



Becton School
Together We Can

**SPECIAL EDUCATIONAL NEEDS &
DISABILITY POLICY**

Special Educational Needs & Disability Policy

Section 1

Contextual information about the school's Special Educational Needs and Disability

Provision:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Special educational needs and disability code of practice: 0 to 25 years, January 2015)

Many of our students have a special education need and a proportion EHC plans. All students at The Kenwood Centre have an EHC plan to access the provision. For those at Becton's main site and also Moncrieffe Centre the school will monitor and where necessary attend EHCP reviews. Students that have an EHC plan and are on the roll of Becton School, EHC plans will be reviewed by our school annually. All of students are diagnosed with Autism or as being on the Autism Spectrum at The Kenwood Centre with additional mental health needs. Admission is via an EHCP with additional SEMH needs and under a consultant at either Ryegate or CAMHS.

Becton School is community school with a strong and resourceful centre committed to providing outstanding teaching and learning opportunities for all our students. Students are challenged to achieve their full potential. Teaching is designed to inspire and create activity, curiosity and engagement. We pride ourselves on helping to influence and shape future citizens who can contribute to their own well-being and that of others and who can achieve in their own individual goals and aspirations.

Becton School students are supported and inspired to develop:

- Courage to stand up for what is right.
- Self-esteem to follow their dreams.
- Determination to keep going even when faced with challenges
- Joyfulness to find the good in the world around them
- Open-mindedness to value differences and to explore possibilities.
- Honesty to share their thoughts.
- Friendliness to develop positive relationships.

Staff put no limits on learning and build powerful relationships with all students to foster learning and development.

Becton School is committed to providing a secure, enjoyable and stimulating learning environment which will enable students to realise their potential as individuals in society; providing equal access to a broad and balanced curriculum which;

- meets statutory requirements;
- reflects the cultural diversity of society;
- meets the needs of all students;
- and develops skills for independence and a pathway for an active role in society.

Aims of the SEN policy

- Ensure practice reflects our school mission statement
- Ensure students receive the provision set out in their Education Health and Care Plan.
- To identify the changing needs of students;
- To respond to these changing needs so that students can further develop their potential as individuals.
- To reflect the school's Local Offer which is available at

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/home.page>

Special Educational Needs Co-ordinator

The School's Special Educational Needs Co-ordinator is: Tom Sier and he can be contacted at the school: 0114 3053121 or 2557679,
Email: tom@becton.sheffield.sch.uk

Sarah Robinson, Community Pastoral Lead, also assists with EHC plans and can be contacted on 2582140
Email: sarah@becton.sheffield.sch.uk

Admission Arrangements

There are a number of ways admission to Becton School can occur. Admission to Becton School can either be as 'main' or 'subsidiary'. 'Main' includes those students that are solely the responsibility of Becton School. These students have been identified by the Local Authority and have been granted a place at Becton School either at The Kenwood Centre or 'Missing in Education' at Moncrieffe Centre by the LA.

Students at Becton Centre, Moncrieffe BHOT and the Sheffield Children's Hospital are placed on a subsidiary role. This is when they remain on their mainstream school roll or college whilst they receive medical treatment and education from Becton School.

The Kenwood Centre Admissions

All students at Kenwood need an EHC plan or an initiated EHC plan referral to be admitted on roll at the centre. This will be agreed by the parent carer, student, Local Authority and Headteacher. Currently the centre has 23 placements provided by funding from the LA. These placements are commissioned through the LA and reviewed by the LA regularly. EHC plans will be conducted the SENCo or teaching staff at Kenwood and feedback information will be sent to the SEND dept.

Becton Centre

Students admitted to the Becton Centre are placed on a subsidiary roll. This is when their mainstream school have main responsibility including exam entries, SEND reviews and contact with parent carers. SEND reviews for ECH plans should be conducted by their Mainstream School. Becton School will assist and attend an EHC plan review where possible within our Local Authority. Communication with LA's other than Sheffield LA will be conducted through communication from teaching staff to the student's main school, either by Head's of Year or SENCO. Where possible teaching staff will liaise with SEND team in mainstream school to assist in any information sharing. Becton School will also inform the lodge administration to send review reports to the mainstream school.

Moncrieffe Centre

For many attending the Moncrieffe Centre, students access education through CAMHS tier 3 referrals. They will remain on roll at their mainstream school and be subsidiary on Becton School's roll. This will be marked as D on mainstream register. SEND reviews for ECH plans should be conducted by their Mainstream School. Becton School will assist and attend an EHC plan review where possible within our Local Authority. This will be conducted by Learning Mentor team, SENCo or Head. Where possible, teaching staff will liaise with SEND team in mainstream school for information sharing.

Missing in Education

Placements may be requested by the LA for other students who are not receiving formal education. For students will access either 25 hours provision at the Moncrieffe centre or

a reduced number of contact hours via the outreach team. SEND needs will be met by Becton School.

It is also important to note that students can move from The Kenwood Centre or Moncrieffe Centre (On Becton Roll) if their academic, social and emotional progress is such that school staff, parent carers and the Educational Psychologist agree in their judgement that this would benefit the student. Reports and views are collected to present to the local authority SEND department. School and the prospective receiving school liaise closely to co-ordinate the transition of the students to the receiving school.

Children with Medical Needs

The school fully supports students who have medical conditions in addition to their SEND, ensuring they have full access to the curriculum. In order to ensure these students can participate fully in educational visits and lessons that use community facilities a number of Teaching Assistants have undertaken additional training outside of school. When a student has complex medical needs and has to remain on rest, the school will communicate with the medical staff how education can be incorporated into daily routines. This applies at the Sheffield Children's Hospital and The Becton Centre.

Professional Support Staff

Becton School works closely with occupational therapy and speech and language therapy. We work closely with a variety of medical professionals at Sheffield Children's Hospital, the Becton Centre and Ryegate Children's Centre. We support EHC plans with information and reports sent to us from these services.

Multi-Disciplinary Work

Teaching and Support teams at Becton School work closely with medical staff including doctors, nurses and therapists. This work includes meeting regularly with the MDT to discuss progress and areas for development where student's health needs impact on their education. Staff are expected to put together reports and attend review meetings where practical. All staff should regularly attend the 9am hand overs at Becton Centre and at The Sheffield Children's Hospital.

Section 2

Identification, Assessment and Provision

Kenwood Centre

Students will enter the school with an EHC Plan. The local authority SEND department meets to agree the appropriate school placement. The parent carers will already have had an opportunity to look round school and to talk with the Headteacher and any other professionals they feel will help them gain an informed opinion about appropriate school provision for their son/daughter.

Following a period of assessment within school, usually half a term, Individual Education priorities (IEPs) are written. The EHC Plan and assessments the class teacher will identify will be used to priorities areas of development for the student. To allow small steps in progress to be recorded Kenwood Centre uses B Squared software and an in-house Generic Skills framework.

Moncrieffe Centre

Following a period of assessment within centre, usually half a term, Individual Learning priorities (ILPs) are written or discussed. Using teacher lead assessments and parent carer reviews targets are set to work towards during the next academic block of time.

Transition Pathways from The Kenwood Centre

The school begins to plan for a student leaving Becton School in year 9. The majority of students go onto into further education. These include Sheffield Colleges, our sixth form or private providers. From year 9 Sheffield Futures (independent careers advisors) work with students and their families, offering support and guidance on options available on leaving school.

Reviewing Progress

The use of assessment materials enables teachers to plan appropriate individual targets which are appropriate to the student's individual needs. Each student has a number of targets which form their individual learning priorities. For most students these will focus on the core subjects of English, Mathematics and Personal, Social, Health and Citizenship Education.

Work towards these targets will be reviewed every term.

The information gathered from IEP's will go towards:

- Reviewing and qualifying student progress (evidence). Evaluating delivery of objectives to student.
- Form the basis of learning for the individual student.
- Helping inform parents of progress.
- Forming the basis of the Annual Review.
- End of year assessments.
- Inform the planning

Annual Reviews

EHC Plans must be reviewed annually by the local authority and/or school. Currently reviews for students on the roll of Becton School are organised and take place in the school. The class teacher, parent carers and other professionals discuss progress, identify resources which may be required and set targets for the forthcoming twelve months.

Parent carers are encouraged to attend Annual Review Meeting. The parent carers and students are the focus of these meetings and professionals work around the needs of the student. These comments will then form an important part of the Review meeting by giving their views on their child's progress and the areas of development they feel are a priority for their child over the next year.

The Curriculum

The curriculum across all sites is based around the core subjects. These include English, maths and science. Within the curriculum P.E, Health, Food, Art, computing SMSC, British values, PSHE and cultural learning will be included.

Accreditation

Where possible student attainment is recognised through nationally recognised accreditation schemes e.g. A levels, GCSEs, ASDAN, Entry Level Awards and Arts Award.

Preparing for Life in Modern Britain

At Becton School we actively promote the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This is done through our spiritual, moral, social and cultural (SMSC) education which permeates throughout our curriculum and school experience, supporting the development of the whole child. Staff work closely with parents carers and other professionals to ensure that the student at Becton are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

Section 3

School Staffing and Partnership with Bodies beyond the School

The Governing Body delegates to the headteachers responsibility for all the organisation, delivery and review of in-service training for staff. The headteachers, in consultation with school colleagues and Governors, works within the School Development Plan to prioritise in-service training to reflect the current and future needs of staff and school targets. A high priority is given to in-service training linked to annual staff appraisals, evaluation of courses, and time for staff to feedback a course attended (and action followed up where appropriate).

The School liaises with a range of outside agencies, including CAMHS, NHS professionals and social care, educational psychology service, Sheffield Futures.

Parents play an important part in our on-going understanding and development of students. Parents are annually consulted through the Annual Review and parent carer evenings. Parent carers are encouraged to fill in a written response sheet to the student report. They are also consulted informally through questionnaires and regular workshops.

Evaluating the Success of the Special Educational Needs Policy

The school's SEND provision will be evaluated as part of the annual whole-school self-evaluation process to ensure that:

- Admissions procedures are followed consistently
- Transitions from other educational meet the highest standards in supporting every student to feel secure
- The curriculum is broad, balanced and relevant for every student
- Assessment data is used successfully to guide teaching and learning and enhance all students' achievements
- We continue to develop new ways to engage our most vulnerable students
- We continue to enhance our work with parent carers for the good of our students

Equal Opportunities

All students have equal access to a curriculum that is broad, balanced and relevant to their individual needs.

Review of Policy

The policy will be reviewed annually. Copies are available on request from school.

Tom Sier, SENCO, July 2017