

**Broadfield Specialist School**  
**Secondary GLD**



**Policy for Special Educational Needs and Disability (SEND)**

**In line with 'SEND code of practice: 0 to 25' document September 2014. Children & Families Act 2014**

**Part 1:**

**Information about the school's Special Educational Provision**

Broadfield Specialist School is a Secondary Special School with Specialist status for SEN - Cognition and Learning. We have extensive provision for students with Special Educational Needs and Disability (SEND) aged 11-19 years. Broadfield Specialist School meets the needs of students with Generic Learning Difficulties (GLD). This policy is committed to the aims of the school.

All students enter Broadfield Specialist School with a Statement of SEN or an Education Health Care Plan (EHCP), after they and their parents have visited the school at the recommendation of the Area SEND Officer/s, and have requested a place. All students have access to the New National Curriculum 2014 with no disapplications.

We are committed to meeting the individual needs of all our students through detailed 'provision mapping' which identifies and assesses the:

- Additional and different needs of individual students
- Specialist interventions or provision needed

Broadfield Specialist School consists of a main building for Key Stage 3 students (aged 11-14) and Key Stage 4 students (aged 14-16), and a College building for Key Stage 5 students (aged 16-19). These are single story buildings with shared access to specialist Computing/ICT, Food Technology, Art, Drama, Music, and Independent Living facilities. There are extensive school grounds. This school has full accessibility to all students. Broadfield Specialist School is committed to working across education, health, adult services & transitions for joint outcomes within the Education, Health Care Plan (EHCP).

Our LOCAL OFFER is available on our website.

**Part 2:**

**Identification , Assessment and Provision**

Within Broadfield Specialist School we have a Senior Leadership Team (SLT) who share responsibility for SEND. It is the role of the SLT to meet the following objectives:

- Develop a SIP and 3 year plans to ensure high standards of SEN provision within school
- Assess all documentation to facilitate needs within current provision
- Facilitate the *Individual Learning Plan* and *Individual Learning Journey* for all students
- Monitor & update EHCPs for all students within school

- Carry out observation and monitoring & evaluation with a variety of focus on SEN of students ie: Personalised Learning Programmes, the use of a raft of specialist approaches to ensure provision meets the needs
- Create detailed provision maps which identify all SEN of all students in school and also any need which is 'additional & different' by way of resources, specialisms, equipment, individual support including those young people with life limiting conditions and young people who may need *Medical Care Plans* (see policy for supporting students with medical needs)
- Have oversight of all Annual Review documentation in all key stages
- Action any requirements and liaise with any Specialist Interventions from EP, Specialist teachers for HI, VI, Counsellor, School nurse, CAMHS/ ELCAS, CSC, etc. for all students
- Develop any documentation to facilitate effective student participation
- Ensure that working documentation / ILPs / Curriculum Assessments are monitored and evaluated to ensure a high quality provision and individual progression
- Audit students for specialist support/ advice/ interventions annually and through: Annual Review, teacher request, observation outcomes, parental request, and liaison with paraprofessionals
- Ensure that teachers (the named person) carry out initial assessment in order to facilitate access at the appropriate level, sharing any medical or educational needs as necessary
- Ensure that accessibility of our school is audited along with a request for a place within the school and appropriate arrangements are made
- Ensure that the environment is suitable for individual learning needs through 'environmental audit'

### **Part 3:**

#### **Partnership within and beyond the school**

An annual programme of Inset is delivered or facilitated on current initiatives within SEND practice in school and through county and out of county training courses.

SEND policy and provision is monitored within Broadfield Specialist School by a designated SEND Governor who feeds back termly to the whole Governing Body.

Para-professionals linked to education and who support and work closely with our students are:

- Area SENDO
- Counsellor
- Specialist Teachers for students who are visually impaired / hearing impaired
- Educational Psychologist
- LA Advisor
- CSA attendance team
- Careers advisors

- Transitions & Adult Services
- School Nurse
- Speech & Language Therapist
- School Dentist
- Community Police Officer
- Staff Grade Community Doctor / Community Paediatrician
- Clinical Psychologists / Learning Disability Team
- CAMHS / ELCAS
- Occupational therapists
- Physiotherapists
- Bi-lingual Assistant
- YOT Team

### **Links with other schools, colleges and training providers:**

- As part of our 'Reaching Out' School to School support service for SEND we regularly support students with SEND in mainstream schools within our local area
- We have also developed inclusion links with a number of local mainstream schools for our students to attend lessons alongside mainstream peers
- Students in Broadfield Specialist School have a mainstream opportunity if their personalised learning needs identify that this is appropriate
- Students within key stage 4 and 5 have a college link and opportunities within local colleges
- Students in key stage 4 and 5 have extended work experience opportunities
- Some students, when appropriate, can begin 'exit plans' and return to mainstream schools

### **Partnerships with parents:**

We have a Parental liaison Co-ordinator who undertakes an annual School Improvement Plan and our Parents are encouraged to involve themselves with their child's education in a number of ways:

- Attendance at Annual Reviews
- Attendance at Parents Evening and/or Student Achievement Days
- Attendance at training and information workshops for parents
- Invited to Parents Group with Parent Liaison Officer
- Encouraged to liaise regularly with classteachers, SLT, Headteacher
- Invited to join 'Friends of Broadfield'
- Invited to social events termly
- Working through Family Support to improve aspects of family living
- Home School Agreement

### **Partnership with students:**

- All students contribute to their Annual Review by way of a differentiated student participation activity prior to their meeting
- All students are invited to attend all or part of their Annual Review
- All students have the opportunity to be nominated and voted on to the School's Council
- Students are all accepted with their learning difficulties without discrimination
- Students are encouraged to attend links with mainstream schools or to return to mainstream, if appropriate
- Students have opportunities for participation in development of ILPs, audits of need, all about me books, communication passports, learning journey documents, transition plans, progress files

- School will support young people in determining ‘mental capacity’ for important decisions in their lives
- The Attendance Manager supports good attendance through Return to School interviews
- Students meet with careers advisors and are involved in destinations and ‘next steps’ planning

### **Evaluation of the success of this policy:**

This policy is reviewed annually as part of a rolling programme, by the SLT and School Governors. The success of this policy will be measured against the objectives stated in part 2.

### **Complaints procedure:**

In accordance with the 1988 Education Act, complaints about the curriculum and related matters may be made in the first instance to the Headteacher. Full details of the complaints procedure are available from the school on request. All concerns will be dealt with sensitively with the best interest of the students at the centre of our work.

<b><i>Amended by:</i></b>	<b><i>Date:</i></b>	<b><i>Approved by:</i></b>	<b><i>Date:</i></b>
		Governors	06.11.95
A Banner	11.03.05		
		SMT	16.03.05
SEN Adviser D Parks + AB	28.06.05		
SMT	12.10.05	SMT	12.10.05
		Governors	08.11.05
Angela Banner	05.02.08	Staff	04.02.08
		Curric & Policy	21.04.08
Carly Crawshaw	25.01.11		
		SLT	09.02.11
		Staff	14.02.11
		Governors	
AB / AW	01.10.14	SLT	01.10.14
		Governors	02/02/2015
Carly Crawshaw	19/10/16		
Carly Crawshaw	19.09.17		
		SLT	02.10.17
		Governors	