



PEBBLE BROOK SCHOOL

SEN POLICY

Signed
Chairman of Governors

Ratified by the Governing Body on: 6 February 2017

Review due: February 2019

SEN Policy

Pebble Brook School is committed to:

- providing a secure, enjoyable and stimulating learning environment which will enable pupils to realise their potential as individuals in society;
- providing equal access to a broad and balanced curriculum which:

(a) meets statutory requirements;

(b) reflects the cultural diversity of society;

(c) meets the needs of all pupils;

(d) develops skills for independence and a pathway for an active role in society

- maintaining close contact with the home, making parents welcome in the school and enabling them to play a full part in the education of their children.

Aims of the SEN policy

- that practice reflects our school mission statements;
- that pupils receive the provision set out in their Statement of Educational Need and their Education Health and Care Plan;
- to identify the changing needs of pupils;
- to respond to these changing needs so that pupils can further develop their potential as individuals.

Objectives

These aims will be achieved by:

- providing all staff with up to date and relevant information on the needs of pupils;
- providing staff with regular opportunities to discuss pupils needs;
- providing staff with regular professional development opportunities to expand their SEN Pedagogy;
- providing a structure within which information on pupils can be collected, provided and processed systematically;
- acting promptly on decisions made.

The Annual Review Procedure

A date is set at the beginning of the school year for the Annual Reviews to be held. The LA is informed of this Annual Review Schedule with an open invitation to attend all review meetings.

The reviews are held as follows:

Year 10, 11, 12, 14

Spring Term

Year 7, 8, 9, 13

Summer Term

Informing parents and other professionals

Three weeks before the set date for the annual review a letter is sent out to invite parents and any professionals involved with the pupil to the meeting. Follow up phone calls are made where appropriate.

Gathering information

The following information is collated for the review:

- the latest end of year school report;
- the latest individual learning plan or learning journey that details intervention support and pupil progress;
- recent Assessment Summary;
- record of attendance;
- speech and language assessment if the pupil has complex language difficulties;
- speech and language report if the pupil receives SLT;
- EP report if needed;
- physiotherapy report if needed;
- occupational therapy if needed;
- psychotherapy/ drama therapy report if needed;
- medical reports;
- other relevant reports or information.

Attendance at the review

Parents, carers and all professionals who are currently involved with the pupil receive an invitation to attend the review. If professionals cannot attend they will be asked to submit the written report in advance of the review. Professionals involved may include:

- counsellor
- physiotherapist
- occupational therapist
- speech and language therapist
- social worker
- children with disabilities worker
- psychiatrist
- educational psychologist
- health visitor or other health practitioner
- Connexions adviser (at years 9, 10 & 11 reviews)

If the parents cannot attend the review on the date or time offered, every attempt will be made to agree a mutually convenient time and date. If parents are unable to attend, then issues that need to be raised will be discussed on the telephone. Every effort will be made to enable parents to attend the annual review.

The Role of the Educational Psychologist

The EP is not involved in reviews at Pebble Brook but may be involved in an assessment of a pupil if there is a specific need or request.

Co-ordination of the reviews

- the Headteacher co-ordinates the review process, with the support of the school Admin team. He, or a senior practitioner with direct oversight for the child, will chair the meeting;
- at the end of a set of reviews the papers are duplicated and sent to the LA;
- the decision to amend the Statement/EHCP or funding banding allocation is made by the LA although the school will make recommendations based on the evidence gathered in school;
- when the LA has received the review papers and no changes are needed, the LA then informs the school in writing and the pupil review papers are placed in the pupil file;
- when changes are made to the Statement/EHCP, the LA informs the school in writing and the amended Statement/EHCP then follows; this is then placed in the pupil file.

Partnership with outside agencies

- The co-ordination of work with agencies takes place through the Family Services department, the Behaviour Support department and School Leadership. All case notes and discussions are minuted and placed on file and actions are recorded;
- Identification and assessment of pupils' needs;
- the Headteacher and School Leadership will liaise with Bucks SEN to facilitate this input;
- weekly staff meetings review 'pupil issues' and behaviour plans for relevant pupils; pupils who are identified as needing specialist provision will be referred to the relevant agency by the Headteacher;
- A transparent referral system will ensure that staff and home concerns are analysed by relevant specialists and if they meet established thresholds, will result in additional support and monitoring and intervention when needed.

Speech and Language Therapy

Speech and Language Therapy is delivered on an individual basis, in small groups or through class support (specialist, targeted or universal). Therapy is delivered by Symbol, who provide our SALT, or by a trained therapy assistant following a programme planned, modelled and evaluated by a qualified therapist. Pupils included in the caseload are assessed on entry and for the annual review in Key stage 3 and 4.

Additional Therapeutic Provision

Pebble Brook School is committed to supporting the holistic development of its pupils. We currently purchase external Occupational Therapy for this reason. We also purchase external counselling services where appropriate.

Pebble Brook School has a dedicated Behaviour Support service led by a trained mental health nurse. This work is of a therapeutic nature and designed to support pupils with a range of behaviours.

SEN Pedagogy and Support Strategies

Pebble Brook School is committed to equipping staff with teaching and learning pedagogy to promote outstanding SEN provision. Staff receive regular professional development opportunities through individual, department, and whole staff training. The school SEN Database holds strategies and reports for each individual pupil centrally. This promotes consistency in provision.

The Transition Process

Pathways for pupils will change as pupils make progress and grow and develop. The approach to pathways is flexible and is determined by all the factors affecting the child at the time. Decisions are made through consultation in school with teachers and specialists and parents, and at Annual Review. Transition out of school will normally take place at the end of year 14 or when the pupil has secured an apprenticeship or further education placement.

Transition into the school is carried out on a personalised basis in consultation with previous placement and family.