

BROCKWOOD PARK SCHOOL
 Special Educational Needs (SEN) POLICY

Last Review Date	August 2020
Policy endorsed by	The Trustees & Principal
Policy is maintained by	Specific Educational Needs and Disability Coordinator (SENDCO)
ISI reference	A2
Next review date	August 2021
Review body	SENCO & Principal

Introduction

Brockwood Park fosters an education which encourages academic excellence, self-understanding, creativity and integrity in a safe, non-competitive environment. In many ways, the school's holistic educational approach and individualised educational programme address, as a matter of course, the different specific needs of all students. We are aiming to provide a neurodiverse learning environment. For example;

- Teaching and learning are conducted in small groups wherein the teacher-student ratio allows individualised teaching and instruction.
- The current curriculum provides a diverse and multi-sensory approach that caters for all students' individual learning needs.
- Extensive support for every student's individual needs is also provided by one-to-one support and supervision by the student's academic adviser and teachers.
- All students are given personal time and individual support to reflect on their learning and encouraged to probe into aspects of their learning that they may find challenging.

Taking this as a foundation we then build on this in individual cases to provide more specialised support for students who have been diagnosed with specific educational needs and for students who come with Educational Health Care Plans. This is in collaboration with experts from our own staff or from external practitioners and local authorities, and with direct reference to the DfES SEN code of Practice.

Admissions Policy

Brockwood Park School admits students irrespective of their gender, race, disability or specific educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and the welfare of other students and the school.

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In valuing the Equality Act, the school endeavours to make every reasonable adjustment to accommodate any additional needs of a student.

However, in a situation where the students' needs require accommodation beyond reasonable adjustments and the school felt unable to provide or make available any specialist help required either due to lack of resources or local availability then a student's additional specific needs might inform the decision of whether or not to offer a place to a student.

Roles and Responsibilities

The Principal and the SENDCO work closely to identify and co-ordinate support for students' that need extra intervention. They will also review established policies so that there is development and improvement in the support offered by the school. The SENDCO also co-ordinates any changes with the school community as a whole working closely with all staff. The SENDCO, teachers, tutors and academic advisers are responsible to the Principal for overseeing the arrangements for students requiring additional attention and learning support. It is also the duty of the SENDCO to be informed of the Code of Practice as updated in 2014.

Identification and Assessment

The school aims to identify the additional specific needs (not so identified on admission to the school) for a given student by:

Class teachers	Formative assessment: Observation in class and monitoring of work.
SENDCO	Summative assessment: Analysis of reports from others and care to adhere to policy.
Staff	Day to day contact providing an overview of pupils' academic work and social interaction.
Parents	Provide background information and observations of pupils' learning and behaviour at home. Seek medical and social advice and care for the student.
Students	Self-awareness of needs and aptitudes is encouraged (with support and guidance from Teacher and/or SENDCO). Students observations and experiences are listened to, and solutions come to jointly.
Learning Support Professionals	Assessment, forward planning and implementation to meet needs.

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Independent Education Psychologist	Assessment in the case of emotional/social difficulties.
Appropriate Health Professionals	Medical and health problems are assessed and identified when applicable, including issues with hearing, vision, and other issues. Appropriate health professionals will be involved. (e.g. Doctor, Occupational Therapist, Speech Therapist, Physiotherapist etc.)

Resources and Support for Additional Educational Needs

Pastoral Care:

- Students' additional needs from a pastoral perspective are met by their tutors.
- Each student is assigned a tutor who provides pastoral care. Tutors meet with their tutees on a regular basis to discuss day-to-day issues related to the extra-curricular education, wellbeing and learning of the students.

In class support / Curriculum:

- In the classroom the school encourages teachers to differentiate approaches to meet the specific needs of students.
- Class sizes encourage and allow individualised learning support.
- Outside of the classroom the school also provides highly individualised academic advice and support with each student having an Academic Advisor. The students meet on a weekly basis to discuss day-to-day issues related to the learning taking place for that student.

External Support:

- On the rare occasion that the students' need cannot be met by the Brockwood curriculum and pastoral care, professional support is provided by external SEND specialists who visit and help with study skills as well as life coaching.
- If it is deemed that the child's learning needs are still not being met, external support will be sought from East Hampshire District Council. A Specific Needs Educational Learning Assistant may be deemed appropriate. Other resources may be sought to provide for social and physical as well as learning needs. Reports will be kept in compliance with the EHDC assessment.

Staff Training:

- Appropriate information about and suggestions for the management of students' additional specific needs is disseminated to each subject teacher by the SENDCO to inform their dealings with each student.
- The SENCO attends regular training to help support them in their role.

Reviews of the Students

Continual emphasis on the student's aptitudes and interests will inform the approach and counterbalance the focus on difficulties. Strategies employed to enable students to progress will be recorded in the Individual Learning Plan (ILP). An ILP will focus upon three to four

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individual targets that match the pupil's needs and have been discussed with the student. To support this the SENDCO enacts a review process in the form of a SEND report at the end of Terms 1 and 3 which gathers information about their participation in all aspects of school life. The parents will be part of these discussions or informed of the ILP's targets by the SENDCO. Teachers and the student will also be kept updated and involved with regards to the student's difficulties, approaches and progress.

Access to Full Life of the School

No student is held back from full participation in the school activities because they are recognised as having SEND, but there is also a recognition that at times, provisions need to be made to encourage and help these students to access a full life at the school. These provisions, when necessary, are put in place and supported by all members of staff. These provisions are reviewed by the SENDCO and the Principal, but also by all staff members in staff meetings.

Parents

It is essential that a positive and proactive working relationship exists between the school and the parents of students with SEND. This will be co-ordinated by the SENDCO but also relies on the tutor and the academic advisor to play an active part. Meetings occur when necessary or if this isn't possible phone conversations play an important part in creating strong links with home.

School Trustees

The school Trustees play an active role in ensuring that staff and students are supported in their life at Brockwood. Regular meetings are held to ensure that policies are enacted and up to date.