



New Bewerley Community School. Policy for Special Educational Needs and Inclusion.

School Offer

Aims and Principles:

The aim of the Governors and staff at New Bewerley Community School is to provide an effective inclusive education in a true teaching and learning environment. We are an equal opportunities school in which all children are treated with respect and dignity, will have full access to the NC and are enabled to participate in all aspects of school life and achieve their full potential

At New Bewerley Community School our Policy for SEND and Inclusion demonstrates our commitment to and belief in the fundamental principles outlined in Part 3 of the Children and Families Act 2014 and the SEND Code of Practice 0-25 years

The Children and families Act 2014 requires all local authorities to publish information about all services in the area for children and young people with SEND.

This can be found on the Leeds City Council website: <http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>

Our policy for SEND and Inclusion outlines our School Offer and how we, as an inclusive school, meet the needs of children with special educational needs and disabilities.

The Inclusion Team at New Bewerley Community School is:

Name.	Position.	Responsibilities.
Ms Lynda Gration	Assistant Headteacher	<p>Strategic Management and day to day management of Inclusion Team and Resourced Provision.</p> <p>Lead Safeguarding Officer for child Protection.</p> <p>Attendance Officer Line Manager</p> <p>LAC Designated Teacher</p> <p>PREVENT Lead</p> <p>FFI applications</p> <p>EHCPs and EHCP Conversions</p> <p>Responsible for IEP's, programmes of work for children, day to day management of ISAR papers and arranging SEN Support and EHC review meetings, day to day maintenance of SEN Register.</p> <p>Support and INSET for all staff relating to SEND and the SEND process, Child Protection, Behaviour and Pastoral Care.</p> <p>INSET for Inclusion staff including medical training for individual children.</p> <p>Liaise with all external medical, SENDSIT, SENSAP and other professionals.</p>

Mrs Angela Lockwood	Behaviour Support Worker.	Promote the Positive Behaviour Policy in school. Write IBP's, PHP's and Risk Assessments together with the Inclusion Manager for individual, vulnerable children and conduct associated meetings. Manage the day to day deployment of Inclusion Support workers. Manage and analyse the school behaviour database. Lead Professional in NBCS After School Club.
Jemma Seavers	Learning Mentor	Pastoral support for groups of children and individuals. Designated member of staff for Child Protection. SEAL TAMHS Vulnerable at Transfer. NEET initiatives. Bereavement counselling Admissions Transition Peer mediation training and support.
Mrs Georgina Barnes Mr O Johnson Mrs Bernie Duree Mrs Joanne Keighley	Inclusion Support Workers	In/out of class support for difficult to manage children. In/out of class support for the most high tariff children including those with severe learning difficulties.
Miss Chantelle Lawson	HLTA	Lead professional in Rainbow Room, Resourced Provision base.
Mrs Suzan Wilson	Pupil Development Centre Lead CAF Officer	Emotional Literacy Support Child Protection designated staff CAF Officer NEET initiatives. In/out of class support for difficult to manage children.
Mrs Adele Cummings	Speech and Language Therapy Support Worker Lead First Aid Professional/ Medicines	Prepares materials and delivers programmes of study to those children requiring speech and language therapy. Programmes provided by Speech and Language Therapist. Lead First Aid Professional/ Medicines

The Headteacher: Mr Gary German maintains overall responsibility for SEN and Inclusion but delegates day to day management to appropriate staff. The School Leadership team undertakes to ensure that all staff receive INSET appropriate to the needs of the children with whom they are involved.

The Governing Body of the school receives an annual report on the effectiveness of the SEN policy and its practices and procedures.

SEND Practice.

We believe in the importance of early identification of SEN in order to provide targeted support as soon as possible, and strive to enable all parents of children with SEND to be fully involved in the SEND process.

<p><i>What do I do if I think my child may have special educational needs?</i></p>	<p>Firstly speak to your child's class teacher about your concerns or make an appointment to see the Inclusion Manager. A meeting will be arranged to discuss your concerns and an action plan drawn up to address those concerns.</p>
<p><i>How will school support my child's learning?</i></p>	<p>Your child's class teacher will plan and deliver learning activities that meet the needs of your child. He/she may discuss any difficulties with the Inclusion Manager. If your child is having difficulties he/she may take part in small group activities and/or be given some individual support. Your child may also participate in a short term intervention programme. In consultation with parents and the Inclusion manager, an Individual Education Plan, (IEP) may be written and delivered either by the class teacher or a support member of staff. The plan will be overseen and reviewed regularly, and at least termly by the class teacher and Inclusion Manager. Your child's class teacher will provide detail of the provision and arrangements that have been put in place for your child.</p>
<p><i>How will the curriculum be matched to my child's needs?</i></p>	<p>At New Bewerley the curriculum is differentiated to challenge and meet the needs of all the children. Your child may work as part of a smaller group or be supported by an adult or work 1:1. Additional specialised resources may be provided to support independent learning and/or care.</p>
<p><i>How accessible is the school?</i></p>	<p>New Bewerley School was designed to be as inclusive as possible. The entrances and corridors are wide and without steps to enable easy wheelchair access so that children with difficulties may enter using the same entrances as adults and other children. The children has 2 fully equipped Care suites with showers, overhead tracking and rise and fall changing beds, as well as a further rise and fall changing bed in the Foundation Stage toilets. There are two disabled toilet facilities within the inner corridor of the school for the use of both adults and children as well as a further disabled facility in the Year 5/6 annexe. A quiet and well equipped Learning Mentor Room fully meets the needs of children with emotional difficulties, together with planned time for Pupil Development Centre, input which provides emotional literacy support. A further room is designated for the use of the Behaviour Support Worker and provides withdrawal space for short, targeted support sessions for those children having difficulties within the classroom. Within the Resourced Provision base room, the Rainbow Room, there is a small Sensory Room, The Kabin, to which children have regular timetabled access. A small private room is also provided for work to be undertaken on Speech and Language programmes as well a designated space in the Rainbow Room which is dedicated to the delivery of Intensive Interaction and Physiotherapy programmes. The floor covering is fitted with coloured 'spots' outside each classroom to support children with visual impairments and the school is fitted with an induction loop system and soundfield system which can be utilised to support children and adults with hearing impairment. The school is committed to accommodating the needs of all SEND pupils.</p>
<p><i>How will I know how well my child is doing and how will you help me support my child's learning?</i></p>	<p>Each year parents have the opportunity to meet with parents at two Parent's Consultation Evenings. In addition to this there will be opportunities for parents to discuss their child's progress with the class teacher. Parents and teachers may decide to communicate by telephone or through a home/school link book. Parents also will have the opportunity to meet with the Inclusion manager.</p>

	<p>At the end of each term, parents will receive an update on their child's progress towards any Speech and Language programmes if they are supported by this service.</p> <p>Parents wishing to be involved in supporting their child at home may do this in consultation with the class teacher.</p>
<p><i>What support will be available for my child's overall well-being and social, emotional and behavioural development?</i></p>	<p>New Bewerley School is committed to supporting all pastoral, emotional and behavioural needs of our children.</p> <p>The Inclusion Team staff each has a distinct and particular role to play in this process.</p> <p>These roles are listed in the table within this document.</p> <p>Every Tuesday morning an Inclusion Meeting is held by the Inclusion Manager with all Inclusion staff at which the learning, emotional, social and behavioural needs of individual children are discussed and action plans put in place.</p>
<p><i>What services and expertise are available at or accessed by the school to support my child?</i></p>	<p>The school has excellent and well-established links with a range of external professionals who provide us with specialist advice. These include: the Leeds Complex Needs Team, Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, School Nursing, the Deaf and Hearing Impaired Team, the Visual Impairment Team, CAMHS, the Inclusive Learning Service, Specialist Diabetes and Epilepsy nurses and STARS.</p> <p>Further to this we can access support from the JESS cluster to support children and families in a variety of ways.</p>
<p><i>What training and development is done by staff supporting children with SEND?</i></p>	<p>At New Bewerley we support the continuous professional development of all staff.</p> <p>All staff supporting children with medical and physical difficulties have regular Moving and Handling training. School has a large number of staff who are trained in first aid. Teaching assistants have specific medical training and knowledge including anaphylaxis, epilepsy, gastrostomy and the oral feeding of children at risk of aspiration.</p> <p>Staff has accessed Makaton and Intensive Interaction training as well as Autism, Visual Impairment and Epilepsy Awareness and PECs training.</p> <p>Learning support assistants have had training for Numicon, Visual Models and Images, phonics, and specific literacy and numeracy intervention strategies.</p> <p>School staff is supported regularly by the Speech and language Therapist, Occupational Therapist and Physiotherapist.</p>
<p><i>How will my child be included in activities outside the classroom?</i></p>	<p>Our aim is to ensure that all children with SEND are able to access activities and school visits. Risk assessments are carried out to determine individual needs to ensure the safety of all pupils. Children who access the Resourced Provision also benefit from educational visits specifically tailored to their needs.</p>
<p><i>How will school help children to transfer to the next phase of their education?</i></p>	<p>As required, individual transition programmes are designed for children with additional needs. These are arranged and overseen by the Inclusion Manager, Learning Mentor and the Head Teacher. Meetings with parents can be arranged to discuss appropriate schools and visits organised in order to help parents to decide which school they wish their children to attend.</p> <p>The Learning Mentor works closely with high schools and supports children with their visits as needed.</p>
<p><i>How are the school's resources/funding allocated and matched to children's needs?</i></p>	<p>New Bewerley is funded on a national formula per pupil. Blocks of £6,000 are allocated to the school to support additional need. Each resourced place at New Bewerley receives £10,000. In addition to this, school can apply for 'top-up' funding, based on strict criteria if the child's needs exceed that which can be provided through the allocated funds.</p> <p>The school uses the SEN funding to support the specific needs of a child. It may be that a child requires 1:1 adult support for learning and medical and physical needs as well as for independence skills and personal care skills development.</p> <p>The Head Teacher and Governing Body make the final decisions about how funding is allocated.</p>
<p><i>How are parents/ carers involved in the school?</i></p>	<p>Through regular contact with teachers and support staff at the beginning and end of each school day, parents are encouraged to be actively involved in their child's education. Parents are represented on the Governing Body by Parent Governors. They act as a link between parents and the school.</p> <p>Parents are invited into school to take part in a variety of activities eg coffee mornings, training, celebration events, performances and concerts, school fairs and assemblies.</p>

	The views of parents are sought through questionnaires and discussions. Newsletters are sent out to all parents regularly by the Head Teacher and class teachers to inform them of curriculum, events and important dates.
<i>Who can I contact for further information?</i>	<p>For further information parents are welcome to contact:</p> <ul style="list-style-type: none"> * the class teacher * the Inclusion Manager (Ms Gration) * The Learning Mentor * The Deputy Head, (Mrs Krasinsky) or the Head Teacher, (Mr German). * the school reception office and speak to administrative staff. <p>If you wish to contact school, then please call: 01132 8878718</p>

Approved on: 12.10.15

Reviewed by the Governing Body on:17.10.16, 16.10.17

Review: Autumn 2018