable families to support teaching and residential programmes.
- Involving the Speech and Language Therapist and Occupational Therapist in the planning and implementation of relevant curriculum activities.
- Utilising the support available from colleagues in the psychological, psychiatric, behaviour support, education welfare and social services.
- Providing special needs related INSET for all of the staff.
- Providing individual support for staff and students from the multi-disciplinary Autism Support Team.

Annual Review

A programme of annual review meetings is arranged to take place for all students.

Parents or guardians and the students are always invited to the annual review meetings together with the residential social worker and other relevant professionals. The Connexions adviser is also invited to all transitional reviews, along with a representative of social services and SENAS. The reviews are chaired by Matt O'Neill – Assistant Head Pastoral.

Because of the limited allocation to the school of support from the psychological service, the educational psychologist is only involved in those annual reviews which are likely to result in a change in the Statement/Education, Health and Care Plan, particularly when alternative provision is being considered. Colleagues from other agencies and support services are invited when they have had a significant involvement with a

student during the previous 12 months. An invitation is also sent to representatives from the Education Department of those students who are the responsibility of extra district local authorities. Colleagues from outside agencies who are unable to attend the annual review meetings are sometimes requested to send a written report which is made available at the meeting.

A letter to parents invites them to the annual review meeting and informs them of the purpose of the meeting.

A record of the annual review meeting is made on a standard form as recommended by SENAS. Copies of the completed annual review documentation are sent to SENAS.

A copy of a student's annual review documentation is kept in their individual central file. Objectives for the coming year are agreed at the annual review and broken down into targets that inform each student's individual education plan.

Special Educational Needs Coordinator

Matt O'Neill is the SENCO and is responsible for monitoring the provision and progress for all students.

Special Educational Needs Governor

Matt Parsons is the governor with responsibility for Special Educational Needs.

Resources

Autistic specific approaches are used to support the students. These include the use of augmentative communication, TEACCH, PECS and social skills training. Allocations of additional resources are made on the basis of the student's assessment of need and will be reviewed annually as part of the annual review process. The school has a budget to meet the costs of additional specialist provision required for students with additional special needs.

Complains and Concerns

If parents or carers have concerns or complaints they are encouraged to discuss these with the Matt O'Neill in the first place. If the matter is not resolved an approach should be made to the head teacher. If parents are still unhappy the formal complaints procedure should be followed. The complaint should be given to the Chair of Governors in writing. He will bring the complaint to a panel of governors who will consider the matter. It is the school's policy to work closely with parents and we would wish to know of any concerns at an early stage so that they can be resolved quickly in partnership with parents.