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## 1.0 INTRODUCTION

*“A good teacher needs to tailor his/her teaching method to the child. To be successful, the teacher has to be gently insistent. A good teacher knows how hard to push. To be successful, the teacher has to intrude into the autistic child's world.”*

Temple Grandin, 1998

Options Barton values the abilities and achievements of all its students and is committed to providing, for each student, the best possible environment for learning. All students at Options Barton have Autism and complex needs and therefore all our students have an Education Health & Care plan and are subject to the provisions of this policy.

**Implementation:** It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

**Compliance:** This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.

## 2.0 DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have learning difficulties if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Special education provision means: educational provision which is additional to, or different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area. All of our students attend Options Barton because it has been identified that their needs cannot be met within their Local Authority provision

### **3.0 THE SEND AIMS OF THE SCHOOL**

- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure that all students have access and participate as much as possible in all school activities
- To ensure that parents and carers of students are kept fully informed of their child's progress and attainment to ensure that students are involved, where practicable, in decisions affecting their future SEND provision

Whilst many factors contribute to the range of difficulties experienced by our students, we believe that much can be done to overcome them or lessen their impact, by parents, teachers and students working together to achieve each young person's set outcomes.

### **4.0 ROLES & RESPONSIBILITIES**

- Provision for the students is a matter- -for the school as a whole. The Head teacher and all other members of staff have important day to day responsibilities.
- The Head teacher, supported by the Assistant head teachers have responsibility for the day to day management of all aspects of the school's work.
- All education staff are involved in the development of the school's policy and are aware of the school's procedures for making SEND provision, and monitoring and reviewing that provision in line with the set guidance in the Code of Practice.

### **5.0 SCHOOL ADMISSIONS & INCLUSION**

Options Barton is set up to meet the specific needs of learners with Autism and complex needs. Options Barton believes that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the revised SEND Code of Practice 2015, in that all schools should admit students with already identified special educational needs. Please refer to our Admissions Policy and Procedures for more information

### **6.0 PARTNERSHIP WITH PARENTS**

Options Barton firmly believes that partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, Local Authorities and any other external agencies. This is important in enabling our students to achieve their potential.

Parents should be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education and supporting them to achieve their outcomes identified in their EHCP.
- have knowledge of their child's entitlement within the SEND framework
- have access to information, advice and support during assessment and any related decision-making
- make their views known about how their child is educated.
- understand the processes about special education provision

When students are “looked after” by the local authorities, every effort is made to ensure that parents are encouraged to continue to play an active role in their children’s education where appropriate.

## 7.0 STUDENT PARTICIPATION

Where possible, students at Options Barton participate in all the decision-making processes that occur in education, including the setting of learning outcomes and contributing to the annual review and transition processes. Some students at Options Barton might have severe communication difficulties, therefore, ascertaining their views may not always be easy, but the principle of seeking and taking into account the ascertainable views of the young person is important.

## 8.0 PROVISION AND ASSESSMENT

Provision for students with SEND is a matter for the school as a whole.

We have segmented our curriculum into pathways to encompass the learning journeys for all of our students and how we teach them. In order to ensure that the young people are accessing the pathway which is appropriate to their needs we assess them informally around the time of referral, by speaking to previous placements, making visits to the young person, and reviewing the EHCP. Alongside this, we would discuss their needs with parents/carers to gauge an overview of how they would be best placed within the school.

Pathway	Learning Style	Curriculum	Assessment	PLIs
Orchard	Formal	NC/EHCP	NC/Accreditation	Yes
Woodland	Semi-Formal	EHCP/NC	NC/MAPP/Accreditation	Yes
Meadow	Pre-Formal	EHCP/learning passports	MAPP/Engagement Model/skills development (passports)	Yes

Key: MAPP Mapping and Assessing Personal Progress. This uses a continuum of Skill Development (published by Equals)

PLI Personal Learning Intention

Students’ personal progress is assessed against long term outcomes in their EHCP and against short term targets which aim to help them work towards these outcomes. These are outlined in the Individual Education Plan(IEP) for Each student.

## 9.0 ANNUAL REVIEW

Education Health and Care Plans are reviewed at least annually. Annual reviews focus on what the student has achieved, what the next steps are for the pupil, reviewing the strengths and needs of the pupil and addressing any areas of difficulties that need to be resolved.

The Annual Review should:

- Assess the child's progress towards meeting the outcomes as specified in their EHCP and set new outcomes
- Review special educational provision made for the student.
- Review current levels of attainment in all subject areas
- Consider the continuing appropriateness of the EHCP content

The Special Educational Needs Coordinator (SENCO) initiates the review process, sets a date and invites attendees. The SENCO can delegate to a qualified teacher at the school any or all of the duties and functions given to them in the regulations.

In preparing for the review meeting, the SENCO will request written advice from:

- Students' Parents
- Clinical involvement
- Anyone specified by the authorities
- Anyone else the SENCO considers appropriate

The SENCO will circulate a copy of all advice received to all those invited to the review meeting at least two weeks before the date of the meeting, inviting additional comments, including comments from those unable to attend the review meeting.

The review report is prepared by the class teacher. The clinical team will also write a contribution for each annual review and where necessary written advice will be prepared by the Clinical Lead at Options Barton.

The Annual Review meeting is chaired by the Special Education Needs Coordinator.

The Special Educational Needs Coordinator provides the Local Authority with a report following each Annual Review meeting within 14 days of the meeting being held. The report summarises the outcome of the review meeting, setting out the SENCO's assessment of the main issues discussed at the meeting, the recommendations about educational targets for the coming year and any other steps that ought to be taken.

### Annual Review in Years 9-14

Careers advice and guidance is offered to all students in Year 9 and all following years until they leave Options Barton School. The purpose of this service is to support and educate the student- of the options available to them post education, such as progressing into the further education sector, work-based training or employment. Each pupil is given an opportunity to express their views and aspirations and is supported to understand what next steps are required to achieve these goals.

A transition plan is compiled and incorporates the views of the pupil and their parent/carer. The plan is attached to the annual review document and is subsequently reviewed in the annual review meeting. This document is used by all professionals involved to inform the pupil's next set of outcomes and to support them to achieve their aspirations.

## 10.0 LINKS WITH EXTERNAL AGENCIES

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for our students. We welcome multi agency meetings to ensure that the pupil is receiving the maximum support available.

Important links are in place with the following organisations: Local Authorities Specialist services, Children and Adolescent Mental Health service, Social Services.

<b>Document Type</b>	Policy	<b>Version Number</b>	1.2
<b>Policy Owner</b>	Headteacher	<b>Last Review Date</b>	October 2023
<b>Date First Issued</b>	June 2018	<b>Next Review Date</b>	At least annually