



NEWBRIDGE SCHOOL

AND SPECIAL EDUCATIONAL NEEDS SERVICES

Newbridge School	
Policy title	SPECIAL EDUCATIONAL NEEDS (SEN) POLICY
Agreed by Governing Body on (date)	
Signed by (Chair of Governors)	
Date reviewed	September 2012
To be reviewed date	

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

1.0 INTRODUCTION

Newbridge School came into being on September 1st 2005 as a result of the amalgamation of two special schools in Redbridge (Hyleford School and Ethel Davis School). It is a day school, which caters for up to 138 children and young people between the ages of two, and nineteen years who have a learning difficulty (ranging from moderate to profound) and additional special educational needs which will include:

- Physical disabilities
- Sensory impairments
- Autism spectrum disorders
- Challenging behaviour
- Medical needs

1.1 Campuses

There are 2 campuses approximately ½ mile apart.

Gresham Drive Campus caters for pupils between the ages of two and 14 years and Barley Lane Campus for those between 14 and 19 years of age. However, there are some key stage 3 students still at Barley Lane.

2.0 AIMS AND OBJECTIVES

All of the work of the school is focussed on meeting the needs of pupils with special educational needs and the objective of the Special Educational Needs policy is to ensure that the curriculum aims agreed by the governors are met. The aims are to ensure all pupils have access to all aspects of the curriculum regardless of gender, disability, race, religion or culture. We aim to help each child and young person develop his or her ability to the full by:

- Teaching communication skills that will enable them to understand the language around them and express their needs, feelings and attitudes



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- Teaching practical skills to enable them to care for their personal needs and become as independent as possible
- Teaching appropriate behaviour so they can participate in a wide range of situations
- Teaching them to develop functional use of their senses and physical abilities.
- Providing opportunities and experiences to help them develop leisure skills participate in the life of the local community and prepare for life after school.

3.0 FACILITIES FOR PUPILS AT SCHOOL

Both campuses of Newbridge School have extensive facilities and resources, which facilitate access to learning for all pupils. These include:

- Sensory Room
- Soft Play Room
- Swimming Pool
- Library Areas
- Areas for teaching art, design technology and food technology
- A wide range of computer equipment including interactive whiteboards, floor projection systems digital cameras and a range of software suitable for pupils with special educational needs
- School minibuses for community based learning activities
- Fully accessible buildings and adapted facilities such as toilet areas.
- Outdoor play areas
- A staff team with qualifications and experience in work with pupils who have a wide range of special educational needs.

4.0 ASSESSMENT AND PROVISION FOR ALL PUPILS WITH SEN

4.1 Allocating resources amongst pupils

The Children's Services Authority delegates funds to the Governing Body for staff in line with the CSA Funding Formula for Special Schools. Additional resources may be made available to individual pupils. These resources may be in the form of additional classroom staffing, specific additional professional support or special equipment to enable the pupil to better access the curriculum.

National Curriculum and other school curriculum subjects are allocated an annual budget. It is the responsibility of the subject co-ordinator to manage, monitor and evaluate the effectiveness of spending plans. Subjects, which appear as priorities on the school development plan in any year receive an enhanced budget.

Each class teacher receives a small annual budget for classroom resources.

4.2 Identification and assessment of pupil need



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Children come into the school with a Statement of SEN following a statutory assessment. On occasions a pupil may be offered an assessment placement pending statutory assessment. School based assessment is an ongoing process undertaken by teachers in a variety of ways. These include Baseline Assessment, use of level indicators, teacher observation and the use of diagnostic tests.

Every pupil with a statement has an annual review, which is arranged in the term of the child's birthday (one term before in the year of the pupil's eleventh birthday) all those involved in the education of the pupil are invited to submit a report prior to the meeting and to attend the meeting. Reports are circulated in advance. The aim of the annual review is to:

- Assess the pupil's progress towards meeting learning objectives outlined in the statement and learning targets previously agreed
- Review the special educational provision made for the pupil including the appropriateness of any special equipment and staffing arrangements
- Consider the continuing appropriateness of the statement in the light of progress or the emergence of new needs
- Discuss and agree new targets

The annual review in the term of the pupil's 14th birthday and all subsequent meetings includes a Transition Plan which draws together information from a range of individuals within and beyond the school to plan coherently for the young person's transition to adult life.

Pupils are encouraged to be active in the annual review process. When appropriate they may submit a written comment, which is circulated with other reports or attend the review meeting.

5.0 ARRANGEMENTS FOR PROVIDING ACCESS FOR ALL PUPILS TO A BALANCED AND BROADLY BASED CURRICULUM INCLUDING THE NATIONAL CURRICULUM

The curriculum is broad, balanced, rich and varied and includes the National Curriculum programmes of study, which are modified to meet individual needs. The curriculum addresses the needs of the 'whole person' and focuses on the individual needs of each pupil. Realistic and achievable educational targets are set in partnership with parents/carers and others who work to support the pupil. The school offers a broad and balanced curriculum to all of its' pupils. Areas of work to be covered are planned from the school schemes of work or teaching modules.

6.0 SCHOOL ORGANISATION

6.1 Leadership Team

- Headteacher
- Head of Education (Gresham Drive)
- Deputy Head of Education (Gresham Drive)
- Head of Education (Barley Lane)



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- Deputy Head of Education (Barley Lane)
- Business Manager

6.2 Gresham Drive Campus

Gresham Drive Campus has 2 departments:-

- Primary Department – for pupils between the ages of 3 and 11 years
- Secondary Department – for pupils between the ages of 11 and 14 years

Each department is lead by a Team Leader and classes are staffed with a teacher and up to 3 support staff. In each department there are special classes providing for providing for pupils with severe learning difficulties and autism.

6.3 Barley Lane Campus

Barley Lane Campus has 2 departments:-

- Key stage 3 department
- 14-19 department for students between the ages of 14 and 19 years

Pupils are placed in classes according to their age and classes are staffed with a teacher and up to 3 support staff. On occasions pupils may be placed into different teaching groups, which are linked to ability or need.

7.0 CRITERIA FOR EVALUATION THE SUCCESS OF THE SEN POLICY

The objectives set out at the beginning of this policy provide the foundation for the evaluation of its success. The following strategies are used to ensure the policy is successful:

- Monitoring of pupil progress through achievement of learning targets set out in the pupils Individual Education Plans
- Monitoring of curriculum coverage to ensure that all pupils receive a broad and balanced curriculum
- Reviewing the progress of the school improvement plan
- Setting school improvement targets using the QCA performance Indicators – ‘P Scales’
- Visits to school by members of the governing body

8.0 ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT THE PROVISION MADE AT SCHOOL

Concerns or complaints should initially discuss these with the class teacher. If necessary the matter will be referred to a senior member of staff and a meeting may be arranged. If a resolution to the problem cannot be found then the next stage is to make a formal complaint to the Governing Body. Details of how to do this are contained in the Complaints Policy, which is available from the school.

9.0 SCHOOL’S STAFFING POLICY AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL

The school runs a comprehensive programme of staff development which includes training sessions and meetings held before or after school session times and five annual training days designated by



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the governing body. This programme is evaluated on an annual basis. There are also funds available to send staff on courses provided by other agencies, including those which lead to an accredited qualification in special educational needs.

Members of the governing body are also invited to attend selected school based training sessions and have the opportunity to attend governor-training sessions on SEN organised by the CSA or other agencies.

10.0 USE MADE OF TEACHERS AND FACILITIES FROM OUTSIDE THE SCHOOL INCLUDING LINKS WITH SUPPORT SERVICES FOR SEN

The school receives support from a wide range of services in meeting the SEN of all our pupils. The following agencies are available to provide this:

- Service for visually impaired children - A specialist peripatetic teacher visits each campus to assess pupils with a visual impairment and provide support and advice in programme planning.
- Outreach provision for pupils with a hearing impairment - A similar service as above is provided.
- Special Education Resource Centre - this service provides support and advice in the field of Information and Communication Technology for pupils with special educational needs. It is based at Newbridge School
- The Children's Services Authority School Improvement Advisors
- Redbridge Music Service
- Redbridge Drama Centre

11.0 PARENTS OF PUPIL

We believe that an effective partnership with parents will greatly enhance the progress in learning made by the pupils at this school. We do this by:

- Creating a welcoming ethos at school for parents and providing opportunities for them to visit - e.g. regular coffee mornings, whole school events, meetings with teachers and other professionals, P.F.A events
- Maintaining regular contact between home and school - e.g. daily home/school books and 'Parentlink' – a regular newsletter sent home from each campus and the school website.
- Contact with our Parent Support Adviser
- Preparation of reports and information on the progress of individual children - e.g. annual review reports, termly I.E.P. targets/reports.

12.0 LINKS WITH OTHER SCHOOLS

Newbridge School has links with a number of mainstream schools in Redbridge, which provide opportunities for pupils to access learning opportunities in primary and secondary schools in the Borough. There are also links with local Colleges of Further Education for our students over the age of 16. Inclusion links for individual pupils are managed by the school's Access into Mainstream Project (A.I.M.), but there are also a number of other opportunities whereby groups of pupils can learn alongside their mainstream peers.



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13.0 MANAGING TRANSITIONS OF PUPILS BETWEEN SCHOOLS/NEXT STAGE OF EDUCATION

There will be a need to organise transition between the two school campuses for some pupils. In the short term a number of pupils may be involved as the provision develops in line with stated objectives. In the long term pupils will transfer between **Loxford Lane** and Barley Lane at the end of Key Stage 3. Parents and carers will be involved in discussions about any transition and the process will involve some form of part time attendance at the new campus prior to final move.

The transition review held in the term of the pupils' fourteenth birthday marks the start of planning for leaving school. Options for the future are discussed and parents and students are involved in identifying needs and preferences in order to look at possible future provision, which may include a transition to a further education placement. We place great importance on working closely with other agencies e.g. Careers Service, Social Services Department during this process.

14.0 LINKS WITH CHILD HEALTH SERVICES AND EDUCATIONAL WELFARE SERVICES AND ANY VOLUNTARY ORGANISATIONS WHICH WORK ON BEHALF OF CHILDREN WITH SEN

14.1 Redbridge Children's Trust

Formed in 2004, the Trust provides key services to pupils and their families including physiotherapy, speech and language therapy, occupational therapy, medical and nursing support, educational psychology and social work input. Many of these services are based at each campus.

14.2 Services

Other services include:

- Clinical medical officer - to conduct medicals at school
- Regular visits from an orthoptist
- Dental check ups
- Advice from a dietician

There is also a regional wheelchair service, which provides advice and the ongoing of maintenance of the pupil's wheelchairs.

The Educational Welfare Service - A named Educational Welfare Officer makes regular visits to school to monitor attendance and liaise with families and other agencies about the welfare of pupils.

The school has a number of links with voluntary agencies, which work on behalf with children who have special educational needs. These include:

National organisations such as SCOPE and MENCAP, which, provide support, advice to our pupils and their families.

Local organisations e.g Elhap - local adventure playground for children with special needs.

Local parent led groups, which are involved with children with special educational needs - e.g. STARR (Supporting Together Autism Aspergers, Redbridge), P.I.P. (Parents in Partnership)



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Reviewed September 2012