

BETHLEM & MAUDSLEY HOSPITAL SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Our approach to teaching learners with Special Educational Needs

The Bethlem & Maudsley Hospital School is committed to providing an appropriate and high quality education to all the learners who are patients of the Bethlem and Maudsley Hospital. We believe that all learners, including those identified with special educational needs and disability, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and to be fully included in all aspects of school life.

We believe that all learners should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all learners can flourish and feel safe.

The Bethlem & Maudsley Hospital School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will personalise the curriculum in ways that take account of their varied life experiences and changing needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, sex, race, disability, religion or belief, gender reassignment, sexual orientation or background. We pay particular attention to the provision for and the achievement of different groups of learners.

We meet the needs of young people who are experiencing barriers to their learning that may include:

- sensory or physical needs
- learning difficulties
- challenges in communication and getting on with others
- mental health
- disability

For some, this may involve changes to how and where they are taught.

We are especially effective at helping young people with SEND return to education training or employment. We recognise that learners progress at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many learners, at some time in their school career, may experience difficulties that affect their learning and we recognise that these may be long or short term.

At the Bethlem & Maudsley Hospital School we aim to identify these needs as they arise and provide teaching and learning contexts that enable every learner to achieve to his or her full potential.

The Bethlem & Maudsley Hospital School sees the inclusion of learners identified as having special educational needs as an equal opportunities issue; we will also aim to model inclusion in our staffing policies, relationships and with parents/carers.

Objectives

1. To ensure the SEND, Equality Act 2010 and the 2014 SEND Code of Practice and guidance are implemented effectively across the school
2. To eliminate prejudice and discrimination against learners with special educational needs
3. To continually monitor the progress of all learners, to identify needs as they arise and to provide support as early as possible
4. To provide access to the curriculum through differentiation by teachers and support staff as appropriate
5. To ensure that learners with SEND are perceived positively by all members of the school community
6. To ensure that we are able to meet the needs of as wide a range as possible of learners who come to the hospital
7. To involve parents/carers in plans to meet their child's additional needs
8. To involve the learners themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEND provision

1. Targets arising from IEP meetings and reviews will be used to inform approaches to

inclusion, e.g. differentiation, varied teaching styles, use of technology, etc.

2. The headteacher and senior leadership team will monitor the quality and effectiveness of provision for learners with SEND through classroom observation
3. Teachers primarily deliver SEND support through differentiated teaching methods. teaching assistants and higher level teaching assistants provide additional support throughout the school
4. Teaching assistants, higher level teaching assistants, key teachers, and the headteacher will liaise with outside agencies.

Identification and assessment arrangements, monitoring and review procedures

The school carries out baseline assessments on admission and uses this to inform targets for learning and reintegration. These are regularly reviewed and updated.

The school's system for regularly observing, assessing and recording the needs of all learners is used to identify those who may have additional needs. Methods include:

The school's arrangements for SEND and inclusion in-service training

- In-house additional SEND training is provided through staff meetings, training days (both within school and from external providers) and by the deputy and the assistant headteachers or by the headteacher.
- All staff have access to professional development opportunities (reviewed through the school's Appraisal process) and are encouraged to apply for additional SEND training where a need is identified.

Arrangements for partnership with parents/carers

- Staff and parents/carers work together to support learners identified as having additional needs.
- At the hospital's 'Care Plan Approach' meetings with parents/carers we try to always make sure that the learner's strengths as well as needs are discussed.
- Parents/carers are able to make other appointments to meet school staff and their child's key teacher when required.

Links with other schools/transfer arrangements

- The learner is likely to remain at our school for a relatively short time; we aim to liaise

with the home school/college to minimise disrupted education, and to maximise the success of reintegration where suitable.

- At times, we will work with the hospital and home school/college to develop a transition plan that allows the learner to be reintroduced at a rate that they can manage.
- For those young people preparing for adulthood the school provides support and guidance in helping them access higher education employment or training.

Links with Health and Social Services

- The school consults the hospital and social services professionals daily and attends regular meetings to consider the learner's educational as well as emotional, social and medical needs.

Inclusion principles

- Staff at the Bethlem & Maudsley Hospital School value learners of different abilities and support inclusion.
- Within the school, staff and learners will be constantly involved in the best ways to support all learners' needs within the school.

Access to the environment

The Bethlem & Maudsley Hospital School is a split-site school that serves the needs of learners up to age 19 years who are hospital patients. We continually review our provision in relation to changing pupil needs.

Arrangements for providing access to learning and the curriculum

Differentiation and personalisation takes a variety of forms within teacher planning. Learning objectives are always made explicit and then activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Disability equality and trips or out of school activities

The Bethlem & Maudsley Hospital School tries to make all trips inclusive by planning in advance and using accessible places. However, there are times when, following the daily risk assessment, it is necessary to modify plans or for a learner to provide an alternative activity due to their changing needs.

SEND and the Governing Body

The governing body of a school is responsible and accountable, through the headteacher, for the overall arrangements for SEND and, in particular, for ensuring that the school has regard to the SEND Code of Practice. Most duties are delegated to the headteacher. In doing so, governing bodies need to:

- Ensure that the necessary arrangements are made for children identified as having SEND
- Ensure that where a pupil has SEND the needs are made known to those who work with the child and that appropriate provision is made.
- Ensure that staff in the school are aware of the important identification and provision for SEND
- Consult Children's Services and other agencies as appropriate.
- Ensure that children with SEND are as fully included in all activities as possible.
- Report to parents/carers on the implementation of the school's SEND policy having regard to the SEND Code of Practice in all dealings with their child.
- Ensure that parents/carers are informed whenever SEND provision is being made for their child and updating them regularly with their child's progress
- Ensure that the delegated resources available for the school for SEND are allocated equitably, efficiently and in response to identified need.

The deputy headteacher and assistant headteachers are responsible for coordinating the school's day-to-day provision in liaison with the headteacher who is also the Special Educational Needs Co-ordinator. The governor with responsibility for SEND is Mike Saxton.

The headteacher will prepare the annual report on the policy to the governing body as part of the Autumn Progress Report

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